

**NTID**  
**Guidelines and Procedures**  
**for**  
**Curriculum Action**

**September 1, 2023**

# NTID CURRICULUM GUIDELINES

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## I. NTID CURRICULUM OVERVIEW, PROCESS & MEMBERSHIP

### A. Context

In order to prepare students for academic and professional success, a vital curriculum built upon state-of-the-art technical and professional programs and strong general education experiences is essential. The curriculum development, review, and implementation process is an important aspect of the shared governance model that relies on the expertise of faculty initiators, department curriculum committees, department heads, the NTID Curriculum Committee (NCC), the NTID Academic Affairs (AA) Office, the NTID dean, and the RIT Registrar. Depending on the particular action, further review and approval may be required at the university level by the General Education Committee (GEC), Honors Curriculum Committee (HCC), University Writing Committee (UWC), the Inter-College Curriculum Committee (ICC), Graduate Council (GC), Faculty Senate, and the RIT Provost and President, as well as in certain cases by the New York State Education Department (NYSED).

These NTID curriculum guidelines include the most salient rules, policies, and procedures for accomplishing curricular action. For context and detailed explanation, additional information can be found elsewhere:

- NTID Academic Affairs Curriculum: <https://www.rit.edu/ntid/president/academic-affairs/curriculum>
- NTID Strategic Decisions 2020: <https://www.rit.edu/ntid/president#strategic-decisions-2020>
- RIT University Policies: <https://www.rit.edu/academicaffairs/policiesmanual/>.
  - See especially D01.0 Policies for Curriculum Development (<https://www.rit.edu/academicaffairs/policiesmanual/d010>)
- RIT Strategic Plan: <https://www.rit.edu/strategicplan/>
- RIT Academic Program & Curriculum Management: <https://www.rit.edu/academicaffairs/academicprogrammngmnt/>. Note that policies and procedures are subject to change at any time.
- New York State Education Department (NYSED) Program Registration Applications, Guidelines, and Resources: <http://www.highered.nysed.gov/ocue/aipr/register.html>

### B. Principles

**Basic to all curriculum actions at NTID are the following principles:**

- All courses offered by NTID will foster the development of academic skills and professional standards required for college-level work, employability, and work responsibilities.

- All programs will have a clear and accessible sequence of courses.
- The curriculum, as a college-wide framework, should reflect coherence and collaboration across the departments and the other colleges of RIT, where appropriate.
- NTID recognizes ASL and English as the languages of education at NTID and that they will be used appropriately in instruction to improve access to course content.
- Per RIT Policy D01.0, “an idea or suggestion for curriculum or course modification, or for new courses or programs, can be originated by anyone: student, faculty member, staff member, administrator or advisor.” Any proposal must “be submitted to the department curriculum committee, department faculty, and the department head” for consideration.
- Collaboration appropriate to the particular action will be central to any curriculum action and should occur early in the curriculum process and be maintained throughout the development and final review/recommendation stages.
- Initiators will work closely with the department chair(s) and, as appropriate, designees from the office of the dean (e.g., NTID Associate Dean for Curricular Affairs, NTID Curriculum Resource Associate) in the curriculum development process, particularly to assure that resource needs and program implications are addressed appropriately.
- Curriculum committees and other departmental or external curriculum specialists, when available, will advise and provide support to faculty through critiques and review.
- The process for initiating, developing, documenting, reviewing, and gaining approval for every curriculum action will ensure that the following occur:
  - Academic criteria established by the New York State Education Department (NYSED), RIT, and NTID are upheld;
  - Student curricular needs are met in state-of-the-art undergraduate and graduate programs;
  - Quality and currency are achieved and maintained;
  - Employability is adequately reflected in terminal programs.
  - Readiness to succeed in baccalaureate degree programs is reflected in associate+bachelor’s degree AAS and AS programs.
- A rationale for each proposed course as well as the organization of courses will be carefully reviewed.
- Course outlines will be reviewed for consistency across course description information, topics, learning outcomes, and assessment methods.
- Any curriculum action will be guided by all legal and educational requirements of the NYSED, RIT, and NTID.

## **C. Roles and Responsibilities for Curricular Actions**

### **1. Initiators**

Although RIT policy D01.0 indicates that any member of the campus community can suggest a curriculum-related action, it is ultimately the faculty who are responsible for considering and approving such proposals. Therefore, for the purposes of this document, one or more faculty members (or other instructional staff), departments, or administrators with faculty status formally start a proposal along the review process and are referred to as the “initiator” or “initiators”. For new or substantially modified programs, the initiators are responsible for determining the courses and program mask and developing and submitting all required documentation per NTID, RIT, and NYSED guidelines. The initiators are also responsible for making contacts with those other areas that will be affected by the program addition/modification, including methods of articulation.

### **2. Department and Department Chair**

At times, the initiators of a curriculum proposal may be an entire department or a significant part of a department or discipline. More than one department or discipline may also be involved in making a program proposal. How a curriculum proposal is reviewed by a department or a discipline within a department will be determined by each individual department. The departmental curriculum committee, department faculty, and the department chair have the responsibility to review curriculum proposals from a disciplinary perspective and should focus on their technical content, rigor, and appropriateness for a degree offering. The department should also review the required documentation for overall quality including clarity, content, logic, supporting evidence, grammar, mechanics, and format.

### **3. NTID Curriculum Committee (NCC)**

It is the role of the NCC to determine whether any proposed curricular actions fit the mission and vision of the college of NTID, to provide feedback to initiators, and to make appropriate recommendations to the dean. A description of the membership and responsibilities of the NCC can be found in Section II of this document.

### **4. Associate Dean for Curricular Affairs (ADCA)**

The ADCA facilitates the development and approval of course, certificate, and program proposals through the college, university, and state review processes. The ADCA (or designee) can assist at any stage of the process relating to preparation of documentation and/or interpretation of NCC, GEC, ICC, HCC, UWC, GC, or NYSED guidelines.

## **5. Associate Vice President for Academic Affairs (AVPAA)**

All curriculum proposals, both those requiring NCC review as well as those that do not (e.g., individual instances of special topics and seminar offerings), must be sent to the dean through the office of the AVPAA. The AVPAA will review the proposed curriculum action and curriculum proposals to determine whether there are resources available for the proposed program/course as well as whether the program/course fits with the mission and vision of the college with the advice of the NCC.

The AVPAA ascertains whether an adequate level of support exists to allow the initiators to do their work in a timely manner. The AVPAA must sign all curriculum proposals in order for them to be implemented.

## **6. Dean**

The dean gives the final approval for any substantial program modifications, program additions and discontinuances. For any substantial program modifications and new program proposals, the dean considers the implications of expenditures, space, faculty lines, equipment, and other resources. The dean indicates approval of a proposal by signing the curriculum action form.



## II. NTID CURRICULUM COMMITTEE (NCC)

### A. Purpose

The NTID Curriculum Committee is a standing (permanent) committee that makes recommendations to the AVPAA and to the dean when required in matters involving the college and university curricula. NCC provides a broad representation of the NTID faculty and is tasked with considering curriculum proposals and determining whether and how they fit with NTID's mission and vision. The NCC is required to give meaningful feedback to the initiators. In the case of a final program or course proposal, the NCC is responsible for reviewing and editing the proposal, and making a recommendation to the AVPAA/dean.

In addition, the NCC performs the following duties:

- Provide liaison/facilitation support to faculty throughout the curriculum development process;
- Study curriculum proposals from an unbiased college-wide perspective;
- Ensure that the Criteria for Academic Credit have been followed (<https://www.rit.edu/academicaffairs/academicprogrammngmnt/related-curriculum-topics/credit-hour-guidance>);
- Ensure that appropriate articulation occurs with programs in other colleges of RIT;
- Ensure that documentation meets the policies and procedures established by NTID, RIT, and NYSED;
- Ensure the scholarliness and completeness of the documentation; and
- Ensure that accurate, complete documentation of the curriculum process within the college is maintained in coordination with the ADCA.

### B. Membership

The NCC membership shall consist of at least eleven (11) members total, nine (9) voting members and three (3) non-voting members, as follows:

1. Eight (8) members at large are elected from voting groups 1 and 2:

**Group 1** - Four (4) faculty members elected at large from the following six (6) departments/areas:

- American Sign Language and Interpreting Education
- Communication Studies and Services
- Engineering Studies
- Science and Mathematics
- Master of Science in Secondary Education

- Visual Communications Studies

**Group 2** – Four (4) faculty members elected at large from the following five (5) departments/areas:

- Business Studies
  - Information and Computing Studies
  - Liberal Studies
  - Performing Arts
  - Unaffiliated (not working within an academic department)
2. One (1) Inter-College Curriculum Committee (ICC) representative (voting) elected from NTID faculty (tenured, tenure-track, senior lecturer, or principal lecturer);
  3. One (1) ex-officio representative (non-voting) from either Admissions, NTID Co-op and Career Center (NCCC), Counseling & Academic Advising Services, or the Student Life Team appointed by the associate vice president for academic affairs (AVPAA) when appropriate; and
  4. One (1) associate dean for curricular affairs (ADCA), appointed by the associate vice president for academic affairs (non-voting).

Quorum: 6 of the 9 voting members must be present for a vote to be valid.

Passing vote: A simple majority (51%) of the number of members voting is needed to approve any curricular action or NCC motion.

Participation by other members of the NTID community will be sought by the NCC as needed.

If the NCC is considering any matter pertaining to graduate curriculum, and if no representative from a graduate program is currently a member of the NCC, the NCC shall request participation in those deliberations by one or more representatives of the college faculty with experience in graduate education, preferably the NTID representative to Graduate Council.

Members serve staggered three-year terms so that, in any year, no more than three faculty positions are open for election.

A chairperson is elected from the committee membership at the last scheduled meeting of the NCC at the end of the academic year. This meeting should be attended by both current and newly-elected members, although only members who are serving the following year will vote for the next year's chair. In the event of multiple simultaneous chairs during an academic year, co-chairs will create a document to articulate each co-chair's role and duties, prior to the start of the academic year, and share it with NCC at the first meeting of the year.

### **C. NTID Representation on RIT General Education Committee (GEC)**

One member of the NTID Curriculum Committee will be nominated/self-nominated and approved by the NCC to serve a three-year term as a member of the RIT General Education Committee (GEC), which is a subcommittee to the Inter-College Curriculum Committee (ICC), a standing committee of the RIT Faculty Senate. When a new GEC representative is needed, selection of this member and notice to Faculty Senate must occur by March 1.

The GEC is charged with approving courses for general education credit, for perspective designations, and for immersions

(<https://www.rit.edu/academicaffairs/outcomes/general-education-committee-gec>).

For information about RIT general education requirements, follow this link:

<https://www.rit.edu/generaleducation/>

### **D. Elections**

Elections for available NCC positions are held in the spring semester, following the election of the Inter-College Curriculum Committee (ICC) representative, and appointment of the General Education Committee (GEC) representative, if needed. Representatives of the ICC and GEC must be named and results communicated to the Faculty Senate Sr. Staff Assistant, by March 1.

1. ICC nominees must be voting faculty, i.e., tenured or tenure-track faculty or senior or principal lecturers who have been full-time faculty members for at least three years. The ICC representative is elected by NTID voting faculty (tenured faculty, tenure-track faculty, senior lecturers, principal lecturers) and serves on ICC for a three-year term. Representatives completing their first term are allowed to continue for a second term without an election. Representatives may serve a maximum of two consecutive terms.
2. NCC nominees must be tenured or tenure-track faculty, lecturer, or 80 percent faculty members employed at NTID for at least three years (excluding visiting and research faculty).
3. When a member's term ends, an election must be held to select a replacement. Previous members may choose to run again.
4. There is no limit on the number of terms a member may serve on NCC.
5. Ballots will contain a brief summary of curriculum experience and a statement of intent from each nominee in order to provide sufficient knowledge about the nominees' professional and cultural perspectives.
6. NCC members will be elected by the entire NTID faculty (tenured, tenure-track, lecturers, and 80 percent faculty) and will serve as representatives of the entire faculty, not only their home departments or as an NCC voting sub-group.

7. The nominee(s) with the highest number of votes in each voting group will become the new NCC member(s) replacing the appropriate number of outgoing member(s). The remaining nominee(s) will serve as alternate(s) for three years.

#### **E. Replacement of NCC Members**

When a duly-elected member of the NCC is unable either to complete the term to which the member has been elected or to serve for an extended period of time (e.g., a semester) the NCC chairperson or the dean may request that a replacement be named. A replacement NCC member will be determined using the following procedure:

1. The office of the ADCA will review the official votes cast in the preceding election(s) and ask the nominee with the next highest number of votes from the *corresponding group (1 or 2) and membership term* to replace the committee member for the duration of the vacancy.
2. If no alternate from the *corresponding group and term* from the preceding election is available, then any alternate from the *corresponding group* may be asked to serve.
3. If no alternate from the *corresponding group* from the preceding election is available, then any available alternate may be asked to serve.
4. If no alternate is available at all from the preceding election, then the appointed member may ask a department colleague to fill in for a year.
5. If a department alternate is not available, then the ADCA will seek a new nominee from the appropriate group and a confirming election will be held.

Members who are able to return after an extended period may resume full participation on the committee provided that the term to which they were originally elected has not expired. The replacement NCC member will cease to be a member of NCC upon the return of the originally elected member.

### III. GENERAL ACADEMIC CONSIDERATIONS

#### A. Academic Credentials Offered by NTID

##### 1. Career-Focused Associate Degree Programs

NTID offers five-semester Associate in Applied Science (AAS) and Associate in Occupational Studies (AOS) degrees for which the primary goal is to prepare students for permanent employment upon completion of the degree. These AAS degrees include a subset of the RIT bachelor's degree general education requirements that courses offered by NTID or one of RIT's other colleges can satisfy. NTID's AOS degrees include a general education framework that is unique to NTID and to this degree level and that uses only courses offered through NTID. A majority of credits earned in these AOS and AAS programs are from the technical courses in the student's major. NYSED and RIT standards for credit allotment are presented in Section III.B below.

Other AOS and AAS degree requirements include Freshman Seminar (NCAR-010 or NCAR-105) and one Wellness course. Five-semester AAS degrees include an American Sign Language / Deaf Cultural Studies (AASASLDCS) course requirement that can be satisfied by taking a course that carries this designation and that also fulfills a general education requirement such as a liberal arts perspective.. Some five-semester AAS degree programs have articulation agreements with baccalaureate degree programs at RIT to provide an associate plus bachelor's degree (A+B) option for qualified students.

