

Utica College  
Curriculum Committee  
Sourcebook

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## I. GENERAL PROCEDURES AND GUIDELINES

Unless otherwise noted, the requirements and procedures of this Sourcebook apply equally to undergraduate and graduate courses.

### A. Proposals

Proposals for curricular changes originate within the appropriate academic areas on the appropriate curriculum change form. Once the proposal is complete, it should be reviewed and approved by appropriate departments, programs, divisions, and/or schools, including, where necessary, the Graduate Studies Committee, before review by Curriculum Committee. **The original paper forms with signatures and an electronic copy (which does not need to be signed) should be sent simultaneously to the Curriculum Committee secretary.** Curriculum changes cannot be considered by the committee until the signed paper form has been received. For a list of required signatures, see the appropriate curriculum change form.

Forms should be filled out completely, including justifications for changes, copies of syllabi, and signed forms from the library and IITS staff (where necessary). See Section XIII for information concerning the syllabus. Proposals for new programs or major revisions to existing programs should include, as supporting documentation, the most recent external review, accreditation materials and review, and/or internal program review. Those considering new degree programs should review the procedures in Appendix A.

Copies of the electronic version of the curriculum change forms will be distributed to each member of the Curriculum Committee by the committee secretary. The contact information for the committee chair and secretary can be found on the Curriculum Committee web page at: <http://www.utica.edu/academic/facultyinfo/curriculum.cfm>

All proposals should be submitted as early as possible in the academic year to guarantee inclusion in the official course schedule. Keep in mind that proposals need to be reviewed by both the Curriculum Committee and the Faculty Senate before they can appear in the course schedule: plan accordingly.

### B. Three-level System for Changes to Curriculum

**Class I:** Changes in course numbers, titles, description, drops, prerequisites, credit hours, department prefix, grade option, dual listing, and liberal arts designation; new courses; changes in program description; changes in major, major-related, concentration or major-elective requirements, changes in minor, certificate or program requirements, and changes in method of instruction.

**Class II:** Changes in core requirements.

**Class III:** Additions or deletions of programs, majors, minors, concentrations, and certificates.

The Curriculum Committee will recommend to the Faculty Senate:

**Class I** curricular changes by their presentation to the Faculty Senate through the regular Committee report. These changes will not be brought to the floor for discussion unless (1) a written request is made prior to the meeting or (2) a motion is made on the floor of the Senate and is supported by one-third of the members present. (If such a motion results in the Senate taking action different from that of the Curriculum Committee, this will be considered a second recommendation to the President, and it will be left to the President to make the final decision.)

1. Appeals of Class I changes must be made in writing by a Faculty Senate member, but this person may act on behalf of any other member(s) of the College community including adjunct faculty members.
2. Written appeals must be submitted to the Chairperson of the Curriculum Committee within two calendar weeks after the proposal in question has been reported to the Faculty Senate.
3. A single appeal may list more than one item.
4. The Committee will report all appeals and subsequent related actions at the next regularly scheduled Faculty Senate meeting following the appeal.
5. When requested by the person making the appeal, the Committee will bring the appealed item to the floor of a regularly scheduled Faculty Senate meeting during the academic year. In such cases, the Committee will distribute electronic copies of the appealed item to the Senate members.

**Class II** and **Class III** curricular changes only after they have been reported, in writing, to the Faculty Senate one meeting prior to the meeting at which they will be presented for discussion and vote. The Committee will reconsider any Class II or III proposals not receiving approval of the Faculty Senate.

