School of Humanities & Sciences

Curriculum Committee

Guidelines

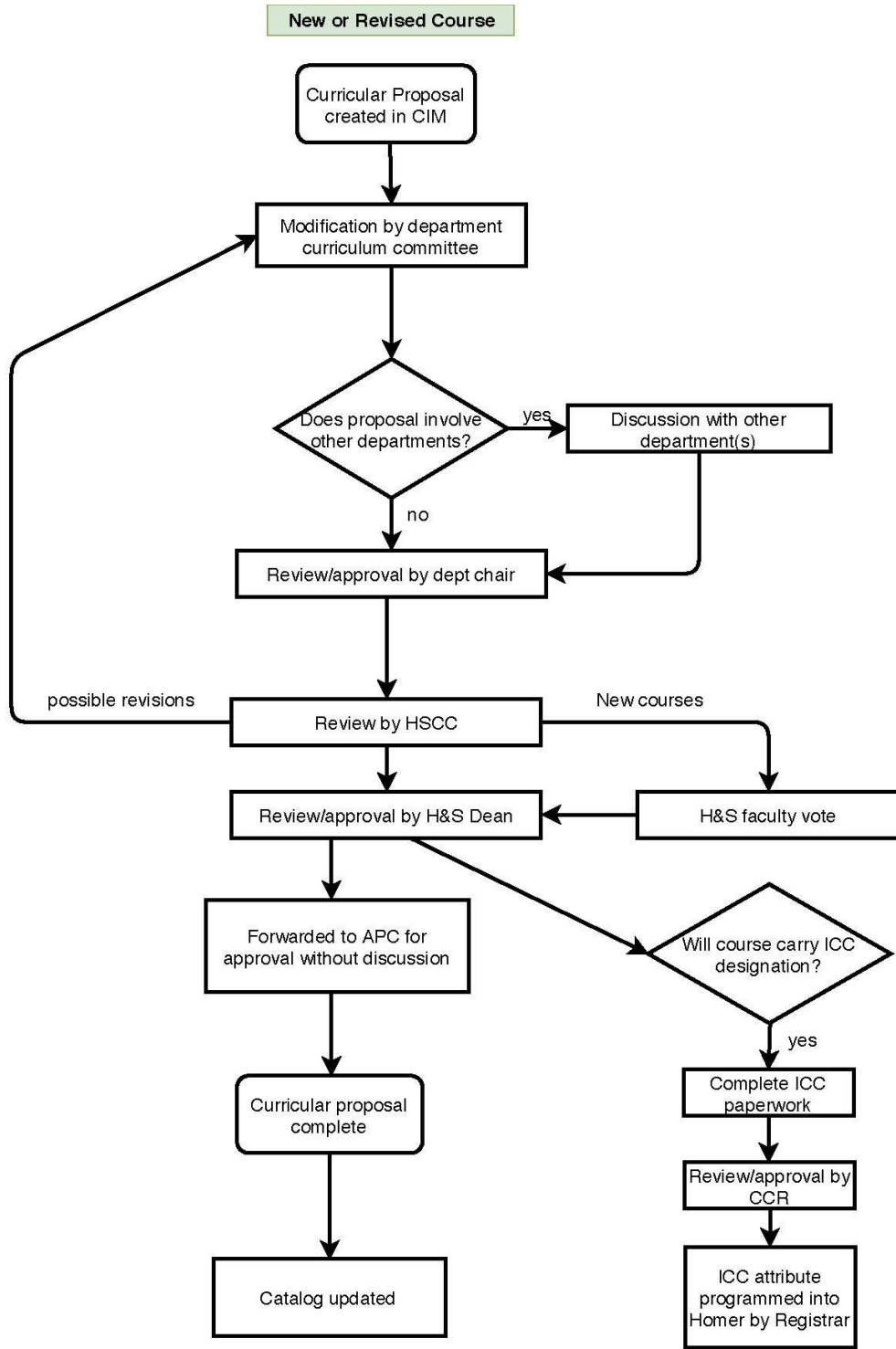*Revised August 2018*

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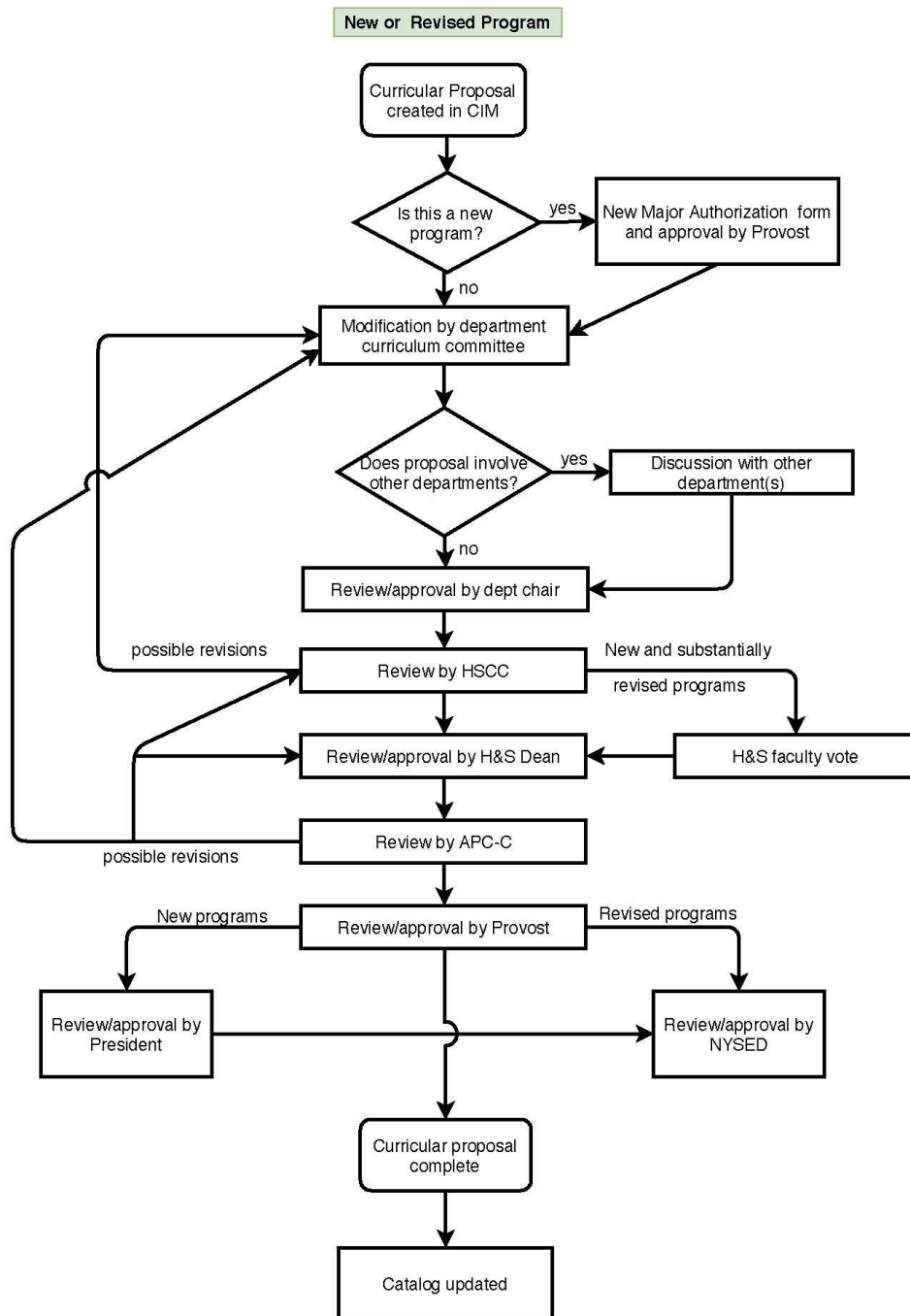# 1. Flowcharts Outlining Proposal Approval Process

A. Course Proposals: New and Revised, including Reports of Action

New or Revised Course

Curricular Proposal created in CIM

↓

Modification by department curriculum committee

↓

Does proposal involve other departments? — yes → Discussion with other department(s)

no ↓

Review/approval by dept chair

↓

possible revisions

Review by HSCC — New courses →

↓

Review/approval by H&S Dean ← H&S faculty vote

↓ ↘

Forwarded to APC for approval without discussion

Will course carry ICC designation?