As described in the following section, NTID has two AAS programs (AAS in Applied Mechanical Technology, AAS in Civil Technology) that have been established as four-semester A+B (not five-semester, career-focused) programs.

##### 2. Associate plus Bachelor's Degree Programs (A+B)

NTID offers Associate in Science (AS) degrees that prepare students for enrollment in a baccalaureate program rather than for employment upon completion of the associate degree. These AS degrees include a subset of the RIT bachelor's degree general education requirements that courses offered by NTID or one of RIT's other colleges can satisfy. They also include general education coursework offered by NTID to address any deficiencies a student may have, such as in English and mathematics. Half of the AS credits are courses that align with a student's intended baccalaureate major. AS degrees are designed to be completed within four semesters of a student's acceptance into the program and do not include a co-operative work experience. Freshman Seminar (NCAR-010/-015) and one Wellness course are required. NTID's AS programs have articulation agreements with a number of baccalaureate degree programs at RIT. For reasons related to discipline-specific accreditation, NTID also has two AAS majors (AAS in Applied Mechanical Technology, AAS in Civil Technology) that are four-semester programs, that do not

require a co-op, and that serve as A+B pathways for students into baccalaureate programs.

**3. Baccalaureate Degree Programs**

NTID also offers baccalaureate degree programs that follow established RIT and NYSED guidelines for credit distribution, time to completion, and general education requirements. RIT 365: RIT Connections (YOPS-010), at least 12 credits of open electives, and two wellness courses are required for these degrees. Initiators should consult the ADCA for guidance.

**4. Graduate (Master’s and Doctoral) Degree Programs**

Per RIT curriculum guidelines, “Masters level programs will normally require a minimum of 30 credit hours and a maximum of 36 credit hours. Other graduate degrees, including Ph.D. programs, may require more credit hours if required or normally expected for external accreditation, professional licensure and/or professional practice.”

NTID does not currently offer a doctoral degree but can develop new doctoral program proposals. Initiators should follow RIT proposal guidelines <https://www.rit.edu/academicaffairs/academicprogrammngmnt/ny-state-degree-requirements/doctoral-degree> and work in conjunction with Dean of Graduate Education <https://www.rit.edu/academicaffairs/graduateeducation/meet-dean>.

**B. NYSED and RIT Standards for Registration of Degrees (credit hour requirements)**

Degree	NY State minimum requirements	New York State Gen Ed minimum requirements	RIT/NTID Minimum Liberal Arts & Sciences (=Gen Ed)	First-Year Experience / Freshman Seminar	RIT/NTID Credit Range
A.O.S.	60	None	15	non-credit	63—67
A.A.S.	60	20; 1/3 of content	24	non-credit	72—77
A.S.	60	30; 1/2 of content	30	non-credit	60—64
B.S.	120	60; 1/2 of content	60	non-credit	120—128
B.F.A.	120	30; 1/4 of content	30	non-credit	120—128
Masters	30	N/A	N/A	N/A	30—36
Doctoral	54	N/A	N/A	N/A	54+
Certificate	Not Stipulated	N/A	N/A	N/A	9

**C. Student Credit-Hour and Contact-Hour Load**

Program masks (Table A (undergraduate) or Table B (graduate) in a curriculum proposal) should show student course loads that are in compliance with RIT policy D01.0 (<https://www.rit.edu/policies/d010> ). [Policy](#) . The normal student load shall be 15 or 16 credit hours with a maximum of 18 credit hours in any one semester, with a maximum of 24 contact hours in class and laboratory. (Students may elect to exceed the 18 credit hour maximum in a given semester to take additional coursework, but an official program mask can never indicate that coursework in a

given semester can exceed 18 credit hours.) In those curricula with predominant laboratory and studio loads, the maximum scheduled contact hours shall not exceed 30 (<https://www.rit.edu/policies/d010#v-student-load-and-credit-hours>).

#### **D. General Education Guidelines (previously, Liberal Arts and Sciences (LAS))**

Undergraduate students must complete a minimum number of general education credits for each degree. For more information see this link:

<https://www.rit.edu/academicaffairs/academicprogrammngmnt/ny-state-degree-requirements/general-education-definitionsrequirements>.

The general education distribution requirements chart in Section III.B above shows the credit hour and distribution requirements for the BS, BFA, AS, AAS, and AOS degrees. Graduate programs and NYSED-registered certificates do not have general education requirements. See the specific course requirements in the typical course sequences chart for each program of study at this link: <https://www.rit.edu/study>.

Use of program courses in General Education: Programs may count no more than three courses (not including labs) from their home academic unit as General Education and these courses must carry the General Education Elective designation. A BS program may not require specific courses in more than three Perspectives categories.

#### **E. Open Electives**

Degree programs at RIT (including NTID) may include an allotment of one or more open elective courses that count toward the total number of credits required for the degree. Students can apply any credit-bearing course toward an open elective requirement. Programs cannot require students to use specific coursework toward the open elective allowance.

Per a decision by RIT leadership, baccalaureate degree programs must contain at least 12 credit hours of entirely open electives.

(<https://www.rit.edu/academicaffairs/academicprogrammngmnt/new-program-proposal-requirements/rit-degree-requirements>).

NTID associate degree programs can include an open elective allowance as long as the total number of credits meets RIT and NYSED requirements, the amount of general education coursework included in the degree meets NYSED requirements, and the amount of major-specific coursework meets NTID expectations. There are currently no NTID associate degree programs that include more than 3 credits of open elective coursework.

#### **F. Tabular Presentation of Program Curricula**

Effective AY2020-2021, RIT uses Table A (Table 1a for NYSED purposes) for undergraduate programs and Table B (Table 1b for NYSED purposes) for graduate programs, to display the courses and academic terms for a degree program. This

change was made by the registrar to ensure consistency across the university in terms of how academic programs are documented and presented on the written page. The wording used to describe various degree requirements (e.g., “LAS” vs. “GE”) was also modified to provide greater clarity and standardization. An “Open” column was added to identify Open Electives.

All Tables A and B are also reviewed yearly by department chairpersons and the ADCA to ensure that RIT catalog information (including program webpages) is current and that the Academic Advisement Report (AAR, or “degree audit”) that is built into SIS for each major agrees with a program’s curriculum requirements. The “requirement term” corresponds to the academic term during which a specific Table A/B was in effect when a student entered a degree program. Students in a given major may therefore have different degree requirements based on when they entered the program. With a student’s approval, the requirement term that applies to the student can be changed by filing the necessary form with the registrar.

### Table A/B Style Guide:

- Table A/B for internal RIT use (henceforth called RIT Table A/B) must show semesters in a sequential list (not side- by-side) as shown in the GENSCI-AS example below:
  - Fall 1
  - Spring 1
  - Summer 1 (indicate ‘None’ if there are no curricular requirements)
  - Fall 2
  - Spring 2
  - Summer 2 (indicate ‘None’ if there are no curricular requirements)
  - Fall 3, and so on.

Table A: General Science (GENSCI-AS)

AY 2020-2021

Calendar Type: Semester

Term: Fall 1						
Course Number & Title	CR	GE	MAJ	OPEN	NEW	Prerequisite(s)
NCAR-010 Freshman Seminar	0			0		
General Education – Scientific Principles Perspective: CHMG-141 General & Analytical Chemistry I or BIOL-101 General Biology I*	3	3				
CHMG-145 General & Analytical Chemistry I Lab or BIOL-103 General Biology I Lab (Professional Elective Lab)	1		1			CHMG-145: Co-requisite CHMG-141 or CHMG-131 or equiv. BIOL-103: Co-requisite: BIOL-101 or equiv.
General Education – Elective §	3	3				
General Education – Elective: NMTH-275 Advanced Mathematics*	3	3				C- or better in NMTH-212 or equiv. or NTID math placement score greater than or equal to 40
General Education – Artistic Perspective	3	3				
<b>Term Credit Total:</b>	13	12	1	0		
Term: Spring 1						
Course Number & Title	CR	GE	MAJ	OPEN	NEW	Prerequisite(s)
General Education – Elective §	3	3				
CHMG-142 General & Analytical Chemistry II or BIOL-102 General Biology II* (Professional Elective 1)	3		3			CHMG-142: CHMG-141 or CHMG-131 or equiv.

- Wellness courses should be noted as a footnote; not added in a specific term.
- When updating the RIT Table A/B, uncheck ‘New’ boxes if no longer applicable.



- The first-year writing requirement should be labeled as General Education — First-year Writing (WI).
  - If a specific course is prescribed it would be listed as General Education — First-year Writing: UWRT-150 FYW: Writing Seminar (WI)
- Label the Program Writing Intensive course with (WI-PR) after the course listing.
- For bachelor degree programs, add footnote 'One General Education-Elective course must be a Writing Intensive course.'
- General Education perspectives that are not prescribed should be labeled as:
  - General Education — Artistic Perspective
  - General Education — Ethical Perspective
  - General Education — Global Perspective
  - General Education — Social Perspective
  - General Education — Natural Science Inquiry Perspective
  - General Education — Scientific Principles Perspective
  - General Education — Mathematical Perspective A
  - General Education — Mathematical Perspective B
- General Education perspectives that are prescribed should be labeled as:
  - General Education Mathematical Perspective A: MATH-181 Project-Based Calculus I
- General Education electives that are prescribed should be labeled in the following manner, and credit should be assigned in the GE column:
  - General Education-Elective: MATH-181 Project-Based Calculus I
- Items previously labeled as LAS Elective are now changed to read General Education — Elective
  - If a current RIT-Table A/B includes Foundation Elective for 1<sup>st</sup> year LAS Elective, it should be changed to read General Education — Elective
- Items previously labeled as LAS Immersion are now changed to read General Education — Immersion
- Items previously labeled as Institute Elective, Free Elective, or University Elective are now changed to read Open Elective.
- NTID AOS General Education courses should be labeled as follows; they can be prescribed to a named course as shown in the first example:
  - NTID General Education — Mathematics Foundation: NMTH-212 Integrated Algebra
  - NTID General Education — Career English Foundation

- NTID General Education — Scientific Processes Perspective
- NTID General Education — ASL/Deaf Cultural Studies Perspective
- NTID General Education — Communication, Social, and Global Awareness Perspective
- NTID General Education — Creative and Innovative Exploration Perspective

- Add Revision dates in the Notes area (not in the footer).

**Note:** For submissions to NYSED, content from the internal RIT Table A/B must be transferred to the Table A/B template provided on the appropriate NYSED form (henceforth called NYSED Table A/B), which have a side-by-side semester format (not sequentially listed), do not have ‘Open’ columns, and have ‘LAS’ instead of ‘GE’ columns, as shown below:

**Table A: Undergraduate Program Schedule**

- Indicate academic calendar type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term:		Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
<b>Term credit total:</b>						

  

Term:		Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
<b>Term credit total:</b>						

  

Term:		Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
<b>Term credit total:</b>						

  

Term:		Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
<b>Term credit total:</b>						

## IV. PROGRAM-RELATED GUIDELINES

### A. General Considerations

#### 1. Process

The approvals that are needed to make various kinds of modifications to academic programs are governed by college, university, and NYSED policies and practices. For the purposes of this document, “academic program” generally refers to the curriculum that leads to an academic credential, such as a formal degree (e.g., AOS, BS, PhD) or academic certificate (offered by one of the RIT colleges and registered with NYSED). Some of the review steps and considerations also apply to general education immersions and academic minors, aspects of the undergraduate curriculum that are relatively new to our college.

Generally speaking, the more significant a modification is, the greater the likelihood that university and NYSED review will be required. However, there are certain instances where even small changes require NYSED review and approval. It is therefore good practice to consult RIT’s Curricular Action Approval Process Chart ([https://www.rit.edu/academicaaffairs/academicprogrammgmt/sites/rit.edu/academicaaffairs/academicprogrammgmt/files/docs/Curricular\\_Action\\_Approval\\_Process.pdf](https://www.rit.edu/academicaffairs/academicprogrammgmt/sites/rit.edu/academicaaffairs/academicprogrammgmt/files/docs/Curricular_Action_Approval_Process.pdf)) to determine whether ICC, GC, Faculty Senate, and/or NYSED approvals are needed to modify an academic program.

Further, initiators should be aware of applicable RIT policy, practice, or guidance, including:

#### a. Degree Programs

- i. Policies for Curriculum Development – Academic Programs (D01.0.V): <https://www.rit.edu/policies/d010#iv-academic-programs>
- ii. General Education Framework (D01.4): <https://www.rit.edu/policies/d014>
- iii. University Writing Policy (D01.5): <https://www.rit.edu/policies/d015>
- iv. Policy on Academic Program Review, Reduction, Discontinuance, or Transfer (D01.6):

#### b. Academic Certificates

- i. Undergraduate Academic Certificate (D01.7): <https://www.rit.edu/policies/d017>

#### c. Minors

- i. Minors Policy (D01.1): <https://www.rit.edu/policies/d011>
- ii. Policies for Curriculum Development – Minors (D01.0.III): <https://www.rit.edu/policies/d010#iii-minors>

#### d. Immersions:

- i. General Education Website:  
<https://www.rit.edu/generaleducation/immersions>

## **B. Development of New Programs**

### **1. Overview**

#### **a. New Degrees and Certificate Programs**

The development of a new (NYSED-registered) degree or certificate program can originate with any individual or group though typically it starts with faculty within NTID. The lead faculty member(s) and chairperson in that group are referred to as the “initiators.” They formulate a justification for the program and identify its impact on the institution. (See Section V of these guidelines for discussion of the terms “certificate” and “certificate”. Some of these are governed by the formal curriculum review and approval process and some are not.)

The preparation of an intent document and final full proposal documentation for a new program must follow the academic guidelines contained within this document. The initiators must consider goals central to the current RIT Strategic Plan, including the university’s Vision and Mission statement (<https://www.rit.edu/strategicplan/>).

Consultation with the department(s), department chair(s), the AVPAA, the ADCA, and NCC should be continual throughout the process of development of the intent document and the full proposal.

