NTID

Guidelines and Procedures

for

Curriculum Action

September 3, 2019
# NTID Curriculum Guidelines

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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, the NTID Academic Affairs Office, 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/
- RIT Strategic Plan: www.rit.edu/president/plan2025/strategic-plan-home
- 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.
- Per RIT Policy D.01.0, any “idea or suggestion for curriculum or course modification, or for new courses or programs, can be originated by anyone, be it student, faculty member, staff member, administrator or advisor.” Any proposal must “be submitted to the department curriculum committee, department faculty, and the department head.”
• 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.

• Course outlines will be reviewed for consistency across course description information, topics, learning outcomes, and assessment methods.

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

C. ROLES AND RESPONSIBILITIES FOR CURRICULAR ACTIONS

1. Initiators
   A curriculum proposal may originate with one or more faculty or teaching staff 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 curriculum committee, department faculty and the department chair have the responsibility to review curriculum proposals from a disciplinary perspective and should focus on their technical content, rigor, and appropriateness for a degree offering. The department should also review the required documentation for overall quality including clarity, content, logic, supporting evidence, grammar, mechanics, and format.

3. **NTID Curriculum Committee (NCC)**
   It is the role of the NCC to determine whether any 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](http://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 (ADC)**
   The ADC (or designee) facilitates the development and approval of course, certificate, and program proposals through the college, university, and state review processes. The ADC (or designee) can provide assistance at any stage of the process relating to preparation of documentation and/or interpretation of NCC, the Inter-College 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 (FYIs), must be sent to the dean through the office of the AVPAA. The AVPAA will review the proposed curriculum action and curriculum proposals to determine whether there are resources available for the proposed program/course as well as whether the program/course fits with the mission and vision of the college with the advice of the NCC.

   The AVPAA ascertains whether an adequate level of support exists to allow the initiators to do their work in a timely manner. The AVPAA needs to sign all curriculum proposals.

6. **Dean**
   The dean gives the final approval for any substantial program modifications, program additions and discontinuances. For any substantial program modifications and new program proposals, the dean considers the implications of space, faculty lines, equipment, and other resources and signs the curriculum action form.
II. NTID CURRICULUM COMMITTEE (NCC)

A. PURPOSE

The NTID Curriculum Committee is a standing (permanent) committee that makes recommendations to the AVPAA and to the dean when required in matters involving the college and university curricula. 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 AVPAA/dean.

In addition, the NCC performs the following duties:

- Provide liaison/facilitation support to faculty throughout the curriculum development process;
- Study curriculum proposals from an unbiased college-wide perspective;
- Ensure that the Criteria for Academic Credit have been followed. 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; and
- Ensure that accurate, complete documentation of the curriculum process within the college is maintained in coordination with the ADC.

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
   - Communication Studies and Services
   - Science and Mathematics
- Master of Science in Secondary Education
- Visual Communications Studies

**Group 2** – Four (4) faculty members elected at large from the following seven (7) departments/areas:
- Business Studies
- Counseling & Academic Advising Services
- Cultural and Creative Studies
- Engineering Studies
- Information and Computing Studies
- Liberal Studies
- Unaffiliated (not working within an academic department)

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

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

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

**Quorum:** 6 of the 9 voting members are necessary for a vote.

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

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

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

Members serve 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. In the event of multiple simultaneous chairs during an academic year, co-chairs will create a document to articulate each co-chair’s role and duties, prior to the start of the academic year, and share it with NCC at the first meeting of the year.
C. 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 Inter-College Committee (ICC), an RIT Academic Senate Standing Committee. When a new GEC representative is needed, they have to be selected and Academic Senate notified by March 1.

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: https://www.rit.edu/academicaffairs/outcomes/general-education-committee-gec.

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

D. ELECTIONS

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

1. ICC nominees must be voting faculty, i.e., tenured or tenure-track faculty or senior or principal lecturers who have been full-time faculty members for at least three years. The ICC representative is elected by NTID voting faculty (tenured 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 (excluding visiting and research faculty).

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

E. REPLACEMENT OF NCC MEMBERS

When a duly-elected member of the NCC is unable to complete his or her term or serve his or her position for an extended period of time, e.g. a semester, the NCC chairperson
or the dean may request that a replacement be named. The office of the ADC will review the official votes cast in the preceding election(s) and ask the nominee with the next highest number of votes from the corresponding group and membership term to replace the committee member for the duration of the vacancy. If no alternate from the corresponding group and term is available, then any alternate from the corresponding group may be asked to serve. If no alternate from corresponding group is available, then the ADC will seek a new nominee from the appropriate group, and a confirming election will be held. If the originally elected member is able to return after an extended period, he or she will resume full participation on the committee upon his or her return.
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. Freshman Seminar
      (NCAR-010) and one Wellness course are required. Five-semester AAS degrees
      require an AASASLDCS course. Some five-semester AAS degree programs have
      articulation agreements with baccalaureate degree programs at RIT, which
      provide an associate plus bachelor’s degree (A+B) option for qualified students.

   b. Associate plus Bachelor’s 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 engineering AAS degrees are designed as
      four-semester A+B degrees. Freshman Seminar (NCAR-010) and one Wellness
      course are required. Four-semester engineering AAS programs do not require an
      AASASLDCS course.

   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. RIT Connections (YOPS-010) and two Wellness
      courses are required for BS degrees. Initiators should consult ADC for guidance.

   d. Doctoral Degree Programs
      NTID does not yet offer doctoral degrees as of AY19-20, but can develop new
      doctoral program proposals. Initiators should follow RIT proposal guidelines
      https://www.rit.edu/academicaffairs/academicprogrammgmt/ny-state-degree-
      requirements/doctrimal-degree and work in conjunction with Dean of Graduate
2. NYSED and RIT Standards for Registration of Degrees (credit hour requirements)

<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>non-credit</td>
<td>63—67</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>60</td>
<td>20; 1/3 of content</td>
<td>24</td>
<td>non-credit</td>
<td>72—77</td>
</tr>
<tr>
<td>A.S.</td>
<td>60</td>
<td>30; 1/2 of content</td>
<td>30</td>
<td>non-credit</td>
<td>60—64</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>
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<tr>
<td>Doctoral</td>
<td>54</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>54+</td>
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<tr>
<td>Certificate</td>
<td>Not Stipulated</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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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 Office, 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 under section V: 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. For more information see this link: www.rit.edu/academicaffairs/academicprogrammgt/ny-state-degree-requirements/general-education-definitionsrequirements.

