Curriculum Handbook

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Onondaga Community College
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Contents

Introduction

The Onondaga Community College curriculum handbook is designed to assist faculty in the development and modification of curriculum. The guidelines outlined in this handbook apply to programs and courses of all modalities, including face-to-face, online, and hybrid.

Onondaga's Curriculum Approval Process

The Curriculum Handbook provides guidance on the procedures and forms to be used to develop or modify the College's curriculum.

Forms are required for the following curriculum changes. Faculty will complete internal forms and Academic Affairs will complete and submit any necessary external forms.

Curriculum Change	Internal OCC Form	External SUNY Form
Develop a new program, certificate, or specialization [1]	Yes	Yes [2]
Develop a new microcredential	Yes	No
Revise a program, certificate, or specialization [1]	Yes	Yes [3]
Revise a microcredential	Yes	No
Develop a new course [1]	Yes	No
Revise an existing course [1]	Yes	No
Request SUNY General Education status for a course	Yes	No
Develop a selected topics course	Yes	No
Deactivate/discontinue [4] a program	Yes	Yes [5]
Deactivate a course	Yes	No
Distance education format proposal for new/revised program	Yes	Yes

Notes:

1. Course and program requirements and design must apply to all modalities.
2. Microcredentials, specializations, and minors are not registered externally.
3. Revisions with substantive changes require external approval.
4. *Deactivation* is when a campus decides not to admit any new students to a program but wishes to maintain the program's registration. This may be done to reassess the need for the program, restructure the program, or allow currently enrolled students to graduate. This action is internal to SUNY and limited in duration to no more than three years, by which time the program must be reactivated or discontinued. *Discontinuance* is when a campus decides to stop offering a program and awarding a credential for its completion. Discontinuance cannot happen if there are students enrolled in the program. Once a program is discontinued, it cannot be reactivated. A new program would need to be developed.
5. External approval is not needed for program deactivation/discontinuance. The College implements this decision as appropriate and submits notification to SUNY.

Curricular Excellence

Statement on Government of Colleges and Universities

The 1966 Statement on Government of Colleges and Universities was jointly formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. It provides clarification of the respective roles of governing boards, faculties, and administrations. The statement notes, "The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board." (American Association of University Professors, n.d.).

New York State Education Department

The New York State Education Department (NYSED) provides oversight for the registration of curriculum that is to be offered at a college or university. Each approved institution of higher education is expected to follow SED's established policies, procedures, and processes for curriculum registration. The Regulations of the Commissioner of Education states that, "To be registered each curriculum shall show evidence of careful planning. Institutional goals and the objectives of each curriculum and of all courses shall be clearly defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes." Additionally, the Regulations also states that, "For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives and for providing academic advice to students." (New York State Education Department, n.d.).

The entire Regulations of the Commissioner of Education are located on the following website: http://www.highered.nysed.gov/ocue/lrp/rules.htm.

State University of New York

For the State University of New York (SUNY), the principles derived from the 1966 Statement on Government of Colleges and Universities and from the Regulations of the Commissioner of Education are put into operation in Article X, Section 4, of the Policies of the Board of Trustees by stating that, "The faculty of each college shall have the obligation to participate significantly in the initiation, development, and implementation of the educational program." (The State University of New York, December 2013).

Middle States Commission on Higher Education

The Middle States Commission on Higher Education accredits degree-granting colleges and universities in the Middle States region. Middle States accreditation is an expression of confidence in an institution's mission and goals, its performance, and its resources. The Middle States Commission on Higher Education assures students and the public of the educational quality of higher education.

The Commission accredits each institution based on seven standards and fifteen requirements, which serve as Onondaga's roadmap for compliance. Standards three and five speak to matters that are germane to curricular excellence and are therefore relevant to the Curriculum Committee's task. (Middle States Commission on Higher Education, 2015).

Standard Three: An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Standard Five: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

The assignment of credit hours is also relevant to the Curriculum Committee's task and is a component of the accreditation-relevant federal regulations. The Commission must review and evaluate the reliability and accuracy of an institution's assignment of credit hours. Specifically, the Commission reviews the institution's policies and procedures for determining credit hours awarded as well as applicability to programs and coursework. (Middle States Commission on Higher Education, 2014).

Credit Hours and Carnegie Unit

Credit Hour Calculations

The minimum amount of time required for a credit hour is calculated using 50 minutes as the recognized length of a classroom "hour." For example, (50 minutes x 15 weeks) / 60 minutes in an hour = 12.5 hours of seat time.

Below is a summary of how semester credit hours are granted for courses based on the type of instructional method. Definitions of various instructional methods are provided in Appendix A.

Note: Charts represent **minimum** standard – additional time above the minimum, but below the threshold for the next level may be required by the discipline. The calculations for minimum required time are based on a 15-week semester. OCC uses a 14-week semester and a 55-minute hour to meet the minimum required 12.5 hours. There is no change to the formula above based on the number of weeks in the semester. We must still meet the minimum hours as listed in the charts below.

Lecture, Seminar, Quiz, Discussion, Recitation

A semester credit hour is an academic unit earned for 15 50-minute sessions (750 minutes or 12.5 hours) of classroom instruction with a normal expectation of two hours of outside study for each class session. Typically, a three-semester credit hour course meets 3 50-minute sessions per week for 15 weeks for a total of 45 sessions (2250 minutes or 37.5 hours).

Credits	Total Min. Instructional Time (15 weeks)	Total Min. Out of Class Student Work (15 weeks)	Total Instructional Time and Out of Class Work
1	750 Minutes/12.5 Hours	1500 Minutes/25 Hours	2250 Minutes/37.5 Hours
2	1500 Minutes/25 Hours	3000 Minutes/50 Hours	4500 Minutes/75 Hours
3	2250 Minutes/37.5 Hours	4500 Minutes/75 Hours	6750 Minutes/112.5 Hours
4	3000 Minutes/50 Hours	6000 Minutes/100 Hours	9000 Minutes/150 Hours

Activity Supervised as a Group (Lab, Field Trip, Practicum, Workshop, Group Studio)

A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 150 minutes or more in duration with little or no outside preparation expected. 45 50-minute sessions of such activity would also normally earn one semester credit hour (2250 minutes or 37.5 hours). Where such activity involves substantial outside preparation by the student, the equivalent of 15 periods of 100 minutes each will earn one semester credit hour (1500 minutes or 25 hours). (The State University of New York, 1976).

Labs

Credits	Total Min. Instructional Time (15 weeks)	Total Min. Out of Class Student Work (15 weeks)	Total Instructional Time and Out of Class Work
1	1500 Minutes/25 Hours	750 Minutes/12.5 Hours	2250 Minutes/37.5 Hours
2	3000 Minutes/50 Hours	1500 Minutes/25 Hours	4500 Minutes/75 Hours
3	4500 Minutes/75 Hours	2250 Minutes/37.5 Hours	6750 Minutes/112.5 Hours
4	6000 Minutes/100 Hours	3000 Minutes/50 Hours	9000 Minutes/150 Hours

Experiential Learning

At its discretion, an institution may award credit hours for learning acquired outside the institution which is an integral part of a program of study. When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised activity that provides the learning considered necessary to program study.