It is the responsibility of the initiators to ensure that appropriate collaboration and articulation with other RIT/NTID programs and instructional units occur prior to submission of the final full proposal to the NCC. The final full proposal must also include letters of support from standing advisory committees, and departments that offer related courses/programs or are otherwise affected by this change. For associate+bachelor’s AS and AAS degree programs, the proposal must also include a signed articulation agreement. See Section VI in this document for more information on articulation agreements.

See an overview of RIT Academic Program planning for New Program Idea, New Proposal Prep, and Sample Proposals, at this link:

<https://www.rit.edu/academicaffairs/academicprogrammngmnt/>.

#### **b. Minors and Immersions**

The development of a new minor or immersion requires the completion of RIT-specific paperwork available at:

<https://www.rit.edu/academicaffairs/academicprogrammngmnt/minors>

GEC makes the final decision regarding the implementation of a new immersion. ICC has authority over the establishment of new minors. Modifications to an existing immersion must be reviewed by GEC. ICC allows an academic unit and the college curriculum committee to implement changes to a minor as long as they “do

not have a significant effect on its focus.” (RIT Policy D01.1.IV)

## 2. Outcomes Assessment Guidelines

All new degree program proposals must include a Program Level Outcomes Assessment Plan (PLOAP), which is aimed toward continuous improvement of the teaching and learning process. The PLOAP should include the overall program goals and specify a set of critical outcomes expected of all graduates. The plan should also identify assessment instruments or opportunities, performance measures, and criteria as well as timelines for development of assessment instruments and collection of data. For guidance on developing PLOAPs, refer to the resources listed on RIT’s Educational Effectiveness Assessment website

(<https://www.rit.edu/academicaffairs/outcomes/sample-program-assessment-plans>).

## 3. Timeline

In order for any curriculum changes to become official, all required approvals must be completed, and changes must appear in the RIT Graduate and Undergraduate Bulletins, and SIS. **These requirements have a direct impact on the timelines for proposed submissions.**

All new program proposals require NCC, Inter-College Curriculum Committee (ICC) or Graduate Council (GC) and Faculty Senate review. The approval process, from the development of a new program intent document to NYSED approval of a full program proposal, will typically take several academic years. At any time in the approval process, feedback from reviewers may necessitate changes and resubmission of documentation for review, which may result in a significant delay in the implementation of a new program.

## 4. New Program Review Process (Overview)

The development and review of a new degree program proposal consists of the following multi-stage process:

**Stage 1:** New Program Idea Intent Document Vetting process

**Stage 2:** Formal Department and College Review of Full Program Proposal

**Stage 3:** University-level review (ICC/GC and Faculty Senate)

**Stage 4:** Final Review and Approval by Provost with Alignment to Budget Process and Submission to NYSED

## 5. New Degree Program Review Process (Details)

### a. Stage 1: Development and Review of a New Program Intent Document

For each new program idea, initiators will create a two-page New Degree Program Intent document that provides a brief description of a proposed

program. Review of this document proceeds according to an established timeline – select ‘[NTID Intent Document Vetting Timeline](https://www.rit.edu/ntid/president/academic-affairs#curriculum)’ from the NTID Curriculum webpage <https://www.rit.edu/ntid/president/academic-affairs#curriculum>.

This timeline was designed to adhere to RIT Policy D 1.0.IV.C.1.b, namely that “[the] initiating dean(s) will ensure that the Intent Document is vetted and voted upon via traditional college (and department/school) curriculum review channels.” NTID-wide faculty feedback is therefore collected through review by the NTID Faculty Congress (NFC) and the NTID Curriculum Committee (NCC) so that it can be submitted, as required, along with the intent document to the Provost for a 45-day RIT-wide review during which the RIT community can provide feedback (<https://www.rit.edu/academicaffairs/academicprogrammgmt/new-degree-program-intent-document-and-process>).

**b. Stage 2: Development and Formal Review of Full Program Proposal**

Once the new program intent document is approved by both the RIT President and Provost, the initiators may prepare a full program proposal per RIT guidance (<https://www.rit.edu/academicaffairs/academicprogrammgmt/new-program-proposal-requirements/undergrad-and-masters-program-proposal>). The initiators, with the advice of their department, the NCC, the ADCA, and the AVPAA, should create a full program proposal that contains all RIT-required sections.

(<https://www.rit.edu/academicaffairs/academicprogrammgmt/registered-program-changes/overview>). On this website, under Step 5, initiators should select New RIT Degree and Certificate Proposal Preparation, for links to NYSED Table A (undergraduate) and NYSED Table B (graduate) program mask templates in the format required by NYSED (<https://www.rit.edu/academicaffairs/academicprogrammgmt/new-rit-undergraduate-graduate-degree-proposal/table-contents>).

It is important that all the information and supporting documents required by the proposal form be included. The pertinent sections of the full proposal will be used for SIS, Programs of Study website, Bulletins, and the NYSED program registration form. Course names must be fully spelled out on RIT and NYSED Table A/B and must exactly match the information provided on course outlines.

**NOTE:** After NYSED approval, the NYSED Table A/B must be converted to RIT Table A/B format for submission to Registrar (see section III.A.5 above).

**NOTE:** In the case of graduate and doctoral degree program proposals and certain other types of proposals, external review by recognized experts in the

field is required by NYSED. This review must occur prior to submission to the ICC or the GC and should be coordinated through the Office of the Provost. For Ph.D. proposals, initiators and the ADCA should work with the dean of the RIT Graduate School as necessary.

Prior to submission to NCC, initiators should review the RIT program proposal checklist '[New Non-Doctoral Degree Program Proposal Checklist](https://www.rit.edu/academicaffairs/academicprogrammgt/registered-program-changes/overview)' at the link provided below to ensure that all requirements are completed.  
<https://www.rit.edu/academicaffairs/academicprogrammgt/registered-program-changes/overview>.

NOTE: Accelerated Undergraduate/Graduate Dual Degrees (BS/MS, BS/ME) program guidance can be found at this link:  
<https://www.rit.edu/academicaffairs/academicprogrammgt/undergraduate-double-majorsundergraduate-dual-degrees/accelerated-undergraduategraduate-dual-degrees>.

Upon development of the program proposal, review of this proposal should proceed as follows and will likely be an iterative process as the initiators respond to feedback at each stage of the process:

**1) Department Level Review.** The initiators submit the final program proposal for departmental review. Departmental review includes input from the faculty of a department as well as its chair. The department chair is responsible for writing a letter of support for the program initiative. The letter must:

- a) Start with a request for the program addition;
- b) Provide a rationale for the proposal from a disciplinary and/or interdisciplinary perspective;
- c) Detail the department chair's overall assessment of the quality of the program addition;
- d) Make reference to any other course(s) and/or program(s) affected by the program addition;
- e) Describe the process that the department used for reviewing and determining faculty support of the program proposal;
- f) State that the department assumes responsibility for the delivery, maintenance, and assessment of the program addition;
- g) Contain (or state that the proposal includes) an analysis of resource/budget implications for the home department and any departments/colleges impacted by the program addition. Letters from the impacted areas must be contained within the proposal, including

from areas such as the library and Dept. of Access Services.

- 2) NCC Review and Recommendation.** Following department review, the initiators submit a hardcopy of the NTID Program Addition/Modification Action Form (<https://www.rit.edu/ntid/president/academic-affairs#curriculum>), all letters of support with all original signatures, and an electronic MS Word version of the proposal with a hardcopy to the ADCA. Upon review by the ADCA, documents will be posted on the NCC myCourses website for members. The documents must be submitted to NCC by noon on Friday. NCC members are typically provided at least one week to read the documents prior to review at a NCC meeting. The most recent version of the proposal, as well as the signed action form, will be kept in the office of the AVPAA.

The following will occur during the NCC final proposal review:

- a) Discussion/consultation with the department chair and/or initiators regarding the final proposal documentation at the first meeting of NCC review and as needed thereafter.
- b) A thorough review to ensure that:
  - A college-wide perspective is taken;
  - Criteria for academic credit have been followed;
  - Articulation with other college programs, as appropriate, has occurred;
  - The documentation meets the policies and procedures established by NTID, RIT, and the New York State Education Department (see NYSED Application for Registration of a New Degree Program Forms and information at this link: <https://www.rit.edu/academicaffairs/academicprogrammgmt/new-program-proposal-requirements/nysed-registration-form>);
  - Documentation is complete and of high quality;
  - Coherence in curriculum across the University is maintained; and
  - Each version number and date are clearly marked on the cover page, in the footer, and in the file name.
- c) A vote on the final proposal in a closed session with a quorum of two-thirds of the voting membership of the NCC. Proposals will be recommended for approval if a majority of the members voting on the proposal give their support. When NCC completes its initial review, there are three possible NCC actions:
  - i. NCC will vote to approve. No revisions are necessary.



- ii. NCC will vote to approve with suggested revisions if the revisions are merely clerical or non-substantial. In this case, NCC may request that the NCC chairperson and the ADCA conduct the final review.
  - iii. The NCC may return the proposal to the initiators, with written suggestions for revision, before voting and making a recommendation to the dean. In this case, copies of the NCC's suggestions are also sent to the department chair. Once revisions are received, NCC will vote.
- d) Preparation of a written letter by the NCC chair upon the final NCC vote. The letter is submitted to the NTID AVPAA with a copy to the department chairperson stating whether NCC recommends that the program be approved or not approved by the dean. The letter may also include relevant information from the NCC discussion. The NCC chair must sign the action form before the proposal can advance to the AVPAA.
- 3) Associate Dean for Curricular Affairs (ADCA) Review.** Following NCC review, a copy of the action form and the final program proposal must be submitted by the NCC chair to the dean through the ADCA. At the same time, the initiators or the department chair must complete an executive summary. The ADCA will work with the chair of the NTID Faculty Congress (NFC) to conduct an NTID faculty vote. Upon receiving a confirming recommendation from the college faculty, the ADCA will meet with the AVPAA to review the proposal and documentation.
- 4) The Associate Vice President for Academic Affairs (AVPAA) Review.** In consultation with the Office of the Provost and Dean's Council, if requested, the AVPAA will make a recommendation to the NTID dean. The AVPAA must sign the action form before the proposal can advance to the dean. (Any recommended revision must be marked by a version number and date to distinguish it from previous versions.)
- 5) Dean Approval.** The dean, working with the AVPAA, determines whether approval is recommended and communicates that decision to the department chair and NCC. If the proposal is approved, a letter from the dean to the Inter-College Curriculum Committee (ICC) chair or the Graduate Council (GC) chair is submitted with the proposal. Per RIT policy D.01.0, under "Full Program Proposal" at this link: <https://www.rit.edu/academicaffairs/policiesmanual/d010-policies-curriculum-development> the dean's recommendation must be accompanied by supporting documentation (typically in the proposal) concerning: a) the need for the proposed curriculum; b) supporting statements from the deans and curriculum committees of any other college which would be involved in the proposal's implementation; c) budgetary implications of the proposal; and d) implications for any support services not covered in the above. The

dean must sign the action form before the proposal can advance to the ICC or GC. Any revision requested by the dean must be marked with the most recent version number and date to distinguish it from the previous versions.

**c. Stage 3: University-Level Review**

- 1) Review by Inter-College Curriculum Committee or Graduate Council:** At the completion of Stage 2, the initiators will write an Executive Summary of the proposal. The electronic version of the proposal and the Executive Summary will be sent to the chair of the Inter-College Curriculum Committee (ICC) or the Graduate Council (GC). Generally, on the day that the proposal is reviewed, a brief presentation is made to the ICC or GC by the initiators, the department chair, and the ADCA. Any requested revisions must be completed and sent back to the chair of ICC or GC for review with the most recent version number and date clearly marked. If approved, the ICC chair or GC chair drafts and sends a letter to the Faculty Senate (AS), along with the proposal and Executive Summary, requesting Faculty Senate review.
- 2) RIT Faculty Senate Review:** In preparation for the review, copies of the Executive Summary are made available to members of the Faculty Senate. Generally, on the day the proposal is reviewed, a recommendation is made to the Faculty Senate by the ICC or the GC. Then a brief presentation is made by the initiators and/or the department chair. Faculty Senate typically takes a vote on the proposal following their discussion.
- 3) Budget/Space/Resources Review:** This is performed by the RIT Vice President for Academic Affairs, the Vice President for Finance, and the Vice President for Enrollment Management and Career Services for proposals from all colleges except for NTID. NTID's budget/space/resource review occurs during the full program proposal as part of the NTID cost model preparation.

**d. Stage 4: Final Review by RIT Provost, Alignment to Budget Process, and Submission to NYSED for Approval**

- 1) Final Review by RIT Provost and President:** Following Faculty Senate approval, the NTID dean sends an email to the Provost summarizing the proposal and requesting approval to send an Application for New Program Registration to the New York State Education Department (NYSED).

A new program will not be submitted for NYSED registration until the requisite resource requests have been approved through the budget approval process although this step typically does not apply to NTID programs given our college's funding via federal allocations.

- 2) **NYSED Review and Registration:** After all internal RIT curriculum and approval procedures are completed, the initiators, working with the NTID ADCA and the Office of the Provost, complete the New York State Education Department Application for Registration of a New Program form at this link: <https://www.rit.edu/academicaffairs/academicprogrammgmt/new-program-proposal-requirements/nysed-registration-form>. (The originals of every documented and signed decision are housed in NTID's AVPAA office.)
- 3) **Advertisement and Recruitment of Students:** Once notification is received from NYSED that the program has been reviewed and registered, the program can recruit students and be listed in RIT's catalog. Notification of the program's approval must be received by RIT by July 1 of the calendar year before the fall semester when the program will first be offered to ensure that program information can be included in all necessary recruiting materials.

#### e. Implementation of Degree Requirements and Course Information into University Systems

- 1) **Table A/B and Academic Advisement Report (AAR):** Once a new degree program, certificate, minor, or immersion has received all necessary approvals, the ADCA coordinates the development of a Table A/B and, after review by the program chairperson, submits it to the Registrar. The Registrar uses this information to develop the AAR in SIS. The program chair and the ADCA review the AAR to ensure that it has been programmed correctly.
- 2) **Addition of New Courses:** The NTID scheduler completes and submits to the Registrar a Course Action Form (CAF) for each new course that has been developed as part of the new degree program. The Registrar uses this information to add the course to the university's course catalog.
- 3) **Inclusion in University Publications:** The submission of the Table A/B to the Registrar also initiates the addition of the new program description and degree requirements into the undergraduate or graduate bulletin, online program information (<https://www.rit.edu/study>), and admissions-related publications.