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: http://www.rit.edu/programs/.

Use of program courses in General Education: Programs may count no more than three courses (not including labs) from their home academic unit as General Education. A BS program may not require specific courses in more than three Perspectives categories.
B. NEW PROGRAMS

1. Overview

New program development can originate with any individual or group though typically it starts with faculty within NTID. The lead faculty member(s) and chairperson in that group are called the initiators. They formulate a justification for the program and identify its impact on the institution.

The preparation of an intent document and final full proposal documentation for a new program must follow the academic guidelines contained within this document. The initiators must consider goals central to the current RIT Strategic Plan (https://www.rit.edu/president/strategicplan2025/), as well as, RIT’s Vision and Mission statement “We shape the future and improve the world through creativity and innovation. As an engaged, intellectually curious, and socially conscious community, we leverage the power of technology, the arts, and design for the greater good.”

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

It is the responsibility of the initiators to ensure that appropriate collaboration and articulation with other NTID/RIT programs and instructional units occur prior to submission of the final full proposal to the NCC. The final full proposal must also include letters of support from standing advisory committees, 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 for more information on articulation agreements.


2. Outcomes Assessment Guidelines

All new program proposals must include a Program Level Outcomes Assessment Plan (PLOAP) 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 guidance on developing PLOAPs and the complete form, refer to the resources listed on Educational Effectiveness Assessment website, under Academic Programs > For Faculty, at this link: www.rit.edu/academicaffairs/outcomes/.
3. **Timeline**

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

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

4. **Review Process Overview**

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

- **Stage 1:** New Program Idea Intent Document Vetting process
- **Stage 2:** Formal Department and College Review of Full Program Proposal
- **Stage 3:** University-level review (ICC/GC and Academic Senate)
- **Stage 4:** Final Review and Approval by Provost Office with Alignment to Budget Process and Submission to NYSED

5. **New Program Proposal Review Multi-Stage Process Details**

   a. **Stage 1: New Program Idea Intent Document**

   For each new program idea, initiators will create a 2-page ‘intent’ document which describes the program. This short document will be posted online by the Provost Office for 45 days during which time the RIT community can provide feedback. Details about the document and timelines regarding the new process established August 15, 2019, are available at: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-degree-program-intent-document-and-process](https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-degree-program-intent-document-and-process).

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

For each new program idea (Intent Document) that is approved by both the President and the Provost Office, the initiators will prepare a full proposal.

Each college has policies and procedures for reviewing and approving proposals for new 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](http://www.rit.edu/academicaffairs/policiesmanual/sectionD/D1.html).

The initiators, with the advice of their department, the NCC, and the AVPAA, should complete the full program proposal, found at this link: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/registered-program-changes/overview](https://www.rit.edu/academicaffairs/academicprogrammgmnt/registered-program-changes/overview). On this website, under Step 5, initiators should select New Undergraduate and Graduate Program Proposal Preparation, for links to Table 1a (undergraduate) and Table 1b (graduate) program mask templates: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-rit-undergraduate-graduate-degree-proposal/table-contents](https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-rit-undergraduate-graduate-degree-proposal/table-contents).

It is important that all the information and supporting documents required by the proposal form be included. Sections of the full proposal will be used for SIS, Programs of Study website, Bulletins, and the NYSED program registration form. Course names must be fully spelled out on Table 1s, and match course outlines.

**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 ICC or the GC and should be coordinated through the Provost Office. (Further detail on this requirement is found at this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/undergrad-and-masters-program-proposal](http://www.rit.edu/academicaffairs/academicprogrammgmnt/new-program-proposal-requirements/undergrad-and-masters-program-proposal).) For Ph.D. proposals, initiators should contact Twyla Cummings, Dean of Graduate Education [https://www.rit.edu/academicaffairs/graduateeducation/meet-dean](https://www.rit.edu/academicaffairs/graduateeducation/meet-dean).

Prior to submission to NCC initiators should review the RIT program proposal checklist provided below to ensure that all requirements are completed. [https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/docs/New_Program_Proposals_Checklist_2019_05.pdf](https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/docs/New_Program_Proposals_Checklist_2019_05.pdf).

Note: Accelerated Undergraduate/Graduate Dual Degrees (BS/MS, BS/ME) program guidance can be found at this link: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/undergraduate-](https://www.rit.edu/academicaffairs/academicprogrammgmnt/undergraduate-).
Stage 2 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;
   b) Provide a rationale for the proposal from a disciplinary and/or interdisciplinary perspective;
   c) Detail the department chair’s overall assessment of the quality of the program addition;
   d) Make reference to any other course(s) and/or program(s) affected by the program addition;
   e) Describe the process that the department used for reviewing and determining faculty support of the program proposal;
   f) State that the department assumes responsibility for the delivery, maintenance, and assessment of the program addition;
   g) Contain (or state that the proposal includes) an analysis of resource/budget implications for the home department and any departments/colleges impacted by the program addition. Letters from the impacted areas must be contained within the proposal, including from areas such as the library and Dept. of Access Services.

2) **NCC Review and Recommendation.** Following department review, the initiators submit a hardcopy of the NTID Program Addition/Modification Action Form ([www.ntid.rit.edu/president/academic-affairs/curriculum/forms](http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms)) and all letters of support with all original signatures to the NCC chairperson and submit an electronic MS Word version of the proposal with a hardcopy to NCC. 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 Thursday NCC meeting. The most recent version of the proposal, as well as the signed action form, will be kept in the office of the AVPAA.

