NTID

Guidelines and Procedures

for

Curriculum Action

September 23, 2015
# NTID CURRICULUM GUIDELINES

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SECTION I
NTID CURRICULUM OVERVIEW, PROCESS & MEMBERSHIP

A. CONTEXT

In order to provide NTID students with state-of-the-art technical and professional programs and a strong general education component, a vital curriculum is essential. To accomplish this, faculty initiate, modify, and delete courses and programs to ensure students’ continued academic and professional success. Also involved in curriculum action are department curriculum committees, department heads, the NTID Curriculum Committee, and the dean of NTID.

These NTID curriculum guidelines attempt to include the most salient rules for accomplishing curricular action. However, you need to refer to the documents at the links below for context and detailed explanation.

- New York State Education Department (NYSED) Program Registration Applications, Guidelines, and Resources: http://www.highered.nysed.gov/ocue/aipr/register.html
- RIT University Policies: www.rit.edu/academicaffairs/policiesmanual/
- NTID Strategic Decisions 2020: www.ntid.rit.edu/president/sd2020
- RIT Academic Program & Curriculum Management: www.rit.edu/academicaffairs/academicprogrammgmnt/

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 they will be used appropriately in instruction to improve access to course content.
• Curriculum will be faculty driven; that is, the faculty will be responsible and accountable for development and delivery of the curriculum of the college.

• 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 in the curriculum development process, particularly to assure that resource needs and program implications are addressed appropriately.

• Curriculum committees and other 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 college are upheld;
  - Student curricular needs are met;
  - 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.

• Proposals will be reviewed for consistency across topics, goals, learning outcomes, and assessment methods.

• Any curriculum action will be guided by all legal and educational requirements of NTID, RIT, and the NYSED.

C. ROLES AND RESPONSIBILITIES FOR CURRICULAR ACTIONS

1. Initiators: A curriculum proposal may originate with one or more faculty members, departments, or administrators who are called the 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. 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 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 new curricular action fits the mission and vision of the college of NTID and make appropriate recommendations to the dean. See the NTID Mission Statement at this link: www.ntid.rit.edu/about. See Section II of this document for a description of the responsibilities and membership of the NCC.

4. Associate Dean for Curriculum and Special Projects: The NTID associate dean for curriculum and special projects facilitates the development and approval of course, certificate, and program proposals through the college, university, and state review processes. The associate dean can provide assistance at any stage of the process relating to preparation of documentation and/or interpretation of NCC, the Intercollege Curriculum Committee (ICC), the Graduate Council (GC), or the New York State Education Department (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 require NCC review, must be sent to the dean through the office of the associate vice president for academic affairs (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. This will be done in collaboration and 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 will sign all curriculum proposals.

6. Dean: The dean gives the final approval for all curriculum changes. For new or modified program proposals, the dean considers the implications of space, faculty lines, equipment, and other resources and signs the curriculum action form.
SECTION II
NTID CURRICULUM COMMITTEE (NCC)

A. PURPOSE
The NTID Curriculum Committee is a standing (permanent) committee that makes recommendations to the dean in matters involving the college and university curricula. The NCC role in the curriculum process is to consider a proposal and determine whether and how the proposed new or modified curriculum action fits with the mission and vision of the college of NTID. 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 the proposal and making a recommendation to the 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. See Credit Hour Guidance at this link: www.rit.edu/academicaffairs/academicprogrammgmt/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
- Ensure that accurate, complete documentation of the curriculum process within the college is maintained in coordination with the office of the associate dean for curriculum and special projects.

B. MEMBERSHIP
The NCC membership shall consist of at least twelve (12) members total, nine (9) voting members and at least 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 five (5) departments/areas:
     - American Sign Language and Interpreting Education
     - Business Studies
- Communication Studies and Services
- Science and Mathematics
- Master of Science in Secondary Education

**Group 2** – Four (4) faculty members elected at large from the following seven (7) departments/areas:
- Counseling & Academic Advising Services
- Cultural and Creative Studies
- Engineering Studies
- Information and Computing Studies
- Liberal Studies
- Visual Communications Studies
- Unaffiliated

2. One (1) Intercollegiate Curriculum Committee (ICC) representative elected from NTID faculty (tenured, tenure-track, senior lecturer, and/or principal lecturer)

3. At least one (1) student representative appointed by the NTID Student Congress and approved by the associate dean for student and academic services (non-voting)

4. One (1) ex-officio representative from either Admissions, the NTID Center on Employment (NCE), or the Student Life Team appointed by the associate vice president for academic affairs (non-voting)

5. One (1) associate dean for curriculum and special projects, appointed by the associate vice president for academic affairs (non-voting)

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.

Members serve three-year terms staggered 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.
C. ELECTIONS

Elections for available NCC positions are held in the spring, following the election of the Intercollege Curriculum Committee (ICC) representative if needed.

1. ICC nominees must be 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 faculty (tenured or tenure-track faculty or senior or principal lecturers) and serves on ICC for a three-year term.

2. NCC nominees must be tenured or tenure-track faculty, lecturer, or 80 percent faculty members employed at NTID for at least three years.

3. 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.

4. 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 department or NCC voting group.

5. The nominee(s) with the highest number of votes will become the new NCC member(s) replacing the appropriate number of outgoing member(s).

