

# College of Arts and Sciences Curriculum Proposals

## BEFORE YOU BEGIN...

You will need the following supporting documents ready to upload:

1. A complete syllabus for the course you are proposing or changing, or the copy for the bulletin or course description changes (as appropriate).
2. Written approval from your department chair.
3. Written approval from the chair of ALL other departments that will be affected by the new course.

### Arts and Sciences Senate Curriculum Committee Submissions

This form is for submitting all curricular changes to the Arts and Sciences Curriculum Committee. Please submit a separate form for EACH proposal or type of change. Please keep your confirmation email to access your submissions in case you need to make changes.

The name, username and photo associated with your Google account will be recorded when you upload files and submit this form. [gs@stonybrook.edu? \(switch account\)](mailto:gs@stonybrook.edu?switch=account)

\* Required

Contact Name: \*

Your answer

Contact Email: \*

Your answer

Department \*

Your answer

Department Chair Name: \*

Your answer

Department Chair Email: \*

Your answer

Curricular Change Departmental Approval \*

Please upload documentation of approval from the department chair for the change being proposed.

ADD FILE

Will the changes you are proposing impact any other departments or programs on campus? \*

Please search the university bulletin and identify any and all places this course change will impact other departments and/or programs. Documentation of agreements to the impacts must be included with this proposal. All proposals for which this has not been correctly done will be returned without review.

Yes

No

NEXT

Never submit passwords through Google Forms.

## Screen 1: Contact Information

This first screen collects basic contact information and departmental approvals. Regardless of what type of curricular change you are submitting, you must fill this out.

NOTE: FILE UPLOAD. You must upload written approval from your department chair here. The approval should be a PDF copy of an email or a formal letter from the department chair in PDF or Word format.

NOTE: DEPARTMENTAL IMPACTS. Prior to submitting ANY change or addition to the curriculum, you must identify any and all departments other than your own that will be affected by this change, and you must seek the approval of the department chair. For changes to existing courses, programs, etc., use the search function on your computer to check the Undergraduate Bulletin.

Any proposal that fails to identify all external impacts will be returned as incomplete without review.

If you answer "Yes" to this question, please [see Page 26](#) for further instructions.

## Screen 2: Proposal Selection

Next, select the type of change you are requesting from the drop down list.

See the relevant section for further instructions on each type of change:

1. New Course Proposal (to propose a new course; as part of this process, you may also apply for SBC designations for this new course)—[Page 4](#).
2. Existing Course—Change in Delivery Method (to be used to move an existing in-person course online or vice versa; as part of this process, you may modify SBC categories if you wish)—[Page 9](#).
3. Existing Course—Change in SBC Designation (to be used to add, remove, or modify SBC designations from an existing course only; for a new course, please use the new course proposal form)—[Page 17](#).
4. Existing Course—Change in Course Title (to be used to change the title of an existing course; please note, this is NOT to create a title for a topics course)—[Page 24](#).
5. Existing Course—Change in Prerequisite (to be used to add or remove prerequisites, co-requisites, etc. from an existing course)—[Page 24](#).
6. New Major—To propose a new major, please contact the CAS Dean's Office at [CAS\\_Curriculum@stonybrook.edu](mailto:CAS_Curriculum@stonybrook.edu).
7. Changes to Existing Major—To make changes to an existing major, please contact the CAS Dean's Office at [CAS\\_Curriculum@stonybrook.edu](mailto:CAS_Curriculum@stonybrook.edu).
8. New Minor—To propose a new minor, please contact the CAS Dean's Office at [CAS\\_Curriculum@stonybrook.edu](mailto:CAS_Curriculum@stonybrook.edu).
9. Change to Existing Minor—To make changes to an existing minor, please contact the CAS Dean's Office at [CAS\\_Curriculum@stonybrook.edu](mailto:CAS_Curriculum@stonybrook.edu).
10. Changes to Bulletin Text: To make changes to Bulletin Text—[Page 25](#).
11. Topics Course Title for Scheduling—To add a title to a Topics course for one semester only—[Page 25](#).
12. For anything not covered by these options, please contact the CAS Dean's Office at [CAS\\_Curriculum@stonybrook.edu](mailto:CAS_Curriculum@stonybrook.edu)

The name, username and photo associated with your Google account will be recorded when you upload files and submit this form. No [redacted]@stonybrook.edu? [Switch account](#)

\* Required

### Proposal

Select your proposal type to access the appropriate form. If your proposal does NOT fall into any of these options, please contact the Arts and Sciences Dean's office at [CAS\\_Curriculum@stonybrook.edu](mailto:CAS_Curriculum@stonybrook.edu)

What change is being proposed with this submission? \*

Choose

BACK NEXT

Never submit passwords through Google Forms.

The name, username and photo associated with your Google account will be recorded when you upload files and submit this form. No [redacted]@stonybrook.edu? [Switch account](#)

\* Required

Choose

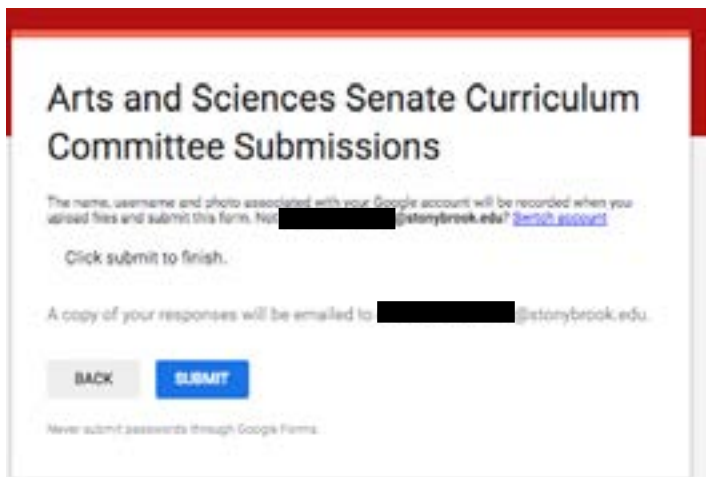
- New Course
- Existing Course—Change in Delivery Method
- Existing Course—Change in SBC Designation
- Existing Course—Change in Course Title
- Existing Course—Change in Pre-Requisite
- New Major
- Change to Existing Major
- New Minor
- Change to Existing Minor
- Changes in Bulletin Text
- Topics Course Title for Programming
- Other

Report Abuse - Terms of Service

# Submit Proposal

Upon completing the appropriate form, you will be taken to the final submission screen.