↓ yes ↓

Curricular proposal complete

Complete ICC paperwork

↓ ↓

Catalog updated

Review/approval by CCR

↓

ICC attribute programmed into Homer by Registrar

B. Program Proposals: New and Revised, including Reports of Action

New or Revised Program

Curricular Proposal created in CIM

Is this a new program? —yes→ New Major Authorization form and approval by Provost

no

Modification by department curriculum committee

Does proposal involve other departments? —yes→ Discussion with other department(s)

no

Review/approval by dept chair

possible revisions

Review by HSCC — New and substantially revised programs

Review/approval by H&S Dean ←— H&S faculty vote

Review by APC-C

possible revisions

Review/approval by Provost

New programs → Review/approval by President

Revised programs → Review/approval by NYSED

Curricular proposal complete

Catalog updated

2. Detailed Discussion of Proposal Preparation and Approval Process

(See flowcharts in Section 1 summaries of proposal review and approval process)

1. Proposals are required for all new and revised courses and programs of study (major, minor, or concentration♦).

    Complete the curriculum proposal in the online **Course Inventory Management (CIM) system**. All full-time faculty are able to access CIM with their netpass information. *A detailed guide for using CIM*, prepared by the office of the registrar, can be downloaded at https://www.ithaca.edu/provost/docs/Courseleaf/ .

    Course proposals: If you are proposing a new course (including experimental courses) or revising an existing course,* go to: https://nextcatalog.ithaca.edu/courseadmin/

    Program proposals: If you are proposing a new program or revising an existing program,** go to: https://nextcatalog.ithaca.edu/programadmin/

    Typically, additions to and changes in curricula are discussed and approved in the department first, either via a departmental curriculum committee or the full department. This discussion should include consideration of the need for the proposed change within the curricula of the department, school, and college.

    Departments planning a major curriculum revision should consult with the HSCC Chair and H&S Associate Dean no later than April before the following fall proposal submission deadline, to insure timely and accurate review of all proposals to be submitted as part of the revision.

    To guarantee that curriculum proposals are accepted in time for inclusion in the following year's catalog, the HSCC must receive proposals for new/revised programs and all associated proposals by mid-September; the deadline for all other proposals is the end of October. The HSCC will continue to receive, review, and recommend for approval proposals received after these deadlines, and many of them will make it through to the catalog even after these deadlines, but after these dates, that cannot be guaranteed.

    *   * *If you are proposing to create a new course that already exists as an experimental course*, search for that experimental course in CIM and edit that course as if it is the new (permanent) course. In CIM, this will appear as a revised course proposal; please indicate that this was formerly an experimental course in your rationale, and we will understand (at HSCC) that it is to be treated as a new course for your curriculum.

    *   ** *If you are submitting a new or revised program*, HSCC requests that you do not attempt to edit the tables in the Curriculum section of the CIM proposal. Instead, we ask that you upload or email to hscurriculum@ithaca.edu an electronic version of the catalog copy/table of degree requirements for the new/revised program. Make sure you are editing the version of the degree requirements table that is currently published in the online catalog, including footnotes and any additional text that is part of the page where the degree requirements are listed.

♦ APC defines these terms as follows:

Major: A structured plan of study relating to a specific discipline or combination of disciplines and encompassing approximately 30 or more hours.

Minor: A structured plan of study that comprises a minimum of 5 courses for at least 15 credit hours. A minor is outside of the major area of study. Successful completion of a minor **is** recorded on the student's transcript.

Concentration: A structured plan of study that comprises a minimum of 5 courses for at least 15 credit hours. A concentration is within a student's major and **is** recorded on the student's transcript.