Clinical, Cooperative Education, Fieldwork, or Internship

Credits	Total Min. Instructional Time (15 weeks)	Total Min. Out of Class Student Work (15 weeks)	Total Instructional Time and Out of Class Work
1	2250 Minutes/37.5 Hours	0	2250 Minutes/37.5 Hours
2	4500 Minutes/75 Hours	0	4500 Minutes/75 Hours
3	6750 Minutes/112.5 Hours	0	6750 Minutes/112.5 Hours
4	9000 Minutes/150 Hours	0	9000 Minutes/150 Hours

Degree Types and Credit Caps

Associate in Arts (A.A.) and Associate in Science (A.S.) degrees are designed to prepare students for transfer. Associate in Applied Science (A.A.S.) degrees generally prepare graduates for entry and advancement in their careers or for further higher education. Associate in Occupational Studies (A.O.S.) degrees are generally intended to prepare students to transition directly to the workforce upon completion. All associate degree programs must be registered with SED. At least 24 of the academic credits for the degree must be completed at Onondaga Community College.

A certificate program is defined by SED as "a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree." (New York State Education Department, n.d.). Certificate programs may serve as stepping stones for students who later move into a degree program or as supporting courses for another higher education partner. All certificate programs must be registered with SED and the required courses must be part of the associate degree that it is aligned with. A course cannot be required for a certificate that is not also required in the associate program. The Regulations of the Commissioner of Education require diploma and certificate programs to be at least one academic year in duration, defined as at least 24 semester hours or the equivalent, to be approved programs of study for award payment purposes. (Higher Education Services Corporation, n.d.).

SED requires a minimum of 60 credit hours for associate degree programs. Onondaga's Board of Trustees approved the establishment of maximum credit requirements of 64 credits for A.A., A.S., A.A.S., and A.O.S. degree programs, and 30 credits for certificate programs. A SUNY waiver is required for associate degree programs that exceed 64 credits.

Degree	Min Credits	Max Credits
Associate in Arts (A.A.)	60	64
Associate in Science (A.S.)	60	64
Associate in Applied Science (A.A.S.)	60	64
Associate in Occupational Studies (A.O.S.)	60	64
Certificate	24	30

Liberal Arts and Sciences

The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.

Examples of course types that are generally considered within the liberal arts and sciences are:

- Humanities
  - English – composition, creative writing, history of language, journalism, linguistics, literature, literature in translation, playwriting
  - Fine Arts – art appreciation, history, or theory
  - Foreign Languages – composition, conversation, grammar, history of the language, literature of the language, reading, translation studies
  - Music – music appreciation, history, or theory
  - Philosophy – comparative philosophy, history of philosophy, logic, schools of philosophy
  - Religion – comparative religion, history of religion

- o Theater – dramatic interpretation, dramatic literature, dramaturgy, history of drama, playwriting
- Natural Sciences and Mathematics
    - o Natural Sciences – anatomy and physiology, biology, chemistry, earth science, geology, physics, zoology
    - o Mathematics – calculus, mathematical theory, statistics
    - o Computer Science – broad survey/theory courses
- Social Sciences
    - o Anthropology, cultural studies, economics geography, government, history, political science, psychology, sociology
    - o Criminal Justice – introductory and broad survey courses
    - o Communications – interpersonal communications, mass communications, public speaking, speech and rhetoric

Examples of course types that are generally **not** considered within the liberal arts and sciences are:

- Agriculture
- Business – administration, finance, human resources, management, marketing, production
- Computer Applications – word processing, database, spreadsheets, programming
- Health and Physical Education
- Home Economics
- Education and Teaching Methods
- Library Science
- Music – studio, performance, practice courses (voice, instrument, direction, conducting)
- Office Technologies and practice
- Performing and Related Arts – acting, costume design, dance, direction, lighting, production, scene construction, sound production
- Specialized professional courses in such fields as – accounting, architecture, dental hygiene, dentistry, engineering, law, medicine, nursing, nutrition, pharmacy, podiatry, veterinary medicine
- Studio Arts – drawing, painting, ceramics, sculpture
- Technology/Technician Fields – construction, data processing, electrical, electronics, graphic arts, mechanical, medical, refrigeration repair
- Television and Radio Production
- Theology – pastoral counseling, ministry

SED requires a minimum number of credits in liberal arts and sciences coursework for specific registered undergraduate degree programs. There are no minimum requirements for coursework in the liberal arts and sciences for an Associate in Occupational Studies (A.O.S.) degree or for a certificate. Following is an outline of the minimum number of liberal arts and sciences credits for A.A., A.S., and A.A.S. degrees. (New York State Education Department, 2011).

Degree	Min Proportion of Content	Min Credits
Associate in Arts (A.A.)	3/4	45
Associate in Science (A.S.)	1/2	30
Associate in Applied Science (A.A.S.)	1/3	20

General Education

General Education enables individuals to acquire the knowledge, skills, and dispositions necessary for responsible participation in society. These include the ability to reason and communicate effectively, a capacity for compassionate inquiry, a framework for intellectual, ethical, and aesthetic growth, and a commitment to the well-being of self and the larger community.

SUNY General Education

The SUNY General Education requirement enables students to acquire knowledge and skills that are useful and important for all educated persons, regardless of their jobs or professions. (SUNY Board of Trustees Resolution, January 2010). It supports academic excellence as well as student choice, mobility, and degree attainment by expecting students to demonstrate achievement of SUNY wide learning outcomes.

SUNY General Education areas are as follows:

- Communication – Written and Oral (required)
- Diversity: Equity, Inclusion, and Social Justice (required)
- Mathematics (and Quantitative Reasoning) (required)
- Natural Sciences (and Scientific Reasoning) (required)
- Humanities
- Social Sciences
- The Arts
- US History and Civic Engagement
- World History and Global Awareness
- World Languages

SUNY General Education competencies are as follows:

- Critical Thinking and Reasoning
- Information Literacy

In both associate-degree transfer and baccalaureate-degree programs, SUNY General Education helps prepare students for upper-division study across the liberal arts and sciences as well as in the major. Consistent with SUNY's commitment to seamless transfer and student completion and success, campuses must ensure that students can complete the SUNY GE requirements within the first 60 credits of all AA-, AS-, and baccalaureate-degree programs (The State University of New York, 2021).

For AA-, AS-, and baccalaureate-degree programs, the following credit and category requirements apply:
- At least 30 credits of SUNY GE-approved Liberal Arts and Sciences
- A minimum of seven (of ten) Knowledge and Skills Areas, including the four specifically required
- The two core competencies

Consistent with SUNY's commitment to establish a strong foundation for every SUNY student seeking an undergraduate degree, along with institutional accreditation expectations and NYSED degree requirements, the campus' required general education program must also be included in AAS degrees (The State University of New York, 2021).