#### C. Reporting Approved Changes to Curriculum

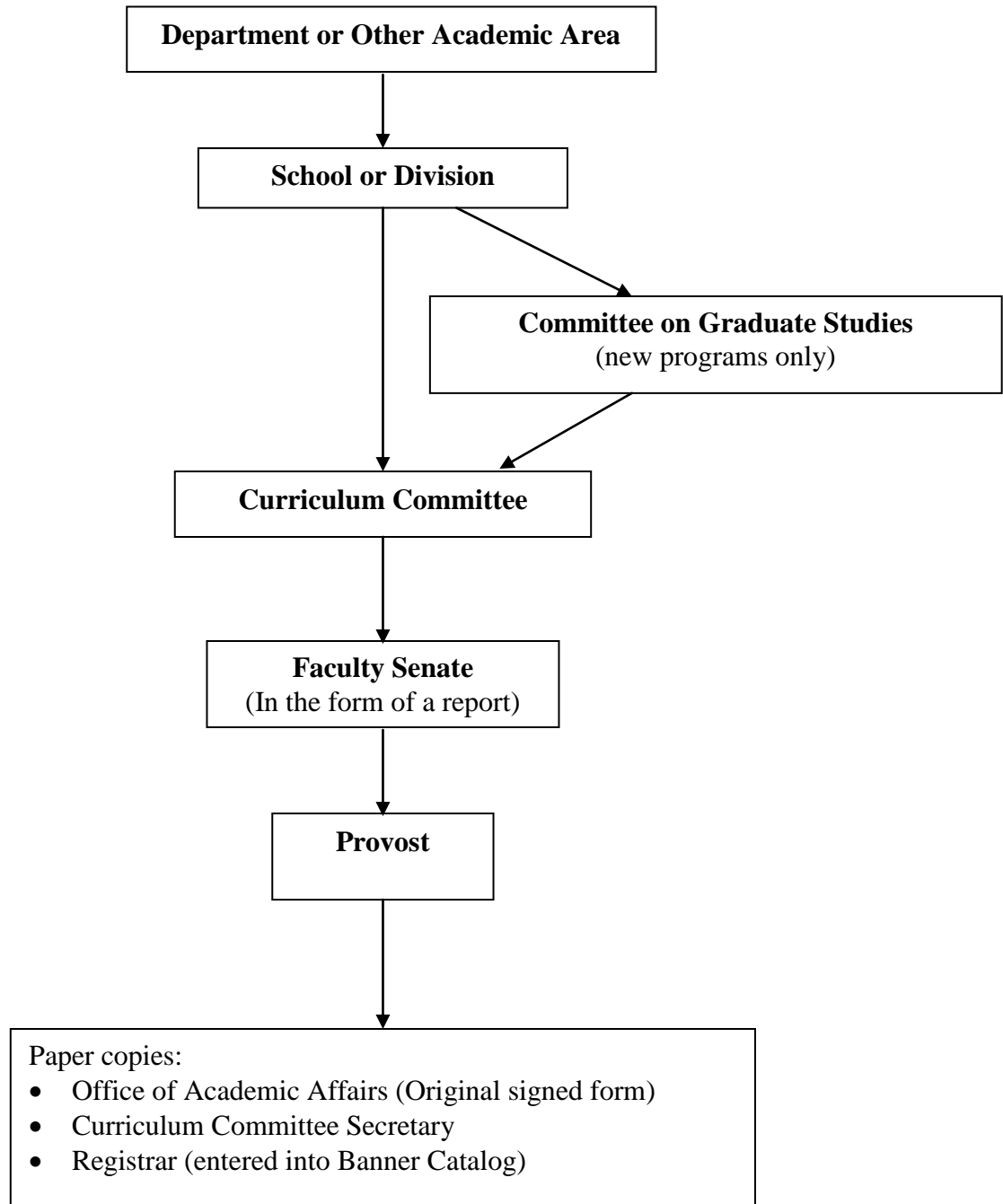
The Committee will summarize its business at each regularly scheduled Faculty Senate meeting. Electronic copies of these summaries will be sent to all Faculty Senate members prior to the Faculty Senate meeting.

Final approved curriculum change forms and reports to the faculty senate (in paper form) are housed in the Office of Academic Affairs. Copies of agenda and minutes for all meetings and curriculum change forms are kept by the Secretary of the Curriculum Committee. Paper records will be kept for at least 5 years.

#### D. Meetings

Meeting times are scheduled for Monday afternoons 2:30-4:00 pm. Interested faculty and students may attend these meetings, although guests may be excused when votes are being taken.

#### E. Flow of Curriculum Change Forms



## II. GUIDELINES APPLICABLE TO COURSE ADDITIONS, DELETIONS, AND CHANGES

### A. Definitions of course changes to curriculum

**New course.** New courses are those developed in areas not previously explored in the curricula of various academic departments. A substantial change in the nature of the content of an existing course is considered a new course. If a Selected Topics or an experimental course is being regularized, then it also is considered a new course. Use the “Add or Delete a Course” form.

**Delete a course.** Deletions are a permanent removal of a course from the Course Catalog. A deleted course cannot be reactivated. Use the “Add or Delete a Course” form.

**Change to an existing course.** Revision of a course that is already an approved course includes changes in department prefix, number, title, credit, description, pre- or co-requisites, grading option, dual-listing, cross-listing, mode of delivery, and/or liberal arts designation. Use the “Revise a Course” or the “Offering an Existing Course Online” forms as applicable.

### B. Course Numbers

A brief summary of the Course Numbering Guidelines for all courses is given below.

- 000-099 Remedial and non-credit courses
- 100-199 First-year courses
- 200-299 Sophomore-level courses
- 300-499 Junior- and Senior-level courses
- 500-599 Joint undergraduate and graduate courses
- 600-799 Graduate-level courses

The first digit should indicate level. The third digit may indicate type of course. For example:

1. Two semester courses which need to be taken sequentially will have one and two as the third digit, e.g. ENG 101 and 102.
2. Courses which do not have to be taken in sequence will have five (5) and six (6) as the third digit, e.g. LIT 205 and LIT 206.
3. Independent study courses should be numbered 290, 390, 490, as appropriate to the level of the course.
4. Honors courses will have nine (9) as the third digit.
5. At the graduate level, the third digit nine (9) in the numbering series 500-799 indicates readings, research, and individual study courses.