D. REPLACEMENT OF NCC MEMBERS

When a duly-elected member of the NCC is unable to complete his or her term or serve his or her position for an extended period of time, the NCC chairperson or the dean may request that a replacement be named. The office of the dean will review the official votes cast in the preceding election and ask the nominee with the next highest number of votes from the corresponding group to replace the committee member for the duration of the vacancy. The originally elected member will resume full participation on the committee upon his or her return.

E. RIT GENERAL EDUCATION COMMITTEE (GEC) APPOINTMENT

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 Intercollege Curriculum Committee (ICC), an RIT Academic Senate Standing Committee. The GEC is charged with approving courses for general education credit, for perspective designations, and for immersions. For information about the RIT GEC follow this link: www.rit.edu/academicaffairs/academicsenate/standing/generaleducation/charges.php

For information about RIT general education requirements, follow this link: www.rit.edu/programs/undergraduate-graduation-requirements
SECTION III
PROGRAM-RELATED GUIDELINES

A. ACADEMIC CONSIDERATIONS

1. Degrees Offered at NTID

   a. Career-Focused Associate Degree Programs: NTID offers Associate in Applied Science (AAS) and Associate in Occupational Studies (AOS) degrees, which prepare students for permanent employment upon completion of the degree. AAS degrees require some general education courses to be taken in the other colleges of RIT (outside NTID). AOS degrees require general education courses to be taken within the college of NTID. Both AAS and AOS degrees are designed to be completed within five semesters of a student’s acceptance into the major and degree program.

   b. Associate plus Baccalaureate Degree Programs (A+B): NTID offers Associate in Science (AS) degrees, which prepare students for enrollment in a baccalaureate program. In an AS degree, most general education courses are taken at other colleges of RIT. Half of the AS credits are technical courses. AS degrees are typically completed within four semesters of a student’s acceptance into the program. (Some AAS degrees are also designed as A+B degrees.)

   c. Baccalaureate and Master’s Degree Programs: NTID also offers baccalaureate and master’s degree programs, which follow established RIT guidelines for credit distribution, time to completion, and general education requirements. Initiators should consult the associate dean for curriculum and special projects for guidance.

2. New York State and RIT Standards for Registration of Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>NY State minimum requirements</th>
<th>New York State Gen Ed minimum requirements</th>
<th>RIT/NTID Minimum Liberal Arts &amp; Sciences (=Gen Ed)</th>
<th>RIT/NTID First-Year Experiences</th>
<th>RIT/NTID Credit Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.O.S.</td>
<td>60</td>
<td>None</td>
<td>15</td>
<td>1</td>
<td>64—68</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>60</td>
<td>20; 1/3 of content</td>
<td>24</td>
<td>1</td>
<td>73—78</td>
</tr>
<tr>
<td>A.S.</td>
<td>60</td>
<td>30; 1/2 of content</td>
<td>30</td>
<td>1</td>
<td>61—65</td>
</tr>
<tr>
<td>B.S.</td>
<td>120</td>
<td>60; 1/2 of content</td>
<td>60</td>
<td>non-credit</td>
<td>120—128</td>
</tr>
<tr>
<td>B.F.A.</td>
<td>120</td>
<td>30; 1/4 of content</td>
<td>30</td>
<td>non-credit</td>
<td>120—128</td>
</tr>
<tr>
<td>Masters</td>
<td>30</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>30—36</td>
</tr>
<tr>
<td>Certificate</td>
<td>Not Stipulated</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>9</td>
</tr>
</tbody>
</table>

3. Student Credit-Hour and Contact-Hour Load: Program masks (Tables 1a and 1b in a curriculum proposal) should show student course loads that are in compliance with the RIT Governance Policies: https://www.rit.edu/academicaffairs/policiesmanual/policies/governance. In
accordance with RIT policy, the expected student load shall be 15 or 16 credit hours with a maximum of 18 credit hours in any one semester except by approval from the provost, with a maximum of 25 contact hours in class and laboratory. In those curricula with predominant laboratory and studio loads, the maximum scheduled contact hours shall not exceed 30. Refer to this link: www.rit.edu/academicaffairs/policiesmanual/sectionD/D1.html

4. Liberal Arts and Sciences (LAS) Guidelines (General Education at RIT): Students must complete a minimum number of general education credits for each degree. The general education distribution requirements chart shows the credit hour and distribution requirements for the AS, AAS, and AOS degrees. See the specific course requirements in the typical course sequences chart for each program of study at this link: www.rit.edu/academicaffairs/academicprogrammgmnt/ny-state-degree-requirements/general-education-definitionsrequirements.

B. NEW OR SUBSTANTIAL PROGRAM MODIFICATION

1. Overview: Modifications of a degree program are considered substantial if they reflect a cumulative curriculum change of more than one third since the last registered approval of its content from the New York State Education Department (NYSED). Substantial modifications might involve the following:
   - Course sequencing
   - Number of courses
   - Requirements for program completion

Other changes to a program considered substantial, regardless of the number of credits involved, would include some of these actions:
   - Adding a degree option (track or concentration)
   - Changing the program’s focus or design
   - Eliminating the requirement for an internship, clinical, cooperative education, or other work-based experience
   - Changing the mode of delivery; for example, changing the program to 50% or more online delivery of courses.

