Preface

The purpose of this *Sourcebook* is to help Utica College Curriculum Committee (CC) members as well as non-CC faculty members to understand and navigate the curriculum development process.
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List of Abbreviations

CC = Curriculum Committee
COW = Committee on Writing
FAQ = Frequently asked question
FTE = Full-time equivalent
LA = Liberal Arts
MSCHE = Middle States Commission on Higher Education
NYSED = New York State Department of Education
PTE = Part-time equivalent
UC = Utica College
VPAA = Vice President of Academic Affairs (Utica College)
WI = Writing-intensive
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Chapter 1

Function and Responsibilities

1.1. Function

As a committee elected to represent the Utica College Faculty, Curriculum Committee’s (CC) function is determined by the Utica College (UC) Faculty Senate Bylaws (click here).

1.2. Responsibilities

Like its function, CC’s responsibilities are outlined in the Faculty Senate Bylaws (click here). Accordingly, CC has three areas of responsibility:

1. “Receive, consider, and/or initiate all requests for, or studies of, new or revised programs, courses, course credit, descriptions, numbers, titles, methods of instruction, graduation requirements and all standards and policies pertaining to the same; consider what changes are academically wise, financially practicable, and within the mission of the College; and report and recommend the same to the Faculty Senate” (Faculty Senate Bylaws, p. 3)
2. Maintain minutes on the College server, which are made available for faculty
3. Update annually and make available a set of policies and procedures

1.3. Roles

In general, CC reviews proposals to add, revise, or eliminate any credit-bearing course or degree-granting program. CC also reviews proposals for course designations (e.g., Core, Liberal Arts). Table 1.1 on the next page outlines CC’s roles, distinguishing them from concerns and activities that are beyond CC’s purview.

While CC tries not to continue to identify additional revisions required or approval after its first review of a proposal, this is not something that can be guaranteed. The very nature of the CC process and structure—reflective and critical, on the one hand, and representative of the entire UC faculty, on the other hand—invariably invites new perspectives, concerns, and questions. Because CC ultimately strives to contribute to the best curricula possible rather than to speed along approvals, legitimate concerns are addressed regardless of when in the CC process they arise.
<table>
<thead>
<tr>
<th>What Curriculum Committee Does</th>
<th>What Curriculum Committee Does Not Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews applications for curricular revisions in a fair manner,</td>
<td>Judges courses or other proposals based on members’ own personal standards or tastes, or otherwise uses</td>
</tr>
<tr>
<td>consistent with this Sourcebook</td>
<td>the curriculum review process to advance personal, program, or school agendas</td>
</tr>
<tr>
<td>Attempts to provide critical review without interfering with</td>
<td>Interferes with academic freedom</td>
</tr>
<tr>
<td>subject-matter expertise</td>
<td></td>
</tr>
<tr>
<td>Considers academic rigor, coherence, and wisdom in reviewing/</td>
<td>Checks for compliance or accreditation information/requirements when reviewing/approving proposals</td>
</tr>
<tr>
<td>approving proposals</td>
<td></td>
</tr>
<tr>
<td>Trusts our colleagues</td>
<td>Doubts our colleagues</td>
</tr>
<tr>
<td></td>
<td>Approves proposals without all required information and signatures</td>
</tr>
<tr>
<td></td>
<td>Reviews/approves not-for-credit offerings</td>
</tr>
</tbody>
</table>
Chapter 2
Structure and Process

2.1. Structure

Curriculum Committee (CC) consists of three standing committees:

1. Orange Curriculum Committee (Orange CC),
2. Blue Curriculum Committee (Blue CC), and
3. Committee on Writing (COW).

Figure 2.1 distinguishes between these three committees.

![Figure 2.1. Curriculum Committee Structure]

Unless otherwise noted, this *Sourcebook* covers Orange and Blue CC and not COW.

2.2. Membership

Per the Faculty Senate Bylaws, as revised in April 2015, Orange and Blue CC membership is as follows:

Membership: shall consist of ten (10) faculty members and one (1) professional librarian elected by the members of the Faculty Senate. At least two (2) elected faculty member representatives shall be from each academic school. The Provost (or a representative of the Provost) and a representative from the Registrar’s Office shall be non-voting members.

The work of the Curriculum Committee will be managed by two co-committees of five (5) faculty each, with a member from each school on each co-committee. When the Committee meets as a whole, a quorum will be six (6) voting members. When the Committee meets in co-committee, quorum will be three (3) voting members.

Once elected to CC, whether one is a member of Orange or of Blue CC is determined by the (Orange) CC Chair in collaboration with CC members and may rotate as needed to spread expertise and/or to avoid conflicts of interest.
2.3. Proposal Classes

Curriculum proposals are categorized into one of four proposal classes, as illustrated in Figure 2.2:

![Figure 2.2. Proposal Classes](image)

- **Class I**
  - Additions, revisions, or deletions to courses (excluding Core)
  - Revisions to graduate programs, majors, minors, concentrations, and certificates
- **Class 2**
  - Additions, revisions, or deletions to Core
- **Class 3**
  - Additions or deletions to graduate programs, majors, minors, concentrations, and certificates
- **Other**
  - Any other credit-bearing, degree-conferring, or certificate-issuing curricular revisions not classified above

If a proposal cannot be classified as Class I, Class II, or Class III but it determined to be within CC’s purview to review/approve, it is considered to be in Class “Other.” In terms of processing, “Other” proposals shall be treated as Class I if course level and as Class III if program level.

2.4. Meetings

2.4.1. Meeting Times. CC meets during the Fall and Spring semesters on days when classes are held and otherwise as needed (as determined by the [Orange] CC Chair). CC has a standing meeting time of 2:30 to 4:00 p.m. on Mondays. Meeting locations are to be determined by the (Orange) CC Chair.

2.4.2. Robert’s Rules of Order. Robert’s Rules of Order are used to resolve procedural questions and debates.

2.4.3. Agenda. CC meetings are structured around an agenda. The CC chair notifies proposers when their proposal is placed on the CC agenda and has a date for CC review. (Chapter 4: Flowcharts and Deadlines, outlines the steps and timelines for getting on the CC agenda.)

2.4.4. Minutes. Minutes of CC minutes are kept by a dedicated assigned to CC by administration or by a volunteer secretary from among committee members. After being approved by a majority of CC members, meeting minutes are posted on Utica College’s U drive for viewing by all Faculty Senate members.

2.4.5. Quorum and Voting. A quorum is needed for a vote to occur, and votes are necessary to approve proposals. Faculty Senate Bylaws, as amended Spring 2015, specify that a quorum exists when six (6) or more voting members are present when Orange and Blue CC meet together and when three (3) or more voting members are present when Orange and Blue CC meet separately.
2.4.6. Visitors. CC may request the attendance of proposers when their submission(s) is under review. Other visitors—faculty, staff, and students—are welcome to attend CC meetings after making arrangements with the CC Chair. Visitors are asked to leave when personnel matters are to be discussed.

2.5. Review Status and Decisions

Once a complete proposal has been submitted to CC, the proposal will be in one of five stages, as outlined in Figure 2.3 and explained in the following paragraphs.

![Figure 2.3. Proposal Review Statuses](image)

Once approved, it is expected that the proposal will be implemented consistently with the information provided in throughout the CC review/approval process, both in the form and in any communications outside of the form. Committee members understand that changes to a course/program occasionally occur as part of the new course/program roll-out, but it is CC’s expectation that any substantive changes to a newly approved curriculum will be resubmitted to CC in keeping with the revision process required for existing curricula.

2.5.1. Approved. “Approved” is a final decision, meaning that the proposal has been approved by CC, and that CC requires no revisions. The decision to approve may be accompanied by suggestions that, while not required for approval, could still be helpful as the proposal is being implemented. Proposals that are approved by CC must next be approved by Faculty Senate.

