

# **CWCC Curriculum Guidelines, Processes, and Help Manual**

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***By the Standing CWCC Membership***

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## **Section 1 - Description of CWCC Process**

There are three basic phases of curriculum processes at MVCC: Development within the Department, Curriculum Approval, and then Release of Curricular Information. CWCC is responsible for a small portion of the process.

For changes in **Courses**, the forms can be accessed on the CWCC SharePoint site in the Forms tab. For CWCC action on proposals for courses the CWCC requires the following submissions: 1. A complete CWCC Course form (downloadable form available as a pdf from the CWCC SharePoint website), 2. Learning Outcomes and Course Outline (generated by proposer), 3. Rationale, 4. Evidence of a Department Vote (downloadable form available as a pdf from the CWCC SharePoint website). When your Department has finished the Course Proposal process, Associate Deans will handle uploading these files into the CWCC system. If you have any questions, please contact a CWCC representative or The CWCC Chair.

For changes in **Programs**, the forms can be accessed on the CWCC SharePoint site in the Forms tab. For CWCC action on proposals for courses the CWCC requires the following submissions: 1. A complete CWCC Program form (downloadable form available as a pdf from the CWCC SharePoint website), 2. Program Narrative (generated by proposer), 3. Completed CWCC Program template and CWCC Side-by-Side comparison template (downloadable form available as a pdf from the CWCC SharePoint website), 4. Evidence of a Department Vote (downloadable form available as a pdf from the CWCC SharePoint website). When your Department has finished the Program Proposal process, Associate Deans will handle uploading these files into the CWCC system. If you have any questions, please contact a CWCC representative or The CWCC Chair.

## **Section 2 – CWCC Procedural Guidelines (Adopted Spring, 2016)**

All academic departments must follow the same general procedure for the submission of curriculum changes, including uniformity in the way proposals are initiated, votes are counted and on the time available for comment and voting.

- A. Proposals must be initiated by a member of the Academic Department in which the course or program is housed.
  - a. Initiators must hold academic rank;
  - b. Proposals should be initiated by a faculty member who teaches in that course or program. In those situations, where no full-time faculty member is currently teaching in the program, proposals should be initiated by a faculty member who teaches a course or program closely related to the proposal.
  - c. In the case of program deactivation or deletions, the proposal should be initiated at the Associate Vice President or Associate Dean level.

- d. In the case of new programs, especially where no full-time faculty exist yet, the proposal should be initiated at the Associate Vice President or Associate Dean level.
- B. All proposals must be submitted to the Associate Dean of the Academic Department that houses the course or program.
- C. Comment Period:
  - a. All department members with academic rank must have an opportunity to comment on the proposal;
  - b. Proposals must be available for comment for a minimum of five business days;
  - c. During this period, the Associate Dean and initiator must be available for face-to-face discussions regarding the proposal. Times and location of availability should be communicated to faculty at the start of the comment period;
  - d. All comments must be made part of the department's record of consideration and must be provided to the College-Wide Curriculum Committee (CWCC).
- D. Voting:
  - a. Following the comment period, there must be a voting period of not less than five (5) business days. The period may be shortened if all of the department's members with academic rank have voted;
  - b. The voting process must provide equal access to all department members holding academic rank;
  - c. For a department vote to be valid, at least 60% of department members with academic rank must vote on the proposal;
  - d. Non votes are not counted;
  - e. Abstentions are counted as having voted, but shall not count as either yes or no votes;
  - f. For a proposal to be forwarded to the CWCC, it must receive a yes vote from a majority of center members whose votes are counted;
  - g. The Associate Dean is responsible for maintaining a complete record of comments and votes and for relaying that information to the CWCC.
  - h. After the vote has been completed within a department, The Associate Dean will then send an email to notify all other departments of the approved changes. The intent of this notification is not to hold a college wide referendum on the curricular change, but instead to notify other departments of upcoming changes. Potential problems with a change should be communicated to the person who originated the proposal or to the CWCC Chair. This inter-departmental notification period should last five (5) business days.

\*\*\*The CWCC recommends that departments use a standard method for voting that can be verified. For example, A simple voting form can be created using Survey Monkey, the results of which can be forwarded the CWCC.