2. Approval by department chair is required. In order to approve courses or programs that are in your queue, click the link in the email sent to you from the system or go to: https://nextcatalog.ithaca.edu/courseleaf/approve/. When you choose the appropriate proposal to review and/or approve, you have three options (located at the upper right of the proposal):
   - *a. Edit*: This allows you to make additional changes before approving the proposal.
   - *b. Rollback*: This returns a proposal back to the proposer and stops the curricular workflow. You can add comments to the proposer with your questions.
   - *c. Approve:* This moves the proposal in the curriculum workflow to HSCC.

3. HSCC posts an agenda on its web page prior to each meeting, listing the proposals that will be reviewed by the Committee. *Any H&S faculty member may review a proposal by logging into CIM and searching for the proposal.* Faculty are invited to comment on proposals, orally or in writing, to any member of the HSCC prior to the meeting. This provides opportunities for suggestions or objections that may heighten the value of the proposal to the College as a whole.

4. Course and program revisions that are minor and are equivalent to ROAs are routed through the "expedited" workflow option provided in the CIM course proposal. These receive a preliminary review by the HSCC Chair, who provides a recommendation for approval without discussion to the HSCC; all these ROAs are listed as part of the agenda. Some ROAs are eligible for "administrative review" only; the HSCC Chair and Associate Dean determine which ROAs are eligible for this type of review. Expedited proposals do not require a faculty ballot to move forward in the workflow process.

5. HSCC discusses the proposals on the agenda, and makes a determination of the next step:
   - *a. recommend for approval:* proposal moves forward in the approval process as is
   - *b. recommend for approval as amended* (for minor corrections to the proposals, e.g., typographical errors): proposal as amended moves forward in the approval process
   - *c. recommend for approval contingent* (for minor revisions that require discussion with the proposer): these revisions are reviewed by the Chair of HSCC but do not need to be reviewed by the whole committee; the proposal then moves forward in the approval process
   - *d. revise and resubmit:* if the Committee lacks sufficient information to recommend a proposal for approval, it may return the proposal to the department for clarification and with recommendations for revisions; proposers can also be invited to attend an HSCC meeting to speak on behalf of the proposal. Proposals that continue to lack sufficient development will be returned to the department at the end of the academic year, to be resubmitted if the department so wishes. Such proposals will be returned to the proposer via Rollback in CIM.

6. New course, new program, and revised program proposals that are recommended for approval by the HSCC are voted upon by eligible H&S faculty. In some cases, revised courses will also be submitted to a faculty vote, depending on the extent of the revisions proposed. An email announcing the ballot is sent to all eligible faculty; the ballot materials are posted on the HSCC web page, and contain a summary of the proposal rationale and salient details. Full proposals are available in CIM.

   The ballot includes two options for votes: YES and NO. In addition, ballots will include an option for comments that may be considered by HSCC. **Signed comments** will receive responses from the HSCC chair(s). Proposals that receive a majority of "yes" votes move forward in the approval process; the results of the ballot are posted to the HSCC website. In the event of a significant comment, the HSCC will review the feedback and determine whether the proposal should be re-opened and revised, or whether the comments have already been duly considered in the review process, and so to treat the proposal as approved by the faculty. The chair of the HSCC communicates directly with the faculty member submitting signed comments with information about the HSCC decision.

7. Proposals that have been approved by the HSCC or by the H&S faculty (by ballot) are submitted to the Dean, who reviews them, considering particularly resource and faculty workload issues. When the Dean approves the proposal, it moves to the next level of workflow in CIM; otherwise it is returned to the HSCC for further

review. Note: The HSCC will notify the proposing department if the proposal has NOT been approved at any of the previous stages.

    a. *Course proposal workflow (for courses that are not part of a program revision)*: New, revised, and expedited course proposals are moved to the APC agenda without discussion. Occasionally, a course proposal may be flagged for further discussion at the APC level.

    b. *New and revised program workflow, including accompanying course proposals*: These proposals go to the APC Curriculum Subcommittee (APC-C) for review before they are added to the APC agenda. The Chair of APC-C notifies the Associate Dean about the outcome of the Subcommittee review of these proposals. If additional information or revisions are requested by APC-C, the Associate Dean will contact the department and discuss these revisions, and forward revisions to APC-C. Once APC-C is satisfied, proposals are submitted to full APC for a final vote. Final APC action on a proposal is reported in the Academic Policies Committee meeting minutes. These proposals are then submitted to the Provost for approval in CIM, at which point curriculum changes are officially updated in the next year's catalog.