2.5.2. Conditional Approval. A “conditional approval” (CA) review status is a final decision, meaning that the proposal has been approved by CC, but that CC’s approval is conditional upon one or more specified revisions. These proposals do not need to be resubmitted to CC for re-review after the revisions are made;
however, final versions of the proposal forms (reflecting all revisions) must be submitted to curriculum@utica.edu before the proposal can be placed on the appropriate Faculty Senate agenda for approval at the next stage: Faculty Senate.

2.5.3. Revise and Resubmit. When CC members believe substantial revisions are required or key questions remain unanswered, the proposal is given a “revise-and-resubmit” (R&R) review status. Proposers must address all identified concerns and resubmit the revised form(s) to CC (curriculum@utica.edu) for re-review. A R&R review status is temporary and eventually is updated with one of the two approval statuses above (unless the proposal is withdrawn by the proposer).

2.5.4. Declined. “Declined” is reserved for extraordinary cases where CC has concluded firmly that the proposal does not meet the standards articulated in this Sourcebook. Concerns resulting in a declined decision are considered beyond those capable of being addressed through an R&R.

2.5.5. Pending. A “pending” status means that the proposal has been received, and the review process is underway; however, none of the four review decisions has been reached yet. This is a temporary review status that eventually is updated with one of the four review decisions above.

2.6. Communications from CC

2.6.1. Proposers. CC communicates with proposers primarily via UC webmail. Hard copies of forms no longer are needed, so most if not all of the CC review/approval process can occur electronically. Phone calls and in-person meetings, however, supplement email as needed and when possible. Proposers should expect the following communications, in this order:

1. Confirmation of receipt of complete proposal
2. Any preliminary questions from committee members (optional)
3. Notification that the proposal has been placed on a CC agenda, with CC meeting details
4. Any clarifying/follow-up questions from committee members (optional)
5. Notification of the outcome of CC’s review of the proposal, with any questions and/or requests for revisions
6. Notification of approval of the proposal, with notification that the proposal has been placed on the appropriate Faculty Senate agenda

Feel free to check in (curriculum@utica.edu) if you believe you should have received a communication but have not heard from CC.

2.6.2. Faculty. Information is communicated from CC to Faculty Senate members using a variety of methods, depending on the type/purpose and frequency/urgency of the communication. Table 2.1 on the next page outlines these various communication methods.
## Table 2.1. Curriculum Committee-Faculty Body Communications

<table>
<thead>
<tr>
<th>Ongoing/Year-Round</th>
<th>Faculty Senate Meetings</th>
<th>Rare and/or Time-Sensitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee website (<a href="#">click here</a>)</td>
<td>Email from Executive Council with CC’s Consent and Regular Agendas and any supporting documents for the upcoming Senate meeting</td>
<td>Email from Executive Council with CC’s message and any supporting documents</td>
</tr>
<tr>
<td>Programs Under Development website (<a href="#">click here</a>)</td>
<td>Presentation of Regular Agenda by CC Chair during the Senate meeting, along with any presentations of Class III proposals by the proposers and any new information about curricular matters presented by the CC Chair, including results of e-votes since the last meeting</td>
<td>Email from the Office of Academic Affairs and/or CC Chair for electronic votes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training sessions hosted by CC that serve as proposal workshops and Q-and-A sessions</td>
</tr>
</tbody>
</table>

The Faculty body first is made aware of **Class I proposals** on the Consent Agenda for the Faculty Senate meeting in which the course addition, revision, or deletion is scheduled to be approved (unless there are objections, in which case the course is moved from the Consent to the Regular Agenda for that meeting).

The Faculty body first is made aware of **Class II proposals** on the Regular Agenda prior to the Faculty Senate meeting in which the Core course is scheduled to be approved.

The Faculty body first is made aware of **Class III proposals** on the Programs Under Development website, where a proposal appears once the Concept Paper has been approved by administration. CC notifies the Faculty of receipt of a new Class III proposal on a Regular Agenda, and then continues to apprise the Faculty of developments in the review of any Class III proposal via updates on the Regular Agenda.

Additional and/or alternative communications may arise in the CC process.
Chapter 3
Proposal Forms

Curriculum Committee (CC) forms are located on the CC website (click here). This chapter covers only those forms reviewed/approved by CC; it therefore does not cover Writing-Intensive, Course Description, or Specialization curriculum proposals.

3.1. Which Form to Use When

Table 3.1 diagrams which course to use for which type of curricular revision.

<table>
<thead>
<tr>
<th></th>
<th>ADD</th>
<th>REVISE</th>
<th>DELETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE</td>
<td>Add a Course</td>
<td>Revise a Course</td>
<td>Delete a Course</td>
</tr>
<tr>
<td>CONCENTRATION</td>
<td>Add a Program</td>
<td>Revise a Program</td>
<td>Delete a Program</td>
</tr>
<tr>
<td>MINOR</td>
<td>Add a Program</td>
<td>Revise a Program</td>
<td>Delete a Program</td>
</tr>
<tr>
<td>CERTIFICATE</td>
<td>Add a Program</td>
<td>Revise a Program</td>
<td>Delete a Program</td>
</tr>
<tr>
<td>MAJOR</td>
<td>Add a Program</td>
<td>Revise a Program</td>
<td>Delete a Program</td>
</tr>
<tr>
<td>GRADUATE PROGRAM</td>
<td>Add a Program</td>
<td>Revise a Program</td>
<td>Delete a Program</td>
</tr>
<tr>
<td>CORE DESIGNATION</td>
<td>The appropriate Core form for the Core goal addressed in the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS DESIGNATION</td>
<td>Liberal Arts</td>
<td>NA</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>SELECTED TOPICS NUMBER COURSE</td>
<td>Add a Selected Topics Number Course</td>
<td>Revise a Course</td>
<td>Delete a Course</td>
</tr>
<tr>
<td>EXPERIMENTAL COURSE</td>
<td>Add a Course</td>
<td>Revise a Course</td>
<td>Delete a Course</td>
</tr>
</tbody>
</table>

3.1.1. Multiple Forms. Each new program/course needs its own form. Adding two new courses, for instance, requires two add-a-course forms—one form per course. Adding a new major with three concentrations, five new classes, and two revised courses, as a more complicated example, would require an add-a-program form for the major, three add-a-program forms for each of the three concentrations, five add-a-course forms for each of the five new courses, and two revise-a-course forms for both of the revised courses.
3.1.2. Order of Operations. Many program-level proposals involve multiple, smaller scale proposals. Adding a new program, for example, might involve adding some new courses and revising some existing courses. In this case, the set of forms is referred to as a “curriculum package.” In a curriculum package, course-level proposals must be approved before program-level proposals can be approved (e.g., new program proposals must have their new and revised courses approved before the new program itself can be approved). Likewise, smaller scale proposals (e.g., concentrations) must be approved before bigger scale proposals (e.g., majors).

3.2. Relevant Guidelines

This section provides relevant institutional, state, and federal guidelines for the various forms.

3.2.1. Add a Course. Use this form to (1) add a course not already existing in the curricular of UC’s various academic departments, (2) revise the content of an existing course so radically that it would be considered a new course, or (3) make an experimental course permanent. Adding a course includes permanent and experimental courses; there is no separate form for adding an experimental course.

3.2.2. Add a Program. Use this form to add to UC’s curriculum a new (1) graduate program, (2) (undergraduate) major, (3) certificate, (4) minor, or (5) concentration. To add a specialization, please use the separate “Specializations” form on the CC website (click here). Table 3.2 distinguishes between program types.

