

Utica College

Curriculum Committee Sourcebook

Revised March 2021

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I. CURRICULUM COMMITTEE MAKE-UP AND RESPONSIBILITIES

The full curriculum committee consists of ten (10) elected Faculty Senate members, one Librarian, the Provost or a representative of the Provost, and a representative of the Registrar's Office.

At the beginning of each academic year, the Committee will discuss review structure and processes associated with Class I, Class II, and Class III proposals either as a full Committee or various Sub-Committees. In the event of an increase in discussion material or a rise in proposal volume associated with various key deadlines, different Committee compositions with the current elected membership may be created to ensure proposals are reviewed in a timely fashion. For other suggestions regarding potential Committee structure and review processes, please see page 30 in the Appendix.

All curriculum proposals are now handled by an automated online system. The portal to this system can be found on the Curriculum Committee website ([here](#)). Once the required pre-approvals are obtained by the automated system, the elected Committee Chairperson and Secretary will review new proposals. In turn, the appropriate agenda is set by the Chairperson for the subsequent meeting based on these notifications. The Committee meets generally at the same time (Mondays, 2:30-4:00 p.m.), unless a change is discussed or a special meeting is called.

II. 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 from various stakeholders 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, and appropriate administrative heads before review by Curriculum Committee. The electronic forms are available on the Curriculum Committee web page ([here](#)). Forms should be filled out completely, including justifications for changes. The form will automatically send copies to all parties that are authorized to approve the various aspects of the proposal (i.e., Registrar, Director for Academic Assessment (DAA),

and School Deans) before coming before the Curriculum Committee. Please make sure that the information you provide in the form is sufficient for those individuals to make an assessment of your proposal. If changes are required, then the form will be returned to the proposer to address concerns. Once this is adequately addressed, the form will be re-sent through the formal chain of approvers for re-approval.

Liberal Arts designations for existing courses and proposals with significant required faculty resources must be pre-approved by the Provost.

See the Provost's web page [here](#) for current syllabi requirements. 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. See Appendix A for a complete description of the curriculum approval process. While Curriculum Committee does not require course syllabi to consider new programs, the New York State Department of Education (NYSED) does.

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 so please plan accordingly. Also, keep in mind that proposals to be implemented for the fall semester should be approved by Faculty Senate by the preceding February Senate meeting and spring starts should be approved by Faculty Senate by the preceding October meeting. Courses must be approved by Faculty Senate before the class schedule is published by the Registrar's office. This does not apply to experimental courses.

Courses not approved by Faculty Senate in a timely manner will be delayed until the following semester. (For example, a course approved in an April Senate meeting cannot be offered the following Fall semester.)

Curriculum Committee requests proposers to address the Justification, Coherence, and Rigor of proposals:

1. Justification. What is the reason for proposing the course or program? Here are some of the questions and considerations you should address in your justification:

- Is there interest or demand for the course or program under consideration?
- Have students expressed an interest in it?
- Does it unnecessarily duplicate courses or programs that already exist at Utica College?
- Will the course or program have detrimental effects on pre-existing programs or courses?
- Have you consulted with all programs or course instructors who are impacted by the proposal?
- Keep in mind that major-related courses outside of new programs may see class size increases if the program is successful; Are those courses prepared for possible increases in class sizes?
- Does the program fit with the mission of the college?

2. Coherence and Rigor.

• **Majors.** A rigorous program fully addresses all program goals such that early courses introduce material relevant to program goals, followed by courses that reinforce goals, and culminate in courses that develop proficiency in the goals. A coherent program contains the courses that enable students to reach proficiency in the program goals. Not all courses need to relate to the program goals, but all program goals should be supported by courses that lead students through this process. For instance:

- i. Discuss how the program goals are addressed by the courses in the program.
- ii. How is the program designed so that students achieve proficiency in program goals?

• **Minors and Concentrations/Specializations.** Minors and concentrations/specializations do not have program level goals, so address the wisdom of the proposal in the justification section above.

• **Courses.** A coherent, rigorous course typically presents material that is relevant to the course objectives. Not all materials need to support the course objectives, but all course objectives should be addressed within the course. It is also designed to meet the expectations of any program goals by addressing:

- i. Specifically, how is the course designed to meet the course objectives?
- ii. How was the level of the course determined (I, R, or P on the curriculum map)?
- iii. What program goals are supported by this course?

