

*COLLEGE SENATE*  
CURRICULUM  
COMMITTEE



**BUFFALO STATE**  
The State University of New York

CURRICULUM  
HANDBOOK  
Fall 2018

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***CURRICULUM HANDBOOK***  
**BUFFALO STATE**  
**College Senate Curriculum Committee**

The official source for curricular matters is Section IV of the Directory of Policy Statements (DOPS), <http://www.buffalostate.edu/academicaffairs/x629.xml>. The following information is presented as a supplement to DOPS. It answers frequently asked questions about issues brought before the College Senate Curriculum Committee (CSCC).

The CSCC is comprised of volunteer faculty and staff members who represent their constituencies. The committee works diligently to assure that all courses and programs are read and discussed thoroughly and fairly. Expertise is consulted whenever committee members do not feel empowered to pass judgment without further information. Curricular items are reviewed to ascertain their viability and validity. It is the intent of the committee to be certain that all courses and programs are consistent with the policies philosophies and research-based practices articulated by the college and its accrediting bodies. All committee members welcome inquiries from their constituents and are willing to advise the authors of course and program proposals to assure the highest quality of courses and programs at Buffalo State College.

## SECTION I: NEW COURSES AND COURSE REVISIONS

A. Departments should establish their own internal procedures for reviewing course proposals. The CSCC asks that one member of each departmental curriculum committee be assigned the function of assessing course proposals for conformity to standard format and to make appropriate changes to the course document as suggested by departmental and deans' level committees.

B. A single course proposal/revision will follow this path toward approval:

1. Courses approved by departments will be forwarded to the Dean's office following KissFlow protocol. (Appendix C)
2. Deans will follow established procedures for reviewing courses.
3. Courses rejected at the Dean's level will be returned to the department with an explanation, and no further action will be scheduled.
4. Courses approved at the Dean's level will be sent to the College Senate Office following KissFlow protocol (Appendix C)
5. Once received at the College Senate Office, a log number will be issued and the course with correct course title, number, and catalog description will be sent for inclusion in the next *College Bulletin*. The description will be edited by College Relations prior to publication. Departments should contact their associate dean if there are any problems with the editing. Once the course has been posted in the *Bulletin*, interested parties may review the course, and, if they so desire, initiate the challenge process (see *DOPS IV: 04:00*) within 15 academic days of the posting.
6. The CSCC will review the course based on its established procedures, and make a recommendation to the Senate according to Senate bylaws.
7. Courses **rejected** will be returned through KissFlow, to originating departments through their associate dean with workgroup report and comments from the CSCC Chair.
8. For courses **approved pending revisions**, the department originating the course will be contacted via KissFlow protocol to make recommended changes to the electronic document or confirm changes that have been made by the CSCC. Once changes are made, the revised document and/or

responses to revision requests are forwarded electronically through the associate dean to the Chair of the CSCC for final approval.

9. For courses **approved with no changes**, the Senate secretary will:
  - a. Post the approval in the *College Bulletin*
  - b. Log the approval date
  - c. Forward the proposal via KissFlow to the Office of Academic Affairs or the President's designee for final review and approval.
  
10. Once a course has been approved by the President, the title and number will be published in the *College Bulletin* (by the President's Office) and advance via KissFlow protocol to:
  - a. Chair of the originating department
  - b. Dean of the originating school
  - c. Registrar
  - d. College Archivist

## TEMPLATE FOR NEW AND REVISED COURSE PROPOSALS

*Explanatory Information Is in ITALICS*

### **Prefix, Number and Name of Course:**

*Use the current prefix for course revisions.*

*New courses should be assigned numbers that are not currently in use within a prefix and make sense in the logical sequence of courses for a major or reflect the level of content appropriate to their intended audience. For example, lower-level courses should be identified as 100 or 200 level. 300 and 400 levels are for upper-division courses that meet the guidelines established by the College Senate. For numbering graduate level courses departments should consult with the Dean of the Graduate School.*

*The name of the course listed on the routing sheet must match the course title on all documents, and be unique within the prefix. If the name of the course is revised, show the former title in parentheses. The title should be no more than 70 characters.*

*Cross-listing of a course requires consultation with all chairs involved in course listing. If the cross-listed course also crosses dean areas, the appropriate deans must be consulted.*

### **Credit Hours:**

**In Class Instructional Hours:**      **Labs:**      **Studio:**      **Field Work:**

*List credit hours such as “3 credits”. Instructional hours reflect time for lecture presentation each week. Lab hours should be listed only for courses with lab requirements included in the credit hours. Generally, 2-3 hours of lab equal 1 credit hour. Studio hours should be used for art and theatre courses. Generally, 4 hours of studio equal 1 credit hour. Field work pertains to supervised practica and internships (**not** volunteer or service learning hours) and should list the **total** number of hours required for the course. 3 hours per week (45 total hours for the semester) equal 1 credit hour.*

*If there are no corresponding instructional hours enter 0. (Example: **Labs: 0**)*

### **Catalog Description:**

**Prerequisites:** *Do not leave blank. Write “none” if appropriate. Departments should carefully consider which prerequisites are appropriate to content and level of course.*

*All Upper Division and Graduate Level course are expected to have a prerequisite.*

**The Description:** *should be approximately 50 words. Use sentence fragments when possible, as long as the statement concisely and clearly conveys the key concepts of the course so as to assist general readers in understanding course content. Campus guidelines for catalog preparation will be followed.*

### **Reasons for Addition or Revision:**

*Describe how this course contributes to departmental programs, to the college requirements, or to the intellectual life of the campus. If this is a revision, describe how and why this revision should replace the existing course. A copy of the existing course must accompany a proposed revision.*

*The following is the tabular format for course outcomes, content and assessment. An explanation of each area follows the table.*

