

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. All questions must be answered. Add N/A if a section should be blank or does not apply.

Note: Fill out all sections of this form, even if not applicable. Add “N/A” if a section should be blank. (You can remove the “*If you wish to remove the Click here...*” statement on top of the Course Action form and instead have that “N/A” text input). **Any form submitted with missing fields will be rejected.**

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

3. SEMESTER/YEAR OF IMPLEMENTATION: e.g., Fall 2023, Spring 2024, etc.

- a. Semester: _____
 b. Year: _____

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, the Academic Unit must update the Registrar.

4. EXPLANATION:

Be specific and detailed; note that changes in course number, name, content or description must include an explanation and rationale for the changes.

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"

5. ASSIGNED LABORATORY REQUIRED:

- ☐ NO
- ☐ YES – specify laboratory requirements in catalog description:
-

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: _____

6b. Restricted by Major:

- ☐ NO
- ☐ YES – list major(s): _____

Explanation for restriction: _____

6c. Restricted by Class:

- ☐ NO
- ☐ YES
- ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Graduate ☐ Advanced Graduate

Explanation for restriction: _____

6d. Restricted by Level:

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

7. REPEAT COURSE LIMITS:

- ☐ May only be taken once for credit
☐ May be repeated _____ times for credit
☐ May be repeated for up to a total of _____ credits (*course description must include limitations, i.e., "May be taken X times for credit."*)
☐ 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 _____ credits.
-
-

8. PREREQUISITE(S):

- ☐ NO prerequisites
☐ YES – list prerequisites:

—

9. CO-REQUISITE(S):

- ☐ NO co-requisites
☐ YES – list co-requisites:
-
-

10. EQUIVALENT COURSE(S) *If applicable; i.e. "ENG 306/COM 306 became equivalent when course name & number changed."*:

11. INSTRUCTION TYPE:

- ☐ 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): _____
-
-

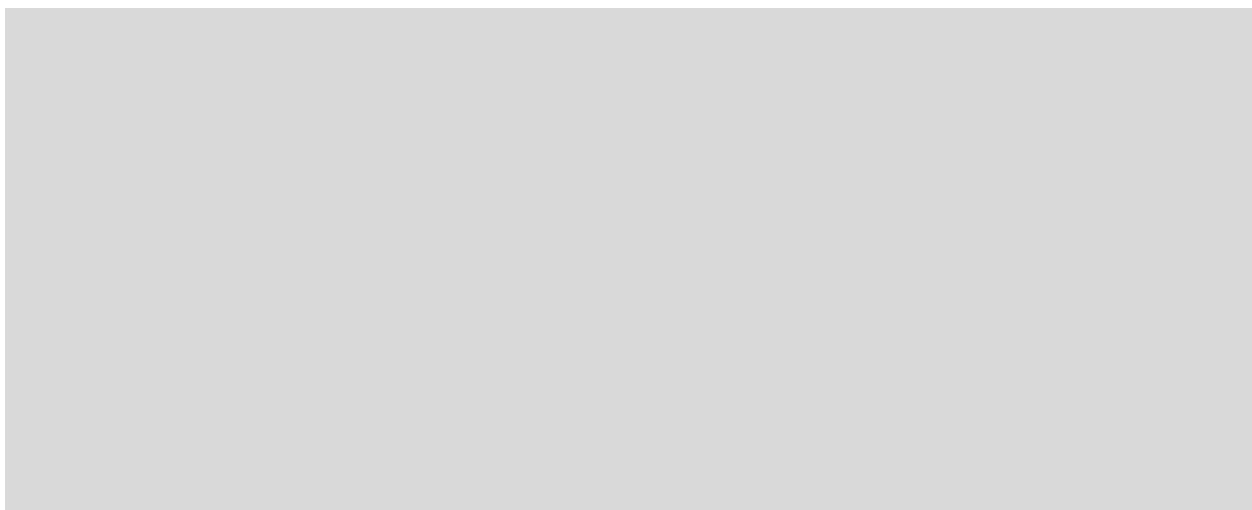
13. COURSE ATTRIBUTES (if any):

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
- ☐ Humanities 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, add an extra page if required.:*



15. SUPPORTING MATERIALS for new courses, please provide a separate document or a copy of your syllabus containing the following information:

- 15a. Proposed course outline
- 15b. Bibliography/Course Reading List
- 15c. Suggested text(s)
- 15d. List of any long- or short-term necessary resources
- 15e. Learner-oriented objectives
- 15f. Planned Methods of student evaluation

16. GENERAL EDUCATION *Does the proposed action add or change the General Education designation of the course?*

☐ YES ☐ NO

If yes, complete the attachment for General Education requirements

Indicate below the type of Gen Ed area:

- ☐ General Education: Mathematics
- ☐ General Education: Natural Sciences
- ☐ General Education: Social Sciences
- ☐ General Education: US History & Civic Engagement
- ☐ General Education: Diversity/Equity/Inclusion/Social Justice
- ☐ General Education: Humanities
- ☐ General Education: The Arts
- ☐ General Education: World Languages
- ☐ General Education: Communication: Written/Oral

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
☐ This course ALWAYS engages in Applied Learning
☐ This course engages in Applied Learning depending on the instructor

Category (check all that apply):	Description	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

Category (check all that apply):	Description	BANNER Course Attribute
☐ 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 (	

18. SIGNATURES

18a. SPONSOR'S DEPARTMENT: _____

18b. SPONSOR'S NAME: _____

18c. SPONSOR'S SIGNATURE: _____ DATE: _____

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).

DEPARTMENT CHAIR: _____ **DATE:** _____

COLLEGE DEAN: _____ **DATE:** _____

CURRICULUM CHAIR: _____ **DATE:** _____

PROVOST: _____ **DATE:** _____

To be completed by the Registrar:

SCACRSE: ____/____/____ **CIP Code:** _____

Click or tap here to enter text.