B. Three-Level System for Changes to Curriculum

Class I:

- Changes to courses (course numbers, titles, description, drops, prerequisites, credit hours, department prefix, grade option, dual listing, and liberal arts designation)
- New courses
- Changes in program description
- Minor changes in major, major-related, concentration/specialization or major-elective requirements that generally represent less than 50% of the program (the classification of program changes as Class I or Class III is at the discretion of the Curriculum Committee chair)
- Minor changes in minor, certificate or program requirements that generally represent less than 50% of the program (the classification of program changes as Class I or Class III is at the discretion of the Curriculum Committee chair)

Class II:

- Changes in Core requirements. Note that Core is now considered to be a program and all changes to Core must also be approved by the Oversight Committee on Core (OCC). Please consult with OCC for current Core goals.

Class III:

- Additions or deletions of programs, majors, minors, concentrations/specializations, and certificates
- Major changes in major, major-related, concentration/specialization, or major-elective requirements that represent more than 50% of the program
- Major changes in minor, certificate or program requirements that represent more than 50% of the program. (Please consult with the

Curriculum Committee chair if your changes are approximately 50% to determine the correct classification of the proposal.)

The Curriculum Committee will recommend to the Faculty Senate:

Class I curricular changes by their presentation to the Faculty Senate through the Curriculum Committee Consent Agenda. 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 where discussion and a vote may occur. In such cases, the Committee will distribute electronic copies of the appealed item to the Senate members.

Class II and **Class III** curricular changes by their presentation to the Faculty Senate through the Curriculum Committee Regular Agenda, at which they will be presented for discussion and vote after the meeting, according to the curriculum approval process as detailed on the Curriculum Committee web page ([here](#)). The Committee may reconsider any Class II or III proposals not receiving approval of the Faculty Senate.

C. Reporting Approved Changes to Curriculum

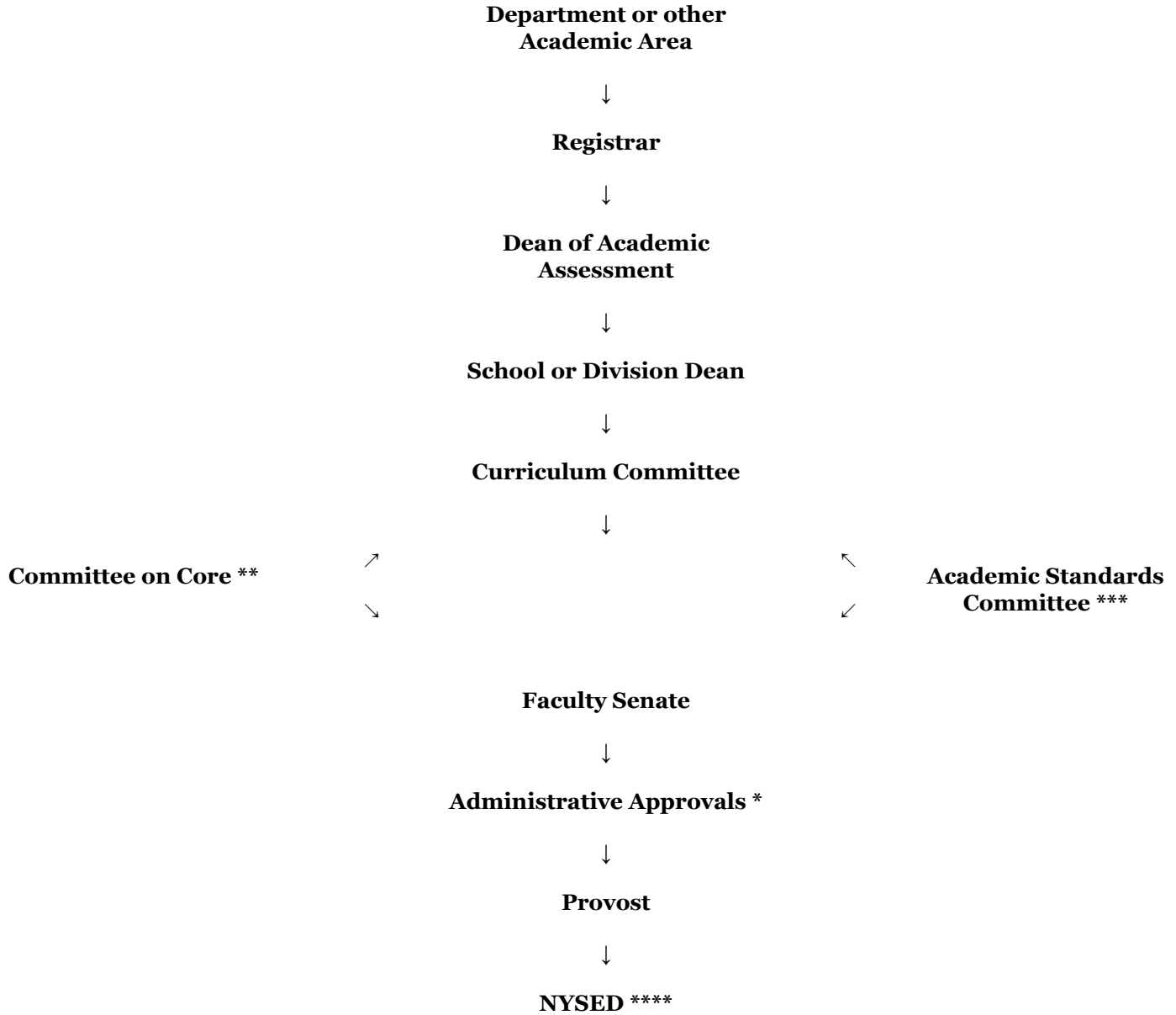
1. The Committee will summarize its business at each regularly scheduled Faculty Senate meeting. Electronic copies of these summaries will be sent to all Faculty Senate members prior to the Faculty Senate meeting.
2. Curriculum proposals will be considered fully approved once signed by the Provost following acceptance by Faculty Senate. The Provost reserves the right to deny approval to curriculum proposals. Proposers of denied curriculum proposals may appeal to the Provost, and/or implement changes to the proposal and resubmit their proposal according to the curriculum review process.
3. Final approved curriculum change forms and reports to the Faculty Senate are kept electronically by the Office of Academic Affairs. Electronic copies of committee agendas and minutes for all meetings are kept by the Secretary of the Curriculum Committee.