The following will occur during the NCC final proposal review:

   a) Discussion/consultation with the department chair and/or initiators
regarding the final proposal documentation, at the first meeting of NCC review and as needed thereafter.

b) A thorough review to ensure that:

- A college-wide perspective is taken;
- Criteria for academic credit have been followed;
- 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/academicprogrammgmt/new-program-proposal-requirements/nysed-registration-form](http://www.rit.edu/academicaffairs/academicprogrammgmt/new-program-proposal-requirements/nysed-registration-form));
- Documentation is complete and of high quality;
- Coherence in curriculum across the University is maintained; and
- Each version number and date are clearly marked on the cover page, in the footer, and in the file name.

c) A vote on the final proposal in a closed session with a quorum of two-thirds of the voting membership of the NCC. Proposals will be recommended for approval if a majority of the members voting on the proposal give their support. When NCC completes its initial review, there are three possible NCC actions:

i. NCC will vote to approve. No revisions are necessary.

ii. NCC will vote to approve with suggested revisions if the revisions are merely clerical or non-substantial. In this case, NCC may request that the NCC chairperson and the ADC conduct the final review.

iii. The NCC may return the proposal to the initiators, with written suggestions for revision, before voting and making a recommendation to the dean. In this case, copies of the NCC’s suggestions are also sent to the department chair. Once revisions are received, NCC will vote.

d) Preparation of a written letter by the NCC chair upon 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 discussion. The NCC chair must sign the action form before the proposal can advance to the AVPAA.
3) **Associate Dean for Curriculum and Special Projects (ADC) Review.** Following NCC review, a copy of the action form and the final program proposal must be submitted by the NCC chair to the dean through the ADC. At the same time, the initiators or the department chair must complete an executive summary. The ADC will conduct an NTID faculty vote. Upon receiving a confirming recommendation from the college faculty, the ADC will meet with the AVPAA to review the proposal and documentation.

4) **The Associate Vice President for Academic Affairs (AVPAA) Review.** In consultation with the Provost Office and Dean’s Council, if requested, the AVPAA will make a recommendation to the NTID dean. The AVPAA must sign the action form before the proposal can advance to the dean. (Any recommended revision must be marked by a version number and date to distinguish it from previous versions.)

5) **Dean Approval.** The dean, working with the AVPAA, determines whether approval is recommended and communicates that decision to the department chair and NCC. If the proposal is approved, a letter from the dean to the Inter-College Committee (ICC) chair or the Graduate Council (GC) chair is submitted with the proposal. Per RIT policy D.01.0, under “Full Program Proposal” at this link: [https://www.rit.edu/academicaffairs/policiesmanual/d010-policies-curriculum-development](https://www.rit.edu/academicaffairs/policiesmanual/d010-policies-curriculum-development) the dean’s recommendation must be accompanied by supporting documentation (typically in the proposal) concerning: a) the need for the proposed curriculum; b) supporting statements from the deans and curriculum committees of any other college which would be involved in the proposal’s implementation; c) budgetary implications of the proposal; and d) implications for any support services not covered in the above. The dean must sign the action form before the proposal can advance to the ICC or GC. Any revision requested by the dean must be marked with the most recent version number and date to distinguish it from the previous versions.

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

1) **Review by Inter-College Committee or Graduate Council:** At the completion of Stage 2, the initiators will write an Executive Summary of the proposal. The electronic version of the proposal and the Executive Summary will be sent to the chair of the Inter-College Committee (ICC) or the Graduate Council (GC). Generally, on the day that the proposal is reviewed, a brief presentation is made to the ICC or GC by the initiators, the department chair, and the ADC. Any requested revisions must be completed and sent back to the chair of ICC or GC for review with the most recent version number and date clearly marked. If approved, the ICC chair or GC chair drafts and sends a
letter to the Academic Senate (AS), along with the proposal and Executive Summary, requesting AS review.

2) **RIT Academic Senate Review**: In preparation for the review, copies of the Executive Summary are made available to members of 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. Then a brief presentation is made by the initiators and/or the department chair. AS typically takes a vote on the proposal following their discussion.

3) **Budget/Space/Resources Review**: This is performed by the RIT Vice President for Academic Affairs, the Vice President for Finance, and the Vice President for Enrollment Management and Career Services for proposals from all colleges except for NTID. NTID’s budget/space/resource review occurs during the full program proposal as part of the NTID cost model preparation.

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

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

   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. This typically does not apply to NTID programs.

2) **NYSED Review and Registration**: After all internal RIT curriculum and approval procedures are completed, the initiators, working with the NTID ADC and the Provost Office, 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 NTID’s AVPAA office.)

3) **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. Typically, one year of recruitment is required before the program can accept students.
C. SUBSTANTIAL PROGRAM MODIFICATIONS-REQUIRE NYSED APPROVAL

1. Overview
   Modifications of a degree program are considered substantial if they reflect a cumulative curriculum change of one third or more (33 1/3%) of the minimum total credits required for the award or any of the changes listed below regardless of the number of credits involved.
   - Adding or eliminating a degree option (track or concentration)
   - Changing the program’s goals, focus, objectives or design (including a change in the program’s major discipline area)
   - Eliminating the requirement for degree completion, including 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 program award change in degree (e.g. BS to BFA; MS to ME).
   - Change in the program title

2. Timeline
   In order for any curriculum changes to become official, all required approvals must be completed, and changes must appear in the RIT Graduate and Undergraduate Bulletins, and SIS. These requirements have a direct impact on the timelines for proposed submissions.
   - All substantial modifications need approval by NYSED. The state typically needs 3-4 months to review proposals. Although proposals can be sent any time to the state, completing all NTID/RIT approvals by December 15th is recommended. A program can be advertised in recruitment publications and websites, with the notation “pending NYSED approval,” once the proposal is sent to the state. Typically RIT requires recruitment during the year following NYSED approval. The modified program will be published in the bulletin of the academic year the program first admits students.

