

SUNY POLYTECHNIC INSTITUTE

CURRICULUM COURSE ACTION FORM

This form is used to initiate curriculum course actions, for the development of the college catalog, and official curriculum files. Complete all applicable sections and route appropriately. The Provost will initiate final action upon receipt of signed original from the Curriculum Committee Chairman.

(If you wish to remove the "Click here to enter text" prompt, simply type a period in the field.)

1. PROPOSED ACTION (SELECT ONE):

- ☐ ADD
☐ CHANGE
☐ EXPERIMENTAL
☐ DEACTIVATE (fill in course information in part 2-4 and then skip to the "signatures")

2. CURRENT COURSE INFORMATION (if applicable)

*: "Alphanumeric Identifier" refers to course prefix and number, e.g., "ENG 101"

**: If course is to be variable credit, specify the range

- 2a. Current Alphanumeric Identifier*: Click here to enter text.
2b. Current Course Title: Click here to enter text.
2c. Current Credit Hours**: Click here to enter text.
2d. Proposed Alphanumeric Identifier*: Click here to enter text.
2e. Proposed Course Title: Click here to enter text.
Note that titles are limited to 30 characters in Banner; longer titles will be abbreviated.
2f. Proposed Credit Hours**: Click here to enter text.
2g. Program(s) for which this course is required: Click here to enter text.

3. SEMESTER/YEAR OF IMPLEMENTATION: Click here to enter text.

e.g., Fall 2023, Spring 2024, etc.

Is this course change tied to a larger program-level change, and if the program change is delayed, the course action should also be delayed?

- ☐ NO
☐ YES – If delays occur due to Program approvals (by SUNY or NYSED or for any other reason), the Academic Unit must update the Registrar with new semester/year of planned implementation.

4. EXPLANATION:

Be specific and detailed; note that changes in course number, name, content or description must include an explanation and a rational for the change(s) – use as much space as is needed:

Click here to enter text.

4a. UNDERGRADUATE/GRADUATE:

If this course is offered at both the undergraduate and graduate level, please indicate what distinguishes the graduate level course from the undergraduate level course. If the course does not exist at both degree levels, please enter "N/A"

Click here to enter text.

5. ASSIGNED LABORATORY REQUIRED:

- ☐ NO
☐ YES – specify laboratory requirements in catalog description (use as much space as necessary):
Click here to enter text.

6. SPECIAL RESTRICTIONS:

- ☐ NO (skip to question 7)
- ☐ YES – specify the category/categories of restriction(s) from those listed below and use the space after the subcategory to explain the restriction.

6a. Restricted by Department:

- ☐ NO
- ☐ YES – list department(s):

Explanation for restriction: Click here to enter text.

6b. Restricted by Major:

- ☐ NO
- ☐ YES – list major(s) and supply the explanation for the restriction:

Explanation for restriction: Click here to enter text.

6c. Restricted by Class:

- ☐ NO
- ☐ YES – select from this list and supply the explanation for the restriction after the:

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate
- ☐ Advanced Graduate

Explanation for restriction: Click here to enter text.

6d. Restricted by Level:

- ☐ NO
- ☐ YES – Undergraduate only
- ☐ YES – Graduate only

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7. REPEAT COURSE LIMITS:

- ☐ May only be taken once for credit
- ☐ May be repeated Choose an item. times for credit (course description must include limitations, i.e., "May be taken X times for credit.")
- ☐ May be repeated for up to a total of Choose an item. credits.
- ☐ TOPIC course; may be repeated for credit as many times as desired, as long as topic varies
- ☐ TOPIC course; may be repeated for credit as many times as desired, as long as topic varies, for up to a total of Choose an item. credits.

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8. PREREQUISITE(S):

- ☐ NO prerequisites
- ☐ YES – list prerequisites: Click here to enter text.

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9. CO-REQUISITE(S):

- ☐ NO co-requisites
- ☐ YES – list co-requisites: Click here to enter text.

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10. EQUIVALENT COURSE(S):

If applicable; i.e. "ENG 306/COM 306 became equivalent when course name & number changed."
Click here to enter text.