### C. Program Modifications That Require NYSED Approval

#### 1. Overview

Modifications to a degree program must be reviewed and approved by NYSED if they:

- Reflect a cumulative change of one third (33 1/3%) or more of the minimum total credits required for the award (e.g., 20 credits for an associate degree of any kind, 40 credits for a bachelor's degree) as compared with the program as it is currently registered with NYSED.
  - **Exception:** All changes to professional education programs, except the

retitling of courses, must be reviewed and approved by NYSED regardless of the percentage of credits changed. NTID programs that are registered with the NYSED Office of the Professions and that fall under this exception are:

- AAS in Accounting Technology
  - AOS in Architectural & Civil Drafting Technology
  - AAS in Architectural & Civil Drafting Technology
  - AAS in Civil Technology
- Involve the addition or elimination of a degree option (track or concentration)
  - Change the program's goals, focus, objectives or design (including a change in the program's major discipline area)
  - Eliminate the requirement for degree completion, including an internship, clinical, cooperative education, or other work-based experience
  - Change the mode of delivery; for example, changing the program to 50% or more online delivery of courses
  - Change the degree type awarded (e.g. BS to BFA; MS to ME).
  - Change the program title

## 2. Timeline

In order for any curriculum changes to become official, all required approvals must be completed, and changes must appear in the RIT Graduate and Undergraduate Bulletins, and SIS. **These requirements have a direct impact on the timelines for proposed submissions.**

- NYSED typically needs 3-4 months to review proposals although the actual time required for the review may be considerably shorter or longer. Although proposals can be sent by the Provost to the state at any time, completing all RIT/NTID approvals by December 15<sup>th</sup> is recommended. Revisions to an existing program must receive all necessary approvals by July 1 for the modifications to go into effect and be included in university publications for the next fall semester.

## 3. Review Process for Program Modifications That Require NYSED Approval

Below is the basic process for review and approval of substantial program modifications.

- a. **Department Chair:** The department chair sends the NCC chair a signed [Program Addition/Modification Action Form](#), letter to the NCC, including a description of the proposed changes, revised NYSED and RIT Tables A/B, and either the NYSED Change or Adapt a Registered Program Form or NYSED Title Change Request Form for Registered Programs.

In the letter, the department chair must indicate that the proposed change

was reviewed and endorsed by the department. ***The chair must specifically indicate the percent change in the curriculum compared with the most recent time that the program underwent NYSED review. Chairs should work with the ADCA when determining this value.***

Chairs should download current RIT Table A/B from:

<https://www.rit.edu/ntid/president/academic-affairs#curriculum>.

Content from RIT Table A/B must be transferred to NYSED Table A/B templates, which can be found at:

<https://www.rit.edu/academicaffairs/academicprogrammgmt/new-rit-undergraduate-graduate-degree-proposal/table-contents>.

After content is transferred, revisions to content should be made using tracking in Word. All existing checkmarks in the 'New' column should be removed. 'New' column should only be checked if it is a new course in SIS for the current action. Course names must be fully spelled out on RIT and NYSED Tables A/B, and must match course outlines.

Specific guidance and links to the NYSED form are found at this link:

<https://www.rit.edu/academicaffairs/academicprogrammgmt/registered-program-changes/changing-or-adapting>.

A course outline form must also be included for any new or revised courses that are included in the program revision. Follow this link:

<https://www.rit.edu/academicaffairs/academicprogrammgmt/new-course-proposal-form/overview>.

- b. **NCC Review:** NCC reviews the proposed changes, votes on them, and submits a recommendation regarding approval to the dean through the office of the AVPAA.
- c. **AVPAA Review:** The AVPAA reviews and approves the proposal.
- d. **Associate Dean for Curricular Affairs (ADCA):** The ADCA forwards the proposal and any revised course outline(s) and the NYSED form or RIT Table A/B to the Office of the Provost and/or the NTID scheduler, depending on the changes made. The ADCA works with the Registrar and program chair to ensure that the program's AAR correctly represents the Table A/B. In the case of programs registered with the NYSED Office of the Professions, the ADCA will work with the Office of the Provost to prepare the necessary paperwork for submission to NYSED.
- e. **NTID Scheduler:** The NTID scheduler completes the Course Action Form (CAF) if needed and forwards it to the RIT Registrar Office.

## D. Program Modifications That Do Not Require NYSED Review

### 1. Overview

Modifications to degree programs and academic certificates after their initial review and approval by NYSED do not require NYSED review if they involve:

- Changes to course sequence and/or year required.
- Changes to course titles, course numbers, prerequisites or co-requisites, or term offered. RIT Table A/B changes are effective fall of the next academic year; they cannot be applied in the middle of an academic year.
- Changes to credit hours; may only be made with an effective date of the next academic year.
- Addition and/or removal of courses, either technical or non-technical, with the total credit hours equaling less than one third of the minimum number of credits required for the degree level (e.g., 20 credits for an associate degree of any kind; 40 credits for a bachelor's degree) as compared with the program as it is currently registered with NYSED; changes must not alter the program's focus or the design.
- Addition and/or deletion of elective courses that are listed on RIT Table A/B (and therefore SIS); including electives listed as footnotes to RIT Table A/B.
- Adding Dual Degree/Accelerated option to existing programs

### 2. Timeline

In order for any curriculum changes to become official, all required approvals must be completed, and changes must appear in the RIT Graduate and Undergraduate Bulletins, and SIS. **These requirements have a direct impact on the timelines for proposed submissions.**

- For *elective course* changes that do not require a change to RIT Table A/B (that is, the elective course is not listed anywhere in the RIT Table A/B document/file, and the Elective Course list is being maintained as a separate document by the department), an effective date can be Spring of the current academic year or Fall of the following academic year. Course outline(s) and course modification action form must be submitted to NCC by:
  - September 15<sup>th</sup> to be effective in current year Spring (so ADCA can send changes to the RIT registrar by October 15).
  - February 15<sup>th</sup> to be effective in following year Fall (so ADCA can send changes to the RIT registrar by March 15).
- For all *elective course* changes requiring a modification to RIT Table A/B (that is, the elective course is listed somewhere in the RIT Table A/B document/file), all changes will have an effective date of the next academic year. No changes can be effective Spring semester of the current year. Course

outline(s), RIT Table A/B, and *program* modification action form must be submitted to NCC by February 15 (so ADCA can send changes to the Registrar by March 15).

- For *required course* changes in a program (the initiator's program or another program), all changes will have an effective date of the next academic year. No changes can be effective Spring semester. Course outline(s), RIT Table A/B, and *program* modification action form must be submitted to NCC by February 15 (so that ADCA can send changes to the Registrar by March 15).
- Changes in RIT Table A/B must be shown in tracking and will be sent by the ADCA to the Registrar. The effective date is always for the next academic year.
- For program modifications not involving course outlines, RIT Table A/B and a *program* modification action form must be submitted to NCC by February 15 (so that ADCA can send changes to the Registrar in late spring). ***Program chairs must consult with the ADCA to ensure that less than 1/3 of the minimum number of credits for the program's degree level (e.g., 20 credits for any associate degree, 40 credits for any bachelor's degree) as it is currently registered with NYSED is being modified. Regardless of the extent of the modifications, the chair's action letter must indicate the percentage change relative to the most recent NYSED registration.***

### 3. Review Process

Below is the process for review and approval of program modifications that are less than substantial:

- a. **Department Chair:** The department chair sends the NCC chair a signed [Program Addition/Modification Action Form](#), letter to the NCC including a description of the proposed changes, and a revised RIT Table A/B with changes shown in tracking and an effective date indicated. Follow this link for a copy of the most current RIT Table A/B for each NTID program (<https://www.rit.edu/ntid/president/academic-affairs#curriculum>). All existing checkmarks in the 'New' column should be removed. 'New' column should only be checked if it is a new course in SIS for the current action. Course names must be fully spelled out on RIT Table A/B, and match course outlines.

The department chair must indicate in the letter that the proposed change was reviewed and endorsed by the department. ***The chair must specifically indicate the percent change in the curriculum compared with the most recent time that the program underwent NYSED review. Chairs should work with the ADCA when determining this value.***

A course outline form must also be included for any new or revised courses that are included in the program revision. Follow this link:  
<https://www.rit.edu/academicaaffairs/academicprogrammngmnt/new-course-proposal-form/overview>.

- b. **NCC Review:** NCC reviews the proposed changes, votes on them, and submits a recommendation regarding approval to the dean through the office of the AVPAA.
- c. **AVPAA Review:** The AVPAA reviews and approves the proposal.
- d. **ADCA Review:** The ADCA forwards the proposal and any revised course outline(s) with the Provost's Checklist and RIT Table A/B regarding approved changes to Registrar.
- e. **NTID Scheduler:** The NTID scheduler completes any Course Action Forms (CAF) as needed and forwards them to the RIT Registrar Office.

## E. Minimal Program Modifications (FYI to NCC)

### 1. Overview- Minimal Types of Modifications affecting Table A/B

Program modifications that are considered to be minimal and that do not require formal action by NCC include the following:

- Changes to articulation agreements.
- Changes to course titles, course numbers, prerequisites or co-requisites, of non-NTID courses. RIT Table A/B changes are effective fall of next academic year.
- Clerical corrections to RIT Table A/B required as a result of prior academic year's degree audit process, and/or other RIT requirements, that do not have an academic impact.
- Modifications of program electives that are not listed on the program's RIT Table A/B or as footnotes to RIT Table A/B. For inclusion in the program's AAR for the next academic year these changes must be included during the registrar's annual AAR review, overseen within NTID by the ADCA.

### 2. Timeline

In order for any curriculum changes to become official, all required approvals must be completed, and changes must appear in the RIT Graduate and Undergraduate Bulletins, and SIS. **These requirements have a direct impact on the timelines for proposed submissions.**

- For *elective course* changes that do not require a change to RIT Table A/B (that is, the elective course is not listed anywhere in the RIT Table A/B document/file, and the Elective Course list is being maintained as a separate document by the department), an effective date can be Spring of the current



academic year or Fall of the following academic year. Course outline(s) and course modification action form must be submitted to NCC by:

- September 15 to be effective in Spring semester of the current academic year (so that they can be sent to the RIT registrar by October 15).
  - February 15 to be effective in Fall semester of the following academic year (so that they can be sent to the RIT registrar by March 15).
- 
- For all *elective course* changes requiring a modification to RIT Table A/B (that is, the elective course is listed somewhere in the RIT Table A/B document/file), all changes will have an effective date of the next academic year because a Table A/B cannot be changed in the middle of an academic year. No changes can be effective Spring semester of the current year. Course outline(s), RIT Table A/B, and *program* modification action form must be submitted to NCC by February 15<sup>th</sup> (so that they can be sent to the RIT registrar by March 15).
  
  - Changes in RIT Table A/B must be shown in tracking and will be sent in late spring or early summer by the ADCA to the Office of the Provost. The effective date is always for the next academic year.
  
  - For program modifications not involving course outlines, RIT Table A/B, and *program* modification action form must be submitted to NCC by March 15<sup>th</sup> for graduate RIT Table B or April 15<sup>th</sup> for undergraduate RIT Table A (so that the ADCA can send changes to the registrar by RIT's April/May program modification deadlines).

### 3. Review Process

Below is the process for review and approval of program modifications that are minimal:

- a. **Department Chair:** The department chair sends the NCC chair a letter or email describing the proposed changes, indicating that the proposed change was reviewed and endorsed by the department, and include a revised RIT Table A/B with changes shown in tracking and an effective date indicated. The most current RIT Table A/B for each NTID program can be found at <https://www.rit.edu/ntid/president/academic-affairs#curriculum>. All existing checkmarks in the 'New' column should be removed. The 'New' column should only be checked if it is a new course in SIS for the current action. Course names must be fully spelled out on RIT Table A/B, and match course outlines. ***The chair must specifically indicate the percent change in the curriculum compared with the most recent time that the program underwent NYSED review. Chairs should work with the ADCA when***

*determining this value.*

- b. **NCC Review:** Not required.
- c. **AVPAA Review:** The AVPAA reviews and approves the proposal if needed.
- d. **ADCA Review:** The ADCA forwards the proposal (and any revised course outlines) with the Provost's Checklist and RIT-Table A/B regarding approved changes to the NTID scheduler, if needed.
- e. **NTID Scheduler:** The NTID scheduler completes the Course Action Form (CAF) if needed and forwards it to the RIT Registrar Office. Annually in May, the ADCA forwards all changed RIT Tables A/B and checklists to the Office of the Provost.

## F. Program Deactivation

Program deactivation means that enrollment into the program is suspended for a period of time. Deactivation generally precedes discontinuance, the permanent closing of an academic program. A deactivated program is not removed from the NYSED registry or from RIT's program library. The differences between Deactivation and Discontinuance can be found at this link:

<https://www.rit.edu/academicaffairs/academicprogrammngmnt/program-deactivationdiscontinuance/deactivationdiscontinuance-guidelines>.

### 1. Overview

The program chair must prepare and submit to the ADCA, along with a completed NTID Program Deactivation / Discontinuance Action Form (<https://www.rit.edu/ntid/president/academic-affairs#curriculum>) a justification/rationale document or email, listing the following elements:

- The reason(s) for deactivation (i.e., suspending admissions)
- The proposed effective date of deactivation (typically, start of the next academic year)
- A brief history of the current degree program
- Impact on tenured/tenure-track faculty; consultation with the ADCA and AVPAA is required if faculty will be impacted.
- Impact on students currently enrolled in the program
- Program enrollment for the past 7 years, by year (can be obtained from NTID Scheduler, NTID Institutional Research, or NTID Annual Report):
  - number of students enrolled in the program
  - number of degrees awarded

## 2. Timeline

In order for any curriculum changes to become official, all required approvals must be completed, and changes must appear in the RIT Graduate and Undergraduate Bulletins, and SIS. **These requirements have a direct impact on the timelines for proposed submissions.**

A year or two after deactivation, the department must submit a Program Discontinuance to NYSED.

## 3. Review Process

ADCA will work with NTID Admissions, and RIT Enrollment Management and Career Services, to obtain their support; and with NTID AVPAA and NTID President for their approvals; and will draft a memo for the NTID President to send to the Provost for approval.