3. Review Process for Substantial Program Modifications
   The program modification proposal initiator(s) must review the RIT Curricular Action Approval Process Chart to determine whether ICC/GC/AS and/or NYSED approvals are needed. Follow this link:
   a. Department Chair: The department chair sends the NCC chair a signed Program Addition/Modification Action Form, letter to the NCC, including a description of the proposed changes, a revised Table 1a/1b (Table 1), and either the NYSED Change or Adapt a Registered Program Form or NYSED Title
Change Request Form for Registered Programs.

In the letter, the department chair must indicate that the proposed change was reviewed and endorsed by the department.

Chairs should download current Table 1 from: https://www.ntid.rit.edu/president/academic-affairs/curriculum/program-documents. Changes should be made using tracking in Word. All existing checkmarks in the ‘New’ column should be removed. ‘New’ column should only be checked if it is a new course in SIS for the current action. Course names must be fully spelled out on Table 1s, and match course outlines.

Specific guidance and links to the NYSED form are found at this link: https://www.rit.edu/academicaffairs/academicprogrammgmnt/registered-program-changes/changing-or-adapting.

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

b. NCC Review: NCC reviews the proposed changes, votes on them, and submits a recommendation regarding approval to the dean through the office of the AVPAA.

c. AVPAA Review: The AVPAA reviews and approves the proposal.

d. Associate Dean for Curriculum and Special Projects (ADC): The ADC forwards the proposal and any revised course outline(s) and the NYSED form or Table 1 to either the Provost Office, or the NTID registrar, depending on the changes made.

e. NTID Registrar: The NTID registrar completes the Course Action Form (CAF) if needed and forwards it to the RIT Registrar Office. Annually in May, the NTID registrar forwards all revised Table 1s and checklists to the Provost Office.

D. PROGRAM MODIFICATIONS CONSIDERED LESS THAN SUBSTANTIAL

1. Overview- Less than Substantial Types of Modifications affecting Table 1s

Modifications to programs after NYSED approval considered less than substantial include the following:

- Changes to course sequence and/or year required.
- Changes to course titles, course numbers, prerequisites or co-requisites, or term offered; can be made for current academic year effective spring semester or effective fall of the next academic year.
- Changes to credit hours; can be made only for effective date of the next academic year.
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; changes must not alter the program’s focus or the design.

Addition and/or deletion of elective courses which are listed on Table 1 (and therefore SIS); including electives listed as footnotes to Table 1. Note: Programs that maintain their own list of electives and do not include them on Table 1 or as footnotes to Table 1, must notify ADC of any changes; ADC will notify Registrar for Degree Audit.

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; changes must not alter program’s focus or design.

Adding Dual Degree/Accelerated option to existing programs

2. Timeline

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

For elective course changes which do not require a change to Table 1 (that is, the elective course is not listed anywhere in the Table 1 document/file, and the Elective Course list is being maintained as a separate document by the department), an effective date can be Spring of the current academic year or Fall of the following academic year. Course outline(s) and course modification action form must be submitted to NCC by:

- September 15th to be effective in current year Spring (so NTID registrar can send changes to the RIT registrar by their October 15th deadline).
- February 15th to be effective in following year Fall (so NTID registrar can send changes to the RIT registrar by their March 15th deadline).

For all elective course changes requiring a modification to Table 1 (that is, the elective course is listed somewhere in the Table 1 document/file), all changes will have an effective date of the next academic year. No changes can be effective Spring semester of the current year. Course outline(s), Table 1(s), and program modification action form must be submitted to NCC by February 15th (so NTID registrar can send changes to RIT registrar by their March 15th deadline).

For required course changes in a program (the initiator’s program or another
program), all changes will have an effective date of the next academic year. No changes can be effective Spring semester. Course outline(s), Table 1(s), and program modification action form must be submitted to NCC by February 15th (so that NTID registrar can send changes to the RIT registrar’s office by RIT’s March 15th course modification deadline).

- Changes in Table 1 must be shown in tracking and will be sent in April (graduate Table 1b) /May (undergraduate Table 1a) by the NTID registrar to the Provost Office. The effective date is always for the next academic year.

- For program modifications not involving course outlines, Table 1(s), and program modification action form must be submitted to NCC by March 15th for graduate Table 1b or April 15th for undergraduate Table 1a (so that NTID registrar can send changes to the RIT registrar’s office by RIT’s April/May program modification deadlines).

3. Review Process

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

a. Department Chair: The department chair sends the NCC chair a signed Program Addition/Modification Action Form, letter to the NCC including a description of the proposed changes, and a revised Table 1 with changes shown in tracking and an effective date indicated. Follow this link for a copy of the most current Table 1 for each NTID program:
http://www.ntid.rit.edu/president/academic-affairs/curriculum/program-documents. All existing checkmarks in the ‘New’ column should be removed. ‘New’ column should only be checked if it is a new course in SIS for the current action. Course names must be fully spelled out on Table 1s, and match course outlines.

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

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

b. NCC Review: NCC reviews the proposed changes, votes on them, and submits a recommendation regarding approval to the dean through the office of the AVPAA.

c. AVPAA Review: The AVPAA reviews and approves the proposal.

d. Associate Dean for Curriculum and Special Projects: The ADC forwards the
proposal and any revised course outline(s) with the Provost’s Checklist and Table 1 regarding approved changes to the NTID registrar.

e. **NTID Registrar:** The NTID registrar completes the Course Action Form (CAF) if needed and forwards it to the RIT Registrar Office. Annually in May, the NTID registrar forwards all changed Table 1s and checklists to the Provost Office.