D. Meeting Times

Meeting times are generally scheduled for Monday afternoons from 2:30-4:00 p.m. unless changed for various reasons after discussion or the calling of a special meeting. Due to the time-sensitive nature of the Curriculum Committee (e.g., to ensure the expedient processing of institutional requests pertaining to courses, programs, etc.), we ask that campus community members (i.e., faculty, staff, and students) interested in attending one of our meetings request an invitation before the meeting agenda is set. A request for invitation may be sent to either the Committee Chair or any Committee Member. Guests may be excused when votes are being taken.

E. Flow of Curriculum Proposals

Note the electronic curriculum form automatically moves through the following process:



* *Provost, Library, IITS, Space Committee, Financial Affairs*

** *Changes to Core must be approved by the Committee on Core*

*** *Revisions to programs that increase the academic requirements beyond general college requirements must be approved by the Academic Standards Committee (e.g. additional credit hours, minimum GPA requirement, or other requirement for degree)*

**** *This is only required for Class III proposals, including minors. Please keep in mind that this may take several months when considering start dates for the program*

Curriculum Committee renders one of three decisions:

1. **Approve.** For proposals that require no revisions and are thus sent directly to the Faculty Senate.
2. **Conditionally approve.** For proposals that require minimal and unambiguous revision(s) and are thus returning to stage 1, skipping stages 2-6, and then being approved without further discussion by the Curriculum Committee. The Curriculum Committee Chair can sign off on these proposals provided the proposal directly and fully addresses the terms of the conditional approval. Any proposal (course or program) will not be approved by the Curriculum Committee Chair unless all conditions outlined in the returned descriptions are met. Examples: correct misspelling in rigor statement, replace comma with semicolon in course description, add an Oxford comma in program description, use proper capitalization in course title.
3. **Return to the proposer.** For proposals that require more than minimal and/or ambiguous revisions and are thus returning to stage 1 and passing through stages 2-6 (as applicable) before being reconsidered and voted upon by the Curriculum Committee. The Curriculum Committee Chair cannot sign off on these proposals without the approval of the Curriculum Committee. Examples: clarify course description, discuss effects on students, justify added or deleted prerequisites, clarify changes to program requirements, demonstrate that consulted with the appropriate departments to avoid cross-department course/conceptual conflicts.

III. GUIDELINES APPLICABLE TO COURSE ADDITIONS, DELETIONS, & 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 a Course” form. A faculty member should propose additions/revisions for their respective department or program.

- **Liberal Arts Designations for new courses or existing courses.** Courses may be designated as Liberal Arts courses. Sixty (60) credits of Liberal Arts courses are required for undergraduate B.S. degrees and 90 for B.A. degrees. The New York State Department of Education provides guidelines for Liberal Arts courses and can be found [here](#). Liberal Arts

Designations for existing courses can be proposed using the “Revise a Course” Form. New courses that are designated as Liberal Arts can be classified as such in the “New Course” form. A justification for a Liberal Arts designation may be required if it conflicts with NYSED guidelines. All Liberal Arts designations require approval of the Provost.