A new or substantially modified program development can originate with any individual or group of faculty/professional staff within NTID. The lead faculty member(s) in that group are called the initiators. They formulate a justification for the curriculum action and identify its impact on the institution. For course development, experimentation through a special topics course is an option.

The preparation of proposal documentation for a new or substantially changed program must follow the academic guidelines contained within this document. The initiators must consider goals central to the current RIT Strategic Plan, such
as preparing students for a changing global community, enhancing their lifelong learning, or addressing multicultural perspectives.

Consultation with the department(s), department chair(s), the associate vice president for academic affairs, the associate dean for curriculum and special projects, and NCC should be continual throughout the process of development.

It is the responsibility of the initiators to ensure that appropriate collaboration and articulation with other NTID/RIT programs and instructional units occur prior to submission of the final proposal to the NCC. The proposal must also include letters of support from standing advisory committees, curriculum committees of other colleges, 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 (Course-Related Guidelines) for information on this topic.

See an overview of RIT Academic Program Planning at this link: www.rit.edu/academicaffairs/academicprogrammgmnt/registered-program-changes/overview.

2. Outcomes Assessment Guidelines: All new and modified program proposals must include a Program Outcomes Assessment Plan which is aimed toward improvement of the teaching/learning process. This Plan 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 the complete form, refer to this link: www.rit.edu/academicaffairs/outcomes/academic-program-assessment/program-level-outcomes-assessment-plan.

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. These requirements have a direct impact on the timelines for proposed submissions.

For all proposals that require Institute Curriculum Committee (ICC) or Graduate Council (GC) and Academic Senate review, including both new and substantially modified academic programs, the approval process usually takes at least 18 months. At any time in the approval process, feedback from reviewers may necessitate changes and resubmission of documentation for review.

Recommended submission deadlines are indicated next to each step in the
process below. **Note that these timelines are recommended, not required; however, failure to meet any of these deadlines may result in a significant delay in the implementation of a new or modified program.**

a. **Review Process Overview:** The development and review of a new or substantially modified program proposal consists of the following multi-stage process:

- **Stage 1:** Concept Paper Review  
- **Stage 2:** Formal Department and College Review of Full Program Proposal  
- **Stage 3:** University-level review  
- **Stage 4:** Final Review and Approval by Provost with Alignment to Budget Process

Complete details of the **stages in RIT’s curriculum review process** can be found at this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/concept-paper-development-review/general-information-concept-paper-process](http://www.rit.edu/academicaffairs/academicprogrammgmnt/concept-paper-development-review/general-information-concept-paper-process)

4. **Program Proposal Review Multi-Stage Process Details**

a. **Stage 1: Concept Paper Review**

1) **Initiators:**

The initiators write a *concept paper* that provides a description and rationale for the program so that new program ideas can be evaluated and supported by the college faculty and leadership. Initiators should contact the NTID assistant vice president for finance and budget to obtain cost-model tables.

Details regarding the concept paper review process, as well as links to the concept paper template (Word document) and the undergraduate and graduate curriculum review flowcharts (including timeline), can be found at this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/stages-rits-curriculum-review-process](http://www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/stages-rits-curriculum-review-process)

A link to the NTID Cost Model can be found here: [http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms](http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms).

2) **Chair Review:** Departmental review includes input from the faculty of the department offering the program as well as the department chair. The department chair has a responsibility to write a letter referencing departmental support for the program initiative. The initiators should submit the concept paper, including cost model tables, a letter of support from the chair, and a signed NTID Concept Paper Action Form.
3) **NCC Review**: The NTID Curriculum Committee provides valuable feedback to the initiators that can help with the development of the final program proposal. First, the NCC examines the concept paper in light of the vision and mission of the college (NTID). After its review, the NCC makes recommendations regarding the proposal to the associate vice president for academic affairs.

4) **Associate Vice President for Academic Affairs (AVPAA) Review**: The AVPAA reviews the proposal with an eye to the vision and mission of NTID as well as for allocation of resources. The AVPAA also establishes the level of support that the initiators will receive to develop the final program proposal.

5) **Dean’s Approval**: After considering the implications on space, faculty lines, equipment, and other resources, the dean gives the final approval for the concept paper and signs the Concept Paper Action form.

6) **Public Vetting**: It is the dean’s responsibility to send the concept paper to the Senior Associate Provost for a four-week posting to the provost’s Curriculum and Academic Program Management website to solicit comments from the RIT community. The initiators are encouraged also to provide a public forum where questions and comments regarding synergy and overlap can be discussed. See this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/stages-rits-curriculum-review-process](http://www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/stages-rits-curriculum-review-process).

7) **Final Concept Paper and Community Feedback submitted by the Dean to the Provost**: Comments from the public vetting are sent by the provost’s office to the dean and initiators. The initiators add a summary of the comments to the concept paper and forward it to the dean, who then sends the final concept paper to the provost.

8) **Provost’s Review**: The provost reviews all RIT concept papers at a specified time annually, rather than on a rolling basis. If the provost moves the concept paper to final proposal development, the provost informs the dean and posts a status and date next to the title of the concept paper on the Curriculum and Academic Program Management website. See this link: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/](https://www.rit.edu/academicaffairs/academicprogrammgmnt/).