For AAS-degree programs, the following credit and category requirements apply:
- At least 20 credits of SUNY GE-approved Liberal Arts and Sciences
- A minimum of the four specifically required Knowledge and Skills Areas
- The two core competencies

Students in AOS-degree programs must also meet the campus general education program's required knowledge, skills, and competencies. Whether accomplished by designating freestanding SUNY GE-approved liberal arts and sciences courses and/or embedding required general education content into applied courses, curriculum mapping will help ensure the institution can demonstrate where required general education instruction is taking place and assessed (The State University of New York, 2021).

For AOS-degree programs, the following credit and category requirements apply:
- A minimum of zero credits of SUNY GE-approved Liberal Arts and Sciences
- A minimum of the four specifically required SUNY GE Knowledge and Skills Areas
  - Categories may be met with standalone SUNY Gen Ed courses or may be infused into existing requirements (freestanding or embedded)
  - The two core competencies (freestanding or embedded)

SUNY indicates that students who plan to transfer within SUNY to earn a bachelor's degree may want to complete as many SUNY General Education courses as possible before transferring.

Onondaga's approved list of SUNY General Education courses can be found in the "Academic Information" section of the College Catalog at http://catalog.sunyocc.edu/

Internal Requirements and Approval Processes

These guidelines are to be followed by any department that may request revisions and/or changes to the College's curriculum. There may be several approval levels required in the process based on the type of recommendation or revisions to the curriculum.

New or revised courses or programs must be prepared by faculty and submitted to curriculum@sunyocc.edu Curriculum Committee review. Curriculum Committee recommends submission no later than November 1 to ensure the best chance of review and approval for the upcoming College Catalog. The Assistant Director of Registration and Curriculum will review the forms for completeness and accuracy and place them on the Curriculum Committee agenda in consultation with the Curriculum Committee Chair. Forms are reviewed and placed on the agenda based on the order they are received and finalized. The ADRC will also facilitate conversations between the Curriculum Committee and the form initiator(s) for any additional revisions that need to be made per the Curriculum Committee's suggestion.

It is essential that all academic revision documentation be completed and received no later than published deadlines. Proposals must be approved by the Curriculum Committee and Faculty Senate by the end of the current Fall semester for inclusion in the College's catalog for the next academic year. All approvals made after the semester ends will be included in the appropriate curriculum revision cycle for implementation. Proposals that require external approval will remain as is, pending the appropriate approvals. Developments and modifications to courses and programs are implemented effective fall

semesters only. Changes cannot be made to the curriculum effective the spring semester. The exception to this is selected topics proposals.

External Requirements and Approval Processes

In addition to the College's internal approval process, there are external reporting requirements, standards, and processes that the College must follow for courses and programs. Implementation dates for changes that require external approval are based upon when the external approval is received.

Courses

Courses approved as meeting the SUNY General Education requirement through Onondaga's approval process are submitted to SUNY. Courses are submitted by the ADRC through SUNY's course submission and evaluation system (CourSES). These courses are automatically integrated with the SUNY warehouse data submitted through SIRIS.

Courses approved as fulfilling a component of a SUNY Transfer Path through Onondaga's approval process are submitted to SUNY for review and approval. Courses are submitted by the ADRC to the SUNY Student Mobility Project Coordinator. Reviewers in the Office of Academic Programs and Planning will review the courses. Upon approval, Onondaga will be notified via e-mail and the courses will be posted to the Student Mobility Dashboard.

Programs

SUNY provides a guide to academic program planning that has a brief overview for faculty, academic administrators, and others who are involved in creating, revising, suspending, or terminating credit-bearing academic programs. SUNY also has academic program planning forms, which contain more detailed information and instructions on SUNY's academic policies and priorities, as well as SED's requirements. Both the guide and the forms are located on the following website: http://system.suny.edu/academic-affairs/acaproplan/app/

Planning for credit-bearing academic programs at SUNY is a multi-step process that rests on the foundation of faculty responsibility for academic content and quality. It is designed to ensure that academic programs:

- Reflect shared governance decisions made on each campus.
- Are consistent with each campus' mission.
- Are aligned with SUNY's mission, strategic goals, policies, and procedures.
- Meet New York State and other external requirements and needs.
- Avoid unnecessary duplication and costs.
- Benefit from opportunities for coordination and collaboration within SUNY.

Three levels of planning apply to new and significantly revised academic programs:

- Local campus governance
- The SUNY Provost on behalf of the SUNY Board of Trustees
- The New York State Education Department (SED), on behalf of the Board of Regents of the University of the State of New York (the State's governmental umbrella for all public and independent educational institutions in the State).

In addition, for academic program plans that involve major changes for an institution – such as a new degree, a new level of study, or a new branch campus – direct approval by the SUNY Board of Trustees, the Board of Regents, and the Governor may be needed. SUNY has outlined the full program development/review process in a flowchart, as shown in Appendix B.

Certificates

The Department of Education requires institutions to report certain information about students who enroll in Title IV eligible programs that lead to gainful employment. These programs are defined as programs that prepare students for gainful employment in a recognized occupation. A summary of gainful employment information for each of Onondaga's certificate programs is located on the following website: http://www.sunyocc.edu/programs. Any new certificate program proposals must clearly identify local jobs requiring the certificate as well as mechanisms for linking students who complete the program to these identified jobs.

New Course and Revised Course Proposal

The College encourages development of new courses for the purpose of general education as well as for building strong disciplinary content that prepares students for a professional career and/or for transfer. Faculty may initiate a new course; however, it must be sponsored and approved by an existing academic department.

Faculty may revise an existing course to meet curricular needs such as new insights, industry standards, pedagogical approaches, etc. It is sometimes difficult to tell whether changes being proposed to an existing course are significant enough to warrant the creation of a completely new course. A convenient test of whether the proposed action would create a new course or whether the action would result in a revised version of the same course is to ask the question, "If a student has already earned credit for the current course, would the same student be able to earn additional credit by successfully completing the course as proposed?" If the answer is yes, the proposed action will create a new course with a new course number; if the answer is no, the action will overwrite the existing course. Substantive changes to the course content and/or student learning outcomes would warrant a new course. If there is any question regarding the nature of a proposed course change, please consult with the ADRC.

Proposals must be voted on by the department and signed by both the initiator(s) and the Department Chairperson(s). New and revised course proposals are submitted to curriculum@sunyocc.edu, and are reviewed for completeness and accuracy. This involves a technical review of the proposal to determine unintended consequences and/or further administrative review that may need to take place.

Proposals are reviewed by the ADRC and placed on the Curriculum Committee agenda in consultation with the Curriculum Committee Chair in the order they are received and finalized. The new and revised course proposal process is illustrated in a flowchart format, as shown in Appendix C.

Proposals must be prepared by faculty and submitted to curriculum@sunyocc.edu by November 1 of the current cycle for Curriculum Committee review. Approval must be received by the Curriculum Committee and Faculty Senate by the end of the fall semester for inclusion in College's catalog for the next academic year. Changes that require SUNY/SED approval are implemented based upon when the external approval is received. It is essential that all academic revision documentation be completed and received no later than published deadlines. The Course Outline template for new and revised course proposals is available on the employee website under Faculty → Curriculum Forms.