### E. PROGRAM DEACTIVATION

Program deactivation means that the program suspends incoming enrollment for a period of time. Deactivation generally precedes discontinuance. A deactivated program is not removed from the NYSED registry or from RIT’s program library. Differences between Deactivation and Discontinuance can be found at this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/program-deactivationdiscontinuance/deactivationdiscontinuance-guidelines](https://www.rit.edu/academicaffairs/academicprogrammgmnt/program-deactivationdiscontinuance/deactivationdiscontinuance-guidelines).

1. **Overview**
   
   Create a justification/rationale document or email, listing the following elements:
   
   - Why you want to deactivate (suspend admissions)
   - Effective date (typically, start of the next academic year)
   - Brief history of the current degree program
   - Mention that there will be no impact on tenured/tenure-track faculty; consult with ADC if there WILL be impact on faculty.
   - Mention plans for students currently enrolled in the program
   - Program enrollment for the past 7 years, by year (can be obtained from NTID Registrar, NTID Institutional Research, or NTID Annual Report):
     - number of students enrolled in the program
     - number of degrees awarded

   Submit to NTID ADC, the rationale document or email, along with completed NTID Program Deactivation / Discontinuance Action Form, found at: [https://www.ntid.rit.edu/president/academic-affairs/curriculum/forms](https://www.ntid.rit.edu/president/academic-affairs/curriculum/forms).

2. **Timeline**

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

   A year or two after deactivation, the department must submit a Program Discontinuance to NYSED.
3. Review Process
ADC will work with NTID Admissions, and RIT Enrollment Management and Career Services, to obtain their support; and with NTID AVPAA and NTID President for their approvals; and will draft a memo for NTID President to send to the Provost Office for approval.

After Provost Office approves, ADC office will notify NCC (FYI). Provost Office and Registrar will add the required notations in the catalog and on NTID/RIT programs webpage that enrollment is suspended as of the requested academic year.

F. 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) 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/academicprogrammgmnt/program-deactivationdiscontinuance/deactivationdiscontinuance-guidelines).

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

a. NTID Program Discontinuance Action Form is completed. 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/academicprogrammgmnt/program-deactivationdiscontinuance/nysed-form-discontinuance.

2. When There Is No Impact on Program Faculty

There are occasions when the introduction of a new program or the modification of an existing curriculum warrants the discontinuance of an existing program or of specific certification level(s) within an existing program. When this is the case and when such actions have no effect on the program faculty, the following occur:
a. The department chair submits to the NCC chair:
   i. an NTID Program Discontinuance Action Form; refer to this link: http://www.ntid.rit.edu/president/academic-affairs/curriculum/forms.
   ii. a NYSED Form for Discontinuance, also called a Change or Adapt a Registered Program Form; refer to this link: www.rit.edu/academicaffairs/academicprogrammgmnt/program-deactivationdiscontinuance/nysed-form-discontinuance.
   iii. A letter from the department chairperson explaining the rationale for the discontinuance and the plan for orderly discontinuance, including a plan for accommodating the needs of students who are currently enrolled in program, if needed. Letters of support for discontinuance, if applicable, should also be included.

b. NCC reviews the proposal and submits a recommendation to the dean through the AVPAA.

c. The Dean submits the proposal to the Provost Office with a cover letter describing the change. The Provost Office communicates with NYSED regarding the changes.
IV. COURSE-RELATED GUIDELINES

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

2. Academic Credit-Hour Assignments

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. RIT is on a 14-week semester. Instructional time includes a required final exam block equivalent to one week of instruction (e.g., a 3 credit hour course has a 2.5 hour final exam block). See the RIT explanation of credit hour assignment broken down by minutes of classroom/faculty instruction and outside student work for the various types instructional formats 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 three hour combination thereof).
- **Lecture/Lab**: Three (3) hours of work for each credit hour through a combination of lecture and lab contact hours and extended responsibilities; e.g., two (2) contact hours in lecture plus two (2) contact hours in lab plus five (5) hours homework and/or extended responsibilities per week for a 3-credit course.
• **Independent Study:** Three (3) hours work per week for each credit hour.
• **Research:** Three (3) hours work per week for each credit hour.
• **Blended 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 found at this link: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-course-proposal-form/course-numbering#overlay=node/345/edit](https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-course-proposal-form/course-numbering#overlay=node/345/edit).

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

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

For courses that are cross-listed as undergraduate and graduate courses, the undergraduate course must be at the 500 level or higher and the graduate course must must be at the 600 level. Courses must follow other guidelines found at this link: [https://www.rit.edu/academicaffairs/academicprogrammgmnt/course-development-guidelines-proposal-form/cross-listed-courses](https://www.rit.edu/academicaffairs/academicprogrammgmnt/course-development-guidelines-proposal-form/cross-listed-courses).

4. General Education

a. **RIT General Education Framework**: The term general education refers to courses of a general or theoretical nature that are designed to develop judgment and understanding about human beings relationship to the social, cultural, and natural facets of their total environment. 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: [https://www.rit.edu/academicaffairs/generaleducation/general-education-framework/overview](https://www.rit.edu/academicaffairs/generaleducation/general-education-framework/overview).