Please note, until you submit your request on this screen, none of your proposal materials will be transmitted to the Dean's office and Curriculum Committee.



The screenshot shows a web form titled "Arts and Sciences Senate Curriculum Committee Submissions". Below the title, there is a line of text: "The name, username and photo associated with your Google account will be recorded when you upload files and submit this form. You [redacted]@stonybrook.edu? [Link to account](#)". Below this is the instruction "Click submit to finish." and a line of text: "A copy of your responses will be emailed to [redacted]@stonybrook.edu." At the bottom, there are two buttons: "BACK" and "SUBMIT". A small note at the very bottom says "Never submit passwords through Google Forms."

## Final Screen

At the end of the proposal process, you will receive confirmation that your proposal has been submitted.

PLEASE NOTE: unless you have received confirmation on this screen that your proposal has been submitted, your proposal has NOT been submitted. DO NOT exit the forms until you reach this screen or you will lose your work thus far.



The screenshot shows the final confirmation screen titled "Arts and Sciences Senate Curriculum Committee Submissions". A yellow box contains the text: "Your proposal has been received. If you would like to edit this proposal, please use the link in your confirmation email." Below this, there are two blue links: "Edit your response" and "Submit another response". A diagonal line is drawn across the bottom right portion of the screen.

NOTE: When your proposal has been successfully submitted, the system will auto-generate a confirmation email.

Your confirmation email will contain a link that will allow you to edit your submission at a later date. Please keep that confirmation email until your proposal has been accepted in case you need to edit the original submission.

Please note, if you delete/lose the confirmation email, you will need to resubmit your entire proposal.

# New Course Proposals

## Arts and Sciences Senate Curriculum Committee Submissions

The name, username and photo associated with your Google account will be recorded when you upload files and submit this form. No [REDACTED]@stonybrook.edu? [Switch account](#)

\* Required

### New Course Proposal

Use this form to propose a new course.

#### Subject Code and Proposed Course Number \*

Your answer

#### Complete Course Title (for Bulletin) \*

Your answer

#### 30-Character Title \*

Course titles are restricted to 30 characters when printed in the class schedule and on students' transcripts.

Your answer

#### Course Description \*

Please be concise and enter the description exactly as it is to appear in the Bulletin. Limit to approximately 75-100 words. No introductory statement is necessary. Bulletin and Syllabus descriptions should be consistent. For more guidance on writing course descriptions, please see: <https://www.stonybrook.edu/commcms/asss/forms/Course%20Description%20Guidelines.pdf>

Your answer

#### Rationale \*

Please explain the department's rationale for adding this course. Address, for example, how this course fits into the department's undergraduate curriculum.

Your answer

#### Departmental Curriculum \*

How does the course complement existing courses in the department's curriculum or integrate material from them?

Your answer

#### Does the course replace any existing course? \*

Yes

No

## Screen 1: General Course Information

The new course proposal form consists of 5 primary screens, with two additional subsets of screens for courses requesting SBC certification and/or to offer the course online.

The first screen in the new course proposal application will collect basic information about the course and its relationship to the existing departmental offerings.

At the end of the first screen, you will be required to upload a syllabus for the course you are proposing. The content of that syllabus should support your answers to the questions on all screens.

# New Course Proposals, cont.

## Screen 1: New Course Proposals continued from previous page

If this course replaces an existing course, please indicate which course it replaces and if that course should be inactivated.

Your answer

Does the course necessitate any changes to the departmental major or minor? \*

- Yes
- No

If this course necessitates changes, please explain in detail.

Your answer

Is the course repeatable? \*

- Yes
- No

If the course is repeatable, indicate how many times or for how many credits course may be repeated. If there is no limit, indicate "none."

Your answer

Does this course have any prerequisites, co-requisites, or advisory pre-requisites? \*

- Yes
- No

If so, please identify which and what they are.

Your answer

Course Grading (select one): \*

- Student Option (A-F default but allows students to elect G/PNC option. This is the most commonly used option.)
- A-F (does not allow the G/PNC Option)
- S/U

## Screen 1: General Course Information cont.



# New Course Proposals, cont.

## Screen 1: New Course Proposals continued from previous page

## Screen 1: General Course Information cont.

The screenshot shows a Google Form titled "New Course Proposals". It has three main sections: "Course Grading (select one):" with radio buttons for "A-F", "A-C/U", and "S/U"; "Learning Outcomes" with a text input field; and "Syllabus for New Course Proposal" with an "ADD FILE" button. At the bottom are "BACK" and "NEXT" buttons and a footer note: "Never submit passwords through Google Forms."

NOTE: Learning outcomes should be reflective of course content and NOT simply reiterations of outcomes listed as examples. Please take the time to craft learning outcomes that are reflective of the course you are proposing to teach.

NOTE: FILE UPLOAD. You must upload a complete copy of your syllabus here. The syllabus content must reflect the course proposal.

Please download the [syllabus template](#) and use the format offered to ensure consistency.

## Screen 2: Course Content

The second screen of the New Course Proposal form collects more specific information regarding course content. This information is intended to help the curriculum committee assess the appropriateness of the course level and work load for students.

The screenshot shows a Google Form titled "Course Content". It contains several questions with text input fields: "For what level and types of students is the course primarily intended...", "If the course is for upper division students, please explain what aspects of the course make it so.", "How will students be evaluated?", "List a weekly plan of class topics and assignments.", and "List the assigned readings. If possible, include a bibliography." At the bottom are "BACK" and "NEXT" buttons and a footer note: "Never submit passwords through Google Forms."

# New Course Proposals, cont.

## Screen 3: Course Credits and Scheduling

The third screen of the New Course Proposal form collects information necessary to the planning and scheduling of courses and ensures that the number of credits assigned to the course meets University standards.

### Course Credits and Contact Hours

**When will the course usually be offered (check all appropriate): \***

Fall

Spring

Summer I

Summer II

Winter

**Frequency of offering \***  
Explain how often the course will be offered, e.g. every semester, annually, alternate years, etc.