Cross-Listing

A cross-listed course is a single course offered collaboratively through two departments or programs. Each department shares responsibility for the course and must contribute resources to the offering of the course. In addition, the course must be either team taught by a faculty member from each department or must be taught by a faculty member with a joint appointment in both departments. A new course that will be cross listed must have all disciplines listed as initiators on the proposal and gain approval from all disciplines and departments involved before it is submitted. Cross-listed courses should have the same course title, name, description, and credit hours. The only difference between the courses should be the course prefix.

If one discipline wishes to withdraw from the cross-listing and the other discipline wishes to continue teaching the course, then a revised course proposal must be submitted by the discipline wishing to

continue teaching the course. The discipline withdrawing from the cross-listing must submit a course deactivation.

If one discipline wants to change the content of the cross-listed course and the other discipline does not, then a new course proposal should be submitted by the discipline wishing to change the content. All overlap procedures must be followed. The other discipline must submit a revised course proposal to remove the cross-listing. Faculty should be aware that cross-listing can be confusing to students.

Guidance for Completing New and Revised Course Proposals

Course Outline General Instructions

The course outline will be stored in the Planning and Assessment SharePoint and must be fully complete. This one form can be used for New Courses, Revised Courses, and Selected Topics by selecting the appropriate choice at the top of the form. Check the boxes before the different section headings for any section that is changing.

Official Course Title/Short Title

The official course title must accurately describe the course. The short title has a maximum of 30 characters, including spaces. If the title is not changing, it must be written exactly as it appears in the current catalog.

Course Prefix & No.

The course number for an existing course cannot be altered. Substantive changes to the course content and/or student learning outcomes would warrant a new course and potential deactivation of the old course. Consult with the ADRC for the determination and availability of course numbers for new course proposals.

- **Criteria for 100-Level Courses**
    - o   Courses that are survey or introductory in nature
    - o   Courses that are taken in the first year/semester of a program
    - o   Basic foundation for students to build upon
    - o   Typically do not have prerequisites within the discipline, unless it is a sequential course

- **Criteria for 200-Level Courses**
    - o   May require prerequisites
    - o   Typically require students to analyze, evaluate, and apply concepts at a higher level than in 100-level courses
    - o   Require some previous knowledge
    - o   Have more depth than 100-level courses

Credits

Courses with equivalent credit hours, such as developmental courses, must have the equivalent (EQ) symbol after the number of credits. Recitation courses are also equivalent credit. Recitation courses are not mandatory and offer supplemental instruction designed to reinforce material already presented in a credit-bearing class. They are designed to offer students who need additional instruction on topics the time they need to further discuss theory and/or apply previously received material to different problems to deepen learning. Even in the case of equivalent credit, the credit hours must align with the contact hours listed on the course outline based on Carnegie standards.

Effective Catalog

The initiator/department submitting the proposal may propose an upcoming catalog. However, the final effective catalog will be determined based on the final approval date of the proposal. General timelines for implementation are as follows:

Proposals submitted and approved in the current calendar year will be effective for the academic year beginning in August of the next calendar year. For example, proposals submitted and approved between January 2022 (start of the Spring semester) and December 2022 (end of the Fall semester) will generally be implemented for the 2023-24 catalog. Proposals submitted and approved between January/February 2023 and December 2023 will generally be implemented in the 2024-25 catalog.

SUNY General Education

If faculty would like a new or revised course to be considered a SUNY General Education course, the appropriate proposals must be routed through the Learning Outcomes Assessment Committee (LOAC) and the Curriculum Committee simultaneously. * Approval by the Learning Outcomes Assessment Committee (LOAC) must be received to list a course as a SUNY General Education course. Therefore, faculty should check off the proposed SUNY General Education box on the Course Outline form and list the category for which they are applying. Once approved by Faculty Senate, the ADRC will check off the appropriate SUNY General Education credit for an approved SUNY General Education course regardless of when the course was taken.

* Existing courses that are not being revised but would like to apply for SUNY Gen Ed status only need to be submitted through the LOAC approval process and do not need to complete a Course Outline form. Complete only the SUNY Gen Ed Certification form found on the Employee site → Faculty → Curriculum Forms → Courses → Revised Course.

Course Designations

Indicate which elective(s) the course fulfills, if any.

Catalog Description with Requisites

The catalog description must be written clearly and concisely and be consistent with the course content outline and learning outcomes. If relevant, the description must include other important information such as additional student costs, requisites, cross-listings, laboratories, etc.

If the course's prerequisite or co-requisite is modified, the catalog description must be revised to include the updated requisite. If the course is a requirement for a program, the suggested course sequence for

that program needs to be reviewed to determine whether the requisite change impacts a student's ability to complete the program as it is outlined.

Requisites should be written exactly as they are intended to function. The Colleague system does not automatically recognize higher level courses as fulfilling prerequisites. If permission of instructor or department is required, this also needs to be specified.

- **Prerequisite:** *Must be taken prior to the course in question.*
- **Co-requisite:** *Must be taken concurrently with the course in question. Co-requisites that are part of a learning community can be established through the scheduling/registration process.*
- **Prerequisite or co-requisite:** *May be taken prior to the course in question, or concurrently with the course in question.*

Student Learning Outcomes

The major goals of this course must be stated as learning outcomes in terms of measurable outcomes for students. Each learning outcome must be numbered, begin with a Bloom's Taxonomy verb, and end in a period. 3 credit courses typically have between 3 and 5 learning outcomes. Learning outcome topics can be expanded upon in more detail in the Content Outline. Below are suggestions for appropriate Bloom's taxonomy verbs. 200-level courses are expected to achieve higher-level learning outcomes, such as analysis, evaluation, and creation.

Level	Suggested Verbs
Remembering: Can the student recall or remember the information?	Define, duplicate, list, memorize, recall, repeat, reproduce, state
Understanding: Can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: Can the student use the information in a new way?	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing: Can the student distinguish between the different parts?	Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating: Can the student justify a stand or decision?	Appraise, argue, defend, judge, select, support, value, evaluate
Creating: Can the student create a new product or point of view?	Assemble, construct, create, design, develop, formulate, write

Master Schedule Instructions

The master schedule instructions include such things as the instructional method, modality, DL, restrictions, and equates. This information is necessary to create a course in the system and will be reflected on the master schedule of classes. If a new course is replacing a selected topics course and students should not receive credit for both, please indicate that as an equate. Please note that some of these fields are subject to approval by other departments. For example, the DL may be proposed on the Course Outline Form by the department but must be discussed with and approved by the President. Additionally, for departments that plan to offer courses in an online modality, faculty training through the Center for Teaching and Learning Innovation is required. Complete this section to the best of your

ability. When necessary, the ADRC will facilitate conversations between the academic department and the department responsible for approval.