For RIT general education course development and approval information refer to this link: [https://www.rit.edu/academicaffairs/generaleducation/faculty-and-advisors/resources](https://www.rit.edu/academicaffairs/generaleducation/faculty-and-advisors/resources).
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>BS Degree</th>
<th>AS Degree</th>
<th>AAS Degree</th>
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<tr>
<td>Foundation</td>
<td>3^1</td>
<td>3^1</td>
<td>3^1</td>
<td>9^2</td>
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<td>ASL-Deaf Cultural</td>
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<td>—</td>
<td>0^3</td>
<td>—</td>
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<td>Studies</td>
<td></td>
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<td></td>
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<tr>
<td>Perspectives</td>
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<td>15^4</td>
<td>15^4</td>
<td>6^5</td>
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<tr>
<td>Immersion</td>
<td>9</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
<td>12^6</td>
<td>6^7</td>
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<tr>
<td>Credit Hours</td>
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</tbody>
</table>

1 First-Year Writing: Writing Seminar (UWRT-150) or another approved First-Year Writing course.
2 Career English I, II (NENG-212, 213); mathematics (NMTH-120 or higher);
3 An ASL-Deaf cultural studies course (AASASLDCS) course is required for graduation. It can be taken in any semester and can be taken at NTID or another college of RIT. In order to fulfill this requirement as part of the credits in the program, it can be a course approved for AASASLDCS and LAS perspective or it can be use 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

1. Overview
   The course modifications shown below require NCC approval.

   **Note:** Changes to courses required by a program or listed as electives on the program mask Table 1 document should follow NCC guidelines for program modification and RIT's guidelines for Adding/Deleting Courses in a program. [https://www.rit.edu/academicaffairs/academicprogrammgmt/registered-program-changes/addingdeleting-courses](https://www.rit.edu/academicaffairs/academicprogrammgmt/registered-program-changes/addingdeleting-courses).
See RIT Policy D.01.0, II.B.1 for a list of what is defined as a significant course modification here: https://www.rit.edu/academicaffairs/policiesmanual/d010.

- 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 or an RIT general education elective or perspective designation or writing intensive designation;
- Modifications of 50 percent or more of a course description and/or content as last reviewed by NCC and approved by the dean of NTID. Determination of what constitutes 50% is a judgement call between the faculty, chair and NCC. It often includes changes to the focus of the course, outcomes and/or topics;
- Modification of a course number (ABCD-123), submit a new course outline with the new course number, and submit a Course Deactivation for the old/current course number;
- Modification of an existing course title, prerequisite, co-requisite, co-listing, or cross-listing;
- Credit-hour assignment of an existing course. Any changes in course credit must take into consideration the impact on total credits in program course masks. This would not only include total credits required for graduation but also semester credit assignment;
- Modification of contact hours assigned to a course.

2. Timeline
Course outline(s) and course modification action form must be submitted to NCC by:
   - September 15th to be effective in current year Spring, preferably September 1st if GEC approval is needed (so NTID registrar can send changes to the RIT registrar by their October 15th deadline).
   - February 15th to be effective in following year Fall, preferably February 1st if GEC approval is needed (so NTID registrar can send changes to the RIT registrar by their March 15th deadline).

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

a. **Preparation of Appropriate Forms by Initiators:** The initiators prepare the following forms in consultation with the ADC. 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 form can be found at this link: www.rit.edu/academicaffairs/academicprogrammgmnt/individual-course-development/new-course-proposal-form.

To revise a course outline, transfer information from the current (old format) outline, to this new course outline template (last revised 6/10/19). Existing course outlines can be found in myCourses (non-RIT login with username/password: conversion_guest). Copy all content from the existing outline to the new outline untracked, then turn on tracking and make your needed updates as tracked changes.

Notes about completing a course outline:

Section 1.d: In the required and elective course options, list only the programs that this course is required in, and/or that may use this course as an elective (not others who may take it). Also, program enrollment requirements, such as, minimum year level to take course, can be listed here.

Section 2.0: Course Title should be unique; check SIS to ensure that your requested course title is not already being used by another course at RIT. Also, if your new course title is greater than 30 characters, then a shortened transcript title of 30 characters or less must be provided, and should match what is in SIS for existing courses. If course title is less than or equal to 30 characters, it will also serve as the transcript title, so a separate shorter transcript title should not be provided.

Section 2.a: If a prerequisite/corequisite requires a minimum passing grade, include it as a letter grade, not as a percentage.

Section 3.0: Course description section should not include course title, contact hours, credit hours, or semester offered.

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

Section 7.0: Program Goal/Outcome wording must be identical to PLOAP. Goals/Outcomes list can be bulleted, numbered, or just listed.

Section 8.0: If the course is an NTID AOS general education course (foundation or perspective), add the NTID AOS General Education Addendum
to the course outline, found at this link: 
https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-course-proposal-form/ntid-aos-general-education-addendum-rit-new-course-proposal-form. Only the following course subject codes can qualify for NTID AOS General Education: NSCI, NCOM, NHSS, NASL, NENG, NDLS.

Appendices: Remove appendices that are not being used.

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

b. Department/Chair Review: The initiators submit the course proposal for department review. Departmental review includes input from the faculty of a department as well as its chair. The department chair has a responsibility to write a letter of support for the course proposal. The letter must:

1) Start with a request for the course(s) addition/modification;

2) Provide a rationale for the addition/modification from a disciplinary and/or inter-disciplinary perspective;

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

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

c. NCC Review and Recommendation: The initiators submit a hard copy of the proposal documentation with all signatures and all letters of support to the NCC chair. Simultaneously, the initiators submit an electronic version of the department chair’s letter and the course outline(s) in MS Word, with a copy to the ADC 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.

e. Associate Dean for Curriculum and Special Projects (ADC): Completes Provost’s checklist indicating changes and forwards it on with the proposal documents to the NTID registrar.

f. NTID Registrar: The NTID registrar completes the Course Action Form (CAF) if needed and forwards it to the RIT Office of the Registrar. Annually, in May, the NTID registrar forwards all changed Table 1s and checklists to the Provost Office.

C. COURSE MODIFICATIONS NOT REQUIRING NCC APPROVAL (FYI to NCC)

1. Overview

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

- Modification of less than 50 percent of a course description;

- Modification of less than 50 percent of course content (topics, resources, course-level outcomes and assessment methods) as last reviewed by the NCC and approved by the dean;

- Modification of the term(s) offered;

- Modification of instructional component type - Lecture (LEC), Lab (LAB), Lecture/Lab (LEL).
2. Timeline

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

- September 15th to be effective in current year Spring (so NTID registrar can send changes to the RIT registrar by their October 15th deadline).
- February 15th to be effective in following year Fall (so NTID registrar can send changes to the RIT registrar by their March 15th deadline).