<table>
<thead>
<tr>
<th>PROGRAM TYPE</th>
<th>DESCRIPTION AND FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE PROGRAM</td>
<td>An officially prescribed group of courses designed to give graduate students significant experience in the academic discipline of their choosing.</td>
</tr>
<tr>
<td>MAJOR</td>
<td>An officially prescribed group of courses designed to give undergraduate students significant experience in the academic discipline of their choosing.</td>
</tr>
<tr>
<td>CERTIFICATE</td>
<td>An officially prescribed group of courses designed to give graduate or undergraduate students significant experience in the academic discipline of their choosing. Distinguished from graduate programs and majors by not leading to a degree.</td>
</tr>
<tr>
<td>MINOR</td>
<td>An officially prescribed group of courses designed to give students significant experience in a subject area different from their major. Consist of at least 15 credit hours, at least 9 of which are at or above the 300 level. Can overlap up to 9 credit hours with courses taken for a major. Core course do not count toward this 9-credit overlap rule.</td>
</tr>
<tr>
<td>CONCENTRATION</td>
<td>An officially prescribed focused course of study within a major. Also called “major-related concentrations,” are more regulated than specializations (which allow students more flexibility through mixing and matching courses). Have no credit-hour requirement.</td>
</tr>
</tbody>
</table>
3.2.3. **Revise a Course.** Use this form to make minor changes to a course, including (1) course prefix, (2) course number, (3) course title, (4) short title, (5) credit hours, (6) contact hours, (7) grading option, (8) prerequisites, (9) co-requisites and (10) minor and moderate changes to the course which do not rise to the level of considering it a new course. Multiple revisions can be made to a single course on a single form. Use the separate “Update a Course Description” form posted on the CC website [click here](#) if your course revision involves only modifying the course description. If your revision involves modifying the course description and one or more other changes to that same course, then please use the “Revise a Course” form.

3.2.4. **Revise a Program.** Use this form to modify an existing (1) graduate program, (2) (undergraduate) major, (3) certificate, (4) minor, or (5) concentration.

3.2.5. **Delete a Course.** Use this form to terminate a course from the UC catalog. Once deleted, a course cannot be reactivated without going through the full Class I add-a-course review/approval process. Course deletions are permanent, and deleted courses cannot be reactivated; instead, to offer a deleted course again, an “Add a Course” form is needed.

3.2.6. **Delete a Program.** Use this form to terminate from the UC catalog an existing (1) graduate program, (2) (undergraduate) major, (3) certificate, (4) minor, or (5) concentration. Once deleted, a program cannot be reactivated without going through the full Class III add-a-program review/approval process. Program deletions are permanent, and deleted programs cannot be enrolled with students; instead, to offer/enroll a deleted program again, an “Add a Program” form is needed.

3.2.7. **Core.** The CC website [click here](#) contains 10 different forms for Core, with a different form for each Core goal. Use the appropriate form whether your purpose is to add, revise, or delete a course’s Core designation.

3.2.8. **Liberal Arts.** Use this form to add or to remove a Liberal Arts designation.

3.2.9. **Selected Topics Number Course.** Use this form to designate a specified number in Banner for a program offering occasional selected topics courses. Selected (or special) topics courses are designed for exploration of subject matter not covered by the standard curriculum but of interest to faculty and students in a given semester. Selected topics courses cannot be offered more than twice in a 6-year period without being submitted to CC as a new course (“Add a Course”) proposal. Table 3.3 on the next page provides the various selected topics numbers currently in use at UC.
<table>
<thead>
<tr>
<th></th>
<th>LOWER DIVISION (100’S, 200’S)</th>
<th>UPPER DIVISION (300’S)</th>
<th>SENIOR LEVEL (400’S)</th>
<th>GRADUATE LEVEL (500’S–900’S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELECTED (SPECIAL) TOPICS</td>
<td>200</td>
<td>300</td>
<td>400</td>
<td>500, 600, 700</td>
</tr>
<tr>
<td>INTERNSHIP</td>
<td>270</td>
<td>370</td>
<td>470</td>
<td>570, 670, 770</td>
</tr>
<tr>
<td>INDEPENDENT STUDY</td>
<td>290</td>
<td>390</td>
<td>490</td>
<td>590, 690, 790</td>
</tr>
<tr>
<td>RESEARCH ASSISTANT</td>
<td></td>
<td></td>
<td>402</td>
<td>502, 602</td>
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<tr>
<td>RESEARCH</td>
<td></td>
<td></td>
<td>450</td>
<td>550, 650, 750</td>
</tr>
<tr>
<td>CONTINUOUS ENROLLMENT</td>
<td></td>
<td></td>
<td></td>
<td>997, 998</td>
</tr>
</tbody>
</table>
Chapter 4

Flowcharts and Deadlines

Chapter 4 identifies important dates for curriculum proposals as well as outlines the review/approval process for Class I, Class II, and Class III proposals. The purpose of this chapter is to provide details about this process, such as what happens, why, how, and when. Understand, however, that unexpected events, unusually complicated proposals, delays at NYSED, and other unforeseen circumstances beyond the control of CC can influence the timing and stages necessary to get your proposal approved and implemented. Please include timing in your planning for CC as well as Faculty Senate and—for some Class III proposals—review by UC administration and NYSED.

4.1. Overview of the Curriculum Review Process

Proposals for curricular developments/changes (hereinafter referred to as curricular revisions) originate from various sources. All curricular revisions must be submitted on the appropriate Curriculum Committee (CC) form and be approved by the appropriate program/department and division/school. Guidelines for choosing the right form are in Chapter 3. Figure 4.1 below illustrates how the CC part of the curricular revision often is just one part of the process; nevertheless, it is the only part of the process this Sourcebook covers.

To begin the process, submit your completed form(s) to curriculum@utica.edu
Then, regardless of whether a curricular revision is Class I, Class II, or Class III, it follows the basic process outlined in Figure 4.2.

**Figure 4.2. Basic Stages in the Curricular Review Process**

1. Receipt of complete proposal(s), assignment of submission number(s), and placement on the appropriate Curriculum Committee agenda
2. CC might contact the proposer with preliminary questions intended to expedite approval
3. CC reviews the proposal(s) in a meeting to which the proposer is invited to attend
4. CC might contact the proposer with follow-up questions intended to ensure that CC understands all proposal details, especially if changes have been made to the proposal since submission
5. CC notifies the proposer of approval and places the approved proposal(s) on the appropriate Faculty Senate agenda

**4.2. Class I Review Process**

Class I proposals include additions, revisions, and deletions to courses as well as revisions to programs (including graduate programs, majors, certificates, minors, and concentrations. Class I proposals usually are reviewed by Blue CC, and then are placed on a Faculty Senate Consent Agenda. The typical Class I CC review/approval process is outlined in Figure 4.3.

**Figure 4.3. Class I Review Process**
4.2.1. Submission Process. The submission process for Class I proposals usually—but not always—goes as follows:

1. A complete Class I proposal is submitted to curriculum@utica.edu on the appropriate form.
2. The (Orange) CC secretary/chair receives and logs the proposal into Engage and the submission tracking form, assigning it the next available submission number.
3. The (Orange) CC secretary/chair notifies the (Orange) CC chair of the new proposal(s).
4. The (Orange) CC chair/chair places the proposal(s) on the appropriate CC agenda.
5. The (Orange) CC chair/chair notifies the proposer of the agenda on which the proposal(s) has been placed along with that meeting’s date, time, and location.
6. The (Orange) CC chair distributes the agenda to all CC (Blue and Orange) members as far in advance of the meeting as possible.