9) **If approved by the Provost**, the initiators prepare a full proposal following the directives on the RIT proposal form:
b. **Stage 2: Formal Department and College Review of the Full Program Proposal***

Each college has policies and procedures for reviewing and approving proposals for new or substantially modified academic programs. These policies and procedures are in accordance with RIT Policy D.1 and are found at this link: [www.rit.edu/academicaffairs/policiesmanual/sectionD/D1.html](https://www.rit.edu/academicaffairs/policiesmanual/sectionD/D1.html)

The initiators, with the advice of the department, the NCC, and the associate vice president for academic affairs, should complete the full program proposal, found at this link: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/rit-new-academic-program-proposal-form](https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/rit-new-academic-program-proposal-form).

It is important that all the information and supporting documents required by the proposal form be included. Sections of the full proposal will be used for completing the NYSED program registration form.

**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 should occur prior to review by the Intercollegiate Curriculum Committee (ICC) or the Graduate Council (GC) and should be coordinated through the office of the senior associate provost. (Further detail on this requirement is found at this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/undergrad-and-masters-program-proposal](https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/undergrad-and-masters-program-proposal).)

At the formal department and college review stage, the college level review should proceed as follows:

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/modification;
   b) Provide a rationale for the proposal from a disciplinary and/or interdisciplinary perspective;
   c) Summarize how the program satisfies the RIT Degree Requirement
Framework and the Academic Portfolio Blueprint Characteristics and Criteria. Refer to this link: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-rit-undergraduate-graduate-degree-requirementsproposals/apb](https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-rit-undergraduate-graduate-degree-requirementsproposals/apb)

d) Detail the department chair’s overall assessment of the quality of the program addition/modification;

e) Make reference to any other course(s) and/or program(s) affected by the program addition/modification.

f) Describe the process that the department used for reviewing and determining faculty support of the program proposal;

g) State that the department assumes responsibility for the delivery, maintenance, and assessment of the program addition/modification;

h) Contain an analysis of resource implications for the home department and any departments impacted by the program addition/modification.

2) **NCC Review and Recommendation.** Following department review, the initiators submit the original hard copy of the final proposal plus the NTID Program Addition/Modification Action Form and all letters of support with all original signatures to the office of the associate dean for curriculum and special projects. Simultaneously, the initiators submit an electronic MS Word version of the proposal with a copy to the NCC chairperson and NCC notetaker. Documents will be posted on the NCC myCourses website for members. The documents must be submitted to the NCC by noon on Friday. NCC typically needs at least two weeks to read the documents prior to review at a meeting. The NTID Program Addition/Modification Action Form. See this link: [www.ntid.rit.edu/president/academic-affairs/curriculum/forms](http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms). The most recent version of the proposal, as well as the signed action form, will be kept in the office of the associate vice president for academic affairs.

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;
• Appropriate articulation with other college programs 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: www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/nysed-registration-form);
• Documentation is complete and of high quality;
• Coherence in curriculum across the University is maintained;
• Each version is clearly marked on the cover, 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 receive support if a majority of the voting members give their support.
• 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 associate dean for curriculum and special projects conduct the final review.
• 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. The initiators are given a date for resubmission of the proposal, which must be met in order for the proposal to retain its priority status.

d) Preparation of a written letter by the NCC chair upon their final vote. This is submitted to the AVPAA of NTID 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. The NCC chair must sign the action form before it can advance to the associate vice president for academic affairs.

3) **Associate Dean for Curriculum and Special Projects 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 of NTID through the associate dean for curriculum and special projects. At the same time, the initiators or the department chair must complete an executive summary.
The associate dean for curriculum and special projects will meet with the AVPAA to review the proposal and documentation.

4) **The Associate Vice President for Academic Affairs Review.** In consultation with the provost and Dean’s Council, the AVPAA will make a recommendation to the NTID dean. The AVPAA must sign the action form before it can advance to the dean. (Any recommended revision must be marked by a version number 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 to the Intercollege Curriculum Committee (ICC) chair or the Graduate Council (GC) chair with the dean’s decision is drafted by the AVPAA to accompany the proposal. The dean must sign the action form before it can advance to the ICC or GC. Any revision must be marked with the most recent version number to distinguish it from the previous versions.

c. **Stage 3: University-level review**

1) **Review by Provost/Sr. AVPAA and Council of Deans:** If desired by the provost, a review of the executive summary of the proposal will take place.

2) **Review by Intercollege Curriculum Committee or Graduate Council:** Upon completion of the process outlined above in Stage 2, the proposal is reviewed by the Intercollege Curriculum Committee (ICC) or the Graduate Council (GC). In preparation for the review, copies of the proposal are made available to the members of the ICC or 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 NTID associate vice president for academic affairs. If the proposal is recommended to proceed, the ICC chair or GC chair drafts a letter to the provost with the ICC’s or GC’s decision to accompany the proposal. (Any recommended revision must be marked with the most recent version number to distinguish it from the previous versions.)