Your answer

**Course Credits (if variable, specify min and max) \***

Your answer

**The course will include:**  
Check all that apply

Lecture

Seminar

Lab

Recitation

Tutorial

Other:

**Briefly explain the course meeting pattern. \***  
Course meetings need to support the credits assigned (for information, please see <https://www.stonybrook.edu/academic/registrar/policies/cost/onlinecourse.php>) Please give a brief but specific explanation of how the course will meet including lecture, seminar, recitation, lab, studio, and other meeting time.

Your answer

**Will films and videos be used as part of the course? \***

Yes

No

**If film and video WILL be used, briefly explain how the materials will be integrated into the course.**  
Please include video/film time. Note: Stony Brook classifies a film showing as a "lab." SUNY guidelines stipulate that two hours of lab equal one contact hour only if significant outside preparation is required. Film labs typically require significant outside preparation, resulting in a 2 hour film lab. Otherwise, three hours of film/video viewing equal one contact hour.

Your answer

**This course will be offered:**

in person

on line

as a hybrid in person and online course.

NOTE: If the course is to be offered online, you will be asked to complete additional questions regarding the format and your preparation for online teaching. For more information on these forms, please see [page 9](#), "Existing Course, Change in Delivery Method."

# New Course Proposals, cont.

## Screen 4: Course Resources

The fourth screen of the New Course Proposal form asks you to detail the resources that will be needed to support the course including class size, teaching assistance, library resources, etc.

**Course Resources**

What is the estimated enrollment? \*

Your answer

Will graduate teaching assistants be required for this course? \*

Yes

No

Will undergraduate teaching assistants be required for this course? \*

Yes

No

If either graduate or undergraduate teaching assistants will be required, please explain how each will be used.

Your answer

Are there adequate facilities on campus to support this course? \*

Yes

No

If no, please explain what will be needed to support the course.

Your answer

Will students require computer resources beyond basic needs such as accessing the internet or word processing? \*

Yes

No

If yes, please explain what will be needed to support the course.

Your answer

If additional library resources are needed to support this course, please list them below.

Your answer

**BACK**   **NEXT**



# New Course Proposals, cont.

## Screen 5: SBC Certification



SBC Certification for New Course Proposals

Would you like to apply for SBC Certification for this course at this time? \*

Yes

No, I would like to submit this proposal at this time.

BACK NEXT

The fifth screen of the New Course Proposal Form asks if you would like to apply for SBC certifications at this time. If you would like to apply for SBC certifications, you will be taken to a new set of screens to fill out those requests ([see page 13](#)).

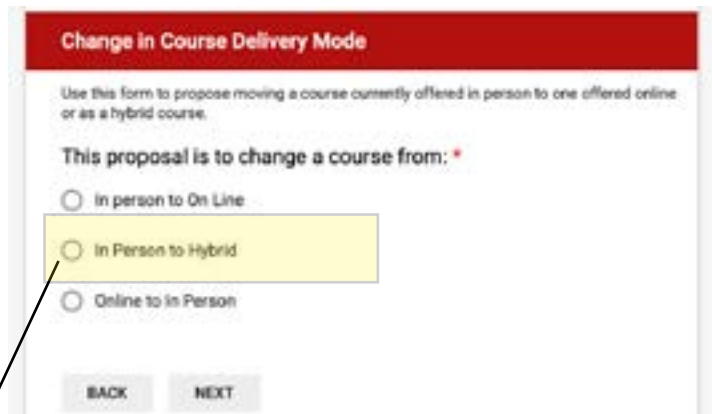
If you would NOT like to apply for SBC certifications, the form will take you to the final screen to submit your course proposal. ([see page 3](#)).

# Existing Course Change in Delivery Method

## Screen 1: Type of Change

The first screen of the Change in Delivery Mode Form asks you to identify the type of change you are requesting. Options are for moving an existing course taught in person to a course that is taught entirely online, moving an in person course to a course that is taught partially online and partially in person (Hybrid), and a course that is currently being taught online to one that will be taught in person.

NOTE: The hybrid option is NOT for courses where some sections will be taught in person and some online, but rather it is intended for courses that will combine both methods of teaching in a single section or sections.



Change in Course Delivery Mode

Use this form to propose moving a course currently offered in person to one offered online or as a hybrid course.

This proposal is to change a course from: \*

In person to On Line

In Person to Hybrid

Online to In Person

BACK NEXT

# Existing Course—Change in Delivery Method cont.

## Screen 2: Basic Course Data

The second screen of the Change in Delivery Mode Form collects the basic information about the existing course.

NOTE: FILE UPLOAD. You must upload a complete copy of your syllabus here. The syllabus content must reflect the new course mode.

Please download the [syllabus template](#) and use the format offered to ensure consistency.

**Change in Mode of Delivery**

Use this form to change an existing course from in person to online or hybrid delivery.

**Subject Code and Course Number for Existing Course \***

Your answer: \_\_\_\_\_

**Complete Course Title \***

Your answer: \_\_\_\_\_

**30-Character Title \***

Course titles are restricted to 30 characters when printed in the class schedule and on students' transcripts.

Your answer: \_\_\_\_\_

**Course Description \***

Please be concise and enter the description exactly as it is to appear in the Bulletin. Limit to approximately 75-100 words. No introductory statement is necessary. Bulletin and Syllabus descriptions should be consistent. For more guidance on writing course descriptions, please see: <https://www.stonbrook.edu/commerce/assoc/forms/Course%20Description%20Guidelines.pdf>

Your answer: \_\_\_\_\_

**Does the course replace the existing course? Or will online and in person options be offered simultaneously? \***

Yes, the course will be offered exclusively in the new mode of delivery.

No, both online and in person options will continue to be offered.

**New Mode of Delivery Syllabus \***

Upload a copy of the syllabus reflecting the new mode of delivery.

[ADD FILE](#)

**BACK** **NEXT**

## Screen 3: Preparation for Online Teaching

The third screen asks about your preparation for teaching online. If you have not completed training with CELT, you will be asked to consult with the CAS Dean's office regarding your preparation before you are able to proceed with your proposal.