4.2.2. Approval Process. The approval process for Class I proposals usually—but not always—goes as follows:

1. Blue CC meets and deliberates over the proposal on the scheduled date, per the agenda, with the proposer invited to attend and answer any questions to avoid the need to table the proposal.
2. Blue CC reaches a decision and communicates that decision to the Orange CC chair.
3. The (Orange) CC chair notifies the proposer of Blue CC’s decisions and next steps.
4. The (Orange) CC chair places the approved proposal(s) on the next Faculty Senate Consent Agenda.
5. The (Orange) CC chair forwards the Consent Agenda to the Executive Council for distribution to the Faculty body, with the understanding that proposers will immediately review the distributed Consent Agenda and communicate to CC any errors therein so they can be fixed prior to the Faculty Senate meeting for which the Consent Agenda has been prepared.
6. During the designated Faculty Senate meeting—absent objections—the proposals is approved by the Faculty body.

If there is an objection to a proposal, that proposal is moved from the Consent Agenda to the Regular Agenda for that same Faculty Senate meeting. Faculty members can object to a proposal in one of two ways:

1. Submission of a written request prior to the meeting identifying the proposal, objection, and basis for the objection; or
2. Motion made on the floor of the Senate, which then must be supported by at least one-third of the members present. If the motion fails, then CC’s recommendation to approve goes forward. If the motion passes, then two recommendations (i.e., CC’s approve and the Faculty’s decline) go forward to the Provost, with the Provost being the final arbiter of the decision to approve or not approve the contested proposal.

4.2.3. Appeals Process. The appeals process for Class I proposals usually—but not always—goes as follows:

1. Submit an appeal against Blue CC’s decision to the Orange CC Chair in writing within 2 weeks of the provoking action. A single appeal may contain more than one grievance.
2. Such appeals are reviewed at the next regularly scheduled meeting by the Full CC (Orange and Blue CC meeting together) whenever possible; when not possible, Orange CC reviews appeals against Blue CC decisions.

3. Full/Orange CC decides either to uphold Blue CC’s decision or to reverse Blue CC’s decision.
   a. If the decision is to reverse Blue CC’s decision, then the appellant will be notified, and CC will present its revised recommendation to approve the contested proposal on the next Faculty Senate Meeting Consent Agenda.
   b. If the decision is to uphold Blue CC’s decision, then the appellant will be notified that his/her next option is to submit a second appeal, this time to the Faculty Senate, requesting a vote of Senate members. In this case, the Orange CC chair will bring the appealed proposal to the floor for discussion at the next regularly scheduled Faculty Senate meeting (whenever possible), having already distributed to the Faculty body supporting documentation for the proposal and appeal. A live or electronic vote then will be taken, and CC will continue to report out any new developments regarding the contested proposal in the form of Regular Agenda notifications.

**4.3. Class II Review Process**

Class II proposals involve Core—additions, revisions, and deletions to Core—and usually are reviewed by Orange CC. Class II proposals are presented to the Faculty Senate in a CC Regular Agenda. The typical Class II review/approval process is outlined in Figure 4.4.

![Figure 4.4. Class II and III Review Process](image)

On occasion, Faculty Senate discussion can occur before CC approval. When this happens, there is an electronic vote. However, Orange CC approval must precede a Faculty Senate vote.

**4.3.1. Submission Process.** The submission process for Class II proposals usually—but not always—goes as follows:

1. A complete Class I proposal is submitted to curriculum@utica.edu on the appropriate form.
2. The Orange CC secretary/chair receives and logs the proposal into Engage and the submission tracking form, assigning it the next available submission number.
3. The Orange CC secretary/chair notifies the Orange CC chair of the new proposal(s).
4. The Orange CC chair places the proposal(s) on the appropriate CC agenda and on the appropriate Faculty Senate Regular Agenda as a notification item.
5. The Orange CC chair notifies the proposer of the agenda on which the proposal(s) has been placed along with that meeting’s date, time, and location.
6. The Orange CC chair distributes the agenda to all CC (Blue and Orange) members as far in advance of the meeting as possible.

4.3.2. Approval Process. The approval process for Class II proposals usually—but not always—goes as follows:

1. Orange CC meets and deliberates over the proposal on the scheduled date, per the agenda, with the proposer invited to attend and answer any questions to avoid the need to table the proposal.
2. Orange CC reaches a decision.
3. The Orange CC chair notifies the proposer of Orange CC’s decisions and next steps.
4. The Orange CC chair places the approved proposal(s) on the next Faculty Senate Regular Agenda for discussion and voting (in person or electronically following the meeting).
5. The Orange CC chair forwards the Regular Agenda to the Executive Council for distribution to the Faculty body, with the understanding that proposers will immediately review the distributed Regular Agenda and communicate to CC any errors therein so they can be fixed prior to the Faculty Senate meeting for which the Regular Agenda has been prepared.
6. During the designated Faculty Senate meeting, the proposer leads a discussion and answers any questions about the proposal.
7. Faculty Senate approval requires a majority of votes and may occur in the Senate meeting following discussion or as an electronic vote after the meeting. When the vote occurs in Senate, results are read in that same Senate meeting. When the vote occurs electronically, the Orange CC chair includes the results as a notification item in CC’s Regular Agenda for the next Senate meeting.
   a. If a majority approves the proposal, then CC’s recommendation to approve the proposal goes to the Provost.
   b. If a majority votes not to approve the proposal, then two recommendations go to the Provost (CC’s recommendation to approve and the Faculty Senate recommendation not to approve), and the Provost serves as the final arbiter of the decision to approve or not approve the contested proposal.

4.3.3. Appeals Process. The appeals process for Class II proposals usually—but not always—goes as follows:

1. Submit an appeal against Orange CC’s decision to the Orange CC chair in writing within 2 weeks of the provoking action. A single appeal may contain more than one grievance.
2. Such appeals are reviewed at the next regularly scheduled meeting by the Full CC (Orange and Blue CC meeting together) whenever possible; when not possible, Blue CC reviews appeals against Orange CC decisions.
3. Full/Blue CC decides either to uphold Orange CC’s decision or to reverse Orange CC’s decision.
   a. If the decision is to reverse Orange CC’s decision, then the appellant will be notified, and CC will present its revised recommendation to approve the contested proposal on the next Faculty Senate Meeting Consent Agenda.
   b. If the decision is to uphold Orange CC’s decision, then the appellant will be notified that his/her next option is to submit a second appeal, this time to the Faculty Senate,
requesting a vote of Senate members. In this case, the (Orange) CC chair will bring the appealed proposal to the floor for discussion at the next regularly scheduled Faculty Senate meeting (whenever possible), having already distributed to the Faculty body supporting documentation for the proposal and appeal. A live or electronic vote then will be taken, and CC will continue to report out any new developments regarding the contested proposal in the form of Regular Agenda notifications.

### 4.4. Class III Review Process

Class III proposals involve additions or deletions to graduate programs, majors, graduate or undergraduate certificates, minors, and concentrations. Class III proposals usually are reviewed by Orange CC and are presented to the Faculty body via a Regular Agenda. The Class III review process is the same as the Class II review process, with two exceptions: (1) pre- and post-CC components (which do not involve CC and thus are not addressed in this *Sourcebook*) and (2) the use and updating of the Programs Under Development website ([click here](#)).

The Programs Under Development website includes the Concept Paper for Class III proposals as well as an area to ask questions and see answers to your questions in addition to questions asked by other UC faculty and staff. The Concept Papers usually are posted here well in advance of CC’s notification to the Faculty body via a Regular Agenda, so this is normally the first place you can learn about upcoming curricular proposal votes.

### 4.5. Deadlines

Three different UC timetables are relevant to the scheduling and implementation aspect of curriculum development, as outlined in Table 4.1. Some Class III proposals also need to consider NYSED review time.