Course numbers should not include attributes such as “X” for Experimental Course, “D” Diversity, etc.

## C. Descriptions

Course descriptions are used by students to select courses and by faculty to advise students. Additionally, they are important to other institutions in evaluating whether or not to accept transfer credits. A course description should therefore be a succinct synopsis, covering both the content and the level of the course.

How to write a course description:

1. **Course descriptions are limited to 35 words.** While this means you should avoid unnecessary verbiage, you should also not sacrifice coherent and grammatical English.
2. Basic rules include:
  - a. Use clear, correct, and precise language. Avoid using phrases such as "a study of" or "an examination of" since it is assumed that all courses analyze, examine, or study the subject matter.
  - b. If a course has a graduate level number (600 or above) you need not put "graduate" in the title or description.
  - c. Unless the course typically covers more than the topics named because of multiple sections, subjects that vary from year to year, or a list too long to print, don't use phrases like "topics include." Phrases like "with emphasis on" should be used only if it is really significant to point out that one or more among several topics is the primary focus of a course, in which case "emphasizing" is more concise.
  - d. If the first line of a description does no more than repeat the title, omit it and go on to the next line.
  - e. If a term such as "laboratory," "seminar," or "workshop" is used in the title, you need not repeat it in the description.
  - f. Pre- and co-requisites are not part of course descriptions.
  - g. If a course can be repeated for credit, this should be indicated in the course description (this does not count as part of the 35-word limit).

## D. Grading Options

The grading options are: Letter option (A-F), Pass/Fail, and V (Variable length course). The letter option will be assumed if none is indicated on the Curriculum Change Form.

1. **Variable Length Courses.** These courses may begin and/or end at any time during the academic year. At the end of a semester the V is sometimes given to indicate that the course is of variable length and the grade not yet due. If this is intended as a regular feature of the course, prior approval of the Curriculum Committee is required to use this grade. **A written justification for this grading option must be included with the course proposal.**
2. **Pass/Fail.** Any undergraduate student may petition to take a course pass/fail if that course is neither a required course nor in her/his major course of study. Courses

designated “automatic pass/fail” are those specifically approved as such by the Faculty Senate.

#### E. Prerequisites and Co-requisites

Prerequisites apply to all sections of a course and remain permanent features of the course. Prerequisites are requirements that must be completed prior to the start of the course with the prerequisite. Co-requisites must be taken concurrently as the course with the co-requisite, so designation of co-requisites should occur only rarely. All other kinds of restrictions will be managed by the school or department controlling particular courses. Such restrictions may appear in Banner, the catalogs, and Course Schedule, within the technical and publishing limitations of those publications.

#### F. Dual and Cross Listed Courses

1. **Dual Listed Courses:** Course from within the same department listed dually as both an undergraduate AND a graduate level course (e.g. EDU415/615). Both courses are taught as a combined section. Graduate students typically must complete a different set of requirements.
2. **Cross Listed Courses:** Two separate courses from different departments that are taught as a single section by the same faculty member using a common syllabus with common set of requirements (e.g. PSY 211/SOC 211).

#### G. Variable Credit Courses

Course titles under which various elements are studied and a range of credit may be earned. Variable credit should be designated on the course proposal form as a range of potential credits (e.g. “1-6”). Based on the workload for the course, variable credit courses can designate a range of course credits from 0-15 course credits.

#### H. Courses That Can Be Repeated for Credit

If a course can be taken more than once for credit, the number of times a course can be repeated should be included in the description of the course.

#### I. Library and Technology Resources Forms

A signed Library Resources Form and Technology Resources form must be included with all proposals for new programs, majors, minors, concentrations, new courses, and experimental courses.

### III. SPECIALIZED COURSE OFFERINGS

#### A. All-College Courses

All-College courses (UCC prefix) are courses whose content does not fit clearly within a single academic department. Therefore, they are under the supervision of the Office of Academic Affairs. See specific sections below for descriptions of these other specialized courses.

The following is the course numbering system for All-College courses \*:

	Lower Division	Upper Division	Senior Level	Graduate Level
Selected Topics **	200	300	400	
Experience Credit	260	360	460	
Internship	270	370	470	
International Course <sup>†</sup>		380	480	
Independent Study	290	390	490	590
Student Assistantship		301		
Cooperative Education		310		
Service Learning		320		
Research Assistantship			402	
Honors Tutorial or Honors Thesis			489 or 499	
College Elective <sup>††</sup>	201			501

\*100-series courses may also be used for All-College courses.

\*\*If departments want specific courses within a major (e.g. Biology wants a BIO400 Selected Topics course), these should be proposed to Curriculum Committee for inclusion in the Course Catalog.

<sup>†</sup> International Courses are offered through the Utica College Office of International Education (OIE) or the Syracuse University Division of International Programs Abroad (DIPA) by educational institutions outside the United States. Students register for courses at the foreign institution and are graded according to that institution's practice. Upon student's return, the OIE or DIPA works with the UC academic department or program to assign appropriate course level, title, and grade for the transcript.