**Proposal to offer course online or as hybrid**

Have you completed the required CELT course for online teaching or met with a CELT consultant about this course? \*

Yes

No

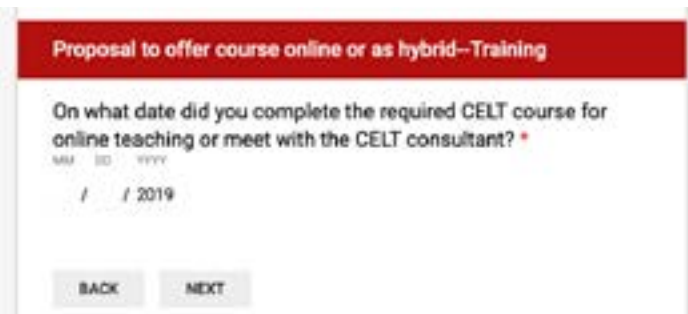
I don't know

**BACK** **NEXT**

# Existing Course–Change in Delivery Method cont.

## Screen 4: Preparation for On- line Teaching cont.

The fourth screen of the Change in Delivery Mode Form asks you to certify your CELT training by providing the date of that training or consultation.



Proposal to offer course online or as hybrid—Training

On what date did you complete the required CELT course for online teaching or meet with the CELT consultant? \*

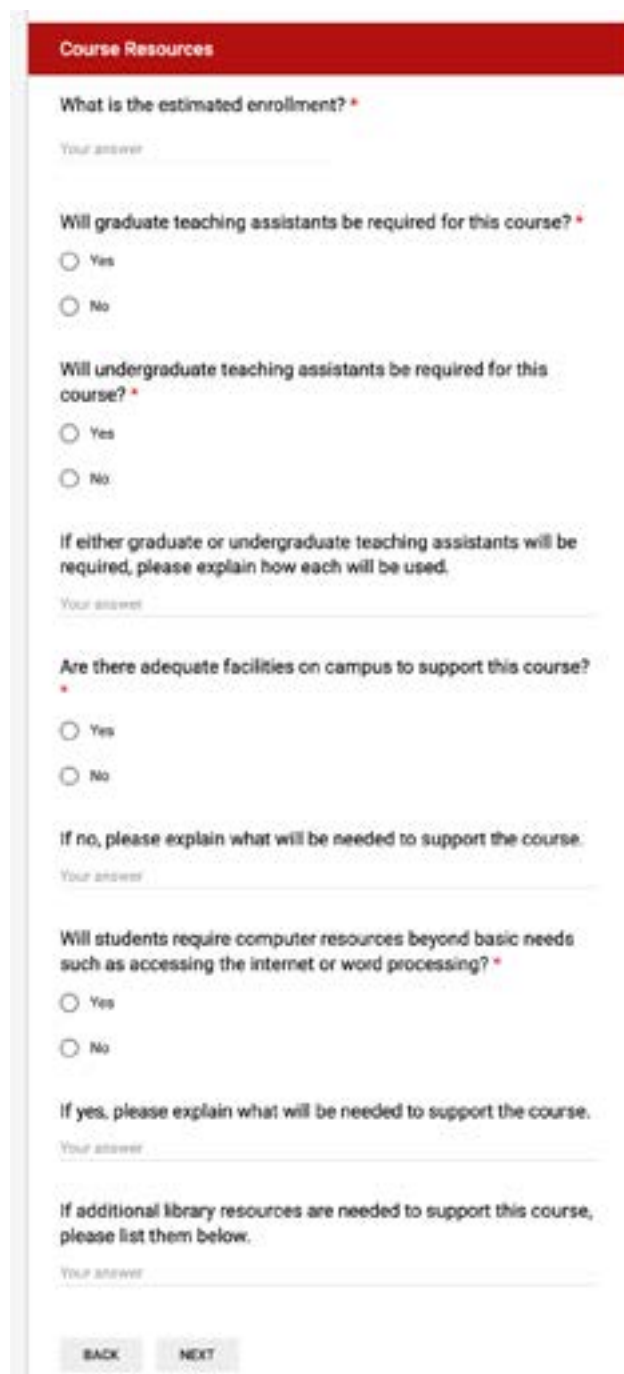
MM DD YYYY

/ / 2019

BACK NEXT

## Screen 5: Course Resources

The fifth screen of the Change in Delivery Mode form asks you to detail the resources that will be needed to support the course including class size, teaching assistance, library resources, etc.



Course Resources

What is the estimated enrollment? \*

Your answer

Will graduate teaching assistants be required for this course? \*

Yes

No

Will undergraduate teaching assistants be required for this course? \*

Yes

No

If either graduate or undergraduate teaching assistants will be required, please explain how each will be used.

Your answer

Are there adequate facilities on campus to support this course? \*

Yes

No

If no, please explain what will be needed to support the course.

Your answer

Will students require computer resources beyond basic needs such as accessing the internet or word processing? \*

Yes

No

If yes, please explain what will be needed to support the course.

Your answer

If additional library resources are needed to support this course, please list them below.

Your answer

BACK NEXT

# Existing Course—Change in Delivery Method cont.

## Screen 6: Online Teaching

The sixth screen of the Change in Delivery Mode form asks for specifics regarding the online or hybrid format of the course.

**Proposal for Online Teaching**

**What is the rationale for offering this course online? \***

Your answer

**What is your prior experience with online teaching? \***  
Include any relevant information about past courses taught online and/or training taken to teach online.

Your answer

**This course will be: \***

Synchronous

Asynchronous

Combined Online Only (both Synchronous and Asynchronous)

Hybrid (some in-person instruction blended with online instruction)

If this course will be either combined or hybrid, explain how the instruction time will be apportioned.

Your answer

**What course platform will be used? \***

Blackboard

SBUConnect

Google Apps

Other: \_\_\_\_\_

**Explain how student-to-student and student-to-instructor interaction will be handled. \***

Your answer

If teaching assistants will be used for this course (either graduate or undergraduate), explain any ways in which their responsibilities would differ from an in-person offering of this course.