3) **RIT Academic Senate Review:** The provost reviews the proposal and recommends whether or not it should proceed and be placed on the Academic Senate agenda. In preparation for the review, copies of the Executive Summary are made available to the Academic Senate. Generally, on the day the proposal is reviewed, a recommendation is made to the Academic Senate by the ICC or the GC.
4) **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. It occurs at the same time as the Academic Senate Review. Refer to the concept paper timelines at this link: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/concept-paper-development-review/general-information-concept-paper-process](https://www.rit.edu/academicaffairs/academicprogrammgmnt/concept-paper-development-review/general-information-concept-paper-process)

d. **Stage 4: Final Review and Approval by Provost and Alignment to Budget Process**

1) **Final Review by Provost/Sr. Vice President for Academic Affairs**: Formal proposals for new or substantially modified academic programs that will require incremental resources (personnel, space, equipment) for implementation must obtain the approval of the appropriate University-level curriculum review process and gain the endorsement of the provost before the end of January in order for the program to be considered for implementation by the fall of the next academic year.

2) **Incremental Budget Approval through the RIT Annual Budget Process**: Adherence to the timeline in the program proposal flow chart allows the dean(s) to include the needed program resources in the budget request process, which occurs during February and March. Through the annual budget approval process, it will be the responsibility of the dean or deans to include needed program resources in all subsequent budget requests for the years that follow. This shall particularly apply to deans from colleges that provide support curriculum.

A new program will not be submitted for registration by the New York State Education Department until the requisite resource requests have been approved through the budget approval process.

3) **Approval by RIT President and Provost/Sr. Vice President for Academic Affairs**: President and Provost give final approval to send a proposal to NYSED.

4) **NYSED Review and Registration**: After all internal RIT curriculum and approval procedures are completed, the initiators, working with the NTID associate dean for curriculum and special projects and the provost’s office, must complete the New York State Education Department Application for Registration of a New Program form at this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/nysed-registration-form](http://www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/nysed-registration-form). (The originals of every
documented and signed decision should be housed in the RIT associate vice president’s office.)

5) **Advertisement and Recruitment of Students:** Once notification is received from the NYSED that the program has been reviewed and registered, the program can recruit students and be listed in RIT’s catalog.

C. PROGRAM MODIFICATIONS CONSIDERED LESS THAN SUBSTANTIAL

1. **Less than Substantial Types of Modifications**
   Modifications to programs after NYSED approval considered less than substantial include the following:
   - Changes to course titles, changes to course prerequisites or co-requisites, and changes to course credit hours.
   - Addition and/or deletion of courses, either technical or non-technical, with the total credit hours equaling less than one third of the total program credits as compared with the program that is currently registered with the New York State Education Department. These changes must not alter the program’s focus or the design.
   - Curricular changes of less than one third of the total credit hours or existing courses, either technical or non-technical, in a program of study as compared with the program that is currently registered with the New York State Education Department. These changes must not alter the program’s focus or design.

2. **Review Process for Program Modifications that Are Less than Substantial**
   Below is the process for review and approval of program modifications that are less than substantial:
   
   a. **Department Chair:** The department chair submits a signed Program Addition/Modification Action Form, memo to the NCC, including a description of the proposed changes, and a revised Table 1a: Undergraduate Program Schedule (course mask) or Table 1b: Graduate Program Schedule (course mask). Follow this link: https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements.

   The department chair must indicate that the proposed change was reviewed and endorsed by the department.

   A course outline (also called a course proposal 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/academicprogrammgmnt/new-program-proposal-requirements.
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 associate vice president for academic affairs.

c. **Dean Review**: The AVPAA and the dean review and approve the proposal. The associate dean for curriculum and special projects forwards the revised course outline with a cover memo regarding approved changes to the NTID registrar. The NTID registrar completes the Course Action Form (CAF) if needed and forwards it to the RIT Office of the Registrar.

d. **RIT Senior AssociateProvost**: The NTID associate dean for curriculum and special projects forwards Table 1a or 1b to the Senior Associate Provost’s office with a description of the change.

D. **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 ([www.rit.edu/~w-policy/sectionE/E20.html](http://www.rit.edu/~w-policy/sectionE/E20.html)) 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 at this link: [www.rit.edu/academicaffairs/academicprogrammgnt/program-deactivationdiscontinuance/deactivationdiscontinuance-guidelines](http://www.rit.edu/academicaffairs/academicprogrammgnt/program-deactivationdiscontinuance/deactivationdiscontinuance-guidelines)

   A proposal for discontinuance is submitted by the relevant NTID department to the NCC for formal recommendation to the RIT provost following these steps:

   a. NTID Program Discontinuance Action Form is completed. Find it at this link: http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms (item #4).

   b. NYSED Form for Discontinuance (also called a *Change or Adapt a Registered Program Form*) is completed. Find it at this link: [www.rit.edu/academicaffairs/academicprogrammgnt/program-deactivationdiscontinuance/nysed-form-discontinuance](http://www.rit.edu/academicaffairs/academicprogrammgnt/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 NTID Curriculum Committee:

1) an NTID Program Discontinuance Action Form; refer to this link: http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms
2) a NYSED Form for Discontinuance, also called a Change or Adapt a Registered Program Form; refer to this link: www.rit.edu/academicaffairs/academicprogrammgmt/program-deactivationdiscontinuance/nysed-form-discontinuance.
3) 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 associate vice president for academic affairs.

c. The AVPAA submits the proposal to the RIT provost with a cover letter describing the change. The provost communicates with NYSED regarding the changes.
SECTION IV
COURSE-RELATED GUIDELINES

A. ACADEMIC CONSIDERATIONS

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 goals, objectives, and 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 goals of 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.
- The goals of the course or course-equivalent experience must address the development of critical thinking, decision-making, or problem-solving skills as determined by the NTID faculty to be appropriate to the level of the degree sought.
- The goals of the course or course-equivalent experience must incorporate the use of reading and writing based on standards, requirements, and performance outcomes as determined by the NTID faculty to be appropriate to the level of the degree sought.
- The course or course-equivalent experience must state clearly how the study requirements articulate with the goals and intended learning outcomes of the course.
- The intended learning outcomes and associated assessment methods of the course or course-equivalent experience must be appropriate for evaluation of student work.