<b>Student Learning Outcomes:</b>  Students will:	<b>Course Content References:</b>	<b>Assessment:</b>
<i>Explain what students will be able to DO as a result of this course. (Use Bloom's Taxonomy verbs. See Appendix E) Each SLO should be preceded by a number.</i>  <b><i>Insert rows below for each Student Learning Outcome</i></b>	<i>For each outcome, indicate the Roman Numeral of the corresponding section of course content where this outcome is addressed.</i>	<i>Describe how student learning outcomes are measured in this course. Each of the learning outcomes described must have a corresponding assessment.</i>
<b>Course Content:</b>  <i>In outline form, provide the course content, activities and procedures in this course. Cross-reference the course content with the student learning outcomes in the table above.</i>		

**Student Learning Outcomes:** *The wording of student learning outcomes will vary among departments and majors; however, course authors should research outcomes language suggested by accrediting bodies and their discipline. The intent of this section is to articulate what students will be able to DO as a result of the course. Outcomes are directly related to course content and are reflected in assessment processes. Outcomes should be measurable. Bloom's Taxonomy, (Appendix E), provides specific language for outcomes.*

*Remember that 300 and 400 level courses should have outcomes that address higher-order thinking and go beyond introductory information.*

**Course Content References:** *This section connects student learning outcomes with course content. The numerical code used in this section reflects the coherence of content with student learning. You should complete this section after you have outlined the course content so you can easily refer to your numerical codes in the outline.*

**Resources:**

*List the resources used to develop the course, and resources to be used in the teaching of the course. This listing is meant to be **representative**, not comprehensive, and should be 1 to 2 pages in length. Use the following categories:*

**Scholarship:** *This may include both classic and current (within the last five years) articles and books. Include at least a page of references (in total).*

**Periodicals:** *List titles of journals and periodicals related to the course and the publisher.*

**Electronic and/or Audiovisual Resources:** *List resources and/or internet addresses for materials that can be accessed through Butler Library or other available student resource support services. Remove all Hyperlinks.*

*Common problems with this part of the course proposal have included variable bibliographic entry styles, appropriate number of current and/or classic publication years and listings that are less than one or more than two pages long. Course authors **must** use a style manual appropriate to their disciplines, and be consistent throughout the resource section. **All** style guidelines require alphabetized entries. The Periodical Listing refers to journal and periodical **titles** only, not specific articles.*

## **SECTION II: NUMBER CHANGE**

A. The process for changes of number sequencing within a level (e.g., LIB 100 to LIB 250) do **not** require CSCC approval. Chair requests change via electronic Minimal Change Request memo to Associate Dean (Appendix H). Associate Dean emails approval to the Associate Provost's Office. Academic Affairs makes updates in Banner and informs Registrar's Office of Banner updates.

B. The process for number changes from one level to another (e.g. MAT 111 to MAT 311): Follow KissFlow process for approval. Chair submits Course Proposal in KissFlow → Associate Dean → CSCC → Associate Provost Office → Provost. Academic Affairs prepares memo for approval from President. Daily Bulletin announcement appears under President's approval. Academic Affairs makes changes in Banner

## **SECTION III: TITLE CHANGE**

A. The process for title changes that do **not** reflect a major shift in course content: Chair requests change via electronic Minimal Change Request memo to Associate Dean (Appendix H) Associate Dean emails approval to the Associate Provost's Office. Academic Affairs makes updates in Banner and informs Registrar's Office of Banner updates.

B. The process for title changes that do reflect a shift in course content: Follow KissFlow process for approval. Chair submits Course Proposal in KissFlow → Associate Dean → CSCC → Associate Provost Office → Provost. Academic Affairs prepares memo for approval from President. Daily Bulletin announcement appears under President's approval. Academic Affairs makes changes in Banner.

## **SECTION IV: ADDING, REPLACING, AND REMOVING PREREQUISITES FROM COURSES**

A. The process for changes in prerequisites that do **not** connote a major shift in course content: Chair requests change via electronic Minimal Change Request memo (Appendix H) to Associate Dean. Associate Dean emails approval to the Associate Provost's Office. Academic Affairs makes updates in Banner. Academic Affairs informs Registrar's Office of Banner updates. The memo must give the rationale for the change and explain how the proposed change does NOT result in any increase in the total number of credits required for program completion through the addition of hidden prerequisites.

B. The process for changes that **do** reflect a shift in course content: Follow KissFlow process for approval. Chair submits Course Proposal in KissFlow → Associate Dean → CSCC → Associate Provost Office → Provost. Academic Affairs prepares memo for approval from President. Daily Bulletin announcement appears under President's approval. Academic Affairs makes changes in Banner.

## **SECTION V: INTELLECTUAL FOUNDATIONS COURSES**

A. Follow KissFlow process for course approval. The process for submitting NEW or REVISED courses for approval as part of the Intellectual Foundations Program (IF): Chair submits Course Proposal and Intellectual Foundations Narrative in KissFlow. Use the Intellectual Foundations Submission Narrative (Appendix G) format to explain to the non-specialists on CSCC, the correspondence between Intellectual Foundations learning outcomes and the course topical outline. The Associate Dean, SIFOC, CSCC, Associate Provost, Provost, and President approves in KissFlow.

B. Follow KissFlow process for course approval. The process for submitting approval only for IF categorization: Chair submits Course Proposal and Intellectual Foundations Narrative (Appendix G) in KissFlow. Use the Intellectual Foundations Submission Narrative format to explain to the non-specialists on CSCC, the correspondence between Intellectual Foundations learning outcomes

and the course topical outline. The Associate Dean, SIFOC, CSCC, Associate Provost, Provost, and President approves in KissFlow.

Academic Affairs forwards courses approved by the President for IF designation to SUNY for designation.