<table>
<thead>
<tr>
<th>Curriculum Committee</th>
<th>Faculty Senate</th>
<th>Registration and Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CC meets on Mondays.</td>
<td>• Faculty Senate meets the first Wednesday of each month.</td>
<td>• Registration opens in mid-November and in late March, while the UC Catalog goes live in week 1 of May and January.</td>
</tr>
<tr>
<td>• Proposals generally are reviewed in the order received.</td>
<td>• CC-approved proposals are due to Executive Council the Thursday before Senate meetings.</td>
<td>• For Spring implementation, proposals need Senate approval by the first week in November.</td>
</tr>
<tr>
<td>• Submissions received after Friday morning have a low likelihood of appearing on the agenda for the following Monday.</td>
<td>• Proposals approved after the Thursday preceding a Senate meeting appear on the following Senate agenda.</td>
<td>• For Fall/Summer implementation, proposal need Senate approval by the first week in March.</td>
</tr>
</tbody>
</table>
4.5.1. Curriculum Committee. CC meets every Monday when classes are held from 2:30 to 4:00 p.m., location to be determined. Faculty can follow CC’s actual decisions and processes by reviewing the meeting minutes, which are published by the Orange CC secretary/chair (or Blue CC secretary/chair) in the College Governance folder in the UCDOCS folder in the U drive. In addition, guests are welcome to attend CC meetings.

As a body of and for the faculty, CC has no real deadlines of its own for faculty proposers. Because the CC meeting agendas are made as far in advance as possible (but not more than 4 days) to give committee members preparation time, a good rule of thumb is to submit at least 5 days before the next CC meeting you would like the proposal reviewed. Because proposals are reviewed on a first-come, first-serve basis—and because more than 100 proposals are received per semester—it cannot be guaranteed that your proposal will be reviewed/approved on or by the date you desire. Exceptions to the first-come, first-serve policy include: revised and resubmitted (R&R) proposals, Class III proposals requiring NYSED approval, and proposals that complete larger curriculum packages submitted earlier.

In the 2015–2016 academic year, CC processed approximately 250 proposals in an average of 5 weeks and ranging from 1 day to 17.5 weeks.

4.5.2. Faculty Senate. Faculty Senate (FS) deadlines for CC are set by the Executive Council (EC), who makes the FS meeting agendas and distributes CC’s Consent and Regular agendas. Two FS deadlines for CC are relevant to curriculum developers: second call and last call. (There also is first call, which is two Thursdays before each FS meeting. For first call, CC is required to submit outlines or drafts of the Consent and Regular agendas. EC uses these materials when it meets on the Monday 1.5 weeks before FS meetings to set the FS meeting agenda.)

Second call is the Thursday before the FS meeting, when EC requires CC to submit its final Consent and Regular agendas. EC distributes these materials to the Senate body. CC does not have control over when EC distributes these materials, nor does CC have the authority to add proposals approved after this point to the distributed materials—although CC’s “final” materials can be corrected in the form of a Corrected Agenda (with track changes to indicate modifications to the CC materials distributed earlier to Senate members)—if the correction is identified to EC and CC by the Monday before the Senate meeting; otherwise, corrections should be identified on the floor of Senate.

An exception to the Thursday deadline is last call, which occurs only for the very last FS meeting of each semester wherein approved proposals would meet the Registration and Catalog deadlines. In these cases, proposals approved during CC’s Monday meeting 2 days prior to the FS meeting can be included as addendum items to the appropriate “final” agenda (Consent or Regular)—provided CC submits the addendum (and any corrected agendas) by noon on the Tuesday between CC’s last meeting and the FS meeting. CC materials submitted for last call are distributed by EC to the Senate body. Corrections to addendums and corrected agendas should be made on the floor of the Senate.

4.5.3. Registration and Catalog. Registration and catalog deadlines are determined by the Registrar’s Office, which needs time to enter the approved curricular additions, revisions, and deletions into Banner and then import them into the Catalog. Time also is needed for allow multiple departments the opportunity to review and edit the Catalog between when changes are made and when it goes live.

Once registration opens and the after the catalog has gone live, new courses still can be implemented, but other curricular proposals cannot be implemented until the following catalog, as listed in Table 4.2.
Table 4.2. Time-Sensitive Curricular Revisions

<table>
<thead>
<tr>
<th>Once students begin registering, the following proposals no longer can be implemented:</th>
<th>Once the Catalog goes live, the following proposals no longer can be implemented:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course prefix</td>
<td>Course prefix</td>
</tr>
<tr>
<td>Course number</td>
<td>Course number</td>
</tr>
<tr>
<td>Course description</td>
<td>Course description</td>
</tr>
<tr>
<td>Course credit hours</td>
<td>Course credit hours</td>
</tr>
<tr>
<td>Course prerequisites</td>
<td>Course prerequisites</td>
</tr>
<tr>
<td>Course co-requisites</td>
<td>Course co-requisites</td>
</tr>
<tr>
<td>Course grade mode</td>
<td>Program name</td>
</tr>
<tr>
<td>“Same as”</td>
<td>Program description</td>
</tr>
<tr>
<td></td>
<td>Program credit hours</td>
</tr>
<tr>
<td></td>
<td>Program curriculum</td>
</tr>
</tbody>
</table>

4.5.4. Calendar of 2016–2017 Deadlines. Based on the deadlines—and average time to proposal approval—enumerated in the previous three subsections, CC created the following calendar of curricular deadlines for the 2016–2017 academic year, which is designed to help proposers plan and schedule their curricular revision efforts. Note again, however, that the timelines provided in this Sourcebook do not take into account time needed for leadership review prior to CC review or leadership and NYSED review after CC and FS review.

The key dates in Table 4.3 (on the next page) are:

- **September 14, 2016**: Recommended deadline for submitting to CC in time for proposals to meet the November 2 cut-off date for changes to appear in the next Catalog
- **January 18, 2017**: Recommended deadline for submitting to CC in time to meet the March 1 cut-off date for changes to appear in the next Catalog

If you have an urgent curricular revision, make sure CC knows you have an urgent proposal, and CC will make every effort to expedite its processing. However, proposals perceived as urgent by proposers cannot be guaranteed expedited processing.
### Table 4.3. 2016–2017 Curriculum Deadlines

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>• 8/25 – First call&lt;br&gt;• 8/29 – EC meeting</td>
<td><strong>January</strong>&lt;br&gt;• 1/18 – Recommended deadline for submitting to CC in time for proposals to meet the 3/1 deadline for curriculum changes to appear in the next Catalog&lt;br&gt;• 1/16 – First call&lt;br&gt;• 1/20 – EC meeting&lt;br&gt;• 1/23 – Second call</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>• 9/1 – Second call&lt;br&gt;• 9/7 – FS meeting&lt;br&gt;• 9/14 – Recommended deadline for submitting to CC in time for proposals to meet the 11/2 deadline for curriculum changes to appear in the next Catalog&lt;br&gt;• 9/22 – First call&lt;br&gt;• 9/26 – EC meeting&lt;br&gt;• 9/29 – Second call</td>
<td><strong>February</strong>&lt;br&gt;• 2/1 – FS meeting&lt;br&gt;• 2/16 – First call&lt;br&gt;• 2/20 – EC meeting&lt;br&gt;• 2/23 – Second call&lt;br&gt;• 2/28 – Last call</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>• 10/5 – FS meeting&lt;br&gt;• 10/20 – First call&lt;br&gt;• 10/24 – EC meeting&lt;br&gt;• 10/27 – Second call</td>
<td><strong>March</strong>&lt;br&gt;• 3/1 – FS meeting and cut-off date for changes to appear in the next Catalog&lt;br&gt;• 3/23 – First call&lt;br&gt;• 3/27 – EC meeting&lt;br&gt;• 3/30 – Second call</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>• 11/1 – Last call&lt;br&gt;• 11/2 – FS meeting and cut-off date for changes to appear in the next Catalog&lt;br&gt;• 11/24 – First call&lt;br&gt;• 11/28 – EC meeting</td>
<td><strong>April</strong>&lt;br&gt;• 4/5 – FS meeting&lt;br&gt;• 4/20 – First call&lt;br&gt;• 4/24 – EC meeting&lt;br&gt;• 4/27 – Second call</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td>• 12/1 – Second call&lt;br&gt;• 12/7 – FS meeting</td>
<td><strong>May</strong>&lt;br&gt;• 5/3 – FS meeting</td>
</tr>
</tbody>
</table>

*Note.* This table was distributed to the Faculty in May 2016 and does not reflect scheduling changes made since then. CC meeting agendas typically are made and distributed the Friday before each Monday CC meeting. These deadlines do not appear in Table 4.3.
Chapter 5
Training and Troubleshooting

This *Sourcebook* is the primary guide to Curriculum Committee (CC) and its processes. Additional training opportunities may be provided during the school year as time and resources permit and need dictates.