Your answer

**List all software and any special hardware that students will need to access. \***

Your answer

**Please provide a statement (which should also be included in the course syllabus) of minimal technical requirements and student skills necessary for the course. \***

Your answer

**BACK**   **NEXT**

# Existing Course—Change in Delivery Method cont.

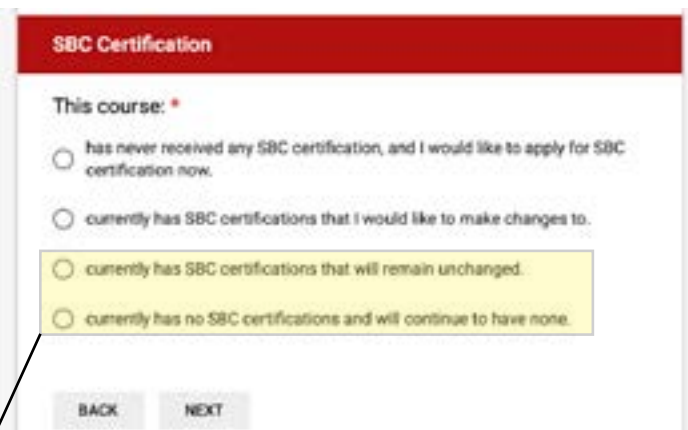
## Screen 7: SBC Certification

The seventh screen allows you to add new SBC certification to the course or to alter current certifications if you would like to do so.

If you are going to add SBC certifications to a course that has never had any, please continue to the next section.

If you are going to alter existing SBC certifications, please see [page 18](#).

NOTE: If you do not add or change SBC certifications, you will be taken to the final screen to submit your proposal ([see page 3](#)).



The screenshot shows a form titled "SBC Certification" with a red header. Below the header, the text "This course: \*" is followed by four radio button options. The third option, "currently has SBC certifications that will remain unchanged.", is selected and highlighted in yellow. At the bottom of the form are two buttons: "BACK" and "NEXT".

SBC Certification

This course: \*

- has never received any SBC certification, and I would like to apply for SBC certification now.
- currently has SBC certifications that I would like to make changes to.
- currently has SBC certifications that will remain unchanged.
- currently has no SBC certifications and will continue to have none.

BACK NEXT

# Adding New SBC Certifications

## Screen 1: SBC Certification

The first screen of the SBC Certification form asks you to specify which SBC categories you would like to add. Though this form is intended primarily for use with new course proposals, you may also encounter it if you are adding SBC certification to a course you are moving online.

Please see <https://www.stonybrook.edu/commcms/genes/guidelines.php> for guidelines on applying multiple SBCs to a course.

### SBC Certification for New Courses

Use this form to apply for new SBC certification on a new course. Please note that the syllabus you submitted as part of this proposal must support the necessary learning outcomes for the category or categories you are applying for.

**Which SBC category or categories would you like to include in this new course? \***

Please check all that apply. To review requirements for each SBC, please see: [https://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/degree\\_requirements/learningandtrainingoutcomes.php](https://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/degree_requirements/learningandtrainingoutcomes.php)

- Explore and Understand the Fine and Performing Arts (ARTS)
- Engage Global Issues (GLO)
- Address Problems using Critical Analysis and the Methods of the Humanities (HUM)
- Communicate in a Human Language Other than English (LANG)
- Master Quantitative Problem Solving (QPS)
- Understand, Observe, and Analyze Human Behavior and the Structure and Functioning of Society (SBS)
- Study the Natural World (SNW)
- Understand Technology (TECH)
- Understand the Political, Economic, Social, and Cultural History of the United States (USA)
- Write Effectively in English (WRT)
- Examines significant relationships between Science or Technology and the Arts, Humanities, or Social Sciences (STAS)
- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)
- Social and Behavioral Sciences (SBS+)
- Science, Technology, Engineering, and Mathematics (STEM+)
- Practice and Respect Critical and Ethical Reasoning (CER)
- Respect Diversity and Foster Inclusiveness (DIV)
- Evaluate and Synthesize Researched Information (ESI)
- Speak Effectively before an Audience (SPK)
- Write Effectively within One's Discipline (WRTD)

Please list the course-specific learning outcomes that you believe meet the SBC designation (s) being requested. \*

Your answer



# Adding New SBC Certifications cont.

## Screen 2: SUNY Approval

The second screen of the SBC Certification form collects information for the SUNY General Education Approval process. All courses applying for any SBC certification that meets SUNY General Education requirements must provide this information to facilitate state approval.

Courses that fulfill SUNY General Education requirements (ARTS, CER, ESI, GLO, HUM, LANG, QPS, SBS, SNW, SPK, USA, and WRT) may not be offered for SBC/SUNY General Education Credit until final SUNY approval has been received. Proposals must be submitted to SUNY System Administration before they can be offered to satisfy Stony Brook General Education requirements.

The curriculum committee will prepare and submit this on your behalf.

### SUNY-General Education Approval

Courses that fulfill SUNY General Education requirements (ARTS, CER, ESI, GLO, HUM, LANG, QPS, SBS, SNW, SPK, USA, and WRT) may not be offered for SBC/SUNY General Education Credit until final SUNY approval has been received. Proposals must be submitted to SUNY System Administration before they can be offered to satisfy Stony Brook General Education requirements.

The curriculum committee will prepare and submit this on your behalf.

If SUNY System Administration requires additional review in making their determination, the SUNY Advisory Council on General Education may request the following information. If your course will require SUNY-General Education approval, please indicate any supporting information you would like shared with the Council below as appropriate.

**Does your course require SUNY-General Education Approval? \***

Yes

No

If yes, please provide a list of any topics from the course syllabus that supports the SBC designation.

Your answer

Please provide a list of any readings from the course syllabus that supports the SBC designation.

Your answer

Are you willing to provide the Advisory Council on General Education a copy of the course syllabus?

Yes

No

# Adding New SBC Certifications cont.

## Screen 3: EXP+ Certification

The third screen of the SBC certification form allows you to designate the type (if any) of EXP+ designation a course will carry.

### EXP+ Designation

Students fulfill the EXP+ learning objectives via a mentored learning activity in which the student applies knowledge and skills acquired in the classroom in a real-world setting, and in which insights and skills developed through real-world experience enhance academic success and professional development. Successful experiential learning requires reflection, mentoring, feedback, critical analysis, and synthesis.

Please also see the EXP+ contract template ([https://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/degrees\\_requirements/EXP%20contract%20template%202014%2004%2023.docx](https://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/degrees_requirements/EXP%20contract%20template%202014%2004%2023.docx)).

Is this course intended to fulfill the EXP+ Designation? \*

Yes

No

If yes, please select which of the following subcategories are satisfied. You may check as many boxes as are appropriate.

Cooperative Education: An applied learning experience that alternates classroom learning and productive paid work experiences in a field related to a student's academic and career goals. Co-ops are formal partnerships between an educational institution, an employer, and one or more students, and typically provide meaningful work experiences for students. Co-ops are off-campus and full time or part time.