## SECTION VI: CHANGES TO PROGRAMS

- A. The process for small changes made to programs (addition or deletion of a course from a list of major program electives):** Chair requests change via electronic Minimal Change Request memo to Associate Dean (Appendix H). Associate Dean emails approval to the Associate Provost's Office. Academic Affairs makes updates in Banner and informs Registrar's Office of Banner updates.
- B. The process for program revisions that require local approval only (the change in number of required credit that is less than 33 percent of the registered program.** Note: All changes to a program are considered cumulative and date back to the initial program registration or when the program was last registered by NYSED): Follow KissFlow process for approval. Chair submits Course Proposal Revision in KissFlow→Associate Dean→CSCC→Associate Provost Office→Provost. Academic Affairs prepares memo for approval from President. Daily Bulletin announcement appears under President's approval. Academic Affairs makes changes in Catalog and forwards approved e-file(s) to Registrar for Degree Works.
- C. The process for program revisions that require local, SUNY, and NYSED approval:** Follow KissFlow process for approval. Chair submits BSC Local form (see appendix) in KissFlow→Associate Dean→CSCC→Associate Provost Office→Provost. Academic Affairs prepares memo for approval from President. Daily Bulletin announcement appears under President's approval. Associate Provost meets with faculty to prepare SUNY forms and submits to SUNY. Once approved Academic Affairs forwards approved e-file(s) to Registrar for Degree Works. Automatic trigger for re-registration are for the following actions:
- ANY change in the title of the program—SUNY form only to Interim Associate Provost
  - Cumulative change of one-third or more of the minimum credits required for the award
  - Change in program focus or design
  - Deletion or addition of a program track, concentration, option, etc.
  - Adding or eliminating a requirement for completion, including an internship, clinical placement, cooperative education or other work or field-based experience

- Change in program award, e.g. B.A. to B.S.
- Change in mode of delivery (offer entire program online)
- Discontinuation of a program
- Change in the total number of credits for a certificate or advanced certificate program
- Establish a dual degree program based on existing registered programs
- Creating a new program from a concentration/track in an existing program
- Any change to a registered licensure-qualifying program

## **SECTION VII: TOPICS COURSES**

A. Consult the Directory of Policy Statements, IV:02:01, for procedures. The CSCC does not review topic courses.

B. Each topics course approved by Academic Affairs may be offered no more than twice in a two-year period. Thereafter, it must be submitted as a new course proposal.

## **SECTION VIII: HONORS COURSES**

Courses can be designated HON as part of the Honors Programs. For more information contact the Honors Director. Any course already approved in the respective IF cognate area may be offered as an honors section provided that it fulfills the Criteria for Honors Classes and has been approved by the Honors Director.

Criteria for Honors Classes (DOPS IV:14:00 July 23, 2008)

An Honors Class syllabus should demonstrate that the class includes all of the following criteria:

A. Independent scholarship and/or creative activities such as course/independent projects, individual activities that demand on-the-spot processing of information, and/or oral presentation.

B. Writing and/or oral presentation for outside audiences as well as for classmates and the professor.

C. Learning activities that push students out of their comfort zone, out of traditional classroom behaviors, e.g. in-class debates.

D. Higher expectations for student performance that may include higher level vocabulary and complexity of thought processes, above-average research to

validate positions, creativity in the use of technology and/or artistic materials that broadens the dimensions of their abilities, and in-class and outside of class writing.

E. Critical evaluation of self that includes evaluating personal beliefs and values, habits of mind and life choices, and relationships to others.

## **SECTION IX: UPPER DIVISION CRITERIA**

At the October 2006 College Senate meeting, voluntary guidelines for designation of upper division courses were approved. These guidelines serve to guide departments in creating course proposals for new and revised courses. The College Senate Curriculum committee will utilize these guidelines in the approval process for upper division courses at Buffalo State College. A course that has upper division designation (300 or 400) reflects evidence of at least two of the following criteria:

A. Prerequisite course(s) or instructor permission.

B. Course content, assessment, and learning outcomes demonstrating evidence of greater focus or depth in the content than lower-level, introductory or survey courses.

C. Course content, assessment, and learning outcomes targeting a higher-order of critical thinking than lower-level, introductory or survey courses.

## **SECTION X: COURSE CHALLENGES**

The curriculum review process allows departments to comment on and dispute a particular course or program. This most frequently occurs when one department submits a course that another department feels is within its purview.

A. Course challenges are administered through the CSCC.

B. Challenges must be initiated within **15 academic days** after the date on which the disputed course is announced in the *Daily Bulletin*. A challenge must be forwarded by the Chair of the challenging department to the Chair of the CSCC.

C. Procedures for resolving the course challenge are listed in the Directory of Policy Statements, IV:04:00.

## **SECTION XI: NEW PROGRAMS AND PROGRAM REVISIONS**

### **A. New Programs**

All new program proposals should be submitted in accordance with the guidelines and principles detailed in the *Handbook for the Submission of Undergraduate Academic Program Proposals* and *Guidelines for the Submission of Graduate Academic Program Proposals* issued by SUNY and posted on the SUNY Office of the Provost website (see below).

The Letter of Intent (for graduate programs) or Program Announcement (for undergraduate programs) will serve as the basis for the CSCC review of new program proposals. Courses listed as program requirements in the Letter of Intent/Program Announcement must include the course prefix, number, and full title. The Letter of Intent/Program Announcement must be approved by the Curriculum Committee prior to its submission to SUNY.

All courses required for new programs must be approved by the Curriculum Committee at the time it reviews the Letter of Intent/Program Announcement. Departments must discuss new program proposals with the Dean and Academic Affairs prior to submission of any documents.

#### **SUNY Office of the Provost website:**

[http://www.suny.edu/provost/academic\\_affairs/ProgramProposalGuide.cfm](http://www.suny.edu/provost/academic_affairs/ProgramProposalGuide.cfm)

All program proposals must be submitted with the **Program Approval Routing**

**Checklist** (on yellow paper) posted on the Curriculum Committee website.

### **B. Program Revisions**

All program revisions must be in accordance with the “Guidelines for the Revision of Existing Academic Programs” posted on the SUNY Office of the Provost website. All program revisions should clearly and concisely provide the reasons for

program revisions. A side-by-side comparisons of the current program and the proposed program revisions with explanations of changes must be provided. Include all courses and requirements in the current and proposed programs. *There can be no hidden prerequisites, list all courses that are needed to complete the program.*

The above mentioned will all be submitted, through KissFlow protocol, on the Buffalo State form (Appendix I) for CSCC approval.

