

SUNY Fredonia School of Music
Curriculum Committee Handbook

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Statement of Vision

The vision for the curriculum committee, as expressed through recent meetings with the Director and Associate director is:

“to advance the quality of our curriculum and to strive for faculty ownership in the process. To this extent, the curriculum committee's role is only partly clerical (checking for fitness of paperwork)—but more so, a body of individuals that feels the pulse of the school, and can come to recognize value and liability in altering the curriculum.”

Curriculum Committee Bylaws (Passed by the Faculty 10/15/2013)

- a. This Committee shall review and make recommendations regarding curricular changes, new course proposals and academic matters requiring Faculty action and matters referred to the Committee by the Director.
- b. The Curriculum Committee shall recommend to the Director items to be included on the Faculty Meeting Agenda and other matters deemed appropriate.
- c. This Committee shall consist of seven faculty members elected by the Faculty and shall represent at least five of the eight academic areas, with not more than two representatives from each area.
- d. The seven elected members shall elect a Chairperson.
- e. The terms of office shall be for one year. A Faculty member shall not serve more than two consecutive terms. The term of office shall be two years with the option of a second two year term.
- f. The Associate Director for Academic Affairs shall serve as an ex officio (non-voting) member.

Curriculum Committee Procedures

Following are the committee's responsibilities:

1. Elect a chairperson.
2. Email the SOM Faculty, making them aware of the committee membership (which includes the Associate Director for Academic Affairs of the SOM), and also the link to this document. This email should contain a call for proposals.
3. Contact the Director of the SOM, the Associate Director for Academic Affairs of SOM and the previous Chair of the Curriculum Committee regarding current/ongoing business.
4. Curricular Change proposals should be reviewed, discussed and voted upon within the committee. If passed, they should be brought to the SOM Faculty for discussion and a vote. In preparation for this, a brief summary of each proposal's rationale along with its perceived impact (list of pros and cons) should be prepared for SOM Faculty review.
5. Regular meeting times should be scheduled. Given the nature of the committee, bi-monthly meetings are recommended.
6. It is the responsibility of the Curriculum Committee Chair (or designate) to keep track of and chart the progress of all proposals, and to ensure a smooth transition to the following year's committee chair.

Procedures for Submitting a Proposal

1. Ideas for curricular change may come from SOM Faculty of any rank, including administration.
2. For proposals that require new faculty resources, discussion with administration regarding the viability of the proposal should happen before review by the curriculum committee.
3. The appropriate form(s) should be obtained from the chair of the curriculum committee.
4. Prior to Curriculum Committee review, all proposals should be given to the Associate Director for Academic Affairs of the SOM.
5. The Associate Director for Academic Affairs of the SOM will review and then, if necessary, give proposals to chair of the Curriculum Committee.
6. The Curriculum Committee will then discuss and vote on whether proposals should be brought to the SOM Faculty.
7. If approved by the Curriculum Committee, they will bring it to the SOM faculty for discussion and a vote.
8. If the SOM faculty approves the proposal, the curriculum committee sends it to the SOM Director.
9. The proposal is then sent to various administrative levels for approval (see individual forms for details).
10. The Chair of the Curriculum Committee will track the progress of proposals' approval.