- E. College-Wide Curriculum Committee Action:
- a. When the comment period and voting have been completed, and provided that all submission requirements have been met, the CWCC shall act on the proposal;
  - b. The proposal initiator and center Dean shall be informed at each major step in the process;
  - c. In the event that a proposal is disapproved, the Associate Dean shall receive written communication articulating the reasons for the rejection;
  - d. The initiator or academic department may submit a revised proposal. The revision may require a new comment and voting period, depending upon the extent of the revision;
  - e. Notice of proposal approval shall be provided to the initiator, Associate Dean and Vice President for Learning and Academic Affairs.
- F. At the end of the Fall and Spring semesters, the Vice President for Learning and Academic Affairs shall communicate to the college community a list of courses and programs have been deleted or approved and the effective dates of these changes.

### **Section 3 - Anticipated Timeline**

There is no set timeline for the entire curricular process on campus. Instead, consider the following guidelines to understand what happens during an average curricular submission.

#### ***Step 1 – Development within the Department – Around 1 month***

Plan accordingly; development in the department, especially for a program, requires consideration for courses, prerequisites, SUNY Gen Ed offerings, and taking into consideration feedback from your immediate colleagues.

After a department has approved a curriculum decision, other departments must be notified. The purpose of this notification is to identify possible scheduling conflicts or other potential curricular conflicts that can be resolved before arriving at CWCC. This notification requires other departments have one week to review proposed changes. Now a proposal can be submitted to the CWCC chair.

#### ***Step 2 – Curriculum Approval – 2-3 Months***

Depending on the type of proposal, there are several steps in this process.

First is CWCC review. The CWCC chair will review the proposal to see if any information is missing. If your proposal is complicated, the CWCC Chair may ask you to attend the CWCC meeting to answer questions about your proposal. CWCC meetings are held weekly, as agenda items appear, on Thursdays. Agenda preference is for items that are submitted before Thursdays.

The CWCC reviews a proposal to determine if the description, content, learning outcomes, and language are consistent with College's mission and catalog. If a proposal does not initially pass, it is returned to the center with commentary about needed revisions. Often minor revisions are made to keep the language of the catalog as similar as possible (see section 3 of this handbook). Similarly, there are a few questions that the CWCC may ask to clarify a proposal. Typical turnaround for the CWCC review is 2-3 weeks.

Next, your proposal is forwarded to the VPLAA Office. The VP of Academics reviews all proposals submitted in the Curricular Process. When questions arise, usually the VP submits the question through the CWCC chair or directly to the author of the proposal. When the AP of Academics finishes their review, the proposal is passed onto the Director of Academic Systems, who adds the proposal language into Banner and establishes the effective date for the changes. This review can take 2-4 weeks. Additional time is required for new programs, which require approval by the State Department of Education.

### ***Step 3 - Curriculum Deployment - 1 week***

When the VPLAA Office is finished with their review, the proposal is returned to the CWCC Chair. The CWCC chair will upload the official files to the CWCC website and then the official timeline is completed. This timeframe can require as little as a month and a half but can take up to 3-4 months. Please plan accordingly. If you want to establish a new program, it is very difficult to turn the CWCC around in one semester to accomplish all of the events that need to happen to have that program included in the catalog and schedule for the next semester. Even with courses, deadlines close to the release of the college schedule can limit CWCC turnaround time.

## **Section 3 - Guidelines for Writing Descriptions**

### **Guidelines for course descriptions:**

In order to preserve consistency in the catalog, please adhere to the following:

- The first sentence should be a general statement of the content or goals of the course. (The intended student population may be mentioned if significant.)

- List major topics or note any particular emphasis.
- Do not include pedagogical methods, specific assignments, or details of evaluation methods, or other information that would normally appear on a course outline.
- Use an objective, factual tone. The purpose is to inform readers about the content of the course, not to recruit students or promote a course.
- Use present tense.
- Use direct, straightforward statements.

**Guidelines for program narratives:**

In order to preserve consistency in the catalog, please adhere to the following:

- This should be a general statement of the nature and goals of the program.
- Use an objective, factual tone, and straight-forward statements rather than language more appropriate for marketing brochures.
- Use present tense.

***Description models:***

*This description is for a straightforward survey course:*

**EN \_\_\_\_ : Shakespeare**

This course examines the life and work of William Shakespeare, the context in which Shakespeare was writing, and the importance of the theatre during the English Renaissance. Prerequisite: EN 102 English 2: Ideas and Values in Literature.

*This description identifies the intended student population:*

**CI\_\_ : Introduction to Cybersecurity**

This course instructs students in basic networking, assessing, and handling of security risks, hardware components, and basic computer troubleshooting. This course is designed for individuals who have basic computing skills and are seeking broader knowledge in the field. This course prepares students for Cybersecurity degree classes in networking, computer security, and operating systems.