## SECTION XII: MINORS

- A. Consult the Directory of Policy Statements, IV:05:00.
- B. A minor program must include **all** course requirements and consist of no fewer than 18 and no more than 21 credit hours. **No hidden credit hours** (usually found as prerequisites to required courses – these prerequisite courses are not part of the minor).
- C. Minors may not require more than 50% lower level courses without approval of Academic Affairs.
- D. Minor program requirements may not overlap more than 9 credit hours with a student's major program requirements.

## SECTION XIII: CSCC DECISIONS APPEAL PROCESS

- A. If a department disagrees with a decision made by the CSCC, the **Department Chair** should make an appeal in writing to the **Chair of the CSCC** requesting a hearing.
- B. If, and only if, no resolution is possible, there may be an appeal made to the full College Senate. This appeal must be addressed in writing to the **Chair of the College Senate**.

## SECTION XIV: ROUTING SHEETS FOR COURSE AND PROGRAM PROPOSALS

Both course and program approval routing sheets can be acquired through the Forms and Templates link on the Curriculum Committee webpage.

## APPENDIX A

### General Copy-Editing Guidelines for Course/Program Descriptions

- Use single spaces between sentences
- Refer to courses by their three-letter prefixes and three-character course numbers, separated by a single space: HEW 401, SPA 101. In a series, repeat the three-letter prefix each time: HEW 401 and HEW 402 (not HEW 401 and 402).
- Use numbers (not words) with credit hours: 3 credit hours (not three credit hours)
- Use GPA (not grade point average or G.P.A.)
- Render letter grades as capitals without quotation marks: A, B, C
- List prerequisites and co-requisites before course description; use the following phraseology: Successful completion of English (or mathematics, or English and mathematics) basic skills competency requirement
  - Minimum cumulative GPA of 2.5
  - Minimum grade of C
  - Instructor permission (not permission of instructor, consent of instructor)
  - Consent of department chair

When naming new courses, avoid articles whenever possible. (e.g., “Introduction to Sign Language” rather than “An Introduction to Sign Language”) NOTE: Change of title and the original title in revision proposals.

Course Descriptions: Descriptions should be concise; use sentence fragments when possible. Avoid introductions such as “This class explores...” and “This course is designed to acquaint the student with...” Craft each description as a series of noun phrases, separated by semicolons, as though each were preceded by the words “This course covers...” e.g., (This course covers) The nature and function of money; the American monetary system and the role of the banking system; the structure and functions of the Federal Reserve System...”

Use present tense, active voice whenever possible, e.g., “includes field trips: rather than “field trips will be included”, and “students plan and execute...” not “students will plan and execute...”

For further guidance, refer to the Buffalo State Editorial Style Guide at <http://www.buffalostate.edu/collegerelations/x553.xml>. A PDF of the guide is available for download or print at <http://www.buffalostate.edu/offices/collegerelations/pdfs/edstyle.pdf>.

## APPENDIX B

### COLLEGE SENATE CURRICULUM COMMITTEE QUICK REFERENCE GUIDE

**Course Numbering:** Please check with your department chair or curriculum committee head if you are proposing a new course to determine if the course number has previously been used. Also, when numbering courses, please remember that we expect 100 and 200 level courses to be introductory, and 300 level courses and above (including graduate courses) to encompass higher orders of thinking and analysis.

**Credit Hours:** Please list “0” for any of the options on the template that do not apply to your course (do not leave them blank).

**Prerequisites:** Upper division and graduate courses should, in most cases, have prerequisites.

**Course Description and Reasons for Addition or Revision:** Refrain from using acronyms without first spelling them out. If a course is being revised or added to reflect accreditation needs, please indicate this.

**Student Learning Outcomes (SLOs) and Assessments:** Begin your list of SLOs with “Students will be able to” and then use outcomes that are appropriate to the course level *and are demonstrable or measurable*. Do not overuse verbs (particularly “demonstrate”). Assessments should clearly indicate *how* they will measure the outcome: “Essay exam” is better than “Exam”, “oral presentation” better than “presentation”. In most cases, multiple measures of SLOs are advisable and a single measure should not be used for all SLOs. If you are required to include more than eight SLOs due to accreditation body requirements, please let us know—but also, if some outcomes can be combined into a single outcome for the purposes of the proposal, please consider doing this. Remember that course SLOs *must* be listed on faculty syllabi, so use your judgment about how much can reasonably be accomplished in a semester.

**Course Content:** This should not be a syllabus, but an outline that could be used by ANY faculty member asked to teach the course.

**Resources:** The resource list should be carefully considered, and should include both classic and contemporary scholarship to reflect the evolution of the field. If listing Electronic Resources, website titles should be italicized.

### COURSE REVISION

**Prefix, Number and Name of Course:** FTT 208: Introduction to Fashion Technologies

**Credit Hours:** 3

**In Class Instructional Hours:** 2      **Labs:** 2      **Field Work:** 0

**Catalog Description:**

*Prerequisites:* None

Introduction to and multi-disciplinary hands-on experience with a variety of software programs used in the fashion industry.

**Reasons for Revision:**

This core course has been updated to include the most recent off-the-shelf software used in the textile/apparel industry and introduces fashion design for different target markets. This update addresses the change and advancements in technology.