5.1. Training

5.1.1. Committee Members. New CC members should schedule an orientation meeting with the CC chair before September. This meeting may occur for all new members together or one at a time, as scheduled permit.

5.1.2. Non-Committee Members. CC will try to hold two training sessions per academic year. Faculty members who plan to submit to CC during the academic year are encouraged to attend as are any other interested members of UC’s faculty and staff or student body.

5.2. Ethics

CC members are expected to vote and otherwise act in the capacity of a college—not a personal, program, department, division, or school—representative. CC is a time to vote as an informed, objective member of a college committee. The time to vote as a school/program/etc. member is later, when you vote as a Faculty Senate member.

When guests attend CC meetings, particularly as proposers invited to come to answer questions, every effort will be made to provide a pleasant, collegial environment characterized by mutual trust and respect. Such a meeting is *not* treated as an inquisition but instead as a positive, constructive occasion to clarify relevant aspects of proposals.

5.3. Troubleshooting

In addition to this *Sourcebook*, resources can be found on the CC website (*click here*). If you cannot find the information you need, please do not hesitate to ask any member of CC.
Appendix A
Glossary

**Academic program** = An instructional program leading toward an associate, bachelor, master, or doctoral degree or resulting in credits that can be applied to one of these degrees.

**Accelerated program** = Completion of a college program of study in fewer than the usual number of years, most often by attending summers sessions and carrying extra courses during the regular academic term.

**Assessment** = The measure of the extent to which certain goals have been met. Different from *evaluation*, which assigns a value to progress made toward meeting certain goals. For instance, it is an assessment that X% of students can perform Y types of mathematical calculations, and it is an evaluation when we determine whether or not that level is good enough.

**Catalog copy** = The description of a program that appears in UC’s official Catalog. Catalog descriptions must be consistently formatted and include the following items of information:
- Program name
- Degree type
- Program description
- Total credit hours needed to complete the degree
- Learning goals
- Program curriculum/academic requirements
  - Identify each course and its credit hours
  - Identify credit hour totals for each area (e.g., Major Requirements, Major-Related Requirements)
- Any program requirements not listed in program curriculum/academic requirements; these are special requirements
- Any electives that do not belong in previous categories

**Certificate** = A credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree. It is a cluster of credit-bearing coursework recognized by the College. There are two types:
1. **Undergraduate Certificate** – Requires the applicant to have at least a high school diploma or its equivalent, and the courses in the program must be of breadth and depth consistent with courses in an undergraduate degree program
2. **Certificate of Advanced Study** (C.A.S.) – Requires that the applicant have a minimum of a bachelor’s degree from an accredited institution, and the courses in the program must be of breadth and depth consistent with courses in a graduate degree program requiring a bachelor’s degree for admission. May be either post-baccalaureate or post-masters
IPEDS defines a certificate as a formal award certifying the satisfactory completion of a postsecondary education program (Middle States, 2009).

**Coherence** = A coherent, or aligned, course or program is structured so that the component parts work together to ensure that students achieve the desired learning outcomes. Activities within the course, or courses within the program, are designed to achieve the learning goals, and each goal has a corresponding activity, course, or set of activities or courses.

**Concentration** = A focused course of study within a major. The title of the concentration appears on the students' transcripts after (but not before) graduation.

**Contact hour (or clock hour)** = A unit of measure representing an hour of scheduled instruction given to students.

**Cooperative education** = Application of classroom learning in business, industry, government, and service organizations. Client organizations select students from among competitive applications and then supervise their work. See Career Services for information about placement. To receive academic credits, students must register for an internship supervised by a faculty member. Should be listed as follows: [Dept.] [No.] Cooperative Education (0)

**Core** = A select group of courses and/or other experiences required of all students. Core can be thought of as a “program” that is not listed as a “major” but which requires a distributed set of credit requirements across multiple curricula. Core is not the same as *general education* (see below).
**Co-requisite** = Requirements that must be completed by the student concurrently with another course. A co-requisite results in a student who already has taken the co-required course being blocked from registering for the course.

**Course description** = The summary of the course purpose, content, and structure. Guidelines for course descriptions include:
- Between 30 and 100 words
- Complete sentences, including clear, precise, and grammatically correct language
- Avoid phrases such as “A study of” and “An examination of” that are obvious because all courses study, examine, etc.
- Exclude “graduate” from titles of courses with graduate-level course numbers, and exclude “undergraduate” from titles of courses with undergraduate course numbers
- Omit phrases such as “Topics include” unless different sections of the course cover different topics or unless different topics are covered in different semesters
- Reserve phrases such as “with emphasis on” and “focusing on” for courses that emphasize one or more among multiple covered areas
- Exclude the course title from the course description
- Avoid repeating course attributes in the course description when they appear in the course title (e.g., laboratory, workshop)
- Exclude prerequisites and co-requisites
- Specify if the course can be repeated for credit and, if so, the maximum number of credits or times the course can be taken

**Course learning objective** = The measurable learning/knowledge expectations for all students completing an academic course, which are documented in syllabi and program review documents. Direct measures are to be used; indirect measures may be used to support direct measures.

**Course number** = Digits following the course prefix that signal something about the characteristics or content of the course. The first digit of the course indicates level of instruction, and the third digit signals sequencing. The third digit also can be used to indicate special types of courses. The Table A-A.1 below for guidelines on course numbering in terms of level, sequence, and type.
- Specify dual listings as such (i.e., a single course offered within a single department at both the undergraduate and graduate level; e.g., EDU 415/415)

<table>
<thead>
<tr>
<th>Level</th>
<th>Sequence</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The first digit of the course number indicates level of instruction</strong></td>
<td><strong>The third digit of the course number signals sequencing</strong></td>
<td><strong>The third digit of the course number can be used to indicate special types of courses</strong></td>
</tr>
<tr>
<td>000–099 = Remedial and non-credit courses</td>
<td>1 and --2 = Two semester courses that need to be taken sequentially (e.g., ENG 101 and ENG 102)</td>
<td>--9 = Honors courses at the undergraduate level (e.g., POL 499)</td>
</tr>
<tr>
<td>100–199 = First-year/freshman-level courses; all-college courses</td>
<td>--5 and --6 = Courses whose titles indicate a sequence but which do not have to be taken as a sequence (e.g., LIT 205 [Western Literature through the Renaissance] and LIT 206 [Western Literature Since the Renaissance])</td>
<td>--9 = Readings, research, and individual study courses at the graduate level e.g., (POL 699)</td>
</tr>
<tr>
<td>200–299 = Sophomore-level courses</td>
<td></td>
<td>--0 = Other special courses</td>
</tr>
<tr>
<td>300–499 = Junior- and senior-level courses</td>
<td></td>
<td>Refer to the “Selected Topics Numbered Course” form on the CC website (click here) for existing special courses and their numbers.</td>
</tr>
<tr>
<td>500–599 = Joint undergraduate and graduate courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>600–799 = Graduate-level courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course prefix** = The 3-letter program code indicating the department proposing the curricular change (e.g., “SOC” for Sociology, “OCT” for Occupational Therapy). “All-college courses” have the “UCC” prefix and are supervised by the Office of Academic Affairs.
- Indicate cross listings as such (i.e., two courses offered by two departments but staffed by a single professor and all students are taught together as a combined class and have the same requirements; e.g., AGE 214/BIO 214).

