

Utica University

Curriculum Committee Sourcebook

Revised
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I. CURRICULUM COMMITTEE MAKE-UP AND RESPONSIBILITIES

The Curriculum Committee is the faculty governance body with authority to review and approve curriculum proposals on behalf of the faculty, consistent with Article 7, Section 1 of the Collective Bargaining Agreement and the [Utica University–AAUP-Utica 2024 Memorandum of Agreement Governing Curriculum Committee Procedures](#).

The full Curriculum Committee consists of ten (10) faculty members and one (1) professional Librarian elected by the members of Faculty Senate, plus 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 the structure of their review and processes associated with Class I, Class II, and Class III proposals. 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 suggestions regarding potential Committee structure and review processes, see Appendix B.

All curriculum proposals are handled by an automated online system. The portal to this system is linked here: <https://www.utica.edu/ucadmin/academic/cc.cfm>. Proposals go through a pre-approval process (see section II.E), and then to the Curriculum Committee. The elected Chairperson of the Curriculum Committee will review new proposals and place them on an upcoming meeting agenda. The Committee meets on Mondays from 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 full-time faculty within the appropriate academic areas on the appropriate curriculum change form. Course proposals may only be submitted by full-time faculty members in the department or program that houses the relevant course. Staff or part-time faculty who wish to submit curriculum proposals should contact the Curriculum Committee Chair to see about working with a liaison from the committee. Proposals submitted through a chair or director must include documentation of the relevant departmental faculty discussion and, where applicable, a record of the departmental vote or consensus. Administrators who are not members of the bargaining unit and not eligible to be voting members of the Faculty Senate may not submit curriculum proposals. The sole exception is the authority of Academic Affairs to propose program deactivations and deletions under the procedures established in the Utica University–AAUP-Utica 2024 [Memorandum of Agreement Governing Curriculum Committee Procedures](#).

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 (see section II.E.).

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 the Curriculum Committee does not require course syllabi to consider existing courses for new programs, the New York State Department of Education (NYSED) does. All **Add a Course** proposals require a syllabus.

All proposals should be submitted as early as possible in the academic year to allow for 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 a given academic year must be approved by Faculty Senate by the preceding March Senate meeting. Courses must be approved by Faculty Senate before the class schedule is published by the Registrar's office. Faculty Senate approval is not needed for experimental courses.

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

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

1. Academic Wisdom. What is the reason for proposing the course or program? Here are some of the questions and considerations you should address:

- 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 University?
- Will the course or program have detrimental effects on pre-existing programs or courses?
- Have you consulted with all programs or course instructors who may be 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 university?

2. Rigor and Coherence.

- **Majors.** A rigorous program fully addresses all program goals such that majors have courses that introduce material relevant to program goals, courses that reinforce goals, and 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. Here are some of the questions and considerations you should address:

- 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.** Minors do not have program level goals, so address the wisdom of the proposal in the academic wisdom section above. A coherent minor brings together courses that provide students with a meaningful learning experience. Rigor is established by having the minimum number of courses. See section 7.B.2.

- **Courses.** A coherent and rigorous course 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. Here are some of the questions and considerations you should address:

- 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 (except those receiving a designation other than Liberal Arts, see section III.B.)
- Changes to catalog language on Program Description for majors/minors
- Changes in major, major-related, concentration 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)
- 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 General Education requirements. Note that General Education is considered to be a program and all changes to General Education must also be approved through the process established for General Education review. Please consult the [General Education webpage](#) for current General Education learning goals.
- Adding a designation to a course (e.g.: Writing Intensive, Diversity, Equity, and Inclusion, or designations within General Education).

Class III:

- Additions or deletions of programs, majors, minors, concentrations, certificates, and courses, if proposed by a member of the affected academic department. If proposed by Academic Affairs, deactivations and deletions will follow the process outlined here: <https://aauputica.org/wp-content/uploads/2025/02/settlement-agreement.pdf>. Note that some program deletions or deactivations proposed by the affected department may also require a special meeting of the Senate. Curriculum Committee Chair should consult Executive Council.
- Changes in major, major-related, concentration/specialization, or major-elective requirements that represent more than 50% of the program

- 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 a request is made to move them to the regular agenda and will be subject to the normal voting procedure.

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 University 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 where discussion and a vote may occur.

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 Faculty Senate established [process for curriculum approval](#). The Committee may reconsider any Class II or III proposals not receiving approval of the Faculty Senate. This may include sending the item back to the proposal for edits.