<sup>††</sup> College Elective courses are used as place-holders for provisionally registering international students.

#### 1. Selected Topics

Selected topics courses are those designed for exploration of subject matter not covered by the standard curriculum but of interest to faculty and students in a particular semester. **Any broadly similar course content offered twice within a six-year period as a Selected Topics course must be regularized as a new course before it can be offered a third time.**

The course should be listed as follows: [Dept.][No.] Selected Topics: [title] (1-3)

## 2. Experience Credit

Experience Credit can be given for participation in a discipline or subject-related experience. A student must be evaluated by appropriate faculty using written or oral reports or an examination. Approval of the department chair and school dean is necessary. Limited to those in good academic standing.

The course should be listed as follows: [Dept.][No.] Experience Credit: [title] (1-6)

## 3. Internship

Participation in a discipline- or subject-related experience. Evaluation by written or oral reports or examination. Written permission of the instructor, and approval of the school Dean may be required. Limited to juniors and seniors in good academic standing.

The course should be listed as follows: [Dept.][No.] Internship (1-15)

Departments can determine the number of hours for internships; credits can be listed as variable or a specific number. Determination of course credit should follow a general rule of three hours per week (for a 15-week course) for one course credit (the number of hours may include time completing assignments).

## 4. Independent Study

Independent Study is a course in which a student individually conducts research or explores a topic in depth. A plan for the work must be submitted by the student and permission granted by the supervising instructor(s) and the department.

The course should be listed as follows: [Dept.][No.] Independent Study: [title] (1-6)

## 5. Student Assistantship

Students assist faculty members in teaching courses they have already completed with a grade of A or B. Open to juniors and seniors in good academic standing. Credits vary and are not determined by the credits of the course for which the student is assisting, but should follow a general rule of three hours per week (for a 15-week course) for one course credit (the number of hours may include time completing assignments). May be taken only once for credit regardless of the number of credits assigned to the assistantship.

The course should be listed as follows: [Dept.] 301 Student Assistantship (1-3)

## 6. Cooperative Education

Application of classroom learning in business, industry, government, and service organizations. Client organizations select students from among competitive applications and supervise their work. See Career Services for information about placement. To receive academic credit students must register for an internship supervised by a faculty member.

The course should be listed as follows: [Dept.] 310 Cooperative Education (0)

## 7. Research Assistantship

Research Assistantship provides experience in the research techniques of the student's chosen discipline. This course is intended for those planning graduate study. Written permission by the instructor is required. This course may be repeated once for credit.

The course should be listed as follows: [Dept.] 402 Research Assistantship (1-3)

## 8. Honors Tutorial or Honors Thesis

Students work with a faculty supervisor on a challenging academic or creative project. Open to students in the Utica College Honors Program or by invitation.

The course should be listed as follows: [Dept.][No.] Honors Tutorial (3)  
or [Dept.][No.] Honors Thesis (3)

## B. Experimental Courses

Utica College encourages its faculty to offer carefully prepared Experimental Courses. These courses allow flexible response to new curricular interests and stimulate varied intellectual inquiry on the campus. Experimental courses are identified on course schedules by the letter "X" following the course number.

### 1. Proposing Experimental Courses

- a. Each experimental course must be submitted to the Curriculum Committee with the approval of the appropriate division or school using the Curriculum Change Form for Experimental Courses.
- b. Experimental courses will go through an approval process by the Curriculum Committee. Faculty Senate will be notified of these courses, but does not need to approve them. Experimental courses are not listed in the College Catalog.

2. Restrictions associated with Experimental Courses
  - a. Experimental courses may not be required courses.
  - b. Experimental courses are not allowed to negatively affect any minor, major, concentration, program, core requirement, or other course.
  - c. Experimental Courses may only be offered twice. For a second course offering, notification should be made via email to the Secretary and the Chair of the Curriculum Committee. If a course is to be offered more than twice, a form for Adding a New Course must be submitted to the Curriculum Committee.

### C. Off-Campus Courses

Courses offered at sites other than the Burrstone campus, excluding field trips, internships, extension courses (existing courses taught at another local location), UCC310: Cooperative Education, distance learning classes, and directed research, are considered off-campus courses. The Curriculum Committee considers courses of this nature to be a valuable addition to the educational experiences of our students, and instructors are encouraged to develop such courses. Faculty should recognize that, in addition to instruction, such courses involve other significant responsibilities including student welfare.

Experimental courses that will be taught at an off-campus location must satisfy the requirements of an experimental course and the requirements of an off-campus course, i.e., formal approval by the Curriculum Committee.

1. Proposing a new or experimental off-campus course:

The following materials will need to be approved by the division or school before submission to the Curriculum Committee:

  - a. Syllabus (see Guidelines for Writing a Syllabus).
  - b. Statement of reasons the course needs to be taught off-campus (i.e. special student benefits).
  - c. Credit hours (more than 3 hours will be an exception).