<b>Student Learning Outcomes</b>	<b>Content References</b>	<b>Assessment</b>
Students will:		
1. explore how the elements and principles of design can affect the aesthetic and marketability of an end product.	I -III	Participation in class discussion and in class work, Assignments
2. explain ideas logically and creatively in oral, visual and digital formats.	I - VI	Project, oral presentation

3. differentiate between various consumer target markets including cultural aspects.	IV - VI	Assignments, projects, Participate in class discussion and in class work
4. explain how different target markets influence the design process.	IV - VI	Assignments, projects, Participate in class discussion and in class work
5. explore current technology within the fashion industry and differentiate its use.	I - VI	Participate in class discussion and in class work, Assignments.

Course Content:

- I. Introduction to off-the-shelf technology and how it is used in the fashion industry
  - A. Adobe CC: Photoshop and Illustrator
  - B. Microsoft Office: Excel, Word and PowerPoint
  - C. Other contemporary software
  
- II. Digital Introduction via off-the-shelf raster software
  - A. Elements and principles of design
  - B. Incorporating elements and principles in the apparel/textile market
  
- III. Introduction to using the internet for general color and apparel/textile product trend research
  - A. Target Markets and Consumer Trends
  - B. Private label, design for mass markets, trend forecasting
  
- IV. Digital introduction to the use of market research relative to product development
  - A. Research color and style trends targeting a general market sector
  - B. Interpreting and developing a base color
  - C. Interpreting, researching and developing a design trend
  - D. Developing a product
  - E. Product specification sheet
  
- V. Develop introductory raster /vector aesthetic digital skills for apparel/textiles using standard off-the-shelf design software
  - A. Resolution
  - B. Raster/vector functions
  - C. Raster and vector flats
  - D. Vector fashion sketching
  - E. Product technical spec illustrations
  - F. Design composition
  
- VI. Introduction to research and design for different target markets
  - A. Culture and ethnicity
  - B. Age, and gender
  - C. Size

## **References:**

### Scholarship

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- Kiper, A. (2014). *Fashion portfolio: Design and presentation*. UK: Batsford Publishing
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- Schneider, R. (2013). *Adobe for fashion: Illustrator CS6*. Self-published by lulu.com
- Smithsonian. (2012). *Fashion: The definitive history of costume and style*. UK: DK Publishing
- Sorger, R., & Udale, J. (2017). *The fundamentals of fashion design*. NY: Bloomsbury Publishing
- Stewart Smith, S. (2013). *CAD for fashion design and merchandising*. NY: Fairchild Publishing.
- Tallon, K. (2012). *Digital fashion print with Photoshop and Illustrator*. UK: Batsford Publishing.

### Periodicals:

*Harper's Bazaar*, Hearst Magazines  
*Vogue*, Conde Nast

### Electronic and/or Audiovisual Resources:

*Buffalo State College Butler Library: Fashion and Textile Technology LibGuide.*

*WWD Online*. (On-Line at Buffalo State Library)

*WGSN*.

Software Manuals (and on-line help) for the various software used in this introductory course.

Specialized Step-by Step Course Materials produced by the instructor via Blackboard.

## APPENDIX C



### Help Document

#### Ways of Accessing KissFlow

- Logon with the link on the far top right at <https://KissFlow.com>
- You can also get there through the KissFlow icon (see image of it above) at the bottom of the College Senate Curriculum Committee web page:  
<http://collegesenate.buffalostate.edu/submitting-proposals>
- There are KissFlow apps for both Android and iPhone.

#### Your Departmental Accounts

Each department has TWO accounts to be used with KissFlow:

1. A new departmental e-mail address from which to submit curricular items. This account will also receive notifications about progress. This departmental e-mail account can be used by anyone who is given the password, so please be careful with your departmental password. Accompanying this document is a spreadsheet with the names of all NSS departmental accounts. They all appear in the Outlook Global list, starting with the word Curriculum.
2. Your account in KissFlow uses the same departmental e-mail address for its username. But it may help you to remember that the e-mail account and the KissFlow account are actually two separate entities with two (potentially) separate passwords.
  - a. For simplicity's sake, the initial password for both your email and KissFlow accounts was "**1300Elmwood**". You are free to change your password, but *please make sure you keep track and guard your passwords*. Think of them as departmental resources. As noted above, the passwords for these two accounts do NOT need to be the same.
  - b. The departmental accounts have been granted *exclusive permission* inside KissFlow to initiate CSCC proposals.
  - c. As soon as you submit a proposal, the workflow is started and I will be notified. I will then be able to send the item back for "clarification" or tweak it, approve it, and send it on to the CSCC.
  - d. Your department should decide WHO should be responsible for submitting curricular materials. In many cases, that will be the department chair, but it could be the chair of the curriculum committee or other designee. With great power comes great responsibility! He or she will be responsible for responding to requests for clarification, monitoring the progress of the curricular items, resubmitting revised documents, etc. Please establish a succession plan so that information can be provided to new people.
3. Course and program proposals will make their way to each associate dean involved for approval before heading to the Assistant to the Senate to be logged, and then to the assigned workgroup of the CSCC. The CSCC website has a visual representation of the process: Course Proposal Workflow Diagram. The Daily Bulletin (Thursdays) will have an announcement of some of the approval stages.

## How to Submit a Course or Program Proposal

Please begin ALL curricular work by checking the College Senate Curriculum web page for the most recent templates, naming conventions, Bloom words, and instructions. There may be changes from year to year, and the CSCC workgroups often care about details.

<http://collegesenate.buffalostate.edu/submitting-proposals>

The naming conventions are particularly important because the **dates** allow everyone to keep track of the latest version of the proposal, after the course is sent back in KissFlow for small revisions.

When your document is ready to submit, log into KissFlow and click the giant red plus sign at the



bottom right.

You will get the “initiate” screen:

Click **Initiate** for the relevant proposal to reach the routing form; many of the fields are **REQUIRED**.

For a course proposal, the catalog description can be copied and pasted from the proposal document.