C. Reporting Approved Changes to Curriculum

1. The Committee will summarize its business at each regularly scheduled Faculty Senate meeting.
2. Curriculum proposals will be considered fully approved once approved by the Provost, following acceptance by the Faculty Senate. The Provost reserves the right to deny curriculum proposals. Proposers of denied curriculum proposals have the option to appeal to the Provost or may revise and resubmit their proposal, following the normal 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 Chair and/or Secretary of the Curriculum Committee in a shared drive accessible to all members of the 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 Curriculum Committee business (e.g., to ensure the expedient processing of institutional requests pertaining to courses, programs, etc.), the Committee asks that campus community members (i.e., faculty, staff, and students) interested in attending a meeting 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: All proposers should consult with the appropriate liaison(s) for their School/Division on their proposals before putting them into the portal, to ensure that the correct process is followed and to trouble-shoot any potential problems. Consultation with faculty colleagues in potentially affected programs or with related or potentially overlapping courses or programs should also take place before submitting to the portal, and an executive summary of the consultation process and its outcome must be included in the proposal (see Appendix C).

The electronic curriculum form automatically moves through the approval process in the following order:

- Registrar
- Provost - only if the proposal includes a request for Liberal Arts Designation or additional faculty
- Review of Designations – if applicable
- Dean/School or Academic Affairs
- Curriculum Committee
- Faculty Senate
- Library
- IITS
- Space/Facilities
- Financial Affairs - only if the proposal includes a request for additional resources
- Provost
- NYSED – only for Class III proposals, including minors. When considering start dates for the program, please keep in mind that review by NYSED may take several months.

Committees operating outside this governance chain — including any committees not established by the Faculty Senate and not recognized as an academic department, school faculty, or equivalent faculty body as defined in the Collective Bargaining Agreement and associated Memoranda of Agreement — operate in an advisory capacity only. Such committees may provide input and feedback on proposals but do not have authority to approve, reject, or delay proposals moving through the established curriculum review process.

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), the Curriculum Committee Chair may work with the proposer on revisions and sign off on revised proposals without further discussion by the Curriculum Committee. 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 revision, the proposals will be returned to the proposer and will need to undergo the normal curriculum review process. 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 the proposer consulted with the appropriate departments to avoid cross-department course/conceptual conflicts.

III. GUIDELINES APPLICABLE TO COURSE ADDITIONS, DELETIONS, & CHANGES

A. Types of Course Proposals

Add a 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 is being regularized, then it also is considered a new course. Use the “Add a Course” form.

Revise a 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. If an experimental course is being regularized, use the “Revise a Course” form.

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.

B. Designations.

Certain courses receive designations as appropriate:

Liberal Arts Designation. New or existing 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.

General Education. Courses in General Education must be approved for designation related to specific program goals (see section V.). Proposers submit their request to revise or add a course as part of the General Education program through the portal, and it will be routed for the appropriate approval before

coming to Curriculum Committee for consideration. Because the General Education program is not housed within a single department or school, all bargaining unit faculty who have taught in the General Education program during the past three academic years collectively constitute the faculty body responsible for originating General Education curriculum proposals. This is consistent with the Utica University–AAUP-Utica 2024 [Memorandum of Agreement Governing Curriculum Committee Procedures](#), Section 3(A)(20). Proposals related to General Education curriculum must originate from or demonstrate thorough consultation with this faculty group. No School/Division recommendation is required for General Education curriculum proposals. Instead, these proposals are routed through Academic Affairs.

Designations Assigned to Committees. For designations with specific committees, those committees shall be responsible for deliberation over the applied-for designation, while the Curriculum Committee primarily examines academic wisdom, rigor, and coherence.

- **Writing Intensive (WI).** A course may be designated as “Writing Intensive”. Writing Intensive course designations are approved by the Committee on Writing (COW) Proposers submit their request to revise or add a course for the WI designation through the portal. The proposal must receive approval of COW before advancing to the Curriculum Committee.
- **Diversity Equity and Inclusion (DEI).** Proposers submit their request to revise or add a course for the DEI designation through the portal and check the appropriate box, which will prompt for additional information. Courses applying for this attribute are reviewed by the Curriculum Committee. If there are numerous new proposals and/or a change in the learning goals associated with this attribute, an ad hoc Committee on Diversity Equity and Inclusion (CODEI) may be formed to address new courses. In this case, routing in the portal will be changed to accommodate review by the ad hoc committee.

C. 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 should 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 should 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.

D. 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 (approximately 100 words), covering both the content and the level of the course. Guidelines for writing course descriptions:

1. Write in complete sentences and follow standard grammatical conventions.
2. Graduate courses do not need the word “graduate” in the title or descriptions.
3. Pre- and co- requisites are not part of course descriptions.
4. If a course may be repeated for credit, this should be indicated in the course description.

E. Grading Options

The grading options are: Letter Grades or Pass/Fail. The letter option will be assumed if none is indicated on the proposal.