After the Provost approves, the ADCA will notify NCC (FYI). The Registrar will add the required notations in the undergraduate or graduate catalog and on the program's webpage that enrollment is suspended as of the requested academic year.

## G. Program Discontinuance

Normally, there are two ways in which an entire program or a specific certification level within a program is discontinued or transferred:

### 1. When There Is an Impact on Program Faculty

RIT's Policy on the Discontinuance or Transfer of Academic Programs (<https://www.rit.edu/academicaffairs/policiesmanual/e200>) governs all actions relative to this type of curriculum discontinuance. The impetus for this action typically comes from the dean and is based on consultation with full-time faculty from the relevant department(s), quantitative indicators, and qualitative reviews. RIT provides complete guidelines on all aspects of this process and the data elements required in a discontinuance proposal (<https://www.rit.edu/academicaffairs/academicprogrammgmt/program-deactivationdiscontinuance/deactivationdiscontinuance-guidelines>).

A proposal for discontinuance is submitted by the relevant NTID department to the NCC chair for formal recommendation to the Provost Office following these steps:

- a. NTID Program Discontinuance Action Form is completed (<https://www.rit.edu/ntid/president/academic-affairs#curriculum> – item #4).
- b. NYSED Form for Discontinuance (also called a *Change or Adapt a Registered Program Form*) is completed

<https://www.rit.edu/academicaffairs/academicprogrammgmt/program-deactivationdiscontinuance/nysed-form-discontinuance>).

## 2. When There Is No Impact on Program Faculty

There are occasions when the introduction of a new program or the modification of an existing curriculum warrants the discontinuance of an existing program or of specific certification level(s) within an existing program. When this is the case and when such actions have no effect on the program faculty, the following occur:

- a. The department chair submits to the NCC chair:
  - i. an NTID Program Discontinuance Action Form (<https://www.rit.edu/ntid/president/academic-affairs#curriculum>).
  - ii. a NYSED Form for Discontinuance, also called a *Change or Adapt a Registered Program Form* (<https://www.rit.edu/academicaffairs/academicprogrammgmt/program-deactivationdiscontinuance/nysed-form-discontinuance>).
  - iii. A letter from the department chairperson explaining the rationale for the discontinuance and the plan for orderly discontinuance, including a plan for accommodating the needs of students who are currently enrolled in program, if needed. Letters of support for discontinuance, if applicable, should also be included.
- b. NCC reviews the proposal and submits a recommendation to the dean through the AVPAA.
- c. The Dean submits the proposal to the Provost Office with a cover letter describing the change. The Provost Office communicates with NYSED regarding the changes.

## IV. COURSE-RELATED GUIDELINES

### A. Academic Consideration

#### 1. NTID Criteria for Academic Credit

To be approved for academic credit, a course or course-equivalent experience must satisfy all the following criteria:

- The content of a course or course-equivalent experience must be based on the knowledge, theories, and principles of the technical field or the arts and science discipline;
- The course or course-equivalent experience must be designed to assist students in achieving the technical, professional, or arts and science requirements of RIT and NTID, as well as the performance standards established by appropriate professional organizations, advisory boards, and accreditation agencies; and
- The intended learning outcomes and associated assessment methods of the course or course-equivalent experience must be appropriate for evaluation of student work.

#### 2. Academic Credit-Hour Assignments

All credit hours awarded must conform to applicable state and federal regulations, which are summarized in a guidance document available at

<https://www.rit.edu/academicaffairs/academicprogrammgt/related-curriculum-topics/credit-hour-guidance>

Pertinent aspects of these regulations provide that:

- The relationship between time and credit hour depends on the structure of the course as described below. One in-class contact hour is the basic unit of time and equals 50 minutes.
- RIT uses 15-week fall and spring semesters that are composed of 14 weeks of instructional time and one final exam week. To ensure that courses have the minimum amount of contact time required by NYSED, the final exam block must include contact that is equivalent to one week of instruction (e.g., a 3-credit hour course must have at least a 150-minute final exam block).
- Courses offered in any summer term must have the same overall contact time as if they were offered in the fall or spring semesters. ).

For each of the following course types, the number of in-class contact hours determines the credit hour assignment, but out-of-class student work is also an important consideration:

- **Lecture (LEC), Seminar (SEM):** A minimum of one (1) contact hour plus two (2)

hours homework and/or extended responsibilities per week for each credit hour.

- **Lab (LAB), Studio (STU):** A minimum of two (2) contact hours plus one (1) hour of extended responsibilities per week for each credit hour.
- **Lecture/Lab (LEL):** These courses have lecture and lab components that are not specifically indicated as such in the weekly class meeting schedule as it is posted on SIS. Computing the total credit hours for a lecture/lab (LEL) course follows the same rules as determining credit hours for separate lecture (LEC) and lab (LAB) courses. For example, a 3 credit LEL course can include two contact hours of lecture (therefore, two credit hours of lecture) and two contact hours of lab (one credit hour of lab) per week. Alternatively, it could include one contact hour of lecture (one credit hour of lecture) and four contact hours of lab (two credit hours of lab) per week. Students enrolled in LEL courses will have all of their lecture and lab periods with the same group of students. Departments wishing to offer courses that have lecture and lab components in which all students attend a single lecture section but are divided among separate lab sections with smaller enrollment capacities should propose them using LEC and LAB rather than LEL.
- **Independent Study (IND):** Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time in line with the examples provided above..
- **Research (RSC):** Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time in line with the examples provided above..
- **Co-operative Education (COP):** the general expectation for a co-op is a minimum of 350 hours of paid work in a field relevant to a student's major.
- **Blended/Hybrid Courses:** Three (3) hours of work for each credit hour through a combination of face-to-face and online activities; e.g., one (1) face-to-face hour plus two (2) hours of homework, planned online activities, and/or extended responsibilities per week for each credit hour; alternately, three (3) hours of planned required activities for each credit hour.
- **Online Learning:** The following ranges apply:
  - One (1) credit hour equals 3 hours each week (including contact hours, homework and/or extended responsibilities).
  - Two (2) credit hours equals 6 hours each week (including contact hours, homework and/or extended responsibilities).
  - Three (3) credit hours equals 9 hours each week (including contact hours, homework and/or extended responsibilities).
  - Four (4) credit hours equals 12 hours each week (including contact hours,

homework and/or extended responsibilities).

### 3. Course Subject Codes and Numbering

All courses within a program must satisfy the RIT course numbering schema (<https://www.rit.edu/academicaffairs/academicprogrammgt/new-course-proposal-form/course-numbering#overlay=node/345/edit>). Before assigning a number to a new course, be sure to contact the ADCA to make sure that the number is available.

#### Recommended Course Numbering Guidelines

- **000-099:** Remedial or non-credit courses
- **100-199:** Introductory lower-division undergraduate courses that are usually taken by first-year students and do not have prerequisites other than necessary college-level proficiency in, for example, math or English.  
**Note:** Within NTID, course numbers **100-119** should be assigned to preparatory-level courses in liberal arts and sciences (general education) that are typically taken by students in the Career Exploration Studies program. Although courses in this range can count toward an open elective allowance in an academic program, they generally do not satisfy any specific degree requirement (e.g., AOS perspective, major course).
- **200-299:** Lower-division undergraduate courses that are usually taken by second- or third-year students where content is built on materials from the first-year level and includes some prerequisites
- **300-499:** Upper-division undergraduate courses normally taken for the major or highest levels of core or general education and often includes significant prerequisites
- **500-599:** Advanced upper-division undergraduate courses including independent studies, honors, seminars, etc.
- **600-699:** Introductory graduate courses
- **700-799:** Advanced graduate courses
- **800-899:** Doctoral level courses
- **900-999:** Reserved for special courses

For courses that are co-listed (and thus taught together), the courses must be at the same level, e.g., 400 level.

For a course that is cross-listed as an undergraduate and graduate course, per RIT Policy D03.0 Registration “the undergraduate course must be at the 500 level and the graduate course must be at the 600 level. Additional advanced level learning outcomes and educational experiences designed expressly for graduate students (content, instruction, and workload) are required in any graduate level course that

is cross-listed with an undergraduate course. Graduate programs are expected to monitor the additional learning outcomes and educational experiences of cross-listed courses.” “

#### 4. General Education

- a. **RIT General Education Framework:** The term general education refers to courses of a general or theoretical nature that are designed to develop judgment and understanding about human beings’ relationship to the social, cultural, and natural facets of their total environment. General education (GE) is referred to as “Liberal Arts and Sciences” (LAS) by NYSED.

Students enrolled in BS, BFA, AS, and AAS degree programs are required to take courses that adhere to RIT’s General Education framework (<https://www.rit.edu/generaleducation/general-education-degree-requirements>). For baccalaureate students this course work is comprised of: First-Year Writing. Perspectives (ethical, artistic, global, social, natural science inquiry, scientific principles, and mathematical), a three-course immersion, and general education electives. Students generally have a free choice as to which immersion they select, but degree programs may prescribe some of the Perspectives and general education electives their students must take. Students in NTID’s AAS and AS programs must successfully complete a subset of this general education framework. Specifically, they must take First-Year Writing and five of the Perspectives courses (namely ethical, artistic, global, social, and scientific perspectives) as well as enough general education electives to meet degree requirements. Any required foundational mathematics coursework generally counts toward the general education electives allotment within these associate degrees but does not have to satisfy the baccalaureate mathematical perspective requirement. AAS students must take a course that satisfies NTID’s AAS American Sign Language / Deaf Cultural Studies (AASASLDCS) requirement, but this course is preferably one that also satisfies one of the other general education requirements for the degree. Credit-hour requirements are summarized in the NTID General Education Credit Hour Requirements chart shown below.

- b. **NTID AOS General Education (Liberal Arts and Sciences) Framework**  
Approved student learning outcomes (SLOs) associated with NTID’s AOS General Education framework ensure that students are provided with courses and experiences consistent with NTID’s mission, strategic direction, and values. General Education AOS courses typically incorporate aspects of ASL/Deaf cultural studies, critical thinking, and communication. To the extent possible and when appropriate, AOS courses promote community service and active learning



components and support writing. NTID AOS General Education requirements are described below:

- 1) **NTID AOS Foundation Courses:** Three courses from two categories typically based on placement testing are taken in the first year.
  - NTID General Education – Career English Foundation courses, which expose students to basic reading and writing that might be encountered in the workplace.
  - NTID General Education – Mathematics Foundation courses, which help students identify and understand the role that mathematics plays in the world.
- 2) **NTID AOS Perspective Courses:** Two courses from among the four perspective categories. See the typical course sequence for the specific requirements of each AOS program.
  - NTID General Education—ASL/Deaf Cultural Studies Perspective: Courses in this foundation category satisfy outcomes from ASL and/or Deaf cultural studies requirements. Courses in the ASL portion of this category offer linguistic features, cultural protocols, and core vocabulary for students to function in ASL conversations. Courses in Deaf cultural studies include study of the historical, anthropological, literary, artistic, and multicultural aspects of Deaf people’s lives.
  - NTID General Education—Communication, Social, and Global Awareness Perspective: Courses in this category promote an understanding of self and advocacy in relation to one’s interactions with others in personal, professional, and civic lives. Courses address social dynamics as they vary across communities, ranging from local to global. Courses introduce students to contrasting cultural approaches to allow communication in situations such as face-to face, electronic format (such as email or text), and group presentations.
  - NTID General Education—Creative and Innovative Exploration Perspective: Courses in this category explore the creative process that leads to technological innovation and artistic expression and their products in a variety of forms while examining the influence of society and culture on the creative process and its end results. These courses provide insight into the creative process through innovative approaches to assignments or projects.
  - NTID General Education—Scientific Processes Perspective: Courses in this category apply methods of scientific inquiry and problem solving in a laboratory or field experience. Science is more than a collection of facts, so students will be expected to participate in the processes of science as

they collect and analyze data, and state conclusions.

**c. RIT and NTID General Education (Liberal Arts and Sciences) Credit Hour Requirements**

	<b>BS</b>	<b>BFA</b>	<b>AS</b>	<b>AAS</b>	<b>AOS</b>
<b>AOS Foundation</b>	N/A	N/A	N/A	N/A	9 <sup>2</sup>
<b>First-Year Writing (FYW)</b>	3 <sup>1</sup>	3 <sup>1</sup>	3 <sup>1</sup>	3 <sup>1</sup>	N/A
ASL-Deaf Cultural Studies	—	—	—	0 <sup>3</sup>	—
Perspectives	24	15 <sup>8</sup>	15 <sup>4</sup>	15 <sup>4</sup>	6 <sup>5</sup>
Immersion	9	9	—	—	—
General Education Electives	24	3	12 <sup>6</sup>	6 <sup>7</sup>	—
<b>Minimum Total General Ed. Semester Credit Hours</b>	<b>60</b>	<b>30</b>	<b>30</b>	<b>24</b>	<b>15</b>

- 1 First-Year Writing: Writing Seminar (UWRT-150) or another approved First-Year Writing course.
- 2 Career English I, II (NENG-212, 213); mathematics (NMTH-120 or higher);
- 3 An ASL-Deaf cultural studies course (AASASLDCS) course is required for graduation. It can be taken in any semester and can be taken at NTID or another college of RIT. In order to fulfill this requirement as part of the credits in the program, it can be a course approved for AASASLDCS and General Education perspective or it can be use in some programs as an open elective.
- 4 One course from each RIT General Education perspective category: ethical, artistic, global, social, and scientific principles. Scientific principles perspectives should be NSCI-250 level or higher for AS; NSCI-120 level or higher for AAS.
- 5 Two courses from NTID General Education perspective categories: ASL-Deaf cultural studies; communication, social, and global awareness; creative and innovative exploration; and scientific processes. See program for specific requirements.
- 6 One NTID mathematics course (NMTH-250 and higher) or a College of Science mathematics course, plus three approved general education elective courses.
- 7 One NTID mathematics course (NMTH-120 or higher) plus one approved general education elective course.
- 8 One course from each RIT General Education perspective category: ethical, artistic, global, and social. The fifth course must be from a choice of Scientific Principles, Natural Science Inquiry, or Mathematics.

**B. Course Additions and Modifications Requiring NCC Approval**

**1. Overview**

The course modifications shown below require NCC approval.

