College of Veterinary Medicine and Biomedical Sciences
Biomedical Sciences Curriculum Subcommittee
Standard Operating Procedures

Charge:

The Biomedical Science (BIMS) Curriculum Subcommittee is responsible for developing, monitoring, and adjusting the curriculum to meet the educational needs of undergraduate students. In fulfilling this charge, the Committee shall articulate the educational philosophy of the faculty by providing the framework through which the best possible biomedical science education can be delivered.

Membership:

Two members are appointed to 2-year terms by each Department Chair's of the BIMS teaching faculty. Currently, these departments include Veterinary Integrative Biomedical Sciences, Veterinary Pathobiology and Veterinary Physiology & Pharmacology. All appointed members are voting members. The Associate Dean for Biomedical Sciences and his/her designees serves as an ex-Officio member.

The Chair of the BIMS Curriculum Subcommittee is selected by the Associate Dean for BIMS.

Meetings:

The BIMS CSC will meet monthly in person or electronically, unless no business is needed. The Associate Dean or the BIMS Chair can call for other meetings as needed.

Procedures:

Course changes and New Course Proposals will be brought the proposing department's BIMS CSC representatives for input and modification. Syllabi and other pertinent information will be circulated to all members of BIMS CSC for comment and input. Proposals may be voted on electronically (via email, etc.) or in person at a formal meeting. A quorum (80% of the voting members) is required for a vote to be valid.

Standard Guidelines for Determination of Course Levels for New Course Proposals:

Prerequisite Courses:

If a new course is dependent upon material taught in (a) previous course(s), these earlier courses serve as prerequisites for the new course. It is expected that a new 400-level course would have prerequisites from the existing 300- or 400-level course. Likewise lower-level courses will have prerequisites appropriate for their level. All prerequisite courses will be enforced for courses taught in the CVMBS.

Student Learning Outcomes:

Student Learning Outcomes for a new course without prerequisites will focus on level-appropriate cognitive dimensions (See Table 1).

- The focus of Student Learning Outcomes of a proposed 400-level course will be primarily Dimensions 4, 5 & 6.
- The focus of Student Learning Outcomes of a proposed 300-level course will be primarily Dimensions 3 & 4.
- The focus of Student Learning Outcomes of a proposed 200-level course will be primarily Dimensions 2 & 3.
- The focus of Student Learning Outcomes of a proposed 100-level course will be primarily Dimensions 1 & 2.

All new course proposals will be reviewed by the BIMS Curriculum Subcommittee for adherence to these guidelines. Any modifications to these guidelines will require a majority vote of the full BIMS Curriculum Subcommittee. Any changes in these guidelines will be reported to the Undergraduate Curriculum Committee.

TABLE 1

		COGNITIVE PROCESS DIMENSION					
		1. REMEMBER Recall and retrieval of foundational disciplinary information.	**2. UNDERSTAND** Make meaning out of information.	**3. APPLY** Use information in a similar situation.	**4. ANALYZE** Take apart information and explore component connections.	**5. EVALUATE** Examine critically and judge.	**6. CREATE** Create something new.
KNOWLEDGE DIMENSION	**A. FACTUAL**	*List*	*Summarize*	*Respond*	*Select*	*Check*	*Generate*
	B. CONCEPTUAL	*Recognize*	*Classify*	*Provide*	*Differentiate*	*Determine*	*Assemble*
	C. PROCEDURAL	*Recall*	*Clarify*	*Carry Out*	*Integrate*	*Judge*	*Design*
	D. META-COGNITIVE	*Identify*	*Predict*	*Use*	*Deconstruct*	*Reflect*	*Create*

Determination of Equivalency for Non-Traditional Course Proposals:

Existing courses seeking approval in a non-traditional format will be reviewed by the BIMS CSC prior to submission to the Undergraduate Curriculum Committee. A syllabus from the proposed course must be submitted along with a syllabus from the existing course. These will be evaluated for equivalency in both contact hours and Student Learning Outcomes. Any proposed course that does not meet the equivalency standard, will be returned to the proposer for modification.

If a new course is being proposed for non-traditional approval, the syllabus will be evaluated by the BIMS CSC for appropriate Learning Outcomes (see Section on Assignment of Course Level). Contact hours will be evaluated as to the proposed schedule, course assignments, material provided, course expectations, etc. Equivalency of both Learning Outcomes and Contact Hours will be certified in the curricular approval process (currently CARS). If Equivalency cannot be certified in either area, the course will not be approved.

Records of the outcome of these processes will be kept by the Chair of the BIMS CSC.

Modification of Standard Operating Procedures:

Changes to any of the operating procedures must be approved by a majority of the BIMS SCS. Changes will be submitted to UCC for their records.