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

3. Review Process

a. Preparation of Appropriate Forms by Initiators: The initiators prepare the following forms in consultation with the ADC. 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 can be found at this link: www.rit.edu/academicaffairs/academicprogrammgmnt/individual-course-development/new-course-proposal-form.

To revise course outlines, transfer information from the current (old format) outline, to this new course outline template (last revised 6/10/19). Existing course outlines can be found in myCourses (non-RIT login with username/password: conversion_guest). Copy all content from the existing outline to the new outline untracked, then turn on tracking and make your needed updates as tracked changes.

Notes about completing a course outline:

Section 1.d: In the required and elective course options, list only the programs that this course is required in, and/or that may use this course as an elective (not others who may take it). Also, program enrollment requirements, such as, minimum year level to take course, can be listed here.

Section 2.0: Course Title should be unique; check SIS to ensure that your requested course title is not already being used by another course at RIT. Also, if your new course title is greater than 30 characters, then a shortened transcript title of 30 characters or less must be provided, and should match what is in SIS for existing courses. If course title is less than or equal to 30 characters, it will also serve as the transcript title, so a separate shorter
transcript title should not be provided.

Section 2.a: If a prerequisite/corequisite requires a minimum passing grade, include it as a letter grade, not as a percentage.

Section 3.0: Course description section should not include course title, contact hours, credit hours, or semester offered.

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

Section 7.0: Program Goal/Outcomes wording must be identical to PLOAP. Goals/Outcomes list can be bulleted, numbered, or just listed.

Section 8.0: If the course is an NTID AOS general education course (foundation or perspective), add the NTID AOS General Education Addendum to the course outline, found at this link: https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-course-proposal-form/ntid-aos-general-education-addendum-rit-new-course-proposal-form. Only the following course subject codes can qualify for NTID AOS General Education: NSCI, NCOM, NHSS, NASL, NENG, NDLS.

Appendices: Remove appendices that are not being used.

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

b. Department Chair: The department chair submits a revised course outline form www.rit.edu/academicaffairs/academicprogrammgmnt/individual-course-development/new-course-proposal-form to NCC chair and ADC along with an Action Form, and an email/memo describing proposed changes. Department chair must provide a rationale for the change and indicate that the proposed change was reviewed and endorsed by the department. FYI actions do not require an Action Form; AVPAA will sign the chair’s email/memo instead.

c. Associate Dean for Curriculum and Special Projects (ADC): The ADC informs the AVPAA of the modification and requests approval. Once approved, the NCC chair is informed of the action and the department chair’s memo and the revised course outline(s) is sent to the NTID registrar.

d. NTID Registrar: The NTID registrar completes a Course Action Form (CAF), if any
information in SIS has changed, e.g. course description, and forwards it to the RIT Office of the Registrar.

D. COURSE DELETIONS

1. Overview

Courses that are not going to be offered at least once every two years should be deleted (deactivated). Their course numbers remain on the books and cannot be used again for future new courses.

2. Timeline

Course outline(s) and course modification action form must be submitted to NCC by:
- September 15th to be effective in current year Spring (so NTID registrar can send changes to the RIT registrar by their October 15th deadline).
- February 15th to be effective in following year Fall (so NTID registrar can send changes to the RIT registrar by their March 15th deadline).

3. Review Process

   a. Department Chair: The department chair sends the NCC chair a Course Deletion Action form, 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 department chair must indicate whether the course is listed as a prerequisite for any other courses and/or is listed in any program mask (Table 1). If so, the course deletion documentation must include revised course outline(s) and/or Table 1. If any program is affected by the course deletion, a letter from the department chair of that program must be also be submitted. Page 2 of the Action Form should clarify if the course is to be deleted (removed from SIS), or deactivated (discontinued in SIS, but remain archived in SIS).

   b. Associate Dean for Curriculum and Special Projects (ADC): After NCC approval, the ADC informs the AVPAA of the deletion and requests approval. Once the deletion is approved, the ADC 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.

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-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 course outline, to the NTID registrar with copies to the NCC chairperson and to the ADC.

- 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 course outline template at this link: [www.rit.edu/academicaffairs/academicprogrammgmnt/individual-course-development/new-course-proposal-form](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-level courses
- XXXX-799 for graduate-level courses

To have an Independent Study approved, a copy of the NTID Independent Study Contract Form must be submitted to the NTID registrar. Find the form at this link: [www.ntid.rit.edu/president/academic-affairs/curriculum/forms](www.ntid.rit.edu/president/academic-affairs/curriculum/forms).

G. UNDERGRADUATE RESEARCH COURSES

Most NTID disciplines, identified by the four-letter subject code in the course number, have created an Undergraduate Research course, numbered NXXX-285. These courses provide the opportunity for a faculty-directed student research project at the undergraduate level. The research will entail an in-depth study in the discipline that could be considered of an original nature. The objectives for each course will be
specified in each student’s NTID Undergraduate Research Course Contract that is completed in agreement with their faculty mentor. Enrollment in this course requires permission from the Department Chair and submission of the NTID Undergraduate Research Contract to the NTID registrar. Find the NTID Undergraduate Research Course Contract form at this link: www.ntid.rit.edu/president/academic-affairs/curriculum/forms.
V. CERTIFICATE GUIDELINES

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 (ADC) in the office of the associate vice president for academic affairs (AVPAA) 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).
VI. ARTICULATION AGREEMENTS

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

A. CONTENT

The content of an articulation agreement includes the following information:

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

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

B. SIGNATORIES

The following parties must sign the articulation agreement:

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

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

Copies of all articulation agreements must be sent to the dean of NTID, through the AVPAA with a copy to the associate dean for curriculum and special projects (ADC). The dean gives final approval of all formal articulation agreements.