**Course title** = The official name of the course. Guidelines for course titles include:
- Succinctly state the main topic, purpose, and/or approach that characterizes the course
• Must be substantive/informative/meaningful and grammatically correct
• No more than 12 words
• No more than 100 characters, including spaces, due to Banner restrictions
• Omit mode of instruction/method of delivery
• Must be original/unique; cannot duplicate an existing course title unless it is a cross-listed course
• Should be clear and understandable to non-experts in the field
• Use the established UC course titles (and numbers) for all-college courses, selected/special topics courses, internships, honors tutorials and honors theses, college electives, etc., as listed in the Selected Topics Numbered Course table.

Credit hour (or credit) = A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other award.

Cross listing (see Course prefix)

Curriculum map = A document laying out the program-level student learning goals; identifies the courses in which the learning goals are introduced, reinforced, and mastered; and identifies the type of assessment used to measure achievement. Refer to the Academic Assessment Coordinating Committee (AACC) webpage, especially the Policies and Procedures Handbook, for additional information on curriculum maps.

Degree = An award conferred by a college, university, or other postsecondary education institution as official recognition for successful completion of a program of studies (IPEDS, cited by Middle States, 2009). There are four basic categories of degrees:

1. Associates degree – An award that normally requires at least 2 but less than 4 years of full-time equivalent college work
2. Bachelor’s degree – An award (baccalaureate or equivalent degree, as determined by the U.S. Secretary of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes bachelor’s degrees in which the normal 4 years of work are completed in 3 years.
3. Master’s degree – An award that requires the successful completion of a program of study of generally one or two full-time equivalent years of work beyond the bachelor’s degree. Some of these degrees (e.g., M.Div., M.H.L./Rav.) that were classified formerly as “first professional” may require more than 2 full-time equivalent years of study.
4. Doctor’s degree – The highest award a student can earn for graduate study, which can be subdivided into the following classifications:
   a. Doctor’s degree, research/scholarship – A Ph.D. or other doctor’s degree that requires advanced work beyond the master’s level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.
   b. Doctor’s degree, professional practice – A doctor’s degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to degree—including both pre-professional and professional preparation—equals at least 6 full-time equivalent academic years.
   c. Doctor’s degree, other – A doctor’s degree that does not fall into either of the above categories for a doctor’s degree.

Diploma = A formal document certifying the satisfactory completion of prescribed program of studies (IPEDS, cited by Middle States, 2009)

Dual listing (see Course number)

Experience credit = Credit earned for participation in a discipline or subject-related experience. Students 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 students in good academic standing. Should be listed as follows: [Dept.] [No.] Experience Credit: [Title] (1–6)

Experimental courses = Courses offered once or a couple times. Experimental courses cannot be (1) Offered more than twice in a 6-year period, or (2) Required for the completion of a degree.

Format = Format of the program (compared with “mode of delivery” for individual courses within a program).

1. On-line program = A program where all courses are offered in an on-line format. While there may be required on-ground residencies, all courses are offered on-line.
2. **On-ground program** = A program where all, or almost all, of the required courses are offered in an on-ground format and do not have on-line equivalents. Some required courses may have on-line content to supplement the on-ground course, and a small minority of the required courses may actually be on-line courses, but the bulk of instruction is on-ground.

3. **Hybrid program** = A program where some classes are on-line and some are on-ground. Students have to take both on-line and on-ground classes to complete the program.

4. **Blended program** = A program where a significant proportion is comprised of blended classes, which may be supplemented by on-line classes.

Contact the **Office of Academic Affairs** with questions about program format.

**General Education** = The set of skills and attitudes that students across the entire college are expected to have developed by the time they graduate. At Utica College, General Education consists of five intellectual skills:

1. **Communication** = The ability to communicate information and attitudes clearly and precisely

2. **Critical Analysis and Reasoning** = The ability to see out relevant evidence, evaluate it, and draw justified conclusions

3. **Synthesis** = The ability to draw fruitful connections between topics and ideas and to create new understanding

4. **Social Awareness** = An understanding of the nature and origins of the social world and an ability to operate within it

5. **Quantitative Literacy** = The ability to interpret quantitative information and present information in quantitative forms

**Graduate program** = A prescribed group or sequence of courses in a formally approved course of study beyond a bachelor’s level. Additions, deletions, and/or substantial changes to programs require NYSED approval. Contact the Office of the Provost if you are uncertain whether your change(s) requires NYSED review/approval. Masters degree programs normally shall include:

- At least 1 year of full-time graduate-level study (or its equivalent in part-time study)
- An accumulation of not less than 30 semester hours
- Research or a comparable occupational or professional experience
- At least one of the following: (a) passing a comprehensive exam, (b) writing a thesis based on independent research, or (c) completing an appropriate special project

**Honors thesis/tutorial** = 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.

- Honors thesis courses should be listed as follows: [Dept.] [No.] Honors Thesis (3)
- Honors tutorial courses should be listed as follows: [Dept.] [No.] Honors Tutorial (3)

**Independent study** = A course in which a student individually conducts research or explores a topic in depth. Independent study occurs when a student follows a course of study with pre-defined objectives and works with a faculty member to decide how the student is going to meet those objectives, how the professor will assess whether the student met the objectives, and a timeframe for when the objectives will be met. The student must interact with the faculty member on a regular and substantive basis for assure progress within the course/program. A plan for work must be submitted by the student, and permission then is needed from the supervising instructor(s) and the department director/program chair. Should be listed as follows: [Dept.] [No.] Independent Study: [Title] (1–6)

**Independent study credit hour** = One (1) independent study (including thesis or dissertation research) hour is calculated similarly to practice credit hours (see “semester credit hour”).

**Internship** = Participation in a discipline or subject-related experience. The primary purpose of the internship is not to advance the operations of the internship site/employer or to complete work that a regular employee routinely would perform; instead, the internship is a learning experience providing opportunities for students to apply knowledge gained throughout their coursework. Evaluation by written or oral reports or examinations. Written permission of the instructor and approval of the school dean may be required. Limited to juniors and seniors in good academic standing. Should be listed as follows: [Dept.] [No.] Internship (1–15)

**Major** = 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 grading area. A major enables a student to concentrate a significant portion of his/her college studies in the academic area most closely related to his/her specific interests and permits him/her to pursue advanced study and research in the academic discipline s/he finds the most interesting and challenging. An undergraduate major consists of at least 36 credit hours with 18 or more credit hours at the 300 level or above. A list of approved majors (with minimum numbers of credits required) is in the **College Catalog**. Substantial changes to majors, such as additions or deletions of concentrations, may need approval by NYSED before being implemented; contact the Office of the Provost with questions.
"Meets with" courses = Courses that are similar to cross-listed courses except that only some portion of the academic experience is common between classes. For example, students who enroll in two different courses may attend the same lecture but have different discussion sections that focus on different topics or that require different work (e.g., EDU 303/EDU 503).

Minor = A prescribed group or sequence of courses designed to give a student significant experience in a subject area different from his/her 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. A minor consists of at least 15 credit hours, with 9 or more credit hours at or above the 300 level. There can be up to 9 credit hours of overlap between a major and minor (with Core courses being excluded from this calculation). Additions of minors follows the full Class III process except that they generally do not require NYSED approval. Deletion of minors also is a Class III change and must be reviewed and approved by the department/program, school, CC, Faculty Senate, and the UC Board of Trustees.