It is important to determine whether courses contain supervised or instructional elements in assigning credit hours. Although a course may have supervised and instructional elements, the same activity or period cannot be counted as both instructional and supervised.

Supervised courses are typically courses that offer students immersion experiences in another culture. While students are expected to complete written assignments such as a journal and final paper, supervised courses have fewer academic requirements than do instructional courses. Supervised courses offer one (1) academic credit per 5 days in situ of the course.

Instructional courses are typically courses that include considerable formal instruction in the form of lectures, presentations, or laboratory work. Instructional courses offer three (3) academic credits per 37 ½ hours of formal instruction. If

the course will be instructional, the syllabus needs to be clear about when the hours of instruction will take place.

- d. Duration of course.
  - e. Preliminary plans for travel and estimates of costs to students including tuition, transportation, lodging, food, textbooks, accommodations, and travel and health insurance.
2. If the course already exists in the College Catalog or it is a second Experimental Course offering, then permission to offer a course at an off-campus location must be granted by the academic school Dean. Applications must include a narrative describing the benefits of offering the course at the off-campus location, a detailed budget, a course syllabus, and a timetable for the coordination of travel and orientation details.
  3. All courses that take place at off-campus locations, whether they are international or regional, supervised or instructional, must have an orientation meeting that is mandatory for students and takes place either before departure or within the first day of the course. If the course involves international travel, there should be an orientation meeting prior to leaving and a formal review session, both preferably on campus, and there should be formal coursework related to the language and/or culture of the region before leaving. Faculty is expected to travel with the students and to use the same accommodations.

#### D. Online (Distance Education) Courses

An online course at Utica College is one in which more than 75% of the contact hours occur in an online format.

1. Proposals for new courses that will be offered in an online format must go through the standard approval process for new courses.
2. Proposals to convert an existing classroom-based course to an online course must be discussed at the departmental level and submitted to the curriculum committee for approval.
3. Proposals should be submitted using the Offering an Existing Course Online form, which is available on the curriculum committee web site. The standards for online education outlined in the Utica College's *Best Practices for Online Education* document (add link) must be taken into account when proposing online courses.

#### IV. CHANGES IN GENERAL EDUCATION CORE

The following principles guide the discussions of the members of Curriculum Committee in their deliberations on General Education Core and play a significant role in their decisions whether or not particular courses are appropriate for General Education Core. **Proposals for changes in General Education Core must address these criteria.** Forms for the submission of a course for inclusion in General Education Core, are available from the curriculum committee's website.

##### A. General Education Core Goals

The all-College General Education Core program should:

1. Address the educational mission of the College by helping students:
  - a. explore various academic disciplines so they can appreciate the diversity of human knowledge, culture, and achievement;
  - b. develop their higher learning skills, including their ability to inquire, investigate, and understand a subject in depth, to think clearly and critically, and to express themselves accurately and effectively;
  - c. address the enduring questions of life, its meaning, diversity, and value and apply their learning and skills to life experiences in a humane and rational way;
  - d. appreciate the relationships between liberal learning and career preparation, possibly including an integrated learning experience; and
  - e. continue their academic growth and development.
2. Contain options, but provide a coherent approach. The term General Education Core implies commonality and suggests we should avoid a proliferation of courses that hinders students in the acquisition of that common set of principles and skills we are seeking to insure. In general, the number of offerings by a specific discipline should be as limited as possible.
3. Encourage students to go beyond the basic level of a discipline.

##### B. Individual Courses

1. An individual course within the all-College Core program should:
2. Address one or more aspects of our educational mission (see above).
3. Generally have no pre-requisites. Justification for pre-requisites should be made if proposing them with a course.
4. Be designed as foundation courses aimed at broadening student horizons while addressing fundamental knowledge, modes of inquiry, and applications of the field of study. Each course should give perspective and breadth of view by making extensions to other disciplines as well as offering a substantial amount of information.

5. Relate to one of the ten goals of General Education:

Goal 1: Students will demonstrate the ability to write logically, clearly, precisely and persuasively through accurate reading and observation; and to acquire, organize, present and document information and ideas.

Goal 2: Students will demonstrate the ability to speak logically, clearly, precisely and persuasively through accurate reading and observation; and to acquire, organize, present and document information and ideas.

Goal 3: Students will demonstrate competency in a language other than English and an appreciation of the culture of its native speakers.

Goal 4: Students will demonstrate proficiency in mathematics and an understanding of quantitative reasoning.

Goal 5: Students will demonstrate skill in using digital technology, such as computers and the Internet, to gather, analyze and present information.

Goal 6: Students will demonstrate an understanding of literary and fine, visual, or performing arts and their cultural context by expressing an informed response to artistic creations.

Goal 7: Students will demonstrate the ability to develop a critical perspective, to analyze and evaluate arguments, and to use arguments to arrive at rationally justified belief.