11. INSTRUCTION TYPE:

Check all that apply:

- ☐ Lecture
- ☐ Seminar
- ☐ Recitation
- ☐ Laboratory/Activity (do not check this box to indicate that a computer lab is needed)
- ☐ Tutorial/Directed Study
- ☐ Independent Study
- ☐ Programmed Instruction (Students work through prepared curriculum at their own pace to complete a set syllabus via a graded sequence of controlled steps. After each step, students test their comprehension by answering an examination question or filling in a diagram.)

12. GRADING MODE (select one):

- ☐ Standard Letter Grade
- ☐ Satisfactory/Unsatisfactory(/Load)
- ☐ Other (specify): [Click here to enter text.](#)

13. COURSE ATTRIBUTES (if any):

To be determined via consultation with the Registrar. (Indicate "Liberal Arts Elective" classes here. Do NOT indicate General Education classes here)

Check all that apply:

- ☐ Arts & Science Elective
- ☐ Business Elective
- ☐ Behavioral/Social Science Elective
- ☐ Computer Science Elective
- ☐ Computer Programming Elective
- ☐ Humanities Elective
- ☐ Lab Science Elective
- ☐ Math/Statistics/Computer Science Elective
- ☐ Natural Science Elective
- ☐ Upper Division Writing
- ☐ Not Applicable

14. CATALOG COURSE DESCRIPTION:

Specify if the course has an assigned laboratory and any pre- or co-requisites; do not begin with "This course" or any similar statement. Use as much space as is needed.

[Click here to enter text.](#)

15. SUPPORTING MATERIALS

For ADD and EXPERIMENTAL courses all supporting materials are required; for CHANGE courses, only the applicable supporting materials are required. Use as much space as is needed.

15a. Proposed course outline:

[Click here to enter text.](#)

15b. Bibliography/Course Reading List:

If included in the course syllabus, you do not need to duplicate it here.

[Click here to enter text.](#)

15c. Suggested text(s):

[Click here to enter text.](#)

15d. List of any long- or short-term necessary resources:

[Click here to enter text.](#)

15e. Learner-oriented objectives:

[Click here to enter text.](#)

15f. Planned Methods of student evaluation:

Supply general overview of how the Academic Unit envisions evaluating student learning (subject to change) based on instructor and pedagogical requirements – allowing for academic freedom of individual faculty members; as always, specific requirements will be posted in the syllabus each term. Use as much space as is necessary.

[Click here to enter text.](#)

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16. GENERAL EDUCATION – Does the proposed action add or change the General Education designation of the course? ☐ **YES** ☐ **NO**

IF YES:

- ☐ **NEW** course, satisfies General Education (*indicate category/categories, below*)
- ☐ **ADD** General Education to an existing course (*indicate category/categories, below*)
- ☐ **CHANGE** General Education category/categories on a course that is already Gen Ed
- ☐ **REMOVE** General Education from an existing course
- | | |
|--|---|
| ☐ General Education: Mathematics | ☐ General Education: World Hist/Global Aware |
| ☐ General Education: Natural Sciences | ☐ General Education: Humanities |
| ☐ General Education: Social Sciences | ☐ General Education: The Arts |
| ☐ General Education: US History & Civic Engag | ☐ General Education: World Languages |
| ☐ General Education: Diversity: Equity/Inclusion/Social Justice | ☐ General Education: Communication: Written/Oral |
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17. APPLIED LEARNING

"Applied Learning" refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on activities, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course.

All manner of experiences including high-impact practices and traditional applied learning education can be considered approved applied learning activities if, and only if, they meet the criteria listed.

When applied learning is embedded in a course, these criteria refer to the activity rather than the course as a whole. Regardless of the activity, both the experience and the learning are fundamental.