It will be the responsibility of the initiators to document how the aforementioned criteria have been addressed in the goals, intended learning outcomes, strategies, and evaluation. Each proposal will be reviewed relative to these criteria on the basis of (1) whether they have been addressed in the documentation, and (2) on the clarity of this documentation.

2. Academic Credit-Hour Assignments

Definition of academic credit: According to the Office of the Registrar, academic credit is a measure of the total time commitment required of a typical student in
a particular course of study. It is summarized in hours according to the formula described below. (Note: In this formula one hour is equal to 50 minutes, not 60 minutes. See the RIT explanation of credit hour assignment at this link: www.rit.edu/academicaffairs/academicprogrammgmnt/related-curriculum-topics/credit-hour-guidance).

- **Lecture**: One (1) contact hour plus two (2) hours homework and/or extended responsibilities per week for each credit hour
- **Lab/Studio**: Two (2) contact hours plus one (1) hour of extended responsibilities per week for each credit hour (or combination thereof)
- **Independent Study**: Three (3) hours work per week for each credit hour
- **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 and Criteria for Academic Credit, found at this link: www.rit.edu/conversion/media/documents/packet/SC_Naming_Convention_Courses.pdf.

For NTID courses, use NTID plus the alpha subject (discipline) code plus a three-digit numerical code, e.g., NTID NSCI-180 Introduction to Astronomy. Before assigning a number to a new course, be sure to check with the NTID registrar to make sure that the number has never been used.

**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

**Note:** Within NTID, course numbers **100-119** should be assigned to preparatory-level courses in liberal arts and sciences (general education) that do not apply toward a degree; typically taken by students in the Career Exploration Studies program.

- **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

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. Note also that *general education (GE)* is referred to as *liberal arts and sciences (LAS)* by the New York State Education Department (NYSED).

   Students enrolled in AS and AAS degree programs are required to take general education electives and courses that satisfy RIT’s Liberal Arts and Sciences foundations and perspectives. RIT requires one 3-credit foundations course, First-Year Writing. RIT Perspectives course categories for associate degrees include 1-ethical, 2-artistic, 3-global, 4-social, and 6-scientific principles. Credit-hour requirements are shown below in the NTID Liberal Arts and Sciences (General Education) Credit Hour Requirements chart. For foundations and perspective category descriptions and associated learning outcomes, refer to RIT General Education Framework at this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/general-education/general-education-framework-2010](http://www.rit.edu/academicaffairs/academicprogrammgmnt/general-education/general-education-framework-2010).

   For RIT general education course development and approval information refer to this link:
b. **NTID AOS Liberal Arts and Sciences (General Education) Framework**

Approved student learning outcomes (SLOs) associated with NTID LAS framework ensure that students are provided with courses and experiences consistent with NTID’s mission, strategic direction, and values. Liberal arts and sciences 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 LAS 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 LAS Foundation: Career English courses, which expose students to basic reading and writing that might be encountered in the workplace.
   - NTID LAS Foundation: Mathematics 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 LAS Perspective—ASL/Deaf cultural studies: 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 LAS Perspective—Communication, Social, and Global Awareness: 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 LAS Perspective—Creative and Innovative Exploration: 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 LAS Perspective—Scientific Processes: 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. NTID Liberal Arts and Sciences (General Education) Credit Hour Requirements

<table>
<thead>
<tr>
<th></th>
<th>AS Degree</th>
<th>AAS Degree</th>
<th>AOS Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td>3¹</td>
<td>3¹</td>
<td>9²</td>
</tr>
<tr>
<td>ASL-Deaf Cultural Studies</td>
<td>—</td>
<td>0³</td>
<td>—</td>
</tr>
<tr>
<td><strong>Perspectives</strong></td>
<td>15⁴</td>
<td>15⁴</td>
<td>6⁵</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>12⁶</td>
<td>6⁷</td>
<td>—</td>
</tr>
<tr>
<td><strong>Minimum Total General Ed. Semester Credit Hours</strong></td>
<td>30</td>
<td>24</td>
<td>15</td>
</tr>
</tbody>
</table>

1. RIT LAS Foundations course, 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 LAS perspective or it can be used in some programs as a free elective.
4. One course from each RIT LAS perspective category: ethical (P1), artistic (P2), global (P3), social (P4), and scientific principles (P6). P6 should be NSCI-250 level or higher for AS; NSCI-120 level or higher for AAS.
5. Two courses from NTID LAS 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.
B. COURSE ADDITIONS AND MODIFICATIONS REQUIRING NCC APPROVAL

The following course modifications require NCC approval:

- The addition 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
- 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
- Modification of an existing course title, number, prerequisite, or co-requisite.
  Changes to courses required by a program or listed as electives on the program mask (Table 1a or 1b) should follow guidelines for Adding/Deleting Courses. https://www.rit.edu/academicaffairs/academicprogrammgmnt/registered-program-changes/addingdeleting-courses
- Credit-hour assignment of an existing course. Any changes in course credit must take into consideration the impact on total credits in program course masks. This would not only include total credits required for graduation but also semester credit assignment.