Internship—Credit Bearing/non-credit: Applied learning experiences for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full or part time, on or off campus, paid or unpaid. Some institutions offer both credit and non-credit bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings. This definition does not include internships that are required components of a registered program leading to NYS licensure or certification (e.g., teacher preparation, social work, dental hygiene). An internship is distinct from community service or service learning.

Clinical Placement: Students rotate through a variety of health care agencies with faculty supervision focusing on the health care field process, with individual patients or groups reflecting diverse settings, across the lifespan. Emphasis is on mastering theoretical concepts, improving skill competency, and developing clinical reasoning skills with a focus on evidence-based practice.

Practicum: A period of practical experience undertaken in academic, professional or community settings/agencies/organizations as part of an academic course. This approach is grounded in application and practice of theoretical/technical concepts/skills and cultural competency relevant to the course or to a profession.

Service-Learning: A credit bearing educational strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience and strengthen communities.

Community Service: Volunteerism and community service performed by students for community benefit. This service can be, but is not necessarily integrated with a particular program of study. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus.

Civic Engagement: A teaching and learning focus on educating students as global citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.

Creative Works: A capstone, senior project, performance, or other creative work that occurs as a culminating experience for a student in an accredited class or program.

Research: Mentored, self-directed work that enables students to make an original, intellectual or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others.

Undergraduate Research: An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. <http://www.csr.org/>

# Adding New SBC Certifications cont.

Screen 3: EXP+ Certification  
continued from previous page

Screen 3: EXP+ Certification  
cont.

The screenshot shows a form with several sections. At the top, there is a checkbox for 'Undergraduate Research: An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. <http://www.csr.org/>'. Below this is a text box for 'Entrepreneurship (program, class, project): Students in an entrepreneurship program develop a broad-based entrepreneurial skill relevant to any organization - start-up, established, and for and not-for-profit agency, organization, community or industry. Entrepreneurship involves consistently thinking and acting in ways designed to uncover new opportunities that are then applied to provide value.' This is followed by another text box for 'International and Domestic Travel/Exchange: An instructional program delivered in either an overseas location or domestic location. Often the program is delivered as a semester-long or intercession sequence of courses, the content of which is enhanced by the location of instruction, by distinctive historic or cultural features available in the location, or by a unique approach to the subject matter that is specific to the locale. Exchanges are often conducted by individual students traveling independently to a location that has been pre-approved by their home institution, and where they determine their specific course of study in collaboration with home and host institution faculty.' There is also an 'Other:' field. At the bottom, there is a note: 'A copy of your responses will be emailed to [redacted]@stonybrook.edu.' and two buttons: 'BACK' and 'SUBMIT'.

# Existing Course—Change in SBC Designation

Screen 1: SBC Certification

The first screen of the SBC Certification for Existing Courses form asks for basic course information.

NOTE: FILE UPLOAD. You must upload a complete copy of your syllabus here.

Please download the [syllabus template](#) and use the format offered to ensure consistency.

NOTE: If you are adding SBC certifications to an existing course that currently carries NONE and you choose option 1, please follow the instructions starting on [page 14](#) after this screen.

If you are changing SBC certifications (adding, maintaining, and/or deleting) please continue to the next page.

The screenshot shows the 'SBC Certification for Existing Courses' form. It has a red header. The first section is 'Course Code and Title \*' with a text input field labeled 'Your answer'. Below this is a pink box for 'Syllabus for SBC for Existing Course \*' with the instruction 'Please upload a copy of the course syllabus which clearly supports the application for SBC designation.' and an 'ADD FILE' button. The next section is 'This course: \*' with two radio button options: 'has never received any SBC certification, and I would like to apply for SBC certification now.' and 'currently has SBC certifications that I would like to make changes to.' At the bottom are 'BACK' and 'NEXT' buttons.

# Existing Course–Change in SBC Designation cont.

## Screen 2A: SBC Certification Changes

The first portion of the second screen of the SBC Certification for Existing Courses form asks you to identify any new SBC categories you would like to ADD to the course.

Please check all that apply.

**SBC Certification Changes**

Use this form to apply for new SBC certification on an existing course. To review requirements for each SBC, please see: [https://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/degree\\_requirements/categoriesandlearningoutcomes.cbc](https://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/degree_requirements/categoriesandlearningoutcomes.cbc)

Which SBC category or categories would you like to ADD to the course? \*

- Explore and Understand the Fine and Performing Arts (ARTS)
- Engage Global Issues (GLO)
- Address Problems using Critical Analysis and the Methods of the Humanities (HUM)
- Communicate in a Human Language Other than English (LANG)
- Master Quantitative Problem Solving (QPS)
- Understand, Observe, and Analyze Human Behavior and the Structure and Functioning of Society (SBS)
- Study the Natural World (SNW)
- Understand Technology (TECH)
- Understand the Political, Economic, Social, and Cultural History of the United States (USA)
- Write Effectively in English (WRT)
- Examines significant relationships between Science or Technology and the Arts, Humanities, or Social Sciences (STAS).
- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)
- Social and Behavioral Sciences (SBS+)
- Science, Technology, Engineering, and Mathematics (STEM+)
- Practice and Respect Critical and Ethical Reasoning (CER)
- Respect Diversity and Foster Inclusiveness (DIV)
- Evaluate and Synthesize Researched Information (ESI)
- Speak Effectively before an Audience (SPK)
- Write Effectively within One's Discipline (WRTD)

What SBC certifications does this course already carry that you would like to REMAIN attached to the course? \*

# Existing Course—Change in SBC Designation cont.

## Screen 2B: SBC Certification Changes

The second portion of the second screen of the SBC Certification for Existing Courses form asks you to identify any SBC categories you would like to **REMAIN UNCHANGED**. These should be for SBC categories that have already been approved **ONLY** and that you would like to remain attached to the course.

Please check all that apply.