- **Writing Intensive Courses.** A course may be designated as “Writing Intensive”. Writing Intensive course designations are approved by the Committee on Writing (COW), a subcommittee of the Curriculum Committee. This review process is separate from the Curriculum Review Process and proposers should contact the chair of COW regarding this designation. Proposers must receive approval of COW before submitting to the Curriculum Committee. Writing Intensive courses are part of Core and require approval by OCC.
- **Diversity Courses.** Diversity courses are part of Core and require OCC approval.

Delete a course. Deletions are a permanent removal of a course from the Course Catalog. (Note: a previously deleted course can be reactivated by proposing it as a new course.) Use the “Delete a Course” form. A faculty member should propose additions/revisions for their respective department or program.

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 and/or liberal arts designation. Use the “Revise a Course” form. A faculty member should propose additions/revisions for their respective department or program.

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 the 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. Independent study courses should be numbered 290, 390, 490, as appropriate to the level of the course.
3. Honors courses will have nine (9) as the third digit.
4. 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 no longer limited to 35 words. The college catalog is now electronic and course descriptions should represent the course experience and content as closely as possible to aid students and registrars at other institutions who may evaluate your course for transfer credit.

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.

D. Grading Options

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

1. Pass/Fail. Any undergraduate student may petition to take a course pass/fail if that course is neither a required course nor in their 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).

3. Cross-Listed Numbers: It is preferred that proposed cross-listed courses receive the same number. In the event that this course number is already taken, the first digit (must) and second digit should be the same, if possible.

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. Online vs. On-Ground Courses

Courses do not need to be designated as “on-ground” or “online”. Instructors are free to choose that designation when completing their semester schedules. However, the following definitions may be useful:

1. On-ground – On-ground courses are taught generally on campus property, although field trips may occur over the course of the semester in some courses. These courses are assigned a regular classroom.
2. Online – These courses are not assigned a classroom and are designated as “Z” for semester scheduling
3. Hybrid Programs include both online and on-ground courses.
4. Blended Programs – Blended programs are parallel online and on-ground programs where students may take any course in either the online or on-ground formats, including within a semester.
5. Residencies – Residencies are typically short, on-ground experiences that are part of an online course. They may occur at any point during the semester

6. Practicum - Experiential credit where the student is required to be present in a physical location as part of the course (e.g internship, field work). That course may be online or on-ground.

IV. 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. All new UCC courses require pre-approval by the Provost. 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	
Internship	270	370	470	
International Course†		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††	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.

† International Courses are offered through the Office of International Education (OIE) by educational institutions outside the United States. Proposed International Courses require approval from the International Education office. Students register for courses at the foreign institution and are graded according to that institution's practice. Upon a 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.

†† 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. 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. Depending on which discipline, this may be 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).

3. 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)

4. 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)

5. 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)

6. 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)

7. 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.

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 via the portal [here](#).

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), UCC 310: Cooperative Education, distance learning classes, Syracuse- and Florida-based campus courses, 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 1/2 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.

V. 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 [here](#).

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

An individual course within the all-College Core program should:

1. Address one or more aspects of our educational mission (see above).
2. Generally have no pre-requisites. Justification for pre-requisites should be made if proposing them with a course.
3. 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.
4. Relate to one of the goals of General Education ([here](#))

VI. 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 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/specializations, 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.

VII. 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.
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.

VIII. 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 program.

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 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.

IX. GUIDELINES FOR NEW CONCENTRATIONS/SPECIALIZATIONS

A. Definition

Concentrations and specializations are delineated groups of courses within an undergraduate major or graduate program, but they function in very different ways, with different internal and external approval and processes. Minors and certificates do not have Concentrations or specializations.

Concentrations

Concentrations are fixed groups of courses within an undergraduate major or graduate program. Students are required to take one, and only one, concentration and may not “mix and match” courses across concentrations.

NYSED - Concentrations are reported to NYSED as a formal part of the registered curriculum.

Catalog - Concentrations are included in the curriculum within the catalog along with a sentence to the effect that students must select and complete one concentration as a part of completing the major or program.

Changes - Any changes to existing concentrations, or the addition or deletion of concentrations must be approved by the College curriculum committee and by NYSED.

Specializations

Specializations are “advising concentrations.” The registered program requires only that students take a certain number of electives. Students can elect to follow a coherent sequence of courses identified by the faculty or they can elect to take courses across the available electives.