Existing Articulation Agreements for current NTID degree programs can be viewed at https://www.ntid.rit.edu/president/academic-affairs/curriculum/program-documents.
Appendix A

GLOSSARY OF CURRICULAR TERMS

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

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

- **Note:** The term *Academic Program*, as used in PeopleSoft/Student Information System (SIS), 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).

**ADC:** NTID associate dean for curriculum and special projects.

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

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

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

AVPAA: NTID associate vice president for academic affairs.

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

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

Certificate: A credential issued by an institution in recognition of the completion of a curriculum other than one leading to a diploma or a degree.

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

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

Concentration in general education: See Immersion.

Concentration / Liberal arts concentration: See Immersion.

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

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

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

- General education courses: Required courses of a general or theoretical nature that are designed to develop judgment and understanding about human beings’ relationship to the social, cultural, and natural facets of their total environment and not related to professional development or directed toward specific occupational or
professional objectives. (General education is referred to as *liberal arts and sciences* by NYSED. Disciplines include humanities, natural sciences and mathematics, and social sciences.)

- **Independent study course:** A credit-bearing educational experience that requires students to complete prescribed coursework without having to attend class.

- **Service course:** A course offered by one academic unit that another academic unit requires or elects to use in a program of study.

- **Special topics course:** An educational experience offered for credit on a trial basis to determine how relevant, appropriate, beneficial, or feasible the course is prior to establishing it as a permanent offering of the college. Special topics courses are typically limited to three semesters.

- **Technical courses:** Courses that are offered in a student’s principal field of study.

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

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

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

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


- **Associated assessment methods:** The specific methods used to assess student performance for each intended learning outcome in a course (assignments, term papers, presentations, projects, tests, etc.).

- **Course description:** A brief summary of the main topics, requisites, credit load, of a course and the semesters in which it is offered; designed for inclusion as an entry (1) in the course proposal, (2) in SIS, and (3) in the online Course Description Bulletin.

- **Course goals:** Broad statements about the skills, competencies, and knowledge that students in a course or program must strive to master. Possible verbs for indicating goals include: *learn, increase understanding of, develop skills in, gain knowledge of, gain mastery of,* and the like. Course goals are no longer required in a course outline.

- **Intended learning outcomes:** A list of precise measurable skills, competencies, and content knowledge that students must be able to demonstrate after completing a
course or a program. Possible verbs for indicating outcomes include calculate, define, design, explain, identify, integrate, measure, paraphrase, produce, reproduce, summarize, and others. There can be more than one outcome related to each goal and a particular learning outcome can support more than one goal. Refer to this link for guidance in describing goals and learning outcomes: Guidelines for Writing Course Goals and Outcomes.


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

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

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

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

Degrees awarded at NTID:

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

- **Associate in Applied Science (AAS):** A two-year (60+ credits) college degree in occupational or technical fields; not usually intended for transfer to a four-year college, but it can lead directly to employment or in some situations, to a baccalaureate degree program. NYSED requires one-third of the course work to be in liberal arts and sciences.

- **Associate in Science (AS):** A two-year (60+ credits) college degree in the field of science or technology; intended for transfer to a baccalaureate program. NYSED requires half the course work to be in the liberal arts and sciences.

- **Associate plus Bachelor’s Degree (A+B):** A program of study whereby students can earn an associate degree (AS, AAS) at NTID and be prepared to enroll into an RIT baccalaureate program in the same field as specified in the articulation agreement.
between NTID and the target college of RIT.

- **Bachelor of Science (BS):** A four-or-five-year (120+ credits) undergraduate college degree in a field of science or technology. **NYSED** requires half the course work to be in liberal arts and sciences.

- **Master of Science (MS):** A program of at least one academic year and at least 30 credits, which includes a research or comparable occupational or professional experience component and at least one of the following: passing a comprehensive test, writing a thesis based on independent research, or completing an appropriate special project.

- **Doctoral Degree (Ph.D.):** A program of at least three academic years of full-time graduate level study after the baccalaureate degree, or their equivalent in part-time study. Doctoral studies shall include the production of a substantial report on original research, the independent investigation of a topic of significance to the field of study, the production of an appropriate creative work, or the verified development of advanced professional skills.

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

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

- **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](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](http://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.

Initiators: Colleagues who agree to research, create, and produce the documentation required to initiate curriculum action (at NTID as outlined in these guidelines.)
**Instruction mode**: Whether courses are taught in a classroom, online, or blended.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Career:** One of three levels of study that a student is actively enrolled in: UGRD (undergraduate), GRAD (graduate), or CNED (continuing education).

- **CIP:** (Classification of Instructional Programs) The US federal government’s taxonomy of academic disciplines at institutions of higher education in the United States, consisting of six-digit codes; maintained by the National Center for Education Statistics. (E.g., business technology = 52.0201; laboratory science technology = 41.9999; civil engineering technology = 15.0201.) Find CIP codes at this link: [nces.ed.gov/ipeds/cipcode/Default.aspx?y=55](https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

- **Group:** Name of the RIT college (CAST, CHST, CIAS, CLA, COS, GCCIS, COE, NTID, SCB) or academic unit (GIS, CMS, USP, DSA) that offers a specified program of study.


- **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 studies; NMTH = NTID mathematics; NSCI = NTID science; CVET = civil engineering technology).

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

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

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

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

**Program mask/course mask**: A matrix of requirements of a major program of study, arranged semester by semester on Table 1. Find Table 1 templates at RIT’s Academic Program & Curriculum Management Web site at this link: https://www.rit.edu/academicaffairs/academicprogrammgmnt/new-rit-undergraduate-graduate-degree-proposal/table-contents. Scroll down to:

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

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

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

**Strategic Plan**: A statement of RITs mission, vision, and dimensions for promoting student success in research, creativity, diversity, and global engagement. Follow this link: https://www.rit.edu/president/strategicplan2025/.

**Table 1a**: undergraduate program mask. See ‘Program mask’.

**Table 1b**: graduate program mask. See ‘Program mask’.

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