**Note:** Changes to courses required by a program or listed as electives on the

program mask RIT Table A/B document should follow NCC guidelines for program modification and RIT's guidelines for Adding/Deleting Courses in a program (<https://www.rit.edu/academicaffairs/academicprogrammgmt/registered-program-changes/addingdeleting-courses>).

RIT Policy D.01.0, II.B.1

(<https://www.rit.edu/academicaffairs/policiesmanual/d010>) defines a significant course modification as one that:

- affects other departments or colleges
- reflects a change in status, such as credit hour, contact hours, prerequisites, or the elimination of the course
- includes a change in the mode of delivery for all sections of the course wherein the change in mode has a significant impact on students

In terms of the NTID curriculum process, the following are generally considered to constitute a significant modification:

- The development of a new course—including one previously taught as a Special Topics course;
- The addition or modification of an NTID general education foundation or perspective designation or an RIT general education elective or perspective designation or writing intensive designation;
- Modifications of 50 percent or more of a course description and/or content as last reviewed by NCC and approved by the dean of NTID. Determination of what constitutes 50% is a judgment call between the faculty, chair, ADCA, and NCC. It often includes changes to the focus of the course, outcomes and/or topics;
- Modification of a course number, which may require revisions to the Table A/B for one or more programs;
- Modification of an existing course title, prerequisite, co-requisite, co-listing, or cross-listing;
- Credit-hour assignment of an existing course. Any changes in course credit must take into consideration the impact on a program, not only in terms of total credits required for graduation but also the number of credits students are expected to take each semester;
- Modification of contact hours assigned to a course.

## 2. Timeline

Course outline(s) and course modification action form must be submitted to NCC by:

- September 15 to be effective in Spring semester of the current academic year, preferably September 1 if GEC approval is needed (so changes can be sent to the RIT registrar by October 15).
- February 15 to be effective in Fall semester of the following academic year, preferably February 1 if GEC approval is needed (so changes can be

sent to the RIT registrar by March 15).

### 3. Review Process

New or substantially modified course proposal documentation must include the following actions in the order specified below:

- a. **Preparation of Appropriate Forms by Initiators:** The initiators prepare the following forms in consultation with the ADCA. Guidance for completing course proposal forms is found at this link:

<https://www.rit.edu/ntid/president/academic-affairs#curriculum>.

- 1) The NTID Course Addition/Modification Action Form with all appropriate signatures and dates (<https://www.rit.edu/ntid/president/academic-affairs#curriculum>).
- 2) A course outline form (<https://www.rit.edu/academicaffairs/academicprogrammgmt/individual-course-development/new-course-proposal-form>).

To revise a course outline, transfer information from the current (old format) outline, to this new course outline template. Always request the most current existing course outline from the office of the ADCA before revising. Copy all content from the existing outline to the new outline untracked, then turn on tracking and make the needed updates as tracked changes. Check the information for an existing course in the course catalog in SIS and indicate it on the course outline as untracked even if it differs from what is shown in the most recently approved course outline.

#### Notes about completing a course outline:

Sections 1c and 2a: if course is for NTID-supported students only, add this statement in the section 2a Pre-req field: 'This course is restricted to NTID-supported students'...' **and** declare the NINS attribute by adding a row in section 1c. If not specified, the default is to allow any student on campus to register.

Section 1d: In the required and elective course options, list only the **programs** that this course is required in, and/or that may use this course as an elective (not others who may take it). Also, program enrollment requirements, such as the minimum year level students must have to take course, can be listed here. **Caveat:** a student's year level follows the RIT definition, which is based on number of credits the student has earned and not on the student's progress through the course work of a specific degree program.

Section 1.f: include details about student audience, such as:

- Is course enrollment restricted to only students in some or all NTID

degree programs, to only deaf and hard-of-hearing (i.e., N01-flagged) students on campus, or is enrollment open to all students on campus, including hearing students?

- If enrollment in the course is open to all students on campus, should seats be saved initially for N01-flagged students before they become available to all others? If yes, how many seats?
- Which degree levels (AOS/AAS/AS/BS/BFA/MS) can enroll?

Section 2.0: Course Title must be unique; check SIS to ensure that the requested course title is not already being used by another course at RIT. Initiators must provide a long course title (maximum of 100 characters including spaces) and a transcript title (maximum of 30 characters including spaces). If the long title has 30 or fewer characters, it can also be used as the transcript title.

Section 2.a: A pre-requisite must be “system-enforceable”, which means that SIS must be able to determine on its own whether or not a student satisfies all aspects of the pre-requisite wording. Items that can be used in a prerequisite include a student’s:

- completion of one or more specific courses
- grade in one or more specific courses (the grade must be indicated as a letter grade, not as a percentage)
- enrollment in a given academic program
- major or cumulative GPA
- year level (determined as outlined in RIT policy D02.0 Admission)
- placement exam score (e.g., NTID and COS math placement exam, CLA/NTID ASL placement exam)
- status as an NTID-supported deaf or hard-of-hearing student (N01-flagged)

#### *Additional Notes on Course Prerequisites*

- General Education Perspectives courses typically do not have prerequisites; GEC makes an exception for English, mathematics, and science courses to be approved with pre-requisites, if justifiable rationale is provided (e.g., necessary minimum math proficiency to take a specific science course).
- Prerequisites should not include the wording “... or with department permission” because the need for a student who does not meet the course prerequisites to obtain permission to take a course is always implied and occurs when a chair, faculty member, advisor, or staff member overrides a course prerequisite in SIS to enroll the student in the course.

Section 3.0: Course description section *cannot* include course title, contact hours, credit hours, or semester offered. Try to avoid using phrases such as “The purpose of this course ...” and “This course ...”

Section 6.0: When creating the learning outcomes, use words that represent precise measurable skills, competencies, and content knowledge that students must be able to demonstrate after completing a course or a program. Possible verbs for indicating outcomes include *calculate, define, design, explain, identify, integrate, measure, paraphrase, produce, reproduce, summarize, and others*. Refer to this link for guidance in describing learning outcomes: [Guidelines for Writing Course Outcomes](#).

Section 7.0: Program Goal/Outcome wording must be identical to PLOAP. Goals/Outcomes list can be bulleted, numbered, or just listed. If the course is required for multiple degree programs, include the PLOAP information for each program.

Section 8.0: If the course is an NTID AOS general education course (foundation or perspective), add the NTID AOS General Education Addendum to the course outline (<https://www.rit.edu/academicaffairs/academicprogrammgmt/new-course-proposal-form/ntid-aos-general-education-addendum-rit-new-course-proposal-form>).

Appendices: Remove appendices that are not being used.

- 3) If the course needs approval as an RIT general education elective or perspective, the course outline and RIT General Education Course Approval Form (Appendix A of the course outline) must be submitted to the GEC through the NCC representative to the GEC, after NCC approval.

When it comes to revising an existing GE course, the GEC generally provides some flexibility to the college curriculum committee regarding whether or not the course modifications need to be reviewed by GEC. For changes that do not impact the liberal arts and sciences approach or the Perspective designation and that do not change any appendix information, the GEC does not need to approve the course outline. However, the GEC should review modified GE courses when there are changes to parts of the course that could affect the previously confirmed GE status, such as:

- Modification of GE information in Appendix A,
- Modification or redesign of a course with a Perspective designation such that the course can no longer be considered to be introductory,
- Elimination of one or more student learning outcomes and/or content that are specifically related to the course’s Perspective designation,

- Modification of a course with a technical or vocational element but that was primarily focused on historical context or theory such that it would now focus primarily on technical practice, including:
    - change of content to technical subject matter,
    - elimination of theoretical subject matter,
    - change in course focus,
  - Addition of pre-requisites (although there are some exceptions to this rule, such as for math and science courses, to ensure that students have the necessary math and/or science background to undertake the course).
- b. **Department/Chair Review:** The initiators submit the course proposal for department review. Departmental review includes input from the faculty of a department as well as its chair. The department chair has a responsibility to write a letter of support for the course proposal. The letter must:
- 1) Start with a request for the course(s) addition/modification;
  - 2) Provide a rationale for the addition/modification from a disciplinary and/or inter-disciplinary perspective;
  - 3) Make reference to any other course(s) and/or program(s) affected by the addition/modification;
  - 4) Describe the process that the department used for reviewing and determining faculty support of the course proposal;
- c. **NCC Review and Recommendation:** The initiators submit a hard copy of the proposal documentation with all signatures and all letters of support to the NCC chair. Simultaneously, the initiators submit an electronic version of the department chair's letter and the course outline(s) in MS Word, with a copy to the ADCA and the NCC notetaker. The documents must be submitted no later than noon on Friday because NCC members typically need a week to read the documents prior to review at a meeting. Documents will be posted on the NCC myCourses website for NCC members to access.

NCC final proposal review includes:

- 1) Discussion/consultation with the initiators regarding the final course proposal documentation, as needed.
- 2) A thorough review to ensure that:
  - a) A college-wide perspective is taken;
  - b) Criteria for Academic Credit have been followed;
  - c) Appropriate articulation with other college programs has occurred;
  - d) Documentation meets the policies and procedures established by NTID,

RIT, and NYSED;

- e) Documentation is complete and of high quality so that coherence in the curriculum across the university is maintained;
  - f) A vote is taken on the final proposal in a closed session with a quorum of two-thirds of the voting membership of the NCC. The proposal will receive support if a majority of the voting members give their support.
- 3) The NCC may return the proposal to the initiators with written suggestions for revision before voting and making a recommendation to the dean. In this case, copies of the NCC's suggestions will also be sent to the department chair. The initiators will be given a date for resubmission, which must be met in order for the proposal to retain its priority status.
- 4) Otherwise, the NCC submits the final proposal documentation to the AVPAA with a recommendation that the proposal be approved or not approved by the dean.
- d. **Associate Dean for Curricular Affairs (ADCA):** The ADCA informs the AVPAA of the NCC approval and requests AVPAA approval. Once approved, the NCC chair is informed of the action and the department chair's memo and the course outline is sent to the NTID scheduler. Annually, in late spring, the ADCA forwards all changed Tables A/B to the Registrar.
- f. **NTID Scheduler:** The NTID scheduler completes the Course Action Form (CAF) if needed and forwards it to the RIT Registrar.

## C. Course Modifications Not Requiring NCC Review (FYI to NCC)

### 1. Overview

The course-related actions listed below do not require college-level review or approval:

- Modification of less than 50 percent of a course description;
- Modification of less than 50 percent of course content (topics, resources, course-level outcomes and assessment methods) as last reviewed by the NCC and approved by the dean;
- Modification of the term(s) offered;
- Clerical correction of instructional component type – Lecture (LEC), Lab (LAB), Lecture/Lab (LEL) as long as the change does not constitute a significant modification to how the course is delivered. Most often this kind of change occurs for courses that were approved on a course outline that did not include a "Lecture/Lab" line and, as a result, were configured in SIS as courses with separate LEC and LAB components rather than a single LEL component.



## 2. Timeline

All of these changes (except to the course content) must be reflected in SIS. Course outline(s) and course modification action form must be submitted to NCC by:

- September 15 to be effective in Spring semester of the current academic year (so changes can be sent to the RIT registrar by October 15).
- February 15 to be effective in Fall semester of the following academic year (so changes can be sent to the RIT registrar by March 15).

For course content changes that do NOT appear in SIS (topics, resources, course-level outcomes and assessment methods), NCC can accept changes anytime during the academic year, but they must be submitted no later than April 15 for review by the AVPAA during the current academic year.

## 3. Review Process

- a. **Preparation of Appropriate Forms by Initiators:** The initiators prepare the following forms in consultation with the ADCA. Guidance for completing course proposal forms is found at this link:  
<https://www.rit.edu/ntid/president/academic-affairs#curriculum>.
  - 1) The NTID Course Addition/Modification Action Form with all appropriate signatures and dates (<https://www.rit.edu/ntid/president/academic-affairs#curriculum>).
  - 2) A course outline (<https://www.rit.edu/academicaffairs/academicprogrammgmt/individual-course-development/new-course-proposal-form>). Follow the guidance provided in section IV.B.3 of this document when filling out the course outline form.
- b. **Department Chair:** The department chair submits the revised course outline form <https://www.rit.edu/academicaffairs/academicprogrammgmt/individual-course-development/new-course-proposal-form> to NCC chair and ADCA along with an Action Form, and an email/memo describing proposed changes. Department chair must provide a rationale for the change and indicate that the proposed change was reviewed and endorsed by the department. FYI actions do not require an Action Form; AVPAA will sign the chair's email/memo instead.
- c. **Associate Dean for Curricular Affairs (ADCA):** The ADCA informs the AVPAA of the modification and requests approval. Once approved, the NCC chair is informed of the action and the department chair's memo and the revised course outline(s) is sent to the NTID scheduler.
- d. **NTID Scheduler:** The NTID scheduler completes a Course Action Form (CAF), if any information in SIS has changed, e.g. course description, and forwards it to the RIT Registrar.

## D. Course Deactivation

### 1. Overview

Courses that have been offered in the past but are not going to be offered at least once every two years should be considered for deactivation although there is no specific requirement that they be deactivated. Upon deactivation, the course number remains on the books and cannot be used again for future new courses. The course will be kept as discontinued in SIS.

### 2. Timeline

Course outline(s) and course modification action form must be submitted to NCC by:

- September 15 to be effective in Spring semester of the current academic year (so changes can be sent to the RIT registrar by October 15).
- February 15 to be effective in Fall semester of the following academic year (so changes can be sent to the RIT registrar by March 15).

### 3. Review Process

- Department Chair:** The department chair sends the NCC chair a Course Deletion Action form, <https://www.rit.edu/ntid/president/academic-affairs#curriculum>, with appropriate signatures and dates signifying the department chairperson's support, along with a letter explaining the rationale for the course deletion(s) and indicating department faculty approval of the deletion(s). The department chair must indicate whether the course is listed as a prerequisite for any other courses and/or is listed in any program mask (RIT-Table A/B). If so, the course deletion documentation must include revised course outline(s) and/or RIT-Table A/B. If any program is affected by the course deletion, a letter from the department chair of that program must be also be submitted. Page 2 of the Action Form should clarify if the course is to be deleted (removed from SIS), or deactivated (discontinued in SIS, but remain archived in SIS).
- Associate Dean for Curricular Affairs (ADCA):** After NCC approval, the ADCA informs the AVPAA of the deletion and requests approval. Once the deletion is approved, the ADCA informs the NCC chair of the action and forwards the NCC chair's memo to the NTID scheduler. The NTID scheduler completes a Course Action Form (CAF) that is forwarded to the Office of the Registrar.