Note: “Repeatable” means that the course can be repeated more than once by a student to earn additional credit. Most courses are NOT repeatable. “Variable credit hours” means that the course may sometimes be offered for 1 credit, sometimes for 2 credits, etc. Most courses are “standard credit hours.”

After completing all fields on the routing form, upload the new proposal by clicking “Attach Files:”

You can attach multiple files if needed. For example, this is the place to attach a memo of support for a cross-listed course, or e-mails of support from department chairs saying it’s OK to include their course(s) in your minor.

## Monitoring Progress

HOME REPORTS

There is a Reports tab at the top right:

It takes you to a summary page of all of your items, with the following headings:



Here's an example from HSSE:

App Name	In Progress	Completed	Rejected	Withdrawn
Course Proposal	4	5	3	1
Program Proposal	1	0	0	0

In the “In Progress” column, click the number. That will take you to the relevant details page:

Item Subject	Created By	Created On	Last Modified On	Task Name
SSE/SST 611	curric-history@buffalostate.edu	5/21/2017 4:06 PM	2/13/2018 3:07 PM	CSCC Chair
SSE/SST 609	curric-history@buffalostate.edu	5/21/2017 4:15 PM	2/13/2018 3:07 PM	CSCC Chair
HIS 347	curric-history@buffalostate.edu	10/4/2017 9:18 PM	1/29/2018 9:37 AM	Provost Approval
HIS 348	curric-history@buffalostate.edu	10/4/2017 9:26 PM	1/29/2018 9:37 AM	Provost Approval

The little box on the left with the arrow  is the “forms” box. Hovering your cursor over it gives you the words “View Form.” Clicking it will open the routing form of the curricular item.

Near the top of the routing form is a progress bar 

Clicking the progress bar will let you see where your proposal is. Here's an example from a newly-submitted course that was just approved at the dean's level and is only 18% completed:

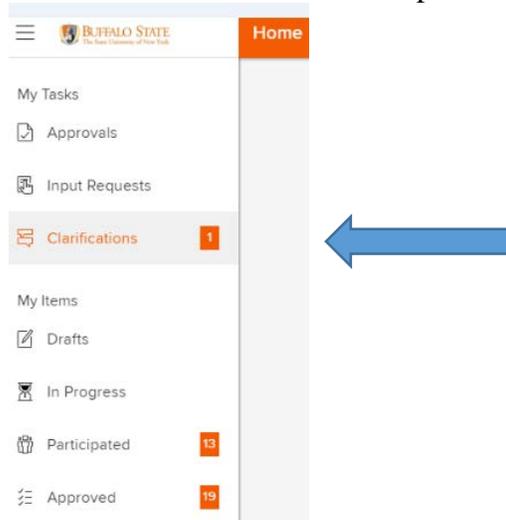
<b>Initiated</b> by Curriculum Physics Feb 12 1:17 PM	Completed
<hr/>	
<b>School of Natural and Social Sciences</b> <b>Associate Dean Approval</b> by Karen O'Quin Feb 16 10:11 AM	100% Completed
<hr/>	
<b>Assistant to the Senate 1</b> to Vincent Masci ETA: Feb 20 10:11 AM	In Progress

And here is one that is nearly completed (91%):

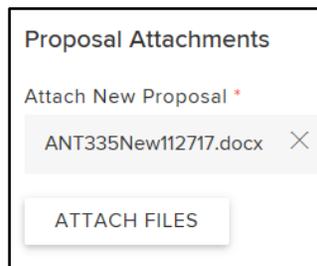
<div style="text-align: right; background-color: #f4a460; padding: 2px;">91%</div>	
Andrew Chambers reassigned the task to Andrew Chambers on Feb 9 5:35 PM	
<hr/>	
<b>Assistant to the Senate 2</b> by Vincent Masci Feb 12 12:38 PM	Completed
<hr/>	
<b>Associate Provost</b> by Amitra Wall Feb 12 1:01 PM	Completed
<hr/>	
<b>Provost Approval</b> to Melanie Perreault ETA: Feb 14 1:01 PM	In Progress

## How to Respond to Suggested Changes of the CSCC

1. Please, ALWAYS make any editorial changes on the version of the course or program that was submitted. I often make little format changes (and occasionally change a Bloom word).
2. You must respond using the “**Clarifications**” tab on the left-hand side (see below). Accessing the routing form in any other way will allow you to upload the new file, but will NOT give you the button at the bottom of the form to “Respond.”



3. Go to the routing sheet, download the attached file and make the changes.
4. Save the new document with the **new date**.
5. Attach (upload) the new file to the routing sheet in the same place as the first time. Do not delete the old version because the CSCC chair will want to check to see if suggested changes were made. Supporting documents should not be deleted.



6. Check the routing sheet to make sure you have made any needed changes there (e.g., course description). When you're finished, scroll to the bottom of the routing sheet and click “**Respond**.”

### NOTE:

Curricular authors, department chairs, or associate deans who experience technical problems with KissFlow, including uploading proposals, workflow processes, or submitting revisions, should contact Andrew Chambers, or create a ticket in the Self-Service Portal (linked to <https://buffalostate.teamdynamix.com/TDClient/Requests/ServiceDet?ID=26802>).

## APPENDIX D

### COMMON COURSE NUMBERS

#### I. UNDERGRADUATE COURSES

189/389 Topics Courses  
295 Lower Division Special Project  
488 Internship  
495 Project  
498 Honors Research (some departments use 496 as Honors I)  
499 Independent Study

#### II. GRADUATE COURSES

554 Workshop  
596 Conference  
597 Special Course  
598 Micro-course  
590 Independent Study  
690 Master's Project  
695 Master's Thesis

## APPENDIX E

### Bloom's Taxonomy

Following the 1948 Convention of the American Psychological Association, Benjamin Bloom took a lead in formulating a classification of the “goals of the educational process”. Three “domains” of educational activities were identified. The first of these, named the Cognitive Domain, involves knowledge and the development of intellectual attitudes and skills.

