**BEREA COLLEGE**

**LONG FORM FOR SUBSTANTIVE AND/OR MAJOR CURRICULUM PROPOSALS**

* The followingLONG form and guidelines are provided to assist Berea College faculty in the development of proposals for **SUBSTANTIVE** curriculum changes/revisions such as:

1. Addition(s) of new courses or substantive changes to an existing course(s)
2. Deletions of existing courses that are required and/or are collateral courses
3. Changes in requirements for majors, minors, and/or general education
4. Changes in admission to the major requirements
5. Significant changes to an approved major/minor distribution list
6. New major or minor
7. Other substantive curriculum issues

* Please read through these items carefully and consult with your Academic Program Council (APC) Divisional Representative, and others as necessary as you develop the proposal.
* Proposals are to be submitted by a Division Chairperson on behalf of the associated departments. On occasion a proposal may be submitted by the Associate Provost if it falls outside a given division (e.g., General Studies).
* Submitted proposals must have been carefully reviewed by the department and division as well as related department(s) or division(s).
* Submission by the Division Chair is certification that all other relevant Division Chairs and Department Chair have explicitly given approval in writing to the proposal. All relevant chairs and coordinators are copied on the same final electronic submission of the proposal that is sent to the Academic Program Council (APC) Chair.
* Proposals may be submitted throughout the year, but *they must be received no later than November 15 if they require action for implementation for the following academic year*. Proposals received after the deadline may not be acted on in time to implement them for the next academic year.
* Completed proposals, which meet all the requirements, should be submitted by the Division Chair electronically, who will forward them to the Academic Program Council Chair and/or another appropriate body.

**USE THIS LONG FORM FOR CURRICULUM REVISION PROPOSALS THAT INVOLVE SUBSTANTIVE CHANGES TO THE CURRICULUM**

**Proposal(s) should follow this outline and include everything that is requested.** Please read the guidelines carefully and address all components and questions for each section.

Please label each section

1. **Initial Information that Includes**:

* Name of Department and Name of the Department Chair
* Division and Name of Division Chair
* Date of Original submission
* If needed, resubmission date
* Brief Descriptive Title of the Proposal

1. **Proposal Summary (ies)** — State succinctly what is being proposed. If multiple changes/proposals are being submitted, a brief summary or overview of each is required. Label each proposal – Proposal #1, Proposal #2, etc. A more detailed description of the changes is required in Section V below.
2. **Rationale/Considerations** — Please address each of the following criteria and questions and label each:
3. Explain why the proposal is being made.
4. What has been the impetus for the proposed curriculum changes? Please describe. Are the changes the result of a department self-study? A department curriculum review? Recommendations of a learned society? Requirements of licensing or accrediting bodies? If it involves requirements from licensing or accrediting bodies or learned societies, please include the relevant documents in section IX.
5. Address how the curriculum will be strengthened by the proposed change, including an elaboration of the proposed change beyond the succinct statement in number one above.
6. Address how the changes relate to (a) department goals, and/or b) to General Education and its goals, and (c) to the Great Commitments of the College
7. Describe any legal implications arising from the proposed change (e.g., Title IX, ADA, etc.)
8. Describe the financial cost of the proposed change to include the kind and amount, if possible, for the following:
   1. Equipment
   2. Computer hardware
   3. Computer software
   4. Teaching materials
   5. Library materials
   6. Laboratory equipment
   7. Travel
   8. Support services needed
   9. Space changes (office, classroom, lab, etc.)
   10. Faculty development
   11. Other
9. Address the impact on student progression toward graduation — Describe the impact of the proposed changes on the ability of current students to complete their major following the curriculum that was in place when they were admitted to the department. Please carefully attend to the following as they may be used to reprogram degree audits.
10. If a new course is to be added…
    * 1. Will this course be an elective or required for the major?
      2. Can current students apply this course to their major? Please specify if it replaces a current elective or required course.
      3. If this course substitutes for a previously offered course, please provide a rationale for the substitution.
      4. In currently planning, when will this course first be offered as an official catalog course? Will it be offered in Fall or Spring of the upcoming year?
11. If an existing course is to be dropped/deleted,
12. Was it a required course?
13. If so, what course can a student following the current curriculum take to replace the deleted course?
14. Please provide a rationale for the proposed substitution for the deleted course.
15. If no course(s) are going to be dropped when adding a new course
    * 1. Explain why no course or courses are being dropped
      2. When was the last time the course(s) were offered and what was the enrollment?
      3. When will the course(s) be offered again?
      4. How often will the course be offered?
      5. How will adding more courses to your department impact faculty staffing?
16. If there is a significant number of additions or deletions of courses to an approved distribution list(s),
    1. Please explain how these changes can be beneficial to students.
    2. Will there be any redundancy in what students can take?
    3. Will students have to take a significant number of 300 and 400 level courses?
17. Address the impact on other departments including:
18. Accessibility to students in other majors
19. Collateral requirements in other majors
20. Content overlap with other courses
21. Enrollment in other courses
22. Other
23. ***Curriculum Staffing***— To assist the Academic Vice President, the Dean of the Faculty, the Associate Provost, and APC it is necessary to explicitly detail how proposed changes impact staffing of the College curriculum (including General Education).

Based on the extent of the proposed change, more or less detail may be needed. The primary goal here is to explicitly indicate how the proposed change will impact department curriculum, most importantly, the ability of the department to contribute to General Education or other service teaching. Options for complementing this section include a narrative detailing previous contributions and expected contributions into the future. For some changes, a narrative may not be sufficient. In such a case, please complete a Department Staffing Chart.