## E. Course Deletion

### 1. Overview

Courses that have never been offered can be deleted (removed from SIS). Their course numbers will be removed from SIS and can be used again for future new courses.

### 2. Timeline

Course outline(s) and course modification action form must be submitted to NCC by:

- September 15 to be effective in Spring semester of the current academic

year (so changes can be sent to the RIT registrar by October 15).

- February 15 to be effective in Fall semester of the following academic year (so changes can be sent to the RIT registrar by March 15).

### 3. Review Process

- Department Chair:** The department chair sends the NCC chair a Course Deletion Action form, <https://www.rit.edu/ntid/president/academic-affairs#curriculum>, with appropriate signatures and dates signifying the department chairperson's support, along with a letter explaining the rationale for the course deletion(s) and indicating department faculty approval of the deletion(s). The department chair must indicate whether the course is listed as a prerequisite for any other courses and/or is listed in any program mask (RIT-Table A/B). If so, the course deletion documentation must include revised course outline(s) and/or RIT-Table A/B. If any program is affected by the course deletion, a letter from the department chair of that program must also be submitted. Page 2 of the Action Form should clarify if the course is to be deleted (removed from SIS), or deactivated (discontinued in SIS, but remain archived in SIS).
- Associate Dean for Curricular Affairs (ADCA):** After NCC approval, the ADCA informs the AVPAA of the deletion and requests approval. Once the deletion is approved, the ADCA informs the NCC chair of the action and forwards the NCC chair's memo to the NTID scheduler. The NTID scheduler completes a Course Action Form (CAF) that is forwarded to the Office of the Registrar.

### F. Special Topics Courses

A special topics course provides an educational experience offered for credit on an experimental or trial basis. A "shell" special topics course must already exist in the course catalog in SIS in order for a specific instance of the course to be offered. If no shell course exists, one will first need to be created (follow Section IV.B. to add a new course).

Special topics courses possess a department-appropriate four-letter alpha subject code plus the assigned course number for the specific degree level according to the pattern below:

- XXXX-289 for associate-level courses
- XXXX-489 for bachelor-level courses
- XXXX-789 for graduate-level courses

For example,

- NENG-289 is NTID Liberal Studies Special Topics: English;
- NMTH-289 is NTID Science and Mathematics Special Topics: Mathematics.

A department may offer an instance of a special topics course at any time with the approval of the department chair without submitting a proposal to the NCC.

When offering a special topics course, the department chair submits the Special Topics Course Documentation Form to the ADCA who will obtain the necessary approvals and send to the NTID scheduler for addition to the course schedule. Special topics courses can be approved as general education offerings (perspective or general education elective). If this designation is being requested, the initiator must also fill out and submit Appendix A – General Education from the RIT course outline form. After approval by NCC, the request is sent to GEC for consideration.

- Find the *Special Topics Course Documentation Form* at this link:  
<https://www.rit.edu/ntid/president/academic-affairs#curriculum>.

A specific instance of a special topics course may be taught for a maximum of three semesters after which it must either be approved as a permanent course through the standard curricular review process or no longer offered as it was originally submitted.

**NOTE:** When filling out the Special Topics Documentation Form be sure to check the RIT course catalog to verify the Instruction Mode (e.g. LEC, LEL, etc.) with which the Special Topic course was originally approved. The Instruction Mode can only be changed by submitting a revised course outline for NCC approval.

## G. Independent Study Courses

An independent study course is a credit-bearing educational experience that requires students to complete prescribed coursework without having to attend classes. It consists of a contract signed by the student, the sponsoring faculty member, and the department chair.

Assign an appropriate four letter alpha subject code to the course plus the assigned course number for the specific degree level following the pattern below:

- XXXX-199 for associate-level courses
- XXXX-399 for bachelor-level courses
- XXXX-799 for graduate-level courses

To have an Independent Study approved, a copy of the *NTID Independent Study Contract Form* must be submitted to the NTID scheduler (<https://www.rit.edu/ntid/president/academic-affairs#curriculum>).

## H. Undergraduate Research Courses

Most NTID disciplines, identified by the four-letter subject code in the course number, have created an Undergraduate Research course, numbered NXXX-285. These courses provide the opportunity for a faculty-directed student research project at the undergraduate level. The research will entail an in-depth study in the discipline that could be considered of an original nature. The objectives for each course will be specified in each student's NTID Undergraduate Research Course Contract that is completed in agreement with their faculty mentor. Enrollment in this course requires permission from the Department Chair and submission of the *NTID Undergraduate*

*Research Course Contract* to the NTID scheduler  
(<https://www.rit.edu/ntid/president/academic-affairs#curriculum>).

## V. CERTIFICATE GUIDELINES

NYSED defines a certificate as “a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree.” However, there has been considerable discussion at RIT and elsewhere recently regarding the establishment of certificate/certification programs that may or may not fit within the formal NYSED certificate approval process. For example, some NTID departments offer certificate/certification programs that lead to a certificate of completion, and/or the receipt of professional Continuing Education Units (CEUs), and/or the earning of actual RIT/NTID course credit, and/or an industry-recognized certification. These programs sometimes include the expectation that a student will go on to complete a formal certification offered by an external testing company. These kinds of certificate programs have historically not undergone a formal curriculum review similar to the processes described elsewhere in this document.

To differentiate certificates that go through a formal curriculum review from those that do not, RIT policy D01.7 (<https://www.rit.edu/academicaffairs/policiesmanual/d017>) outlines the parameters and processes related to the academic certificates that matriculated students can earn. Information and RIT policy regarding certificate program development is available at:

<https://www.rit.edu/academicaffairs/academicprogrammngmnt/new-program-proposal-requirements/certificate-and-advanced-certificate-program-proposals>. The New York State certificate requirements that govern these academic certificates are available at: <https://www.rit.edu/academicaffairs/academicprogrammngmnt/ny-state-degree-requirements/certificate>.

Departments interested in developing certificate programs that are either the formal NYSED-approved RIT credentials or the other professional development-type certificate/certifications should contact the ADCA for guidance.

## VI. ARTICULATION AGREEMENTS

An articulation agreement is a formal document outlining terms of a negotiated agreement between two colleges identifying courses accepted for transfer of credit between them. An articulation agreement is required when the credits earned in a given course (or program of courses) are used to satisfy prerequisites, to establish eligibility, or to substitute for a subsequent course (or program) in another program at NTID or within a program in another college or degree-granting unit of RIT.

### A. Content

**The content of an articulation agreement includes the following information:**

1. A prose description of how the course (or program) satisfies the required entrance competencies or criteria of the subsequent course (or program).
2. A prose description of how the required levels of competency are to be demonstrated by students, including minimum course grade(s), minimum GPA, and any additional criteria.
3. A description of how the required competencies are to be measured and an indication that these measurement strategies are acceptable to all parties.
4. A systematic plan to periodically evaluate the articulation agreement.

This procedure does not apply to courses offered as part of the college approved framework for the general education distribution requirements that may also be selected as required for a given major. In the event that existing courses do not satisfy particular prerequisite needs of a specific program area, the departments involved may undertake joint curriculum modification or the development of specialized service courses using the NTID Guidelines and Procedures for Curricular Action.

### B. Signatories

**The following parties must sign the articulation agreement:**

1. For agreements across NTID departments, the department chairs for the affected courses must sign. This includes agreements for specialized service courses and bridging courses taught by one department for another.
2. For agreements between NTID and another RIT college, department, or degree-granting unit, the following must sign:
  - The NTID President/Dean,

- The Dean or Director of the other RIT College, department, or degree-granting unit,
- The NTID department chairs of the affected courses or programs, and
- The RIT department chairs for the subsequent courses or programs.

Given our college's organizational structure, NTID's instructional support faculty serve key liaison roles within other RIT colleges and degree-granting units. Because of this unique joint affiliation, opportunities for articulation are to be maximized by involvement of the appropriate NTID academic department chair in preliminary proposal discussions and informal transfer articulation deliberations with other RIT units. It is expected that this form of consultation will strengthen the explicit and implicit understandings about RIT program curricula that exist between the NTID department and the companion RIT unit. This type of collaboration also helps assure appropriate advising of baccalaureate students and students wishing to become baccalaureate students. The NTID department can be guided by knowledge of formal and informal agreements regarding eligibility to enter RIT courses/programs and the substitution of courses or transfer of credits between colleges. Signatory approval of informal agreements by the NTID department is not required.

Copies of all articulation agreements must be sent to the dean of NTID, through the AVPAA with a copy to the associate dean for curricular affairs (ADCA). The dean gives final approval of all formal articulation agreements.

Existing Articulation Agreements for current NTID degree programs can be viewed under Program Documents at <https://www.rit.edu/ntid/president/academic-affairs#curriculum>.



## Appendix A

### GLOSSARY OF CURRICULAR TERMS

The following definitions are used throughout the NTID Guidelines and Procedures for Curriculum Action:

**Academic program:** Any course of study leading to a certificate or a degree.

- **Note:** The term *Academic Program*, as used in PeopleSoft/Student Information System (SIS), is a four-letter acronym representing a student's career level and home college (e.g. "UTID" for undergraduate/ NTID; "GTID" for graduate / NTID). Refer to *PeopleSoft academic structure* below for explanation and examples.

**Accreditation associations:** Agencies that review standards of programs of study. Key agencies for departments at RIT are these:

- **AACSB** (Association to Advance Collegiate Schools of Business): A global nonprofit organization of educational institutions that accredits post-secondary education programs in business and accounting.
- **ABET** (Accreditation Board for Engineering and Technology, Inc.): A non-governmental organization that accredits post-secondary education programs in applied science, computing, engineering, and engineering technology.

**Academic Portfolio Blueprint:** A document that defines common parameters, criteria, and learning outcomes required of all new RIT programs in such a way that new programs reflect the vision, mission, values, and strategic direction of RIT. Refer to RIT's Academic Program & Curriculum Management Web site under *New Program Proposal Requirements*, then *Academic Program Planning and Review* (<https://www.rit.edu/academicaffairs/academicprogrammgt/new-program-proposal-requirements>).

**ADC:** NTID associate dean for curriculum and special projects. Replaced by Curriculum Resource Associate (CRA) effective AY2020-21. Replaced by Associate Dean for Curricular Affairs (ADCA) effective AY2022-23.

**ADCA:** NTID Associate Dean for Curricular Affairs

**Articulation agreement:** A formal document outlining terms of a negotiated agreement between two colleges identifying courses accepted for transfer of credit between them.

**Attributes (course attributes):** Searchable characteristics that are attached to courses or class sections in the Student Information System (SIS); examples are *access services*, *activity course*, *first-year enrichment*, *first-year writing*, *general education elective*, *general education foundation*, *general education perspective*, *honors*, *NTID supported*

*students only, NTID general education foundation, writing intensive.*

**Attribute values (course attribute values):** Searchable variations of course attributes in the Student Information System (SIS); for example, there are three types of access services: *captioning, interpreters, and note-taking*. These three are values of the attribute called *access services*.

**AVPAA:** NTID associate vice president for academic affairs.

**Blended courses:** An instructional mode in which instructor-guided online activities complement face-to-face classroom teaching.

**Bridging courses:** Designated courses designed to enable students lacking particular skills or knowledge to achieve the required level of skills and assumed knowledge necessary to complete coursework in a particular field of study.

**Certificate:** A credential issued by an institution in recognition of the completion of a curriculum other than one leading to a diploma or a degree. Per NYSED, a certificate includes only undergraduate courses whereas an advanced certificate includes at least some graduate-level coursework.

**Co-listed courses:** two or more courses with different subject codes (e.g. NCOM and INTP) but at the same course level (e.g. 400 level), which will be taught together. Course content is mostly identical except for minor differences. For instance, if a subject code is restricted to a group of students, a co-listed course with a different subject code could accommodate other students.

**Concentration within a degree program:** (sometimes called an option): A group of cohesive courses related to a student's major course of study that focuses on a specific topic within a discipline. For example, the NTID business technology AOS degree program offers a concentration/option in (1) accounting technology **or** (2) administrative support technology. Concentrations require NYS Education Department approval.

**Concentration in general education:** See *Immersion*.

**Concentration / Liberal arts concentration:** See *Immersion*.

**Concept paper:** A discontinued process that included a brief document describing a new—or significantly changed—academic program (major); included goals, fit with RIT's mission, curricular linkages, marketability, sustainability, and effect on the college's resources; intended as the first step in the curriculum review process. Replaced by Intent Document and Vetting Process.

**Cooperative education (co-op):** Work experience directly related to a student's course of study and career interests—required by most RIT academic programs and optional in some; typically, a full-time paid position over a specified period of time.

**Course:** Lessons, lectures, activities, or experiences prescribed in an educational curriculum unit.

- **General education courses:** Required courses of a general or theoretical nature that are designed to develop judgment and understanding about human beings' relationship to the social, cultural, and natural facets of their total environment and not related to professional development or directed toward specific occupational or professional objectives. (General education is referred to as *liberal arts and sciences* by NYSED. Disciplines include humanities, natural sciences and mathematics, and social sciences.)
- **Independent study course:** A credit-bearing educational experience that requires students to complete prescribed coursework without having to attend class.
- **Service course:** A course offered by one academic unit that another academic unit requires or elects to use in a program of study.
- **Special topics course:** An educational experience offered for credit on a trial basis to determine how relevant, appropriate, beneficial, or feasible the course is prior to establishing it as a permanent offering of the college. Special topics courses are typically limited to three semesters.
- **Technical courses:** Courses that are offered in a student's principal field of study.

**Course Action Form (CAF):** RIT registrar's restricted form completed by scheduling officer (NTID Scheduler) and sent to the RIT registrar's office; used when a course added or deleted or course information shown in SIS if changed.

**Course content:** An overview of the major topics covered in a course.

**Course modification:** Proposed changes in credit hours, prerequisites, co-requisites, content, name, or description of a course.

**Course outline:** A detailed description of a course—including requisites, credit load, intended learning outcomes, and course description—designed for submission to the college curriculum committee for approval. Find forms at RIT's Academic Program & Curriculum Management website

(<https://www.rit.edu/academicaffairs/academicprogrammgt/individual-course-development/new-course-proposal-form>).