8. New programs and programs with significant revisions must be submitted to NYSED for approval before the changes can be added to the next year's catalog. In consultation with the Vice Provost, the Associate Dean determines which program revisions for majors require re-registration with NYSED. The Associate Dean prepares this documentation utilizing the APC proposals that were reviewed through the College process, and consults with the department chair when additional information is required. All NYSED documentation is submitted from Ithaca College by the office of the Provost; the Vice Provost serves as the liaison with NYSED, and should be consulted before contact is made with officials at NYSED. Note that programs involving a new degree title not currently offered by the College (e.g., MSW, or Ph.D.) and programs that are in a completely new field of study not currently offered by the College (e.g., Architecture, or Engineering) have additional requirements beyond program registration that must be processed through NYSED prior to registration; programs will work with the Vice Provost on that documentation.

The most important part of any curriculum proposal is the rationale. Please see the next section for a detailed discussion of how to prepare effective rationales.

3. Writing the Rationale for Curricular Proposals

The **rationale** is one of the most important elements of a proposal. This is where new curricular additions or modifications are explained and justified. The committees that review these proposals will rarely be in the same or even a related disciplinary area as the proposer, so clarity, accuracy, and concision are key qualities. We suggest you answer or adapt the statements below in your rationale for new or revised proposals.

For **new course proposals**, the rationale should respond to the following questions:
- What does the course add to the department's major and/or minor programs or concentrations in terms of content, skills, or a combination?
- If the course is targeted to a general education audience, what does this add to the broader educational experience of Ithaca College students?
- Are the learning outcomes for the course (which must be specified) aligned with program learning outcomes and consistent with the level of the course?
- Is the course being added in response to program assessment – what specifically did the department learn and how would this course address that need?

If a **course is being revised**, it is not necessary to include a detailed history of how the course has been taught in the past. The key task in the revised proposal is to describe the changes and justify them. In this case, changes may be:
- due to modifications in departmental curricular priorities,
- in response to new developments in professional or academic practice, or
- following from program assessment.

Questions to consider include:
- What is being added to or removed from a course?
- Are the learning outcomes changing?
- How does this change affect the program?

New and revised program proposals need similar justifications as new and revised courses, though with a broader perspective. **Please note**: new major programs need approval at the presidential level (via New Program Authorization Form available through CIM) before being created in the CIM program workflow; new minor programs need approval at the provost level (also via a New Program Authorization Form).

Questions for **new programs** include:
- What does the program add to the department, school, and/or college in terms of content and skills?
- Is the program being added in response to program assessment – what specifically did the department learn and how would this new program address that need?

As with revised courses, **revised program** proposals should also describe the changes and justify them. Program changes may be:
- due to modifications in departmental curricular priorities,
- in response to new developments in professional or academic practice, or
- following from program assessment.

Questions to answer include:
- What is being added to or removed from a program?
- Are the program learning outcomes changing?
- How does this change affect the school or college?

Additional questions for **all program proposals** include:
- how does the new or revised program contribute to the overall curriculum of H&S and to Ithaca College?
- how does the new or revised program reflect current academic standards, including types of courses offered, sequencing of courses, and assessment procedures?

4. Types of Courses: Distinguishing Between Selected Topics, Experimental Courses, Internships, Independent Studies, Tutorials, and Seminars

The following guidelines may be helpful.

1. *Experimental courses* are courses which provide opportunities for departments to explore new pedagogies, topic areas, or delivery methods before determining that the offerings should become a regular part of the curriculum. Departments that wish to offer an experimental course should propose it as a new course in CIM. The course number must be determined by the department in advance of creating the course in CIM.