Goal 8: Students will demonstrate an understanding of the scientific method of inquiry and/or standard experimental techniques and knowledge of the natural sciences

Goal 9: Students will demonstrate an understanding of history and heritage; the individual, culture, and society; and social institutions and processes.

Goal 10: Students will develop an awareness of and an appreciation for the importance of interacting effectively with people of diverse backgrounds.

C. Writing Intensive Courses

The determination of whether a particular course qualifies as “Writing Intensive” is delegated to the Committee on Writing which functions in this regard as a subcommittee of the Curriculum Committee. The Committee on Writing regularly solicits proposals for courses to be designated as writing intensive and keeps the Curriculum Committee informed of its decisions through summaries submitted each semester. Approval of a writing intensive course is for a four-year period; after four years it must be approved again.

Specific criteria for writing intensive courses can be obtained from the chair of the Committee on Writing or from any of the school offices.

Forms for designating a course as writing intensive are available from the curriculum committee's website.

## V. GUIDELINES FOR UNDERGRADUATE MAJORS

### A. Definition and Purpose

A major is a prescribed group or sequence of courses in a formally approved program of study that is designed to give the student significant experience in a subject area. A major enables students to concentrate a substantial portion of their college studies in the academic areas most closely related to their specific interests and permits them to pursue advanced study and research in the academic disciplines they find most interesting and challenging. The list of approved majors (with minimum number of credits is required) appears in the College Catalog.

An undergraduate major consists of a minimum of 36 credit hours with 18 or more credit hours at the 300 level or above.

### B. Procedures for Adding a New Major

#### 1. New York State Education Department (NYSED) Approval

Substantial changes to majors, including additions or deletions of concentrations, may need approval by NYSED before the changes can go into effect. If you are uncertain as to whether you need approval, contact the Office of the Provost for information.

#### 2. Detailed procedures for adding a major are found in Appendix A.

## VI. GUIDELINES FOR UNDERGRADUATE MINORS

### A. Definition and Purpose

A minor is a prescribed group or sequence of courses which is designed to give a student significant experience in a subject area different from the major. A minor may be selected to complement a major, provide a broader background, or focus on an alternative field of study. A minor may include courses from different disciplines provided these courses are consistent with the intent of the minor.

### B. Procedures, Guidelines, and Regulations

1. Proposals for new minors originate from within the Academic Schools.
2. A minor consists of a minimum of 15 credit hours, with 9 hours at the 300 level or above. College regulations allow a nine-credit hour overlap between the major and the minor.
3. Addition of minors is a Class III change and should follow the guidelines in Appendix A, with the exception that minors do not require NYSED approval.
4. Deletion of minors is also a Class III change and needs to be reviewed and approved by: department or program, school, Curriculum Committee, Faculty Senate, and the Utica College Board of Trustees.

## VII. GUIDELINES FOR CERTIFICATE PROGRAMS

### A. Definition

A certificate is a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree, i.e. a cluster of credit-bearing coursework that is recognized by the College.

### B. Types of Certificates

There are two types of certificate curricula recognized by the State Education Department:

1. *Undergraduate Certificate.* An undergraduate certificate program is one that requires the applicant to have at a minimum a high school diploma or equivalent and the courses in the program to be of a depth and breadth consistent with courses in an undergraduate degree programs.
2. *Certificate of Advanced Study (C.A.S.).* A graduate certificate program is one that requires at a minimum that the applicant have a bachelor's degree from an accredited institution and the courses in the program to be of a depth and breadth consistent with courses in a graduate degree programs that require a bachelor's degree. An advanced certificate, or Certificate of Advanced Study (C.A.S.), may either be post-baccalaureate or post-masters.

### C. Procedure

See Appendix A for guidelines for adding, deleting, or substantially changing certificate programs.

## VIII. GUIDELINES FOR NEW CONCENTRATIONS

### A. Definition

A concentration is a focused course of study within a major. The title of concentration appears on the student's transcript only after s/he graduates.

### B. Procedures

See Appendix A for guidelines for adding, deleting, or substantially changing a concentration.

## IX. GUIDELINES FOR NEW GRADUATE PROGRAMS

### A. Definition

A graduate program is a prescribed group or sequence of courses in a formally approved course of study beyond a bachelor's level.

### B. Procedures for Adding a New Major

1. New York State Education Department (NYSED) Approval: Additions, deletions, or substantial changes to graduate programs need approval by NYSED before the changes can go into effect. If you are uncertain as to whether you need approval, contact the Office of the Provost for information.
2. Procedures for adding, deleting, or substantially changing a graduate program are found in Appendix A.

## X. GUIDELINES FOR WRITING A SYLLABUS

A syllabus is an outline of the work of the class. The purpose of the syllabus is to give curriculum committee an overview of the course it is approving, and to give students an outline of the course they are taking.