What SBC certifications does this course already carry that you would like to **REMAIN** attached to the course? \*

- Explore and Understand the Fine and Performing Arts (ARTS)
- Engage Global Issues (GLO)
- Address Problems using Critical Analysis and the Methods of the Humanities (HUM)
- Communicate in a Human Language Other than English (LANG)
- Master Quantitative Problem Solving (QPS)
- Understand, Observe, and Analyze Human Behavior and the Structure and Functioning of Society (SBS)
- Study the Natural World (SNW)
- Understand Technology (TECH)
- Understand the Political, Economic, Social, and Cultural History of the United States (USA)
- Write Effectively in English (WRT)
- Examines significant relationships between Science or Technology and the Arts, Humanities, or Social Sciences (STAS).
- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)
- Social and Behavioral Sciences (SBS+)
- Science, Technology, Engineering, and Mathematics (STEM+)
- Practice and Respect Critical and Ethical Reasoning (CER)
- Respect Diversity and Foster Inclusiveness (DIV)
- Evaluate and Synthesize Researched Information (ESI)
- Speak Effectively before an Audience (SPK)
- Write Effectively within One's Discipline (WRTD)
- None

What SBC certifications would you like to **REMOVE** from this course? \*



# Existing Course—Change in SBC Designation cont.

## Screen 2C: SBC Certification Changes

The third portion of the second screen of the SBC Certification for Existing Courses form asks you to identify any new SBC categories you would like to REMOVE from the course.

Please check all that apply.

At the bottom of the page, you are asked to provide all learning objects that support ALL of the requests you are making as part of this submission.

What SBC certifications would you like to REMOVE from this course? \*

- Explore and Understand the Fine and Performing Arts (ARTS)
- Engage Global Issues (GLO)
- Address Problems using Critical Analysis and the Methods of the Humanities (HUM)
- Communicate in a Human Language Other than English (LANG)
- Master Quantitative Problem Solving (QPS)
- Understand, Observe, and Analyze Human Behavior and the Structure and Functioning of Society (SBS)
- Study the Natural World (SNW)
- Understand Technology (TECH)
- Understand the Political, Economic, Social, and Cultural History of the United States (USA)
- Write Effectively in English (WRT)
- Examines significant relationships between Science or Technology and the Arts, Humanities, or Social Sciences (STAS)
- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)
- Social and Behavioral Sciences (SBS+)
- Science, Technology, Engineering, and Mathematics (STEM+)
- Practice and Respect Critical and Ethical Reasoning (CER)
- Respect Diversity and Foster Inclusiveness (DIV)
- Evaluate and Synthesize Researched Information (ESI)
- Speak Effectively before an Audience (SPK)
- Write Effectively within One's Discipline (WRTD)
- None

Please list the course-specific learning outcomes that you believe meet the SBC designation (s) being requested. \*

Your answer

BACK

NEXT



# Existing Course–Change in SBC Designation cont.

## Screen 3: SUNY Approval

The third screen of the SBC Certification for Existing Courses form collects information for the SUNY General Education Approval process. All courses applying for any SBC certification that meets SUNY General Education requirements must provide this information to facilitate state approval.

### SUNY-General Education Approval

Courses that fulfill SUNY General Education requirements (ARTS, CIER, ESI, GLD, HUM, LANG, OPS, SBS, SNW, SPK, USA, and WRT) may not be offered for SBC/SUNY General Education Credit until final SUNY approval has been received. Proposals must be submitted to SUNY System Administration before they can be offered to satisfy Stony Brook General Education requirements.

The curriculum committee will prepare and submit this on your behalf.

If SUNY System Administration requires additional review in making their determination, the SUNY Advisory Council on General Education may request the following information. If your course will require SUNY-General Education approval, please indicate any supporting information you would like shared with the Council below as appropriate.

**Does your course require SUNY-General Education Approval? \***

Yes

No

If yes, please provide a list of any topics from the course syllabus that supports the SBC designation.

Your answer:

Please provide a list of any readings from the course syllabus that supports the SBC designation.

Your answer:

Are you willing to provide the Advisory Council on General Education a copy of the course syllabus?

Yes

No

[BACK](#) [NEXT](#)

# Existing Course—Change in SBC Designation cont.

## Screen 4: EXP+ Certification

The fourth screen of the SBC Certification for Existing Courses form allows you to designate the type (if any) of EXP+ designation a course will carry.

### EXP+ Designation

Students fulfill the EXP+ learning objectives via a mentored learning activity in which the student applies knowledge and skills acquired in the classroom in a real-world setting, and in which insights and skills developed through real-world experience enhance academic success and professional development. Successful experiential learning requires reflection, mentoring, feedback, critical analysis, and synthesis.

Please also see the EXP+ contract template ([https://www.stonybrook.edu/36/bulletin/current/policiesandregulations/degrees\\_requirements/EXP%20contract%20template%202014%20-4%2023.docx](https://www.stonybrook.edu/36/bulletin/current/policiesandregulations/degrees_requirements/EXP%20contract%20template%202014%20-4%2023.docx)).

Is this course intended to fulfill the EXP+ Designation? \*

Yes

No

If yes, please select which of the following subcategories are satisfied. You may check as many boxes as are appropriate.

Cooperative Education: An applied learning experience that alternates classroom learning and productive paid work experiences in a field related to a student's academic and career goals. Co-ops are formal partnerships between an educational institution, an employer, and one or more students, and typically provide meaningful work experiences for students. Co-ops are off-campus and full time or part time.

Internship—Credit Bearing/non-credit: Applied learning experiences for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full or part time, on or off campus, paid or unpaid. Some institutions offer both credit and non-credit bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings. This definition does not include internships that are required components of a registered program leading to NYS licensure or certification (e.g., teacher preparation, social work, dental hygiene). An internship is distinct from community service or service learning.

Clinical Placement: Students rotate through a variety of health care agencies with faculty supervision focusing on the health care field process, with individual patients or groups reflecting diverse settings, across the lifespan. Emphasis is on mastering theoretical concepts, improving skill competency, and developing clinical reasoning skills with a focus on evidence-based practice.

Practicum: A period of practical experience undertaken in academic, professional or community settings/agencies/organizations as part of an academic course. This approach is grounded in application and practice of theoretical/technical concepts/skills and cultural competency relevant to the course or to a profession.

Service-Learning: A credit-bearing educational strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience and strengthen communities.

Community Service: Volunteerism and community service performed by students for community benefit. This service can be, but is not necessarily integrated with a particular program of study. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus.

Civic Engagement: A teaching and learning focus on educating students as global citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.

Creative Works: A capstone, senior project, performance, or other creative work that occurs as a culminating experience for a student in an accredited class or program.