*These course descriptions provide content information without detailing pedagogical methods or specific assignments:*

***(Arts and Humanities)***

**FA \_\_\_\_ : Creativity and the World of Art**

This course introduces students to the fundamental principles of creativity with an emphasis on understanding historically significant art styles. Students explore various types of visual expression and apply creative problem-solving principles to both two-dimensional and three-dimensional projects in a variety of media.

Students are introduced to the masters, practices, and careers in painting, sculpture, graphic arts, graphic design, animation, film, digital media, illustration, and photography.

***(Stem)***

**MT\_\_\_: Computer-Aided Manufacturing**

This advanced processes course covers the fundamental theory and application of CAM (computer-aided manufacturing) technology. Programming methods include conversational, G-M Code, and Symbolic FANUC Automatically Programmed Tools. Tool selection and calibrations, part zero, tool offsets, program editing, troubleshooting, and fixturing are also stressed. Rapid prototyping, Computer Integrated Manufacturing (CIM), Flexible Manufacturing Systems (FMS), group technology, robotics, and CAD/CAM systems are also discussed. (Fall semester only.)

*Course Description Revision Process:*

*Originally submitted description:*

**Steering and Suspension: Automotive**

This course will provide the basic knowledge and skills necessary within any automotive service technician program for future full employment at garages and dealerships nationwide. An in depth study introduces adjustable and non-adjustable alignment measurements with emphasis on proper alignment techniques, proper methods of adjustment, proper and complete and 4-wheel alignment is studied. In addition, further topics include manual and diagnosis protocols and repair methodology. Also students will engage in complete suspension systems service training.

*Description revised using "Guidelines for Course Descriptions" above:*

This course will provide the basic knowledge and skills necessary within any automotive service technician program for future full employment at garages and dealerships nationwide. An in depth study introduces adjustable and non-adjustable alignment measurements with emphasis on proper alignment techniques, proper methods of adjustment, proper and complete and 4-wheel alignment is studied. In addition, further topics include manual and diagnosis protocols and repair methodology. Also students will engage in complete suspension systems service training.

*Final Version*



This course introduces adjustable and non-adjustable alignment measurements with emphasis on proper alignment techniques, methods of adjustment, 4-wheel alignment, manual and power steering system diagnosis and repair, and suspension system service.

### **Section 4 - Frequently Addressed Issues**

The purpose of this section is to try and provide those of tasked with writing curriculum with some helpful tips and insight based on some common questions that the CWCC sends back to authors on a regular basis. Please consider these issues before your submission.

1. Please make sure that your submission to the CWCC is not a rough draft, but is instead a final draft that you have proofread and is as error free as possible. Please make sure that your credit counts are accurate and that you have reviewed the most current catalog information and that your course description, for example, is current and not from an old syllabus.

2. As a guiding principle, when possible, provide students with as many options as could be available. Provided below are two examples of how to make this choice available.

- a) A program comes in for a review. Listed as the Category 3 MVCC Gen Ed (SUNY Area 3) course is PY101. A common question that arises on the CWCC is why narrow that option to just one of the six options for SUNY Area 3? Instead, consider allowing students to take a Social Science elective and then listing any of those core courses, in this case AN101, BM101, GE101, PS101, PY101, or SO101, as options in the program notes. This allows greater variety for students.
- b) AS or AA program allow for many more SUNY Areas to be filled as electives. Again, consider options that allow the most flexibility for students. Try not to limit electives to one course when possible.
- c) If you are going to limit the students to a very specific set of courses for the Gen Ed courses, please use the spot on the CWCC Program form to justify why you have narrowed that selection to fewer choices.

3. Use footnotes to describe course or program options. Do not use footnotes to describe information that should be in the program description.

4. When submitting a new course, do not make up a new number. The Director of Academic Systems will assign a number for new courses. Please submit 100 levels courses as 1XX and 200 level courses as 2XX on CWCC paperwork.

5. When you are deciding to revise a course versus creating a new course, consider the following question. After the course is revised, would you grant credit for that course to students who previously have taken the course? If the answer is yes, and there are minor revisions, then do a course change. If the answer is no, create a new course.

6. Check course prerequisites and make sure that when there are course changes, or changes to prerequisites, that other courses in the program are not also affected.

7. Make sure that you do not create a hidden prerequisite. A hidden prerequisite occurs when require a course that has a prerequisite but does not exist in your program. IS125 requires IS100 or IS101 as a prereq, A program that has IS125, but not IS100 or IS101, has a hidden prereq.

8. Please including justifications for your changes in your rationale. Do not just tell us you are making a change; tell the CWCC **WHY** you are making a change. One of our most asked questions back to authors involves some form of clarification.