### A. Necessary Components of a Syllabus

1. The course number and title.
2. The name, contact information, and office hours for the faculty member.
3. Course description.
4. Course learning goals.
5. A course outline showing:
  - a. when substantial graded assignments will be due,
  - b. what topics will be dealt with when, and
  - c. when any required field trips or off-campus experiences will take place.
6. A list of the graded components of the course.
7. A breakdown of what percent of the final grade is allocated to each component.
8. A translation table between number grades and letter grades. For graduate courses, grades of A to C and F are the only options (no grades from C- to D can be given).
9. A statement about accommodations for learning disabilities and differences. For advice about a statement, contact the Learning Services Coordinator.
10. If the course is to be taught online, a statement about how class participation and course security will be managed.
11. If the course is to be taught off-campus, a schedule of activities, including the number of contact hours for each activity, should be clearly indicated.
12. A statement about course cancellation due to the College closing.

### B. Desirable Components of a Syllabus

Other desirable elements for a syllabus (elements are not necessary for curriculum committee but are useful to students) include:

1. Due dates for all assignments, including readings, lab work, and ungraded work.
2. A statement about intellectual honesty including, if appropriate, instructions for using Turinitin.com. A sample statement can be found at <http://www.utica.edu/academic/facultyinfo/honestypolicy.cfm>

### C. Syllabus as Part of a Course Proposal

Any course proposal should give evidence that:

1. The workload and graded components are appropriate for the level of the course.
2. If the course is to be taught online, it is in conformity with the Utica College Best Practices for Online Education which are available on the Resources for Faculty web page.

## APPENDIX A:

### PROCESS FOR PROPOSING A NEW MAJOR, MINOR, OR GRADUATE PROGRAM

#### A. The Process in Brief

The process for introducing a new program consists of six steps:

1. The faculty sponsor of the program prepares a concept paper which is reviewed by faculty and other College constituencies.
2. The President's cabinet reviews both the concept paper and the feedback and either approves or not the development of a feasibility report.
3. In light of the feedback, the faculty sponsor prepares a feasibility report which is reviewed by faculty and other College constituencies.
4. The President's cabinet reviews the feasibility report and the feedback and either approves or not the feasibility report.
5. The faculty sponsor creates a curriculum proposal which is submitted, together with the feasibility report, to the Curriculum Committee, the Graduate Studies Committee if necessary, and then to the Faculty Senate for a vote.
6. If approved, the new program proposal is submitted to any other necessary bodies.

#### B. The Process in Detail

##### 1. Concept Paper

- a. The concept paper, a **brief** summary (1 page will be prepared by the faculty member proposing a new program, or by the Dean of the school in which the program will be housed).
- b. The concept paper is a 1 page summary which includes:
  - i. A one sentence summary of the proposed program
  - ii. A justification for offering the program
  - iii. How the proposed program fits with the UC strategic plan
  - iv. The level at which the program will be offered (Graduate, undergraduate, certificate etc.)
  - v. The degree to be offered (BA, MS, MBA etc.)
  - vi. Delivery format (on campus, online, branch campus, international, etc.)
- c. The concept paper will be submitted to the Dean of the School who will see that it is posted on the Curriculum Committee's "Programs Under Development" page for comment and feedback by the College community. An e-mail will be sent to faculty and staff alerting them whenever a new program is available for comment.
- d. The Dean of the School will submit the concept paper to the Academic Cabinet, and the President's Cabinet.
- e. The Academic Cabinet and President's Cabinet will use the feedback from the Curriculum Committee webpage in its deliberations. Those bodies will make the decision to pursue further action.

## 2. Feasibility Report

A substantial document that follows guidelines established by the Curriculum Committee. See below.

- a. If the decision is to further explore the feasibility of the new program, the faculty sponsor of the new program and/or the dean of the appropriate school will be apprised of this decision and asked to complete a full Feasibility Report.
- b. The Feasibility Report will follow the guidelines below. The Feasibility Report may include the Curriculum Proposal.
- c. The Feasibility Report will be submitted to the School Dean who will see that it is posted on the "Programs Under Development" web page and brought to the School Faculty for discussion and approval.
- d. If approved, the Feasibility Report will be forwarded to the VPAA for consideration and approval by the Academic Cabinet and President's Cabinet.

## 3. Curriculum Proposal

A complete package of all the forms needed to create the curriculum. See the curriculum committee web site for the most current versions of all the necessary forms.

- a. If the feasibility Report is approved by the Academic Cabinet and President's Cabinet, the Department will commence preparation of the curriculum proposal. (Note - The Feasibility Report and the Curriculum Proposal may be accomplished concurrently.)
- b. The curriculum proposal, together with the Feasibility Report, will be submitted to the School Faculty for approval.
- c. If approved, the School Dean will submit the curriculum proposal, together with Feasibility Report to the Curriculum Committee. Upon receipt, the Curriculum Committee will post the curriculum proposal on the College web site, advise the College of its presence, and solicit feedback.
- d. The Curriculum Committee will then consider the proposal and submit the proposal to the Faculty Senate for a vote if approved.