Course Implications

The potential impact on new and existing programs must be considered. For example, a change in credit hours for an existing course that is required in a program will require a revised program proposal that indicates the overall change in credits for the program. If a new course will be a requirement for any program, a new or revised program proposal must accompany the new course proposal. Consultation with any affected department(s) is necessary before submitting the proposal.

Consideration must be given to whether the proposed course overlaps partially or substantially with other courses taught at the College. Any overlap with other courses must be described and justified in the proposal. The course initiator is responsible for contacting the other department(s) when an overlap is indicated. Should the ADRC identify overlap with an existing course, the proposal will be sent back to the initiating faculty to address the issue.

Other course implications may include an increase in budget and/or staffing (subject to administrative approval), additional costs for students, such as lab fees, uniforms, or additional supplies (which must be referenced in the catalog description), and whether the course is designed for a specific organization like a business or agency. These issues should be discussed with the Provost and/or Dean(s) prior to submitting the course.

Required Rationales

The required rationales entered by the form initiator(s) should explain the reason and/or demand for introducing or revising the course. Additionally, they should answer all applicable questions posed on the form in each section. Please also indicate whether any other courses need to be deactivated in lieu of the new or revised course, which will require a Course Deactivation Form. This information helps ensure that all courses are implemented correctly.

Signatures

The initiator(s) and the department chairperson(s) must sign at the bottom of the proposal. The department name and approval date must be added to the cover sheet once the proposal has been voted on by the department. The Curriculum Committee Chair will insert the Curriculum Committee approval date and the Faculty Senate approval date once the course has been vetted through the curriculum process. Lastly, the proposal will be reviewed and signed by the Provost.

New or Revised Course Review/Approval Process

Course(s) will be reviewed by the following:

1. Department Chair, Initiator(s), and Department Faculty
2. ADRC and Technical Review (Advising, Financial Aid, Student Accounts, Admissions, IPAR, Deans/Academic Affairs, and Academic Chairs)
3. Curriculum Committee
4. Faculty Senate
5. Provost/CAO (President's Designee)

Notification of Approval

The ADRC notifies the initiator(s) and the department chair once the Curriculum Committee reviews and approves the proposal. Once approved, the Curriculum Committee Chair will forward the proposal to the Faculty Senate for their approval. If the Faculty Senate does not approve the proposal, it will be referred back to the academic department and the Curriculum Committee for further review. Once approved by the Faculty Senate, new courses are forwarded to the Provost for approval. The ADRC will disseminate approved courses to IPAR for inclusion in the Planning and Assessment SharePoint. The ADRC will also forward the course to SUNY if the course is a new SUNY General Education or Transfer Path course. Lastly, the ADRC will reference the approved course in the annual Curriculum Newsletter based upon when the course is implemented.

Selected Topics Proposal

Selected topics courses are a way for faculty to offer courses on a trial basis to see if there is sufficient interest to propose the course as a regular part of the College's course offerings. The selected topics course cannot be used for a revision of a currently existing course, a course that has substantial overlap with an existing course, or a course that is taught at a 300 or above level. Selected Topics will only be degree applicable if there are electives required in the student's program. Credits that are not degree applicable are not eligible for financial aid, therefore the use of Selected Topics should be limited.

A selected topics course may only run for up to three semesters. This does not include instances where the section was cancelled or never offered during a particular semester. If a department is interested in turning the selected topics course into a new course, the department chair must submit the selected topics and new course proposal simultaneously to the ADRC to be vetted through the curriculum process. Selected topics courses may be added to the master schedule of classes prior to student registration for the term in which the selected topics course will be offered. Selected topics courses must be numbered between 195-199 or 295-299, depending on the level of the course. Consult with the ADRC for number availability. The Course Outline template for selected topics proposals is the same as the template for New or Revised Courses, and is located on the employee website here: https://www.sunyocc.edu/curriculum-forms

Selected Topics Procedures

Proposals must be voted on by the department and signed by both the initiator(s) and the department chair. Selected topics proposals are submitted to the ADRC for review of completeness and accuracy. This involves a technical review of the proposal to determine unintended consequences and/or further administrative review that may need to take place. Proposals are placed on the Curriculum Committee agenda by the ADRC in consultation with the Curriculum Committee Chair in the order they are received and finalized. The Curriculum Committee will review the proposal to ensure curricular excellence and compliance with existing policies. Once the Curriculum Committee votes on the proposal, the Curriculum Committee Chair will present the proposal to the Faculty Senate for their approval. The proposal may be added to the master schedule of classes once approved by the Provost.

Selected Topics Review/Approval Process

Course(s) will be reviewed/approved by the following:

1. Department Chair, Initiator(s), and Department Faculty
2. ADRC and Technical Review
3. Curriculum Committee
4. Faculty Senate
5. Provost/CAO (President's Designee)

Notification of Approval

The ADRC notifies the initiator(s) and department chair once the Curriculum Committee reviews and approves the proposal. Once approved, the Curriculum Committee Chair will forward the proposal to the Faculty Senate for their approval. The ADRC will notify the initiator(s) and department chair once the proposal is approved by the Provost. The ADRC will also disseminate the approved course to IPAR for inclusion in the Planning and Assessment SharePoint and reference the approved course in the annual Curriculum Newsletter based upon when the course is implemented.

Course Deactivation

The criterion for deactivating a course is based upon student need and current relevance of the course content, the impact on programs, whether the course is a prerequisite and/or co-requisite for another course, and whether it is referenced in the catalog description of another course. As new courses are developed, other courses may become obsolete. Course deactivation is appropriate for obsolete courses. As there are other reasons for course deactivation, each situation will be reviewed on its own merits. The template for course deactivation proposals is available on the employee website here: https://www.sunyocc.edu/curriculum-forms

In addition to departments requesting a course deactivation, the ADRC will review course offerings on an annual basis. Courses that have not been offered in two or more years are flagged and sent to departments for review. Departments may choose whether to submit Course Deactivation forms for the identified courses or any others.

Course Deactivation Procedures

Department requests for course deactivation require the completion of the course deactivation proposal. The proposal must be signed by the department chair and submitted to the ADRC for review of completeness and accuracy. This involves a technical review of the proposal to determine unintended consequences and/or further administrative review that may need to take place. All proposals must be submitted and approved by November 1 for deactivation in the College's catalog for the next academic year.

Consideration should be given to whether the course to be deactivated is a requisite for another course or is referenced in another course's catalog description. If it is, a Revised Course proposal must be submitted before the course can be deactivated. Similarly, if the course to be deactivated is a requirement for an active program, certificate, micro-credential, specialization, or minor, then a Revised Program proposal must be submitted before the course can be deactivated.

A deactivated course may be reactivated through the submission of a Revised Course proposal to the ADRC. If the content of the course has changed significantly, then the deactivated course will not be considered the same course, and a New Course proposal must be submitted. All new and revised course proposals must be approved by the Curriculum Committee, Faculty Senate, and Provost before the course can be reactivated. The course will be reactivated based upon the appropriate curriculum revision cycle.