1. 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 associate dean for curriculum and special projects. Guidance for completing course proposal forms is found at this link: www.ntid.rit.edu/president/academic-affairs/curriculum/forms.

   1) The NTID Course Addition/Modification Action Form with all appropriate signatures and dates, found at this link: www.ntid.rit.edu/president/academic-affairs/curriculum/forms

   2) A course outline, (also called New Course Proposal Form) found at this link: www.rit.edu/academicaffairs/academicprogrammgmnt/individual-course-development/new-course-proposal-form.

When creating the course goals (section 3.0 in course outline form), use 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.
In contrast, when creating the learning outcomes (section 7.0 in course outlines), 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. There can be more than one outcome related to each goal; and a particular learning outcome can support more than one goal. Refer to this link for guidance in describing goals and learning outcomes: Guidelines for Writing Course Goals and Outcomes.

See examples of well-written course outlines at this link: http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms

If the course is an NTID AOS general education course (foundation or perspective), add the NTID AOS General Education Addendum to RIT New Course Proposal Form, found at this link: https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-course-proposal-form/ntid-aos-general-education-addendum-rit-new-course-proposal-form

3) If the course needs approval as an RIT general education elective or perspective, the course outline and RIT General Education Course Approval Form must be submitted to the GEC through the NCC representative to the GEC, after NCC approval. See: https://www.rit.edu/academicaffairs/academicprogrammgmnt/rit-general-education-course-approval-form

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) Show how the course satisfies the criteria for academic credit

4) Make reference to any other course(s) and/or program(s) affected by the addition/modification

5) Detail the chair’s overall assessment of the quality of the course addition(s)/modification(s)

6) Describe the process that the department used for reviewing and
determining faculty support of the course proposal

7) State that the department assumes responsibility for the delivery, maintenance, and assessment of the course addition(s)/modification(s)

8) Contain an analysis of resource implications for the home department and departments impacted by the course addition/modification.

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 office of the associate dean for curriculum and special projects. 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 NCC chairperson and the NCC notetaker. The documents must be submitted no later than noon on Friday because NCC typically needs 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 Vice President for Academic Affairs (AVPAA):** The AVPAA makes the final decision with regard to approving or disapproving the proposal, which is then forwarded to the NTID registrar and placed in the curriculum file.

**C. COURSE MODIFICATIONS NOT REQUIRING NCC APPROVAL**

The following course-related actions do not require college-level review or approval.

- Modification of less than 50 percent of a course description or course content as last reviewed by the NCC and approved by the dean.
- Modification of contact hours assigned to a course.

**1. Review Process**

a. **Department Chair:** The Department Chair submits a revised Course Outline form, [www.rit.edu/academicaffairs/academicprogrammgmt/individual-course-development/new-course-proposal-form](http://www.rit.edu/academicaffairs/academicprogrammgmt/individual-course-development/new-course-proposal-form), (also called *New Course Proposal Form*), to the associate dean for curriculum and special projects along with an email or memo describing the proposed changes. The department chair must indicate that the proposed change was reviewed and endorsed by the department.

b. **Associate Dean for Curriculum and Special Projects:** The associate dean for curriculum and special projects informs the associate vice president for academic affairs (AVPAA) of the modification and requests approval. Once approved, the NCC chair is informed of the action and the department chair’s memo regarding the revised course outline is sent to the NTID registrar. Then, the NTID registrar completes a Course Action Form (CAF) that is forwarded to the RIT Office of the Registrar.

**D. COURSE DELETIONS**

The process for approval of a course deletion includes the steps outlined below.

**1. Review Process**

a. **Department Chair:** The department chair submits a Course Deletion Action form, [www.ntid.rit.edu/president/academic-affairs/curriculum/forms](http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms), 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 chair must indicate whether the course is listed as a prerequisite for any other courses.
and/or is listed in any program mask (Table 1a/1b). If so, the course deletion documentation must include revised course outline(s) and/or Table 1a/1b. If any program is affected by the course deletion, a letter from the department chair of that program must be also be submitted.

b. **Associate Dean for Curriculum and Special Projects**: After NCC approval, the associate dean for curriculum and special projects informs the AVPAA of the deletion and requests approval. Once the deletion is approved, the associate dean informs the NCC chair of the action and forwards the NCC chair’s memo to the NTID registrar. The NTID registrar completes a Course Action Form (CAF) that is forwarded to the Office of the Registrar.

E. **SPECIAL TOPICS COURSES**

A department may offer a course designated as a special topics course at any time with the approval of the department chair without submitting a proposal to the NCC. Find *Special Topics Course Documentation form* at this URL: [http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms](http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms)

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

- XXXX-289 for associate level courses
- XXXX-489 for bachelor’s 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.

Special topics courses may be taught for a maximum of three semesters prior to the submission of a final course proposal to the NCC for approval.