- 1. The Activity is Structured, Intentional and Authentic** - All parties must be clear from the outset why this specific experience was chosen as the approach to the learning, and intentional about defining the knowledge that should result from it. The activity needs to be a structured experience with a formal process, which includes a course syllabus or learning contract between parties (students, faculty, and other supervisors as appropriate) and/or defined assessable learning outcomes. Roles and responsibilities must be clearly defined. Faculty and site supervisors (as appropriate) are expected to take the lead in ensuring both the quality of the learning experience and of the work produced. The applied learning activity should have a real world context and should be designed in concert with those who will be affected by or use it, or in response to a real situation.
- 2. The Activity Requires Preparation, Orientation and Training** - Participants and mentors must ensure that students enter the experience with sufficient background and foundational education, as well as a plan to support a successful outcome. The training and plan should include learning expectations and be referred to (and potentially updated) on an ongoing basis by all parties.
- 3. The Activity Must Include Monitoring and Continuous Improvement** - Applied learning activities are dynamic. Therefore all facilitators in the activity share responsibility for ensuring that the experience, as it is in process, continues to provide a rich learning environment and is meeting learning outcomes. Activities include a defined and flexible method for feedback related to learning outcomes and quality performance for all parties.
- 4. The Activity Requires Structured Reflection and Acknowledgment** - There must be a structured opportunity for students to self-assess, analyze, and examine constructs/skills/insights from their experience and to evaluate the outcomes. Reflection should demonstrate the relevance of the experience to student learning, including the student's articulation of how the experience draws on and improves this learning and meets defined objectives. Post-experience learning should include a formal debriefing. All facilitators and students engaged in the experience should be included in the recognition of progress and accomplishment.
- 5. The Activity Must be Assessed and Evaluated** - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Students must receive appropriate and timely feedback from all facilitators.

17a. Does this course engage in applied learning:

- ☐ This course **NEVER** engages in Applied Learning (*skip question 17b*)
- ☐ This course **ALWAYS** engages in Applied Learning (*you must complete question 17b*)

- ☐ This course engages in Applied Learning **depending on the instructor**. When this course appears on the schedule for a given term, it is the responsibility of the Chair/Dean of the Academic Unit to ensure that the Applied Learning component is recorded/updated correctly. (You must complete question 17b)

17b. Mode(s) of applied learning (check all that apply):

Category (check all that apply):		BANNER Course Attribute
☐ 1.	Cooperative Education – alternates classroom learning and productive paid work experiences in a field related to the student's academic/career goals. Formal partnership between SUNY Poly, an employer, and one or more students. Typically provides meaningful work experience; off-campus and may be full- or part-time.	A02
☐ 2.	Internship – Supervised workplace activity, may be on- or off-campus, paid or unpaid, credit-bearing or non-credit-bearing. 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 prep, social work, dental hygiene). Internships are distinct from community service or service learning.	A01
☐ 3.	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 on mastering theoretical concepts, improving skill competency, and developing clinical reasoning skills with a focus on evidence-based practice.	A08
☐ 4.	Practicum (non-clinical) – 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.	A09
☐ 5.	Service Learning – A credit-bearing educational strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience and strengthen communities.	A03
☐ 6.	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.	A06
☐ 7.	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.	A07
☐ 8.	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.	A10
☐ 9.	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.	A11
☐ 10.	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/	A12
☐ 11.	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.	A05
☐ 12.	Field Study – Collection of information outside of an experimental or lab setting. This type of data collection is most often conducted in natural settings or environments and can be designed in a variety of ways for various disciplines. May be mentored, self-directed work, or comprise a full course. The projects include inquiry, design, investigation, discovery and application.	A04
☐ 13.	International and Domestic Exchange – Often the content of this type of program 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.	A13
☐ 14.	Other Applied Learning – Courses that meet all of the criteria outlined in the definitions of applied learning (points 1-5, above), but do not fit into any of these 14 defined categories.	A14

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18. SIGNATURES

18a. SPONSOR'S DEPARTMENT: Click here to enter text.
 (Academic Unit)

18b. SPONSOR'S NAME: Click here to enter text.

18c. SPONSOR'S SIGNATURE: _____ **DATE:** Click here to enter a date.

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NOTE: The Registrar's Office generally processes course actions as they are approved by the Provost. If you have a corresponding Program Change that requires SUNY or NYSED approval, it is the Academic Unit's responsibility to coordinate postponing the requested course action(s).

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APPROVAL SIGNATURES/ROUTING

DEPARTMENT CHAIR: _____ **DATE:** _____
 (Academic Unit)

COLLEGE DEAN: _____ **DATE:** _____

COORDINATING DEAN _____ **DATE:** _____
 (if applicable)

GEN ED COORDINATOR _____ **DATE:** _____
 (if applicable)

CURRICULUM CHAIR: _____ **DATE:** _____

PROVOST: _____ **DATE:** _____

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To be completed by the Registrar:

SCACRSE: ____/____/____

CIP Code: _____