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.

F. 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 at the same time 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.

G. “Meets With” (Dual-listed) and “Same As” (Cross-listed) Courses

1. Meets With (Dual-Listed) Courses: Courses from within the same department listed 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 (Same As) Courses: Two separate courses from different departments that are taught as a single section by the same faculty member, using a common syllabus with a common set of requirements (e.g., PSY 211/SOC 211). Proposed cross-listed courses should 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.

H. Variable Credit Courses

Based on the workload for the course, variable credit courses can designate a range of course credits from 0-15 course credits. Variable credit should be designated on the course proposal form as a range of potential credits (e.g.: “1-6”).

I. Courses That Can Be Repeated for Credit

If a course can be taken more than once for credit, indicate the maximum number of times the course may be repeated (if limited) or the maximum number of credits, if limited by credit hours. This information should be included in the description of the course.

J. Schedule Type

Each course is assigned a schedule type, according to the method of delivery for the course, chosen from the list below. If you are not sure how to designate, please consult with Program Directors/Chairs and/or the Registrar's office.

1. Lecture
2. Lab
3. Lecture/Lab: Lecture/Lab courses consist of both Lecture and Lab components, which must both be completed for credit.
4. Clinical
5. Internship
6. Practicum: Practica are experiential credits 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.
7. Recitation
8. Residency: Residencies are typically short, on-ground experiences that are part of an online course. They may occur at any point during the semester.
9. Research
10. Seminar

Individual courses are not designated as “on-ground,” “hybrid,” or “online.” This is a scheduling determination, made for individual sections.

IV. SPECIALIZED COURSE OFFERINGS

A. All-University Courses

All-University 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. When submitting an “add” or “revise” course proposal, select “Academic Affairs” under “Contact Information / College” in the portal. 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-University 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		
Service Learning		320		
Research Assistantship			402	
Honors Tutorial or Honors Thesis			489 or 499	
University Elective††	201			501

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

** If departments want specific courses within a major (e.g. Biology wants a BIO 400 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.

†† University Elective courses are used as place-holders for provisionally registering international students.

B. Types of Specialized Courses

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: UCC 301 Student Assistantship (1-3)

5. Research Assistantship

Research Assistantship provides experience in the research techniques of the student's chosen discipline. 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 University Honors Program or by invitation.

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

C. Experimental Courses

Utica University 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 University 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, General Education 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](#).

D. Off-Campus Courses

Courses offered at sites other than official Utica University campuses, excluding field trips, internships, extension courses (existing courses taught at another local location), and directed research, are considered off-campus 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 [Syllabus Requirements](#)).
- b. Statement of reasons the course needs to be taught off-campus (i.e. special student benefits).
- c. Credit hours

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 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 University Catalog or if 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 are expected to travel with the students and to use the same accommodations.

V. CHANGES IN GENERAL EDUCATION

The following principles guide the discussions of the members of Curriculum Committee in their deliberations on General Education and play a significant role in their decisions whether or not particular courses are appropriate for General Education. **Proposals for changes in General Education must address these criteria.** Forms for the submission of a course for inclusion in General Education must utilize the Curriculum Committee portal.

A. General Education Goals

The all-University General Education program should:

1. Address the educational mission of the University 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 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 General Education program should:

1. Address one or more aspects of our educational mission (see above).
2. Generally have no prerequisites. Justification for prerequisites 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 Utica University 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. New York State Education Department (NYSED)

Substantial changes to majors, such as those that impact program structure, content, scope, or method of delivery may need approval by NYSED before the changes can go into effect. If you are uncertain as to whether you need approval, contact your School Dean and/or 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 University 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 university.

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

Please note minors and certificates do not have Concentrations or Specializations.

A. 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.

Changes - Any changes to existing concentrations, or the addition or deletion of concentrations must be approved by the university Curriculum Committee and by

NYSED.

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.

B. 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.

Changes – Changes to specializations are not approved by NYSED or by the university’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.

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 University 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.

C. 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 university 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 university'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 Utica University 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, hybrid or blended)

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 university 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 university website, advise the university 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 university; has a structure and curriculum that we can support; has sufficient student interest to attract new students to the university in sufficient quantity to sustain the program over time; and has resource requirements that the university 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 University 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 Utica to complete the program, what additional resources would be needed, and why it is an appropriate program for Utica.

Mission

Describe how the proposed program (PP) would be consistent with and enhance the mission of Utica University. What effect would the program have on the university'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 university, 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 university 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 university 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 university.

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 university,
 - b. a negative effect on the university'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 university is currently approved, or is at a level for which the university has only specific program approval.