Research: Mentored, self-directed work that enables students to make an original, intellectual or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others.

Undergraduate Research: An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. <http://www.cur.org/>

# Existing Course—Change in SBC Designation cont.

Screen 4: EXP+ Certification cont.

Screen 3: EXP+ Certification continued from previous page

Undergraduate Research: An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. <http://www.cvt.org/>

Entrepreneurship (program, class, project): Students in an entrepreneurship program develop a broad-based entrepreneurial skill relevant to any organization – start-up, established, and for and not-for-profit agency, organization, community or industry. Entrepreneurship involves consistently thinking and acting in ways designed to uncover new opportunities that are then applied to provide value.

International and Domestic Travel/Exchange: An instructional program delivered in either an overseas location or domestic location. Often the program is delivered as a semester-long or intercession sequence of courses, the content of which is enhanced by the location of instruction, by distinctive historic or cultural features available in the location, or by a unique approach to the subject matter that is specific to the locale. Exchanges are often conducted by individual students traveling independently to a location that has been pre-approved by their home institution, and where they determine their specific course of study in collaboration with home and host institution faculty.

Other: \_\_\_\_\_

A copy of your responses will be emailed to [REDACTED]@storybrook.edu.

BACK

SUBMIT

# Change in Course Title

**Changes to Existing Course Title**

Please use this form to change a course title. Please do NOT use this form to add a topics course title.

**Course Code and Current Title \***

Your answer

**New Course Title \***

Your answer

**New 30-Character Title \***

Course titles are restricted to 30 characters when printed in the class schedule and on students' transcripts.

Your answer

**Justification \***

Your answer

A copy of your responses will be emailed to [redacted]@storybrook.edu.

[BACK](#) [SUBMIT](#)

Never submit passwords through Google Forms.

Use this form to PERMANENTLY change the title of an existing course.

If you would like to simply temporarily add a topics title to a topics course, please select “back” and choose “Topics Course Title” instead.

Upon completing the required information, you will submit this form.

# Change in Prerequisite

Use this form to change the prerequisites of an existing course.

Upon completing the required information, you will submit this form.

**NOTE: FILE UPLOAD.** You must upload a complete copy of your syllabus here. The syllabus content must reflect the change in prerequisites being requested.

**Changes to Pre-Requisites**

Please use this form to request changes in prerequisites to existing/approved courses.

**Course Code and Title \***

Your answer

**Existing Pre-Requisites \***

Your answer

**Pre-Requisites to be Removed**

Your answer

**Pre-Requisites to be Added**

Your answer

**Justification \***

Your answer

**Pre-Requisites Syllabus \***

Please upload a copy of the course syllabus.

[ADD FILE](#)

A copy of your responses will be emailed to [redacted]@storybrook.edu.

[BACK](#) [SUBMIT](#)

# Changes to Bulletin Text

**Changes to Bulletin Text**

Please submit this form to request changes for text in the Bulletin. This form should only be used to request already approved changes due to errors or omissions in the Bulletin.

**Why are you requesting these changes to the Bulletin Text? \***

Your answer

**Bulletin Text Changes \***

Please attach bulletin edits here. All bulletin edits must be submitted as a word file. Please use the original bulletin text and highlight all changes in red font. Please bold additions to the text and strike through text you would like removed. Submissions that do not follow these instructions will be returned without review.

[ADD FILE](#)

A copy of your responses will be emailed to [REDACTED]@stonybrook.edu.

[BACK](#) [SUBMIT](#)

This form for changing Bulletin Text requires only one submission screen; however, all Bulletin Text changes must be made in a specific format.

Please put the full text of whatever is currently published in the bulletin in a Microsoft word document and use the track changes feature to highlight deletions, insertions, and changes.

The content of the document should follow the style guide for the University Bulletin, which may be found here.

Any document that does not follow this format will be returned without review. If you have questions about how to use the track changes feature, please contact [CAS\\_Curriculum@stonybrook.edu](mailto:CAS_Curriculum@stonybrook.edu).

**NOTE: FILE UPLOAD.** You must upload a Microsoft word document here. The document should contain the entire current bulletin text as it is currently published. Please use track changes to add and delete items from the bulletin.

Submissions that do not follow this format will be returned without review.

# Title for a Topics Course

Use this form to submit titles for topics courses ONLY. This form is not to submit a change in title for existing courses, but rather it is to assign a temporary title to a topics course for programming in the course schedule.

Please note, if the topics course carries an SBC designation, the course must meet that SBC definition.

**Topics Course Title**

Please use this form to submit a course title for an already existing topics course.

**Semester offered \***

Your answer

**Course Code and Name \***

Your answer

**Topics Title \***

Your answer

A copy of your responses will be emailed to [REDACTED]@stonybrook.edu.

[BACK](#) [SUBMIT](#)

# External Impacts

## Screen 1: External Impacts

As you begin the proposal process, you will be asked to identify any and all other departments impacted by your curricular changes. In addition to identifying those impacted programs, you must upload documentation from the chair of the affected department(s) indicating support for the proposed change.

This form will allow you to identify a maximum of five affected departments. If your proposed change impacts more than five departments, you must contact the CAS Dean's Office at [CAS\\_Curriculum@stonybrook.edu](mailto:CAS_Curriculum@stonybrook.edu) before proceeding with your submission.

**NOTE: FILE UPLOAD.** You must upload documentation of external support for your submission here. The support should be a PDF copy of an email or a formal letter from the department chair in PDF or Word format.

**Impacts of Proposed Changes 1**

Please identify all programs that will be impacted by this change, explain how they will be impacted, and upload a PDF of emailed confirmation from the department chair of the affected department that they are in agreement with the change. You will be able to identify a total of 5 departments or programs. If your change will exceed 5 impacts, please contact: [CAS\\_Curriculum@stonybrook.edu](mailto:CAS_Curriculum@stonybrook.edu) prior to submitting a proposal.

**Department Name: \***

Your answer

**Department Chair: \***

Your answer

**Explain how the change will impact the program or department in question \***

Your answer

**Impacts 1 \***

Please upload PDF documentation from the impacted department indicating the department's agreement to the change.

[ADD FILE](#)

**Will the proposed changes impact any other department or program? \***

Yes

No

[BACK](#) [NEXT](#)