To complete a Department Staffing Chart, detail the department’s past staffing for the current curriculum and the future staffing for the proposed curriculum. Please include a chart or charts that convey information about courses and staffing for the past four years and for the next four years from proposed date of implementation. Please include the department’s contributions to GSTR courses (110, 210, 310, 332, & 410) in the chart/charts.

Design a chart or charts that illustrates: (a) the staffing for the current curriculum and the proposed staffing for the proposed curriculum AND (b) when courses have been offered and will be offered. Highlight the GSTR courses.

Below is **one example** of a chart that focuses on faculty assignments. Interdisciplinary departments may need to develop different chart(s) that best convey the requested information.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Current Department for the Last 4 Years | | | | Proposed Department for the Next Four Years | | | |
| Faculty Name | Year 1 | Year 2 | Year 3 | Year 4 | Year 1 | Year 2 | Year 3 | Year 4 |
| Faculty #1 | GST XX1  GST XX1  GST XX1 | GST XX2  GST XX2  GST XX2 | GST XX3  GST XX3  GST XX3 | GST XX4  GST XX4  GST XX4 | GST XX1  GST XX1  New Course | GST XX2  GST XX2  GST XX2 | GST XX3  GST XX3  New Course | GST XX4  GST XX4  GST XX4 |
| Faculty #2 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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1. ***Detailed Proposal Description* —** 
   1. If a major/minor is being revised or new major or minor is being proposed or a new course is being proposed, etc., please include the following:
2. **For a revised major or minor:** If the proposal changes the degree requirements; course titles; course descriptions; prerequisites; sequence of courses; course descriptions; and/or other attributes of existing catalog entries, please include a copy of the current catalog entry followed by the proposed catalog entry. Please be sure to label “Current” on the current catalog entry and immediately follow that with “Proposed” on the proposed catalog entry.
3. **If a new major or minor department is being proposed or if an existing major or minor is being revised, please include the following:**
4. **The learning outcomes of the new department/revised major/minor**
5. **Specify how these learning outcomes will be assessed**
6. **Information on how the proposed new major/minor course work corresponds to learned society/professional organizations recommended course work, etc.**
7. **Explain what the demand is or will be for this new major/minor. How many students are expected to declare this as their major?**
8. **Proposed** **catalog description of the department**. Using the current catalog as a model, include carefully crafted wording that provides:
9. An introduction to the major or minor
10. A listing of required courses—core, distribution, collateral, and capstone
11. Recommendations and advice in the form of Exploring the Major and Admission to the Major
12. Requirements for admission to the major or minor
13. Course sequencing considerations (in order to complete degree requirements within eight terms).
14. Proficiency requirements for retention in and completion of the major,
15. Other considerations or recommendations (including advice for graduate school and anything that did not fit into the other categories).
    1. **For a new or substantially revised course. Please note: A substantially revised course will likely need a new course number.**
16. Does it include material covered in another course in this department or another department? If so, what course(s) and what is the overlap? How will this overlap impact registration for the course(s) that cover the same material?
17. Do the revised or new 300 and 400 level courses have prerequisites that reflect the knowledge and skills student should bring to these upper-level courses?
18. Include the **“current” catalog description and the new proposed** catalog description for a revised course **OR** include the proposed catalog/course description of the new course. Using the current Catalog as a model, include a carefully crafted description for each proposed course, describing the content, goals, and scope of the course. For consistency in the Catalog, start with a statement such as “A study of...” or “An introduction to...” followed by a few concise but complete sentences. Include the frequency of course offering, prerequisites, course fee, and course credit. If this “new” course has previously been offered (i.e., as a Special Topics or Short-Term course or Summer 1 or 2 courses), please include wording to the effect that the course is “Noncredit for students who completed it as [course number].”
19. ***Supporting Documentation and Evidence*** — In addition to the responses above,
    1. A proposal for a new course or a revised course should include a sample syllabus that addresses the following:
       1. Course description, prerequisites, fees, etc.
       2. Course outline
       3. Course outcomes
       4. Course goals
       5. A bibliography of typical texts, required reading, and related material
       6. Course requirements (what students are expected to do and learn)
       7. Methods of evaluation including (1) how student learning will be assessed and (2) how the instructor will determine a student’s grade
       8. Course attendance policy
    2. Student interest and expected enrollment (include enrollment history if offered before as a special topic)
    3. A list of current faculty who could teach the course(s)
    4. Courses proposed to satisfy General Education requirements (Perspective or Practical Reasoning or Nature Science) should also include the appropriate Request Form(s) indicating how the course addresses the guidelines for the requirement(s). Request Forms are posted on the General Studies webpage at <http://www.berea.edu/gst/course-proposal-forms/>.
20. **A copy of the current curriculum guide and a mock-up of the proposed curriculum guide for revised majors/minors OR a mock-up of the proposed curriculum guide for a new major or minor.**
21. **If required, written statements of approval specifying the changes from the other departments that could be impacted by the proposed changes.**
22. **If the impetus for the changes were the result of requirements by licensing or accrediting bodies, please include the relevant information here.**
23. **Optional:** Any supporting documentation and evidence that the department wishes to include that would help the proposal reviewers better understand the proposed changes.

**Notes:**

* The submitted document should include a header with the current date and page number on each page. If the proposal has to be resubmitted, a new date should be entered in the header.
* If a specific question/topic is not applicable to the proposed changes, write “Not Applicable.”
* Careful attention to the totality of document will allow for a careful examination of the proposal which may result in a timelier decision on the proposal.
* These curriculum proposal(s) go through the following levels of review
  + Department Faculty and Department Chairperson
  + Division and Division Chairperson
  + Academic Program Council Divisional Representative
  + Associate Provost
  + Academic Program Council
  + Executive Council
  + Full Faculty Review and Vote at a Faculty Meeting