Course Deactivation Review/Approval Process

Course(s) will be reviewed/approved by the following:

1. Department Chair
2. ADRC and Technical Review
3. Curriculum Committee (informative)
4. Faculty Senate (informative)
5. Provost/CAO (President's Designee)

Notification of Approval

The ADRC will bring the course deactivation proposal to the Provost for approval and then notify the department chair once the course has been approved for deactivation. The ADRC will place the deactivated course on the Curriculum Committee agenda as an informative item and the Curriculum Committee Chair will place the course on the Faculty Senate agenda as an informative item. The ADRC will then reference the deactivation in the annual Curriculum Newsletter based upon the appropriate curriculum revision cycle.

New Program Development

New program development takes the collaborative effort of the faculty, administration, SUNY, and SED to initiate, develop, approve, and implement. The new program development process consists of three stages: 1) feasibility analysis and report; 2) formal internal proposal review and approval; 3) external review and approval by SUNY and SED.

The Feasibility Analysis

Onondaga's strategic goals focus on ensuring feasibility and long-term sustainability of new programs prior to their implementation. The College's new program development process relies on data to identify essential programming opportunities within areas of potential interest.

Idea Generation and Review

An idea for a new program may emanate from internal or external sources, such as transfer requirements, employer needs, student/community needs, faculty recommendations, and/or program reviews. However, there are policies, procedures, and processes that must be followed before it can be offered as a recognized academic program.

Ideas for new programs should be introduced through academic departments and Academic Affairs. Before seeking Board of Trustees approval to conduct a formal feasibility analysis, department faculty should discuss the idea for a new program with their division dean and the Assistant Provost. The general criteria that should be considered at this stage are:

- Is the proposed program consistent with the College's mission and strategic plan?
- Is the program likely to be financially sustainable?
- Does the proposed program duplicate curriculum currently being offered at the College or in the region?
- Is there employer and/or student demand for the program?
- Do graduates employed in the field earn an adequate wage?
- For A.A. and A.S. programs, are there transfer institutions in the region to support graduates in pursuit of a bachelor's degree?

If the idea for a new program meets the criteria outlined above, the division dean and Assistant Provost present the idea to the Provost. The Provost may then seek Board of Trustees approval to conduct a formal feasibility analysis.

Feasibility Report

Following a Board of Trustees approval of a resolution to conduct a feasibility analysis, program developers prepare a formal feasibility report. An independent consultant may assist in developing a feasibility report. Program developers should use the Feasibility Report Template available by request from the ADRC.

The feasibility report should include the following sections:

- Purpose
    - What is the purpose of the proposed program? How does the proposed program align with the College's mission, goals, and strategic plan?

- Program Need and Market Value
    - Analyze the need for this program.
        - Provide evidence of student demand for the program (please note sources).
        - Drawing on U.S. Department of Labor data, regional employment data, and other relevant sources, provide a job market analysis that includes current demand, projected growth, and median starting salary estimates. For direct-to-career programs (e.g., A.A.S. and Certificate programs), please provide specific job titles. Jobs identified should be directly relevant to the curriculum and should not require skills or expertise beyond the training acquired through the proposed curriculum.
        - For direct-to-career programs, document local and/or regional employers consulted and summarize information collected, focusing on the likelihood of sustained demand for employees and whether the employer requires the proposed credential to secure a position and/or for advancement.
        - For transfer programs (A.A./A.S.), identify at least three local and/or regional institutions that offer related bachelor's programs that lead to in-demand jobs or graduate study. Please provide general evidence that graduates will transfer to these institutions as true juniors without credit loss (formal equivalency tables will be completed at the program proposal stage).

- Curriculum
    - Please provide a summary of the outcomes that graduates will achieve upon completion of the proposed program (formal program learning outcomes will be finalized as part of the program proposal submitted to Curriculum Committee).
    - What impact, if any, will the new program have on existing curricula at the institution?
    - For direct-to-career programs, document how the curriculum represents a suitable approach to professional study in the field and note whether the program meets certification and/or accreditation standards?
    - If a program has a clinical component, discuss the adequacy of facilities and the arrangements to support the objectives of the program.

- Projected Enrollment
  - Provide enrollment projections for the proposed program. Projections should note full-time, part-time, and FTE enrollments after years 1, 2, 3, 4, 5. Please estimate the percentage of enrollments that are likely to be drawn from existing programs at the College. In estimating enrollments, please consider:
    - the number of graduates of similar programs across the state and/or at institutions of comparable size and scope outside of the state.
    - Employer demand.
    - If evident, significant projected demographic shifts.
    - Whether the program will serve an established industry with a workforce that will benefit from acquiring new skills through the proposed program.

- Faculty and Staff
  - Describe whether current faculty members possess the appropriate knowledge, degree(s), and other academic credentials to provide a program of high quality.
  - Discuss whether the number of faculty and the amount of time to be devoted by each to the program is compatible with the goal of offering a program of quality.
  - Discuss whether staff specific to the program (e.g., technical assistants) will be necessary to offer a program of high quality and note whether current staff possess the knowledge, skills, and credentials necessary to fill these positions.

- Facilities and Finances

  - Discuss the possible need for significant additional financial support.
  - If applicable, discuss the adequacy of laboratories, special facilities, equipment, and consumables necessary to support the program.
  - If applicable, discuss the adequacy of other academic resources (e.g., library holdings and other library resources) available to support the program.
  - If applicable, discuss the adequacy of computer facilities and other information technology resources available to support the program.

- Administration
  - If inter-institutional or intra-institutional cooperation is involved, describe the division of administrative and budgetary responsibilities, and note their adequacy.

Review of Feasibility Report

Upon its completion, the feasibility report should be submitted to the Provost and presented to the Curriculum Committee for comment. In consultation with the faculty, the Provost will support the identification of an independent consultant who will review the feasibility report and provide a recommendation to the College. The consultant may conduct a site visit to determine the adequacy of facilities. The consultant will be chosen through mutual agreement between the department and the Provost. There must be no conflict of interest or appearance of a conflict of interest associated with the consultant. There is a conflict of interest when the potential consultant:

- Is a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to, the institution that is seeking program approval;
- Is a spouse, parent, child, or sibling of an individual or persons listed in the above;
- Is seeking or being sought for employment or other relationship with the institution under review
- Has a personal or professional relationship with the institution under review that might compromise objectivity and/or;
- Has a competitive relationship with the institution that might compromise objectivity.

In general, there must be a five-year period between the end of the relationship and any engagement with the institution to serve as a consultant. The only exception to this restriction is that the institution can hire the consultant to review additional programs within the five-year period.

The following criteria will be considered in the selection of an external consultant:

- Appropriate degree in a relevant field from an accredited institution.
- Academic or appropriate professional experience (administration and/or teaching) in the field.
- Research experience, where appropriate. This includes publications such as books and articles, as well as receipt of research grants from external funding sources, such as government agencies and foundations.
- Appropriate professional experience in a relevant field if the program to be reviewed has professional orientation.
- Current knowledge of the field.
- Familiarity with standard for academic programs developed by professional accrediting agencies.
- Familiarity with existing programs.
- Awareness of employment possibilities of graduates.
- Knowledge of budgeting and financial matters.
- Experience in evaluating academic programs.