Eventually Bloom and his colleagues established a hierarchy of educational objectives, which is generally referred to as **Bloom's Taxonomy**, and which attempts to divide cognitive objectives into subdivisions ranging from the simplest behavior (knowledge) to the most complex (evaluation).

Cognitive Learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions. This domain on the acquisition and use of knowledge is predominant in the majority of courses. Bloom identified six levels with the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

#### **Knowledge**

Defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

#### **Learning objectives at this level call for students to:**

- know common terms
- know specific facts, e.g., dates, events, places
- know methods and procedures
- know basic concepts and major ideas
- know principles
- observe and recall information
- master subject matter

## **Comprehension**

Defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

### **Learning objectives at this level call for students to:**

- understand facts, information and principles
- interpret information e.g., verbal material, charts and graphs
- compare and contrast
- translate knowledge into new context, e.g., verbal material to mathematical formulae
- estimate the future consequences implied in data
- justify methods and procedures
- order, group, and infer causes

## **Application**

Refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

### **Learning objectives at this level call for students to:**

- use methods, concepts, theories in new situations
- apply concepts and principles to new situations
- apply laws and theories to practical situations
- solve mathematical problems
- construct graphs and charts
- demonstrate the correct usage of a method or procedure
- solve problems using required skills or knowledge

## **Analysis**

Refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

### **Learning objectives at this level call for students to:**

- recognize unstated assumptions
- recognize logical fallacies in reasoning
- distinguish between facts and inferences
- evaluate the relevancy of data
- analyze the organizational structure of a work (art, music, writing)
- recognize patterns
- identify components and their organization
- recognize hidden meanings

## **Synthesis**

Refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.

### **Learning objectives at this level call for students to:**

- write a well organized theme
- deliver a well organized speech
- write a creative short story (or poem or music)
- propose a plan for an experiment
- integrate learning from different areas into a plan for solving a problem
- formulate a new scheme for classifying objects (or events, or ideas)
- use old ideas to create new ones
- generalize from given facts
- relate knowledge from several areas
- predict, draw conclusions

## **Evaluation**

Refers to the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are the highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.

### **Learning objectives at this level call for students to:**

- judge the logical consistency of written material
- judge the adequacy with which conclusions are supported by data
- judge the value of a work (art, music, writing) by the use of internal criteria
- judge the value of a work (art, music, writing) by use of external standards of excellence
- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity

## **Bloom's Three "Domains" of Education**

**Cognitive Learning** is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions. This domain on the acquisition and use of knowledge is predominant in the majority of courses. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order, which is classified as evaluation. Verb examples that represent intellectual on each level are listed here.

Below are two lists of Bloom's Taxonomy verbs, the original and the 2001 revised version. The College Senate Curriculum Committee (CSCC) requires that all Student Learning Outcomes (SLOs) contain Bloom's verbs. Verbs from either list, past or present, are acceptable.

Original Bloom's Taxonomy Verb List  
By Cognitive Domain

<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Contrast
Identify	Clarify	Ascertain	Characterize	Categorize	Counsel
Index	Classify	Assign	Classify	Code	Criticize
Indicate	Compare	Attain	Compare	Combine	Critique
Label	Compute	Avoid	Confirm	Compile	Defend
List	Contrast	Back up	Contrast	Compose	Determine
Match	Convert	Calculate	Correlate	Construct	Discriminate
Meet	Defend	Capture	Detect	Cope	Estimate
Name	Describe	Change	Diagnose	Correspond	Evaluate
Outline	Detail	Classify	Diagram	Create	Explain
Point	Differentiate	Complete	Differentiate	cultivate	Grade
Quote	Discuss	Compute	Discriminate	Debug	Hire
Read	Distinguish	Construct	Dissect	Depict	Interpret
Recall	Elaborate	Customize	Distinguish	Design	Judge
Recite	Estimate	Demonstrate	Document	Develop	Justify
Recognize	Example	Depreciate	Ensure	Devise	Measure
Record	Explain	Derive	Examine	Dictate	Predict
Repeat	Express	Determine	Explain	Enhance	Prescribe
Reproduce	Extend	Diminish	Explore	Explain	Rank
Review	Extrapolate	Discover	Figure out	Facilitate	Rate
Select	Factor	Draw	File	Format	Recommend
State	Generalize	Employ	Group	Formulate	Release
Study	Give	Examine	Identify	Generalize	Select
Tabulate	Infer	Exercise	Illustrate	Generate	Summarize
Trace	Interact	Explore	Infer	Handle	Support
Write	Interpolate	Expose	Interrupt	Import	Test
	Interpret	Express	Inventory	Improve	Validate
	Observe	Factor	Investigate	Incorporate	Verify
	Paraphrase	Figure	Layout	Integrate	
	Picture graphically	Graph	Manage	Interface	
	Predict	Handle	Maximize	Join	
	Review	Illustrate	Minimize	Lecture	
	Rewrite	Interconvert	Optimize	Model	
	Subtract	Investigate	Order	Modify	
	Summarize	Manipulate	Outline	Network	
	Translate	Modify	Point out	Organize	
	Visualize	Operate	Prioritize	Outline	
		Personalize	Proofread	Overhaul	
		Plot	Query	Plan	
		Practice	Relate	Portray	
		Predict	Select	Prepare	

<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
		Prepare	Separate	Prescribe	
		Price	Size p	Produce	
		Process	Subdivide	Program	
		Produce	Train	Rearrange	
		Project	Transform	Reconstruct	
		Provide		Relate	
		Relate		Reorganize	
		Round off		Revise	
		Sequence		Rewrite	
		Show		Specify	
		Simulate		Summarize	
		Sketch		Write	
		Solve			
		Subscribe			
		Tabulate			
		Transcribe			
		Translate			
		Use			

## APPENDIX F

### COMMON ERRORS

**Common errors frequently found in submissions to the Senate Curriculum Committee include the following:**

**Reasons for Addition or Reasons for Revision:** Reason for Addition refers to a new course; Reason for Revision refers to a course that is being revised – choose one or the other.