   Information about course numbers that are already in use can be accessed by department administrative assistants through a report available via the Reporting Center at apps.ithaca.edu, at the Registrar's link, on the General Reporting tab – select the "**Course Number Usage report**" and run it for your department. If you have trouble accessing the report, the dean's office can assist departments in obtaining this information (via hscurriculum@ithaca.edu).

   The Associate Dean will review and, in consultation with the chair of HSCC as necessary, approve experimental course proposals in CIM, which then move forward in workflow to the registrar to have the course added to the course master. Normally, experimental courses may be offered a maximum of three times, at which point they must be submitted through the normal curricular process for approval as a new course to become part of the curriculum.

2. *Selected/Special Topics courses* are thematic courses whose specific topics vary from semester to semester. These courses reflect changing faculty interests or respond to current events; typically, these course topics do not become an established part of a department's curriculum. The procedure for approval of a course listed in the catalog as "Selected Topics" is the same as for any other course, with a statement that course content would vary from semester to semester.

3. *Seminars and tutorials* are generally intensive courses exploring a topic in more depth than is possible in a regular course. They are taught at Levels 3 or 4 and generally require advanced reading and a major paper or project.
   a. *Seminars* are small classes (the limit is often 10-15) which meet regularly and involve extensive discussion and significant individual work by students.
   b. *Tutorials* are generally taught for one or more students. Some tutorials meet as small groups; others involve weekly meetings between instructor and student. *Tutorials differ from independent studies* in that they involve a set syllabus on a detailed topic*; they differ from seminars* in that the type of instruction can be tailored more to individual needs. Tutorials can also be pulled together "on demand" if a group of students and a faculty member decide they want to work together on a set syllabus of readings.

4. *Internships and independent studies* are academic projects involving independent work, individually arranged between student and faculty member. Typically, students develop the plan of study for the project, in consultation with the faculty sponsor. Both involve regularly scheduled meetings with the faculty sponsor, required reading and written work, and a specified method of evaluation. In most departments, the credit is variable depending upon the number or hours involved in the work. In most cases, these courses are "repeatable," such that a student may pursue independent study or internship projects more than once. A department may determine that only a specific number of credits in such courses can be applied to the major or minor; such limitations must be specified in the degree requirements for the major/minor.

   See: H&S Internship Policy and Guidelines for more information.

5. Links to Relevant APC, ICC, and H&S Materials and Information

APC Proposal Preparation and Approval Process

http://www.ithaca.edu/provost/docs/APC/APCProcedureManual/APCProcedureManual.pdf

APC Guidelines for Proposals

as of August 2018, this is currently under development

APC Guide to Course Numbering

http://www.ithaca.edu/provost/docs/APC/apcguidelines/GuideCrsNumbering/

APC Guide to Prerequisites

http://www.ithaca.edu/provost/docs/APC/apcguidelines/GuidePrerequisites/

H&S Curriculum Committee Website

https://www.ithaca.edu/hs/faculty/hscc/

H&S Experiential Learning: Independent Studies, Fieldwork, and Internships

- Internships: http://www.ithaca.edu/hs/students/experiential/learninginhs/?item=9699
  Internship Policy and Guidelines in H&S:
  www.ithaca.edu/hs/students/experiential/docs/individstudyapps/internguidelines.pdf
- Independent Study, Fieldwork, and Research in H&S:
  http://www.ithaca.edu/hs/students/experiential/learninginhs/?item=9709

The Integrative Core Curriculum

http://catalog.ithaca.edu/undergrad/programsaz/integrative-core-curriculum/

The Integrative Core Curriculum and H&S

http://catalog.ithaca.edu/undergrad/schools/school-humanities-sciences/#integrativecorecurriculumicctext

H&S General Ed Committee

http://www.ithaca.edu/hs/faculty/hsgened/

- CLA: https://www.ithaca.edu/hs/advising/hscla/
- Capstone: https://www.ithaca.edu/hs/advising/hscla/hscapstone/

H&S Assessment Committee

https://www.ithaca.edu/hs/faculty/hsassessment/