The consultant should submit a written evaluation of the program and include a recommendation to the institution. The consultant may recommend:

- Approval
- Approval upon minor modification by the institution
- Non-approval unless major modifications are implemented
- Non-approval for stated reasons

Please note that the final feasibility analysis should be no older than three years.

New Program Proposal

Faculty will generally begin the New Program Proposal after the Feasibility Report has been fully approved by the Provost and an independent consultant. Lead faculty will develop the new program proposal in collaboration with administrators, colleagues, and/or consultants. Lead faculty will also work with the ADRC to ensure the proposal is complete and accurate before Curriculum Committee review. This involves a technical review of the proposal to determine unintended consequences and/or further

administrative review that may need to take place. Faculty should check the proposal for fulfillment of the SUNY General Education requirements and liberal arts and sciences requirements, and, in line with best practices, design a guided pathways program GPS map. Proposals must be voted on by the department and signed by both the initiator(s) and the department chair. Proposals are placed on the Curriculum Committee agenda by the ADRC in consultation with the Curriculum Committee Chair in the order they are received and finalized.

The Curriculum Committee and Learning Outcomes Assessment Committee (LOAC) will review the new program proposal. The ADRC will notify the lead faculty of the Curriculum Committee's discussion and decision. If the proposal is not approved by the Curriculum Committee, it will need to be revised, resubmitted to the ADRC, and re-reviewed by the Curriculum Committee. Once approved by the Curriculum Committee, the Curriculum Committee Chair will forward the new program proposal to the Faculty Senate for subsequent action. New programs approved by the Faculty Senate are forwarded to the Provost by the ADRC. This is followed by review and recommendation by the Provost, review and action by the President, and review and action by the Board of Trustees. The ADRC, in consultation with the initiating department and Academic Affairs, will complete and submit the necessary external forms to SUNY. Academic Affairs will also review the program's course requirements to determine whether a distance education format proposal needs to be submitted to SUNY. These procedures and processes are also illustrated in a flowchart format, as shown in Appendix D.

External SUNY Process

Once a new program is approved on campus, an announcement of the new program must be sent by Onondaga's Provost to the SUNY Provost. New programs are announced to other SUNY campuses for a 30-day comment period that enables other SUNY campuses to offer suggestions or express concerns to the proposing campus and SUNY Provost. When the comment period ends and after any concerns from other campuses have been addressed, a SUNY program proposal is submitted to the SUNY Provost.

The SUNY Provost's Office will work with the campuses until the new program proposal is approved, withdrawn, or denied. Generally, the SUNY Provost's Office sends an approved program proposal to SED with a request for registration action. However, if a proposal requires a new degree authorization because it involves a new award for a campus, or requires a master plan amendment because it involves a new level of study, a new disciplinary area, or a new branch campus, the proposal is approved by the SUNY Board of Trustees before it goes to SED.

SED works with the SUNY Provost's Office and the campus until a new program is registered on the inventory of registered programs, or the program proposal is withdrawn by the campus or denied registration. SED regulations do not allow a campus to promote or enroll students in an academic program until the program is registered. Before registration, the Board of Regents must approve a degree authorization, and both the Board of Regents and the Governor must approve a master plan amendment. (The State University of New York, October 2013). SUNY templates for new program announcements and new program proposals are located on the following website: http://system.suny.edu/academic-affairs/acaproplan/app/forms/. The College cannot offer the program until it has final SED approval.

Guidance for Completing New Program Proposals

The new program proposal is submitted to the ADRC for review of completeness and accuracy. The curriculum map must be approved by LOAC. The curriculum map and the cost and feasibility analysis must be submitted along with the proposal. Proposals must be signed by both the initiator(s) and the department chair after the departmental vote.

SUNY/SED approval must be received by the end of January to include the program in the College's catalog for the next academic year. Programs receiving approval after January 31 will typically be included in the catalog the following year. Enrollment in a program begins in the year that the program is included in the catalog. Proposals are reviewed by the ADRC and placed on the Curriculum Committee agenda in consultation with the Curriculum Committee Chair in the order they are received and finalized. The Program Outline template for new program proposals is on the employee website here: https://www.sunyocc.edu/curriculum-forms

Form Guidance

Official Program Title and Program Code

Indicate the official title of the program as it will appear in the College Catalog. The program code is a 3-letter code that should align with the title of the program and be followed by the degree type, e.g. ART.AAS.

Mission Statement & Program Learning Outcomes

The mission statement and program learning outcomes should be entered on the Program Outline form and the Curriculum Map. Program learning outcomes should utilize higher-level learning outcomes.

Program Description

Enter the program description exactly how it will appear in the College catalog.

Degree Type & Title Change

For new programs, check "N/A" for both of these sections.

Admissions Requirements

List any admissions requirements for the program that are different than the institution's minimum requirements. For example, if the program requires an audition or interview, completion of specific courses, or a prior certificate those should be listed in this section.

Other Catalog Information

Other catalog information includes any information that should be listed in the catalog that is not covered in the program description or admissions requirements. This may include graduation requirements, special program costs, or essential skills and requirements.

Specializations, Tracks, or Options

Specializations, tracks, and/or options are used to identify any different paths a student could take within one degree program. Examples include different formats, such as a part-time or evening track, modalities, such as external, accelerated, or distance education, specializations that a student would need to declare, or SUNY transfer pathways.

Program Implications

If courses from departments other than the department(s) submitting the proposal will be required in the program, please indicate each additional department and their approval. Indicate whether there is an expected increase in budget and/or staffing (requires administrative approval) and whether the proposal will directly affect other budget areas. Also indicate any additional costs for students in the program, which must also be indicated in the "Other Catalog Information" section of the Program Outline form. Indicate if the program is designed for a specific organization, does not follow a traditional semester schedule, or meet at a traditional location, and whether the program can be completed fully online.

Courses Added

List all courses being introduced to the proposed program. If any courses are new or revised, Course Outline forms must accompany the new program proposal.

SUNY Gen Ed

Based on the required courses for the program, indicate which SUNY General Education knowledge areas and competencies may be met. A.A. and A.S. programs must meet 7 out of 10 categories and have a total of 30 credits in SUNY Gen Ed courses. Communication, Diversity, Mathematics, and Natural Science are required, plus 3 additional categories and the two competencies. For A.A.S. programs, only the 4 required categories and 2 competencies must be met, with 20 credits in SUNY Gen Ed courses. A.O.S. programs are required to meet the 4 required categories and 2 competencies but may meet them through infused coursework or approved SUNY Gen Ed courses. There is no minimum credit requirement.

Certificate programs are not subject to any SUNY Gen Ed requirements but may still check off the categories that are met.

Suggested Course Sequence

List the required courses to be taken each semester. Include the complete course number and title, pre/co-requisites, minimum and maximum credits, and SUNY Gen Ed and Liberal Arts credits where applicable. Best practices include identifying specific courses that best meet general education and elective credits.