## C. Preparing a Feasibility Report

A thorough feasibility study prior to the introduction of new programs is essential to assure that the program is consistent with the mission, vision, and goals of the college; has a structure and curriculum that we can support; has sufficient student interest to attract new students to the College in sufficient quantity to sustain the program over time; and has resource requirements that the College can accommodate. It is important that there be consultation with appropriate school deans, the Dean of Students, the Registrar, Institutional Research and Planning, Office of Career Counseling, the Library, Admissions, Financial Aid, Treasurer's Office, and Institutional Advancement, as all of these individuals and offices have information that may have bearing on the feasibility of offering the planned program.

1. Executive Summary

Provide a brief, but complete description of the new program. Include sufficient background so that the reader can understand why it is one that Utica College should offer, what degree or certificate would be awarded, how long the program would take to complete, what graduates of the program would be prepared to do, why graduates would be interested in coming to UC to complete the program, what additional resources would be needed, and why it is an appropriate program for UC.

2. Mission

Describe how the proposed program (PP) would be consistent with and enhance the mission of UC. What effect would the program have on the College's character and atmosphere? What would be its effect on liberal arts? Would it impact student life, how? Describe if there are any external pressures to create the new program.

3. Structure and Curriculum

What are the specific student learning goals for the proposed program? How are the courses and other learning activities (internships, projects etc.) structured in order to ensure students can meet those goals? Describe the degree (BS, BA, MS, CE, etc.) and format (traditional campus-based, distance learning, cooperative, off-site, etc) of the new program. How are the integrity, quality and appropriateness of the curriculum to be developed and maintained? Will specialized accreditation be sought and is it required? If so, what are the timelines for acquiring such accreditation? Where will the program be housed academically and who will provide the leadership for its development and implementation? Who will be accountable for achievement of the program's outcomes?

4. Faculty

Specify the numbers and qualifications of faculty required to implement the program? Do we have existing faculty with available time and the qualifications to teach in the program? If so, how many FTE from existing faculty would be reassigned for this new effort? (One FTE faculty member equals 24 contact hours of teaching per academic year plus other responsibilities, such as advising, serving on committees, and other faculty expectations. A ½ FTE equals 12 contact hours of teaching per year.) How many FTE new faculty would be required to implement the program and how many additional new FTE would be needed over the first 5 years of program operation? (FTE should be consistent with enrollment projections in a following section of this report.) What will be the expectations of faculty, if they differ from those of current faculty (teaching load, research expectations, compensation, evaluation criteria, service expectations, etc.)? How difficult, or not, will it likely be to hire qualified faculty for this new program?

5. **Marketing, Admissions, and Career Placement**  
Specify what has been done to determine that there is a student market for this new program. Specifically, who was contacted, what were they asked and what were the responses? What are the employment and economic projections for the field, and who made them? Project the ability to place graduates in professional level positions upon graduation.
6. **Enrollment projections**  
Specify how many students counted in this new program would be new to the College, having been attracted by this program. Project how enrollment would change/grow over a five-year period. What would be the enrollment level that the College should expect to sustain over time, assuming there were no draconian downward shifts in employment? Give sources for your employment information from business or governmental sources.
7. **Supporting Systems and Resources**  
Describe the adequacy of physical, library, and computing/technical resources. What existing resources could be used and what new resources would be required?  
Describe the adequacy of the following resources for use in the program: (Where the new program will not depend on these resources or services, indicate by N/A)
  - a. Academic Support Services
  - b. Residence Halls and Food Service
  - c. Admissions Office and Process
  - d. Financial Aid and Process
  - e. Registrar's Office and Student Data Systems
  - f. Business Office and Billing/Accounting Procedures
  - g. Graduate Studies and Continuing Education Office and Services
8. **Finances**  
Faculty members preparing a white paper should work with the dean of the appropriate school to develop a financial projection that is thorough and consistent with the assumptions used by the College in financial planning. Spreadsheets that include these assumptions are available from the Office of Planning and Analysis.
9. **Evaluation**  
What will be the outcomes to be measured, the intervals for their measurement, who will measure them, and what will be the determinant of continuation or elimination of the program? Describe an evaluation plan with a timetable that addresses the goals for the program, its quality, its support, and its contribution to the College.

#### D. Middle States Approval

1. Addition, deletions and changes to a major or program will require Middle State approval if it constitutes a substantive change. A substantive change includes:
  - a. a substantial alteration to the mission of the College,
  - b. a negative effect on the College's ability to offer its accredited academic program,
  - c. new contractual agreements with organizations not accredited by federally accredited agencies (e.g. foreign universities,)
  - d. more than 50% of a program being offered at a different site,
  - e. more than 50% of a program being offered via a different delivery mode,
  - f. awarding a degree that is higher than the degrees for which the College is currently approved, or is at a level for which the College has only specific program approval.
  
2. If a substantive change is not involved, the College must inform Middle States that the program is being offered and document state approval.