- **Associated assessment methods:** The specific methods used to assess student performance for *each* intended learning outcome in a course (assignments, term papers, presentations, projects, tests, etc.).
- **Course description:** A brief summary of the main topics, requisites, credit load, of a course and the semesters in which it is offered; designed for inclusion as an entry (1) in the course proposal, (2) in SIS, and (3) in the online Course Description Bulletin.

- **Course goals:** Broad statements about the skills, competencies, and knowledge that students in a course or program must strive to master. Possible verbs for indicating goals include: *learn, increase understanding of, develop skills in, gain knowledge of, gain mastery of*, and the like. Course goals are no longer required in a course outline.
- **Intended learning outcomes:** A list of precise measurable skills, competencies, and content knowledge that students must be able to demonstrate after completing a course or a program. Possible verbs for indicating outcomes include *calculate, define, design, explain, identify, integrate, measure, paraphrase, produce, reproduce, summarize, and others*. There can be more than one outcome related to each goal and a particular learning outcome can support more than one goal. Refer to [Guidelines for Writing Course Outcomes](#) for guidance on describing goals and learning outcomes.

**NTID AOS General Education Addendum to RIT Course Outline:** A document for identifying and requesting approval for NTID AOS foundation or perspective designation, available at RIT's Academic Program & Curriculum Management website (<https://www.rit.edu/academicaffairs/academicprogrammgt/new-course-proposal-form/ntid-aos-general-education-addendum-rit-new-course-proposal-form>).

**CRA: NTID Curriculum Resource Associate.** Replaced by Associate Dean for Curricular Affairs (ADCA) effective AY2022-23.

**Cross-listed courses:** For courses that are cross-listed as undergraduate and graduate courses, the undergraduate course must be at the 500 level or higher and the graduate course must be at the 600 level.

**Curriculum:** All of the planned learning experiences provided by a college, or a department, or a program to assist students in the attainment of stated learning outcomes.

**Curriculum action:** Any addition, deletion, or modification to a course or program.

**Degree:** The award attained for satisfactory completion of a comprehensive post-secondary educational program of at least two years duration (associate's degree, bachelor's degree, master's degree, and doctoral degree).

**Degrees awarded at NTID:**

- **Associate in Occupational Studies (AOS):** A two-year (60+ credits) college degree designed primarily in occupational or technical fields and leading directly to employment. Although **NYSED** does not require courses in liberal arts and sciences, NTID does require 15 credits in liberal arts and sciences.
- **Associate in Applied Science (AAS):** A two-year (60+ credits) college degree in occupational or technical fields; not usually intended for transfer to a four-year

college, but it can lead directly to employment or in some situations, to a baccalaureate degree program. **NYSED** requires one-third of the course work to be in liberal arts and sciences.

- **Associate in Science (AS):** A two-year (60+ credits) college degree in the field of science or technology; intended for transfer to a baccalaureate program. **NYSED** requires half the course work to be in the liberal arts and sciences
- **Associate plus Bachelor's Degree (A+B):** A program of study whereby students can earn an associate degree (AS, AAS) at NTID and be prepared to enroll into an RIT baccalaureate program in the same field as specified in the articulation agreement between NTID and the target college of RIT.
- **Bachelor of Science (BS):** A four-or-five-year (120+ credits) undergraduate college degree in a field of science or technology. **NYSED** requires half the course work to be in liberal arts and sciences.
- **Master of Science (MS):** A program of at least one academic year and at least 30 credits, which includes a research or comparable occupational or professional experience component and at least one of the following: passing a comprehensive test, writing a thesis based on independent research, or completing an appropriate special project.
- **Doctoral Degree (Ph.D.):** A program of at least three academic years of full-time graduate level study after the baccalaureate degree, or their equivalent in part-time study. Doctoral studies shall include the production of a substantial report on original research, the independent investigation of a topic of significance to the field of study, the production of an appropriate creative work, or the verified development of advanced professional skills.

**Degree-seeking:** The status of students who have been formally accepted as degree candidates through the Office of Admissions.

**Elective courses:** A designated number of courses that are not part of a student's major, minor, or general education requirements; but that are required for graduation either to offer students exposure to subjects outside of their major program of study or to give them choices within their field of study.

- **Open electives:** Elective courses that can be selected from any program within RIT, depending on availability and prerequisites as indicated by a student's major program of study. Baccalaureate degrees at RIT are generally expected to include 12 credits of open electives. Some NTID associate degrees include a 3-credit open elective allowance. (Previously called *free electives*.)
- **General education electives:** Elective courses approved for general education that are beyond the required foundation, perspective, and immersion courses. They may

or may not be specified by a student's major. (All courses approved as an RIT perspective course by default can satisfy a general education elective requirement.)

- **Technical electives:** Elective courses that offer students additional depth of skill and knowledge related to their majors. They can be selected from a concentration area, a list of technical electives, or courses in other related programs as allowed by a student's major program of study. (Also called *professional electives* or *program electives*.)

**Experiential learning:** A superordinate term that includes internships, study abroad, research activities, and cooperative educational experiences that are part of a student's program of study.

**First-year experience:** A set of experiences designed to enhance students' bonding with the community while providing support and information for selecting a major, entering a major, or progressing through a major.

**General education courses:** The term general education refers to courses of a general or theoretical nature that are designed to develop judgment and understanding about human beings' relationship to the social, cultural, and natural facets of their total environment. At NYSED, general education courses are referred to as *liberal arts and science courses*.

**General education categories within programs:** Required general education courses grouped under four categories: (1) foundation courses, (2) perspective courses, (3) immersions, and (4) electives.

- **Foundation courses:** First-year general education courses that focus on English, mathematics, or the intellectual life of the university to prepare students for future coursework and life-long learning. Eligibility typically depends on placement test scores or a screening process.
  - ◆ **NTID AOS foundation courses** are Career English I, Career English II, and Mathematics.
  - ◆
- **Perspectives/perspective courses:** General education courses that are designed to introduce students to key areas of inquiry that develop ways of knowing the world; they typically do not have prerequisites and are not writing intensive.
  - ◆ **NTID AOS perspective** categories are (1) ASL/Deaf cultural studies; (2) communication, social, and global awareness; (3) creative and innovative exploration; and (4) scientific processes (<http://www.ntid.rit.edu/president/academic-affairs/curriculum/general-education-docs>).

◆ **RIT perspective** categories are ethical, artistic, global, social, natural science inquiry, scientific principles, and mathematical. See General Education Documents at <https://www.rit.edu/ntid/president/academic-affairs#curriculum>.

- **Immersion:** A cluster of three related general education courses in a focused area, not directed toward a specific occupational or professional objective, and distinct from a student's major. Their purpose is to broaden a student's judgment and understanding within a specific area; required of all baccalaureate students. (Called *liberal arts concentration* under the quarter system.)
- **General education electives:** Elective courses approved for general education that are beyond RIT's required foundation, perspective, and immersion courses. They may or may not be specified by a student's major.

**Initiators:** Colleagues who agree to research, create, and produce the documentation required to initiate curriculum action (at NTID as outlined in these guidelines.)

**Instruction mode:** Whether courses are taught in a classroom, online, or blended.

**Intent Document:** A brief document no more than 2 pages, describing a new academic program (major); including program name, description, possible accreditation, program structure, delivery mode, target audience, synergistic opportunities or overlap with existing degrees. Find more information about the process, including priority ranking, on RIT's Academic Program and Curriculum Management website (<https://www.rit.edu/academicaffairs/academicprogrammngmnt/new-degree-program-intent-document-and-process>).

**Inter-College Curriculum Committee (ICC):** RIT curriculum committee composed of representatives from each college, all degree-granting entities, and the dean's council; and whose function is to examine undergraduate program proposals from a university-wide perspective.

**Liberal arts and sciences (LAS):** See *general education courses*.

**Market need:** Observable employment opportunities for graduates of a particular major.

**Matriculation:** The process of moving students from admissions to either degree-seeking or non-degree-seeking status.

**Major:** A program of study that a student is actively enrolled in that leads to an academic degree.

**Minor:** A thematically related set of five or more academic courses leading to a formal designation on a student's baccalaureate transcript, and offering a secondary area of expertise. A minor must be in a discipline or disciplines distinct from a student's major.

**Mode of delivery:** How a course will be taught; in-person, online, or blended.

**myCourses:** RIT's on-line course management system, which allows instructors to interact with students, to make course materials available to students, and to post students' grades.

**Non-degree-seeking:** The status of students who are taking courses for their own benefit but are not candidates for a certificate, diploma, or degree. Such courses may or may not apply to a program later once students have degree-seeking status.

**NYSED:** New York State Education Department.

**Online courses:** An instructional mode in which instructor-guided activities occur fully online.

**Option:** See *concentration within a degree program*.

**PeopleSoft:** An enterprise (complex) software system (owned by Oracle Corporation) that manages official student records and data related to admissions, class enrollment, grades, academic standing, student finances, financial aid, and more. It can be accessed by instructors, students, and advisors under the RIT title *Student Information System (SIS)* (<https://sis.rit.edu/info/welcome.do>).

**PeopleSoft academic structure and terminology:** All the RIT programs of study and the departments that offer them as defined within the Student Information System (SIS).

- **Career:** One of three levels of study that a student is actively enrolled in: UGRD (undergraduate), GRAD (graduate), or CNED (continuing education)
- **CIP:** (Classification of Instructional Programs) The US federal government's taxonomy of academic disciplines at institutions of higher education in the United States, consisting of six-digit codes; maintained by the National Center for Education Statistics. (E.g., business technology = 52.0201; laboratory science technology = 41.9999; civil engineering technology = 15.0201.) Find CIP codes at this link: [nces.ed.gov/ipeds/cipcode/Default.aspx?y=55](https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).
- **Group:** Name of the RIT college (CAST, CHST, CIAS, CLA, COS, GCCIS, COE, NTID, SCB) or academic unit (GIS, CMS, USP, DSA) that offers a specified program of study.
- **HEGIS:** (Higher Education General Information Survey) Official New York state taxonomy of academic programs, consisting of four-digit codes (business technology = 5004; laboratory science technology = 5407; civil engineering technology = 0925). Find HEGIS codes at <http://www.nysed.gov/college-university-evaluation/program-registration-guidance-documents>.
- **Institution:** RITØ1
- **New York State (NYS) program code:** A five-digit number on the Inventory of Registered Programs that are approved for degree granting by the New York State



Department of Education (NYSED). (E.g., business technology = 88165; laboratory science technology = 24424; civil engineering technology = 90192.) Find NYS codes at <http://www.nysed.gov/heds/IRPSL1.html>.

- **Organization:** Department, center, or program (within a group) that offers related courses.
- **Plan:** Abbreviated name of a student's major or minor plus the degree type, examples:
  - ◆ ACCTEC-AAS = accounting technology, associate of applied arts
  - ◆ APPLA-AS = applied liberal arts, associate of science
  - ◆ ASLINT-BS = ASL-English interpretation, bachelor of science
- **Program:** Four-letter combination of career + college acronym. Examples:
  - ◆ UGRD + NTID = **UTID** (undergraduate NTID)
  - ◆ GRAD + NTID = **GTID** (graduate NTID)
- **RIT course code:** An alphanumeric course identifier comprised of (1) its four-letter subject code plus (2) its three-digit course number (NENG-232 = NTID Written Communication; NMTH-140 = NTID Foundations of Algebra).
- **RIT course number:** A three-digit designation (within a course code) that identifies a course as remedial/noncredit (001–099), preparatory/ general education (100–119), introductory lower division (100–199), lower division (200–299), upper division (300–399), advanced upper-division (500–599), introductory graduate (600–699), advanced graduate (700–799), doctoral (800–799), and special (900–999).
- **RIT subject code:** Four-letter designation for identifying every discipline taught at RIT (NENG = NTID English; NBUS = NTID business studies; NMTH = NTID mathematics; NSCI = NTID science; CVET = civil engineering technology).
- **Sub-plan:** Additional specialization or concentration within an academic plan as determined and assigned by NYSED.

**PLOAP:** Program Level Outcomes Assessment Plan required for every degree-granting program. Program goals and outcomes on the PLOAP are used for Section 7.0 in course outlines.

**Pre-baccalaureate study:** A non-degree individualized program of study that offers NTID students opportunities to improve their English, mathematics, and discipline-related skills necessary for direct entry into a baccalaureate-level major in one of the colleges of RIT.

**Professional elective:** See *technical elective*.

**Program mask/course mask:** A matrix of requirements of a major program of study,

arranged semester by semester on Table A/B.

- **RIT-Table A/B** can be found at NTID's Curriculum Program Documents website <https://www.rit.edu/ntid/president/academic-affairs#curriculum>.
- **NYSED-Table A/B** templates can be found at RIT's Academic Program & Curriculum Management website (<https://www.rit.edu/academicaffairs/academicprogrammngmnt/new-rit-undergraduate-graduate-degree-proposal/table-contents>). Scroll down to:
  - **Table A** for undergraduate programs
  - **Table B** for graduate programs.

**RIT Program Library of Majors and Certificates:** On-line directory containing the following information about RIT's current academic programs of study: 1. organization, 2. program, 3. plan, 4. sub-plan, 5. description, 6. CIP, 7. HEGIS. Follow this link: <https://www.rit.edu/registrar/program-library>

**SIS (Student Information System):** See *PeopleSoft*.

**Strategic Plan:** A statement of RIT's mission, vision, and dimensions for promoting student success in research, creativity, diversity, and global engagement. Follow this link: <https://www.rit.edu/strategicplan/>.

**Table A:** undergraduate program mask required by RIT and NYSED. See Program Mask.

**Table B:** graduate program mask required by RIT and NYSED. See Program Mask.

**Undeclared major:** An educational option whereby a student can explore a field of study in a particular college before committing to one of its majors.

**Writing Intensive Courses:** Courses in which the ability to communicate effectively in writing is aligned with the learning outcomes of a course. Such courses include both formal writing assignments (critiques, reviews, laboratory reports, case studies, observations, essays, proposals, and research papers) and Informal writing assignments (free writing, brainstorming, journals, reaction papers, etc.). Follow this link for more information: <https://www.rit.edu/facultysenate/uwc>.