When offering a special topics course, the department chair submits the *Special Topics Course Documentation Form*, with or without the *New Course Proposal Form*, to the NTID registrar with copies to the NCC chairperson and to the associate dean for curriculum and special projects.

- Find the *Special Topics Course Documentation Form* at this link: [http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms](http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms)
- Find the *New Course Proposal Form* at this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/individual-course-development/new-course-proposal-form](http://www.rit.edu/academicaffairs/academicprogrammgmnt/individual-course-development/new-course-proposal-form)
F. **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’s level courses
- XXXX-799 for graduate level courses

To have an Independent Study approved, a copy of the *NTID Independent Study Form* must be submitted to the NTID registrar. Find the NTID *Independent Study Form* at this link:  [www.ntid.rit.edu/president/academic-affairs/curriculum/forms](http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms).
A certificate program is defined as a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree.

Departments interested in developing certificate programs should contact the associate dean for curriculum and special projects in the office of the associate vice president for academic affairs prior to the development of the proposal. Find the *NTID Certificate Addition-Modification Action Form* at this NTID link: [www.ntid.rit.edu/president/academic-affairs/curriculum/forms](http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms).

Also refer to this RIT site for New York State certificate requirements: [www.rit.edu/academicaffairs/academicprogrammgmnt/ny-state-degree-requirements/certificate](http://www.rit.edu/academicaffairs/academicprogrammgmnt/ny-state-degree-requirements/certificate).
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 be signatory to 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,
- 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 curriculum and special projects. The dean gives final approval of all formal articulation agreements.
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), refers only to the four-letter acronym representing a student’s career level plus his/her college. 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/academicprogrammgmnt/new-program-proposal-requirements](https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements).

**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.
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.

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 brief document describing a new—or significantly changed—academic program (major); including 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. Find template on RIT’s Academic Program & Curriculum Management Web site at this link: https://www.rit.edu/academicaffairs/academicprogrammgmnt/concept-paper-development-review/general-information-concept-paper-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 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 proposal (course outline)**: A detailed description of a course—including requisites, credit load, course goals, 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 Web at this link: https://www.rit.edu/academicaffairs/academicprogrammgmnt/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.

- **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 this link for guidance in describing goals and learning outcomes: Guidelines for Writing Course Goals and Outcomes.

**NTID AOS General Education Addendum to RIT New Course Proposal Form**: A document for identifying and requesting approval for NTID AOS foundation or perspective designation. Find form at RIT’s Academic Program & Curriculum Management website at this URL: https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-course-proposal-form/ntid-aos-general-education-addendum-rit-new-course-proposal-form.

**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 of 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 of 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.

**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.

- **Free 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. Two are required in every BS course at RIT. (Also called *open 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.

- **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.*)

**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 RIT, 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-1, Career English-2, and Mathematics.
  - **RIT foundation courses** are First Year Seminar and First Year Writing.

- **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 (p1), artistic (p2), global (p3), social (p4), natural science inquiry (p5), scientific principles (p6), and mathematical (p7).

www.ntid.rit.edu/president/academic-affairs/curriculum/general-education-docs

- **Immersion**: A cluster of three related liberal arts 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.

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

**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, on-line, or hybrid.

**Intercollege 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.

**Mask/program mask**: A matrix of requirements of a major program of study, arranged semester by semester on Table 1a/1b. Find tables at RIT’s Academic Program & Curriculum Management Web site at this link: www.rit.edu/academicaffairs/academicprogrammgmnt/. Click on *New RIT Undergraduate & Graduate Degree Program Proposal Requirements* in the upper right-hand column corner; then click on *RIT New RIT Academic Undergraduate & Graduate Program Proposal Form*. Scroll down to:

- **Table 1a** for undergraduate programs
- **Table 1b** for graduate programs.

**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.

**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.

**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)* at this URL: [https://sis.rit.edu/info/welcome.do](https://sis.rit.edu/info/welcome.do)

For further information about PeopleSoft, follow these two links below:

- A Faculty Guide: Student Information System:  
  [https://sis.rit.edu/info/pdf/Faculty%20Guide%20Student%20Information%20System%202011-7-12.pdf](https://sis.rit.edu/info/pdf/Faculty%20Guide%20Student%20Information%20System%202011-7-12.pdf)

**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](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 [www.highered.nysed.gov/ocue/aipr/guidance/gpr19.html](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr19.html)

- **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 [www.nysed.gov/heds/IRPSL1.html](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 careers; NMTH = NTID mathematics; NSCI = NTID science; CVET = civil engineering technology). [www.rit.edu/conversion/media/documents/RITDisciplineNumbers.pdf](http://www.rit.edu/conversion/media/documents/RITDisciplineNumbers.pdf)

- **Sub-plan:** Additional specialization or concentration within an academic plan as determined and assigned by NYSED.
**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.*

**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: [www.rit.edu/academicaffairs/registrar/program-library](http://www.rit.edu/academicaffairs/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: [www.rit.edu/president/plan2025/working-plan](http://www.rit.edu/president/plan2025/working-plan)

**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: [www.rit.edu/academicaffairs/academicsenate/iwc/development.php](http://www.rit.edu/academicaffairs/academicsenate/iwc/development.php)