**Student Learning Outcomes:** This is often the greatest stumbling block with new or revised courses. “To Learn” is not a measurable outcome. “to demonstrate an understanding” is appropriate for introductory courses but for upper division courses the committee expects a more complex form of intellectual skills. Faculty submitting new or revised courses sometime look at only the initial levels of **Bloom’s Taxonomy** (Appendix E) and apply it to their courses, rather than fully examining the different cognitive levels which might be more appropriate.

**Assessment:** The same assessment tools are repeated for all of the Student Learning outcomes. Whereas this may indeed be the case – “written assignments, exams” – consider the possibility that certain assessment tools are more appropriate for certain Student Learning Outcomes and less appropriate for others. Also try to include more authentic and less traditional assessment techniques relevant to your field.

**Course Content:** Generally speaking the course content should not look like a course syllabus. Assuming more than one faculty member is able to teach the course, the course should reflect that. Also the length of the course content will often seem inappropriately long or short for the level of the course. Finally, formatting is often in error and not following the proscribed Roman numeral format.

**Resources:** The committee is no longer asking for a separation of Classic and Current Scholarship. However, it is asked that a major portion (if possible) be books or articles written within the last five years. This listing is meant to be representational. Inclusion of electronic resources is critical for many courses, as well.

**Other:** Proposed curricular items should not be submitted in the track changes view.

## APPENDIX G

### INTELLECTUAL FOUNDATIONS COURSE SUBMISSION NARRATIVE

#### Intellectual Foundations Course Submission Narrative

Course Number: \_\_\_\_\_ Course Name: \_\_\_\_\_

Intellectual Foundation Category: \_\_\_\_\_

Intellectual Foundations Learning Outcome (in full):

Course Content References: (For each outcome, indicate the number of the corresponding section of course content where this outcome is addressed.):

Briefly explain how the item from the course topical outline fulfills the Intellectual Foundations learning outcome:

Intellectual Foundations Learning Outcome (in full):

Course Content References: (For each outcome, indicate the number of the corresponding section of course content where this outcome is addressed.):

Briefly explain how the item from the course topical outline fulfills the Intellectual Foundations learning outcome:

Intellectual Foundations Learning Outcome (in full):

Course Content References: (For each outcome, indicate the number of the corresponding section of course content where this outcome is addressed.):

Briefly explain how the item from the course topical outline fulfills the Intellectual Foundations learning outcome:

Intellectual Foundations Learning Outcome (in full):

Course Content References: (For each outcome, indicate the number of the corresponding section of course content where this outcome is addressed.):

Briefly explain how the item from the course topical outline fulfills the Intellectual Foundations learning outcome:

## APPENDIX H



**BUFFALO STATE**  
The State University of New York

### Curriculum Request Form Minimal Change Request

**Date:**

**To:**

**From:**

**Cc:**

**Re:**

**Effective date of change:**

This form is to be used for the following actions:

- Title change that does not change the focus of the course
- Course description editing that does not change the focus of the course
- Elimination or substitution of a course pre-requisite. Please remember that all 300-400 level courses need to have at least one pre-requisite.
- Changes to course numbers within the same level, i.e. 100-200 or 300-400

Please include the following information:

Course number - full course name - action to be taken – brief justification. If a course has more than one action please enter each action separately

Example - The current title for DMA 101 is Introduction to Digital Media.

We would like to change the title to **Digital Media Elementary**.

New title is more descriptive and less confusing for students than the old title.


# APPENDIX I

## Local Program Submission Template Local Program Submission Template

### Curricular Action

- New Program
- Revised Program
- New Certificate
- Revised Certificate
- New Minor
- Revised Minor

Program Title \_\_\_\_\_

UNIT RESPONSIBLE FOR ADMINISTRATION OF PROGRAM, CERTIFICATE,  
OR MINOR \_\_\_\_\_

Departments from which courses are taken \_\_\_\_\_  
*MUST HAVE APPROVAL FROM DEPARTMENT CHAIRS*

### FOR NEW PROGRAMS, CERTIFICATES, AND MINORS:

DESCRIPTION:

PURPOSE, REASON FOR ADDITION:

POTENTIAL IMPACT ON PARTICIPATING DEPARTMENTS:

<b>Required Courses</b>	<b>Notes:</b>
<b>Total Credit Hours</b>	<b>Prerequisites</b>
<i>Catalog Number- Full Course Title Credit Hours</i>	
<b>Optional Courses</b>	<b>Notes:</b>
<b>Total Credit Hours</b>	<b>Prerequisites</b>
<i>Catalog Number- Full Course Title Credit Hours</i>	

**For REVISED Programs, Certificates, and Minors:**

Summary of Changes:

Reason for Revision:

Side-by-Side Comparison of Changes:

<b>Original Curriculum Total Hours</b>	<b>Revised Curriculum Total Hours</b>
	<i>Changes in Bold</i>

**Submission Check List**

The following check list should be used for new programs, revised programs, new minor proposals, minor revisions, new certificates, and certificate revisions. This checklist will help departments avoid some of the most common mistakes made on program revisions and will help the College Senate Curriculum Committee to focus its review on more substantive issues, thus expediting the approval process.

- Proposal includes all information required in the Directory of Policy Statements.
- Proposal has been proofread for spelling, punctuation, grammar, style, and gender neutral language.
- Cover memo explains reason for new program (program, minor, certificate) and listing of curriculum
- Cover memo explains revisions in a side by side comparison of the current and proposed program. Make sure to include explanation of changes.
- There are no hidden prerequisites.
- New programs, minors or certificates which include new courses or courses under revision may not be submitted until all course proposals have been approved at the President's level.