APPENDIX B

ADDITIONAL COMMITTEE STRUCTURE

At the beginning of each academic year, a Committee structure for review is established. At times, when the volume of proposals is high or discussion items arise, the Committee can choose to revise structure to accommodate this.

In the past, such Committee structures included the division into two subcommittees (Class I and Class III) of five faculty members each (with the Provost and Registrar serving on appropriate subcommittees, depending on business).

The first subcommittee in such a case (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 nature of the work of the Curriculum Committee, requiring institutional memory and understanding of curricular processes, it is advised that a mix of experienced members and new members be chosen for each subcommittee.

APPENDIX C

CONSULTATION

Consultation is a vital – but perhaps easily overlooked – part of the curriculum process. It serves a two-fold purpose: to foster collegiality and opportunities for robust collaborative input, and to ensure that faculty members do not unnecessarily duplicate curricular labor. Because of these functions, the Curriculum Committee requires that curricular proposals include a thorough description of the consultation process around any curricular changes, what (if any) changes were requested in the process of consultation, and a summary of any discussions and their outcomes.

What is consultation?

Consultation is a discussion between relevant entities (usually faculty members, but sometimes staff as well) to consider how changes made in one program will affect another. The outcomes of consultation may include: providing feedback on how to implement the change or how to modify the proposed change, or perhaps inviting their expertise in considering alternatives that could be stronger for the Utica University community. Please note that *consultation is not merely a notification, nor is it a request for approval.*

The Curriculum Committee recognizes that consultation is subjective and that it may be unclear which entities may be affected at the onset of a proposal. Nevertheless, when engaging in curriculum additions, revisions, and deletions, Curriculum Committee asks that you carefully consider 1) other programs that

require or recommend affected courses, 2) other faculty who teach in closely related fields, or faculty who may believe that they teach closely related content, and 3) other programs who might consider advising students to enroll in new courses.

How do I know if consultation is necessary?

Curriculum proposals require consultation when the following actions impact other programs or courses: adding or deleting one or more courses from the program, making an elective required, or changing course prerequisites to require courses from other programs. Others, such as changing course descriptions or adding higher level courses within a program, may not.

The Curriculum Committee will do its best to anticipate consequences of curricular changes. Please contact your liaison on the committee to help you identify entities who may need to be consulted.

The Curriculum Committee acknowledges that neither the change originator nor the Curriculum Committee can anticipate all possible consequences, such as when a proposed course's content might somewhat overlap with content taught in a different area. Faculty Senate provides an appropriate venue for resolving these issues. If a curricular item in the consent agenda seems to contain possible overlap, it is the duty of the possibly affected faculty members to ask that the item be removed from the consent agenda and discussed on the floor. When a faculty member speaks to the need for consultation for a proposed course or course revision, the Curriculum Committee asks that they do so in a polite, respectful manner, *taking as an assumption that no harm or infringement was intended*. Generally, it is then best for those consultation discussions to happen outside of the Senate floor.

What if I am contacted for consultation?

If you are invited to consult, you may respond by exploring how the proposed change will affect your program. You may request a meeting to discuss the changes or provide feedback by email. However, please bear in mind that two things are important for the process: 1) a timely response, as well as 2) a written record of any meetings (although detailed notes are generally not required). You should not assume that the proposer is awaiting your approval before they move forward.

It takes time, effort, and collaboration to develop curriculum proposals. A proposal should not be held up unreasonably because of the consultation process. The Curriculum Committee expects that in most cases, two weeks during the academic year is a sufficient timeframe for consultation. *If you are invited to consult but do not respond in a timely manner (that is, within two weeks), the Curriculum Committee assumes that you have been notified and have waived your right to provide feedback.*

Where necessary, the Curriculum Committee Chair has the responsibility and authority to determine that a reasonable timeframe for consultation has been exceeded and may, at their discretion, bring a proposal forward to the Curriculum Committee; if parties requested for consultation have failed to respond within that time (two weeks, unless a request has been made for additional time).

What if an entity I invited for consultation is impeding my proposal?

It is the proposer's responsibility to accept and incorporate any feedback they received or to explain in the proposal why it is not being accepted or incorporated. While collaborative discourse is encouraged, multiple rounds of feedback should not be necessary. In the event that an entity is threatening to hold up the proposal, the Curriculum Committee will consider the feedback and whether the proposer has made a good-faith effort to address it properly. If the committee determines that a good-faith effort has been made, then the opposition will not hold up the proposal.

Remember that curricular changes are approved by the faculty body, and it may occasionally be necessary to debate such changes on the floor and vote.

In sum, the Curriculum Committee wants to ensure that appropriate, directly affected entities are consulted. There is value in collaboration, communication, curricular development, and innovation. The purpose of the consultation process is to balance these needs in a practical way to best serve the interests of our students.