NYSED - Programs containing specializations are registered with NYSED as

having a certain number of required elective courses. The specializations themselves are not included in the materials sent to NYSED.

Catalog - The curriculum in the College catalog does not contain the specializations, but merely states that students must complete a certain number of elective credit hours. The specializations, and the option to simply take elective courses, are outlined in the narrative description of the program that precedes the curriculum.

Changes – Changes to specializations are not approved by NYSED or by the College’s curriculum committee but are submitted by the relevant school dean to the Associate Provost who is the sole approver. Changes are submitted on the specializations Approval Form available from the Office of the Registrar.

Transcripts and Diplomas

Concentrations and specializations at the graduate level can be recorded on the student’s transcript and one concentration or specialization can be included on the diploma. At the moment, concentrations and specializations in undergraduate programs are recorded on the transcript but not included on the diploma.

X. 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.

APPENDIX A

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

A. The Process in Brief

1. The proposer of a new curricular initiative coordinates with the relevant school dean and develops a concept paper according to the [Instructions for Concept Papers](#) here.
2. Once completed the school dean brings the concept paper to the Provost's cabinet for review. If approved, the Provost takes the concept paper to the Senior Leadership for review. If approved, the Senior Leadership authorizes a feasibility study, if appropriate.
3. The Office of Academic Affairs posts the concept paper on the "New Programs Under Consideration" [website](#) for comment by the College community.
4. The proposer of the curricular initiative develops the curriculum outline as required in the "Structure and Curriculum" section of the feasibility report.
5. The proposer of the new curricular initiative works with the Project Development Consultant to prepare a feasibility report according to the [guidelines for feasibility reports](#). In the case of online programs, some elements of the feasibility report will be completed by the College's online partners.
6. Concurrently the program proposer completes the [New Program Fact Sheet](#).
7. Once the feasibility report is completed the school dean brings it and the new program fact sheet to the Provost's cabinet for approval and, if approved, the Provost takes it to the Senior Leadership for review and approval. Once it has been approved, the relevant school dean tells the proposer who begins work on the necessary curriculum committee forms. The forms and instructions for submission to the committee can be found on the Curriculum Committee [website](#).

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 one-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. Faculty proposing a new program will have the assistance of the Project Development Consultant in developing the feasibility report. See below.

a. The Feasibility Report will follow the guidelines below. The Feasibility Report may include the Curriculum Proposal.

b. 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.

c. 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 [website](#) 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 a Feasibility Report, to the Curriculum Committee. Upon receipt, the Curriculum Committee will post the curriculum proposal on the College website, 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

Please consult with the Project Development Consultant for assistance. 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, Space Committee, VPAA, 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.

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.

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.

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?

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 1/2 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 the 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?

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.

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.

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)

1. Academic Support Services
2. Residence Halls and Food Service
3. Admissions Office and Process
4. Financial Aid and Process
5. Registrar's Office and Student Data Systems
6. Business Office and Billing/Accounting Procedures
7. Graduate Studies and Continuing Education Office and Services

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.

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.

ADDITIONAL COMMITTEE STRUCTURE

At the beginning of each academic year, a Committee structure for review is established. At times, whether the volume of proposals or discussion items rise, the Committee can choose to revise structure to accommodate the requests. In the past, such Committee structures included:

In order to more efficiently perform the work of the committee, the committee is split into two subcommittees of five faculty members each (the Provost and Registrar will serve on the appropriate subcommittee, depending on business). The first subcommittee (Class I subcommittee) will be responsible for class I proposals, while the second subcommittee (Class III subcommittee) is responsible for Class II and III proposals, and any class I proposals related to a class III proposal. The committee chairperson will serve as chair of the Class III subcommittee, and a subcommittee chair will be chosen by the entire committee to chair the Class I subcommittee. Quorum for the subcommittees will be met by the attendance of three faculty members in a subcommittee meeting.

The Class I subcommittee chairperson is responsible for generating the Curriculum Committee Consent Agenda while the Class III chairperson is responsible for generating the Curriculum Committee Regular Agenda. However, the curriculum committee chairperson (Class III chairperson) is ultimately responsible for both agendas, so it is recommended that the Consent Agenda is reviewed by the committee chairperson (Class III chairperson) before posting to Faculty Senate.

It is not generally expected that the full committee will meet jointly except at the beginning of the fall semester to determine subcommittee membership for the year, and choose chairpersons. If at some point in the semester, one committee has no work on its agenda, it need not meet until such work comes before it. Due to the esoteric nature of the work of the Curriculum Committee, it is advised that a mix of experienced members and new members be chosen for each subcommittee.