Mode of delivery = Format of an individual course (as opposed to program format, for the entire program):
1. Online = Content and interaction with the faculty member is fully online. A student cannot complete the course without online interaction.
2. On-Ground = Content and interaction with the faculty member is either entirely or primarily on-ground. A student cannot complete the course without on-ground interaction. Some required course material may be delivered online.
3. Hybrid = Content and interaction with the faculty member is both online and on-ground. A substantial component of the content is delivered both online and on-ground and a student cannot complete the course without online and on-ground interaction.
4. Blended = Content and interaction with the faculty member is online with blended learning opportunities available face-to-face on-ground with the primary faculty member or a TA. The same on-ground learning opportunities are also available in a synchronous manner online, and asynchronously in an online recording.

Multi-semester courses = A course may not have required components that extend more than 2 weeks outside the dates of the term in which the course is offered, per federal regulations regarding financial aid. To clarify:
- "The term in which it is offered" refers to UC’s financial aid term, which is the primary semester. The primary semester dates are the dates on which the on-ground and on-line semesters start and end. Special-term courses (e.g., a 3-week course) still would need to operate on the primary semester schedule.
- A course may have required elements that extend a total of 2 weeks outside the start and end dates of the primary semester. This could be 2 weeks before, 2 weeks after, or 1 week before and 1 week after (or some other mathematical combination not exceeding 2 weeks). Mass "Incomplete" grades cannot be used as a way around this policy.

The implication of these regulations is that UC cannot offer courses in which students register for one semester and complete the work in another semester.

Off-campus courses = Courses offered at sites other than the Burrstone campus, excluding field trips, internships, extension courses (existing courses taught at another local institution), cooperative education, distance-learning, and directed research. Such courses are considered 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 related to student welfare. ("Off-campus" courses are not to be confused with "on-line" courses.)

Permanent courses = Must be offered regularly—frequently enough for full-time students earning passing grades to progress through the program in the expected 4-year or whatever specified timeframe for the degree type and degree level.

Prerequisite = Requirements that must be completed by the student prior to enrollment in a course.

Program = A combination of courses and related activities organized for the attainment of broad educational objectives, as described by the institution (IPEDS, cited in Middle States, 2009). Programs are formal sets of educational requirements about a specific academic area; at UC, they include majors (for undergraduates), programs (for graduates), certificates (for advanced study), minors, and concentrations.

Program curriculum = Program description, student learning goals, and required courses (with credit hours)—exactly as it should appear in the UC Catalog. The program description encapsulates the program’s key and defining qualities, including its purpose, main content, and structure. Program descriptions range from 30 to 100 words. See the current Catalog for examples of how to list courses and credits.
Program learning goals = The measurable learning/knowledge expectations for all students graduating from a particular curriculum/major, which are documented in the Catalog, website, and program review documents. Direct measures are to be used; indirect measures may be used to support direct measures.

Rigor = CC has adopted the following definition of rigor: “A rigorous course or program is characterized by an intentional structure designed to promote student learning at appropriate, increasingly sophisticated levels. A rigorous course or program is a dynamic process whereby students are led deliberately through a sequence of increasingly extensive, complex, and sophisticated knowledge, skills, abilities, and attitudes.” Click here for undergraduate- versus graduate-level distinctions, and click here for distinctions among different undergraduate levels.

Quarter = A division of the academic year shorter than semesters. Some U.S. institutions use a quarter calendar, wherein the academic year is divided into three terms (i.e., “quarters”) of 10–11 weeks plus a summer session (considered the fourth quarter, but optional), a short winter term, and other calendar breaks.

Quarter credit hour (or quarter hour) = Represent proportionately less work than semester hours due to the shorter term—about two-thirds of a semester credit hour. Must include at least 20 hours of instruction (34 CFR 668.3)

Research assistantship = Provides experience in the research techniques of the student’s chosen discipline. Intended for those planning on graduate study. Written permission by the instructor required. May be repeated once for credit. Should be listed as follows: [Dept.][No.] Research Assistantship (1–3)

“Same as” courses = Two separate courses from different departments that are taught in different sections by different faculty members using a different syllabus with a common set of requirements (e.g., PSY 211 and SOC 211).

Selected (special) topics course = A course designed for exploration of subject matter not covered by the standard curriculum but of interest to faculty and students in a particular semester. Should be listed as follows: [Dept.][No.] Selected topics: [Title] (1–3)

Semester hour (or semester credit hour) = Must include at least 30 clock hours of instruction (34 CFR 668.3). The actual amount of academic work that goes into a single semester credit hour often is calculated as follows:

- One lecture, seminar, or discussion credit hour represents 1 hour per week of lecture or discussion time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours. Over an entire semester, this formula represents at least 45 hours of class time and 90 hours of student preparation.
- One laboratory credit hour represents 1 hour per week of lecture of discussion time plus 1–2 hours per week of scheduled supervised or independent laboratory work and 2 hours of student preparation time. Most laboratory courses are awarded up to 4 credit hours. For a laboratory course earning 3 credit hours, this formula represents at least 45 hours of class time, 45–90 hours of laboratory time, and 90 hours of student preparation time.
- One practice credit hour (e.g., supervised clinical rounds, visual or performing art studio, supervised student teaching, field work) represents 3–4 hours per week of supervised and/or independent practice. This is turn represents 45–60 hours of work per semester. Blocks of 3 practice credit hours, which equate to a studio or practice course, represent 135–180 total hours of academic work per semester.
- Internship or apprenticeship credit hours are determined by negotiation between the supervising faculty and the work supervisor at the cooperating site, both of whom must judge and certify different aspects of the student’s work. The credit formula is similar to that for practice credit.

Specialization = A collection of elective courses from which students can take related courses around a theme or mix-and-match across areas (even if those areas are classified as concentrations). These basically are groups of electives from which students can, with their advisers, work out the best solution. Also referred to as an “advising concentration” or “context.” Specializations are reviewed by the Registrar’s Office, not by CC.

Student assistantship = A course wherein students assist faculty members in teaching courses they have completed already with a grade of A or B. Open to juniors and seniors in good academic standing. Credits vary and are not determined by the credit hours of the course being taught by the instructor/student assistant but instead 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 spent completing assignments). May be taken only once for credit regardless of the number of credits assigned to the assistantship. Should be listed as follows: [Dept.][No.] Student Assistantship (1–3)

Variable-credit course = A course in which different students may have different requirements and thereby earn different credits
**Variable-length course** = A course that may begin and/or end at any point in the academic year; at the end of the semester, the "V" grade may be given to indicate that the course is of variable length, and the grade is not yet due.
Appendix B

Syllabus Requirements

As of 2015–2016, Curriculum Committee (CC) no longer requires syllabi for adding and revising courses, but it is expected that all syllabi will contain the following:

1. Course prefix
2. Course number
3. Course title
4. Credit hours
5. Semester and year
6. Contact information for the instructor, including office hours
7. Class meeting times (on-ground courses)
8. Departmentally approved course learning objectives
9. Course description
10. Prerequisites and co-requisites
11. Required and recommended readings
12. Agenda/schedule including topics and assignment deadlines
13. Identification of when and where any off-campus experiences will occur
14. Statement about modifications to the syllabus/schedule and class cancellation
15. Graded assignments and how they will be assessed
16. Breakdown of what percent of the final grade is allocated to each assignment, with a translation table between numerical grades and letter grades
17. Attendance policy
18. Netiquette policy (online courses)
19. Link to UC's policy for academic honesty (click here)
20. Link to UC's policy for academic accommodations (click here)