Frequently Asked Questions

- *Where do proposals originate?* Proposals will come to the committee in two ways:
 1. In the form of course/program proposals/changes from other faculty members. This is a reactive responsibility.
 2. Through the SOM director, as a follow up to curriculum related actions which have moved through the faculty. For example, as of 2012, the faculty decided through discussions on branding that we wanted students to have more access to entrepreneurial training. It would be the curriculum committee's responsibility to meet and discuss how this could take place. This is a proactive responsibility, requiring initiative and group thought on part of the committee. Issues of this kind, which do not stem from a direct proposal from a faculty member, fall upon the shoulders of the Curriculum Committee.
- *I've done my paperwork, what next?*
 - Faculty proposals/changes should go directly to the Associate Director for Academic Affairs of the SOM, who will determine the necessity of Curriculum Committee review. Some changes (for example, a long overdue course number change) are more efficiently dealt with by the Associate Director for Academic Affairs of the SOM.
- *Who may submit a curricular change proposal?*
 - All SOM Faculty of any rank, and including administration (Director and Associate Director) are welcome to submit proposals to the committee. Proposals forwarded to the Curriculum Committee tend to require an opinion.
- *Will the Curriculum Committee approve my proposal?*
 - It is within the committee's mandate to not bring a proposal forward to the faculty. If the Committee feels that the proposal positively advances the curriculum of the school it will bring the proposal to the SOM Faculty for discussion and a vote. The SOM Faculty may vote to *approve, approve with revision, or deny* a proposal. If a proposal is accepted, it will be sent to both the Assistant Director and secretary to the Director.
- *The Curriculum Committee and the SOM Faculty have approved my proposal, what happens next?*
 - At this point in the process, chair of the Curriculum Committee will track the progress of proposals' approval to completion. The detailed journey of a proposal is listed on the back (signature) page of the Proposal Forms.
- *Where do I find the curricular change forms?*
 - All proposal forms should be obtained from chair of the Curriculum Committee. Doing so will ensure that everyone uses the same, and the most up to date, forms.
- *Are there additional forms for GenEd courses?*
 - Yes, a list of necessary forms and where to find them can be found within the curricular change forms. Learning objectives for the General Education courses, found at: <http://www.fredonia.edu/department/gened/pdf/12FredGuidelinesCourseApprvl.pdf>.
- *What is the Professional Education Unit?*
 - The PEU refers to Education Areas, so in the School of Music it pertains primarily to MUED courses.
- *What are the Frequency Codes?*

A. every semester	E. every Fall
B. once per year	F. every Summer
C. every other year	G. every J-Term
D. offered on occasion	H. every Spring.

- *What are the Types of Instruction?*
 - **Activity** – Instruction where a group of individuals under supervision are presented new material in a setting with facilities, instruments or equipment specific to the purpose of the meeting.
 - **Clinical Practice** - Instruction in a supervised clinical/medical, social work, or school (student teaching) setting where students have an opportunity to apply the theoretical knowledge they have acquired.
 - **Field Work** – Instruction in a supervised clinical/medical, social work, or school (student teaching) setting where students have an opportunity to apply the theoretical knowledge they have acquired.
 - **Independent Study** - Instruction where a student is individually supervised and the faculty functions as an active consultant. This type of instruction involves regularly scheduled meetings; substantiated faculty contact is required.
 - **Internship** – Instruction in a mentored setting where students have an opportunity to apply the theoretical knowledge they have acquired in a field directly related to the program of study.
 - **Lab** - Instruction where a group of individuals under supervision are presented new material in a setting with facilities, instruments or equipment specific to the purpose of the meeting.
 - **Lecture** – Instruction where new material is presented by the instructor(s) with some discussion, but discussion is not the primary purpose of the meeting.
 - **Lecture/Lab** – Used only when a joint lecture and laboratory course cannot be appropriately separated into its component pieces.
 - **Lecture/Recitation** - Instruction where new material is presented by the instructor(s) with some discussion, but discussion is not the primary purpose of the meeting.
 - **Recitation** – Instruction where a subset of students from a larger lecture section meet to review, discuss or be tested on material previously presented in the lecture; presentation of new material is not the purpose of this meeting.
 - **Research** – Instruction where a student is individually supervised and the faculty functions as an active consultant. This type of instruction involves regularly scheduled meetings; substantiated faculty contact is required.
 - **Seminar** – Instruction where a relatively small group of students are presented with some new material and students are asked to prepare and present material for further discussion.
 - **Student Teaching** - Instruction in a supervised clinical/medical, social work, or school (student teaching) setting where students have an opportunity to apply the theoretical knowledge they have acquired.
 - **Workshop** - Instruction where a relatively small group of students are presented with some new material and students are asked to prepare and present material for further discussion.
 - **Studio** – Instruction where outside preparation by the student is expected and where equipment/facilities specific to the instruction is often required.
 - **Study Abroad** - Instruction where a student works with minimal faculty direction; (e.g., music practice study, independent research, etc.).
 - **Thesis** – Instruction where a student is individually supervised and the faculty functions as an active consultant. This type of instruction involves regularly scheduled meetings; substantiated faculty contact is required