Required Rationales

The required rationales entered by the form initiator(s) should explain the reason and/or demand for introducing or revising the program. Additionally, they should answer all applicable questions posed on the form in each section.

Attachments

Cost and Feasibility Analysis: A cost and feasibility analysis must be endorsed by an external consultant before the new program proposal can be reviewed by the Curriculum Committee. The cost and feasibility analysis should be no older than three years and should be included with the proposal.

Curriculum Map: The completed curriculum map should be submitted with the Program Outline form. This map may have already been approved by LOAC or may be pending LOAC approval at the time of submission.

Transfer Tables: All new A.A. and A.S. programs require transfer tables outline seamless transfer to two SUNY Bachelor's degree programs. These tables are not required at the time of submission to Curriculum Committee but are required for SUNY submission. Please work with the ADRC and Assistant Provost for guidance on how to complete the tables.

SUNY Submission

All new programs require SUNY submission.

Signatures

The initiator(s) and the department chairperson(s) must sign at the bottom of the proposal. The department name and approval date must be added to the cover sheet once the proposal has been voted on by the department. The Curriculum Committee Chair will insert the Curriculum Committee approval date and the Faculty Senate approval date once the course has been vetted through the curriculum process. Lastly, the proposal will be reviewed and signed by the Provost.

Revised Program Proposal

The revised program proposal is used to make changes to an existing program, certificate, minor, or specialization. Revised program proposals must be sent to SUNY/SED if substantive changes are made.

Campuses must receive SUNY and SED approval for revised programs that include any of the following substantive changes:

- Cumulative change from the last SED approval of the registered program of 1/3 or more of the minimum credits required for the award.
- Changes in the program's focus or design.
- Adding or eliminating one or more options, concentrations, or tracks.
- Adding or eliminating a requirement for completion, including an internship, clinical placement, cooperative education, or field-based experience.
- Altering the liberal arts and sciences content in a way that changes the degree classification.
- Other changes, such as program title, program award, mode of delivery, or a format delivery that alters the program's financial aid eligibility.
- Any change to a registered program leading to a professional licensure, or the addition of licensure qualification to an existing program.

Changes to courses or credits that do not satisfy one of the required content areas in the profession do not need SUNY approval and SED registration unless required by one of the other categories above.

Internal Process for Developing Revised Programs

The lead faculty will develop the revised program proposal in consultation with administrators and colleagues. Lead faculty will also work with the ADRC to ensure the proposal is complete and accurate before Curriculum Committee review. This involves a technical review of the proposal to determine unintended consequences and/or further administrative review that may need to take place. Faculty should check the proposal for fulfillment of the SUNY General Education requirements and the liberal arts and sciences requirements. Proposals are placed on the Curriculum Committee agenda by the ADRC in consultation with the Curriculum Committee Chair in the order they are received and finalized.

The Curriculum Committee and Learning Outcomes Assessment Committee (LOAC) if appropriate, will review the revised program proposal. The proposal initiator should attend the meeting(s) where the forms are reviewed. The ADRC will notify the lead faculty of the Curriculum Committee's discussion and decision. If the proposal is not approved by Curriculum Committee, it will need to be revised, resubmitted to the ADRC, and re-reviewed by the Curriculum Committee.

Appeals to committee decisions can be requested by faculty initiators and granted by majority vote of the Senate Executive Committee. If an appeal is granted, the Senate shall hear the appeal and decide the outcome.

Once approved by the Curriculum Committee, the Curriculum Committee Chair will forward the revised program to the Faculty Senate for subsequent action. Academic Affairs will complete any necessary external forms once the revised program is reviewed and approved by the Curriculum Committee, LOAC (if appropriate), and the Faculty Senate. Academic Affairs will also review the program's course requirements to determine whether a distance education format proposal needs to be submitted to SUNY.

External SUNY Process

Programs with substantive changes must not take effect until they have SUNY approval and are registered with SED. In these cases, a campus must submit a cover letter and revised program proposal to the SUNY Provost. A program may not be advertised until it is registered by SED. SUNY templates for revised programs are located on the following website: https://system.suny.edu/academic-affairs/acaproplan/app/forms/.

Guidance for Completing Revised Program Proposals

The revised program is submitted to the ADRC for review of completeness and accuracy. Proposals must be prepared by faculty and submitted to curriculum@sunyocc.edu by November 1 of the current cycle for Curriculum Committee review. Proposals are reviewed by the ADRC and Technical Review and placed on the Curriculum Committee agenda in consultation with the Curriculum Committee Chair in the order they are received and finalized. Approval must be received by the Curriculum Committee and Faculty Senate by the end of the current fall semester for inclusion in the College's catalog for the next academic year. Changes that require approval from SUNY/SED are implemented based on when the external approval is received. SED approval must be received by January 31 for inclusion in the upcoming College catalog for the next academic year. Students follow the program requirements of the catalog under which they enter unless they choose to follow a subsequent catalog. It is absolutely essential that all academic revision documentation be completed and received the ADRC no later than

published deadlines. The Program Outline template for revised programs is located on the employee website here: https://www.sunyocc.edu/curriculum-forms

Form Guidance

Program Outline General Instructions

The program outline will be stored in the Planning and Assessment SharePoint and must be fully complete. This form can be used for New Programs or Revised Programs by selecting the appropriate choice at the top of the form. Check the boxes before the different section headings for any section that is changing.

The same guidelines for completing New Program Proposals outlined above apply to the Revised Programs, with the following caveats:

Degree Type Change

If the degree type is changing, i.e., from A.S. to A.A.S., check "yes" and list the previous type, otherwise check no.

Title Change

If the official program title is changing, check "yes" and list the previous title, otherwise check no.

Program Implications

If courses are being removed from the program requirements, there is a box under Program Implications that needs to be checked to document department notification.

Courses Eliminated

This field is utilized only by Revised Programs. List all existing courses and/or requirements that are being removed from the suggested course sequence. This helps the Registration & Records Office clearly see what they need to remove from the program's degree audit.

Required Rationales

All rationales need to be completed, even if changes are not being proposed to every section. If no changes are proposed to a particular section, the rationale may say "no changes."

Internal Implementation of New/Revised Programs

The communications and processes for internal implementation of new or revised programs are outlined in the table below. Some processes and communications are contingent upon the type of revision and whether SUNY/SED approval is required.

What	Office	When
Send an e-mail announcement to the campus community, if applicable.	Provost	Once all appropriate approvals are received.
Create/adjust the program in the PROG screen in Colleague, if applicable.	Registration & Records	Once all appropriate approvals are received.

Update the Catalog and website.	Registration & Records / Marketing	Published March 18, based on the appropriate curriculum revision cycle. [1]
Adjust OCC's online classes and programs webpage, if applicable.	Provost Designee	Published March 18, based on the appropriate curriculum revision cycle. [1]
Create/adjust the program requirements in Colleague's Degree Audit, if applicable.	Registration & Records	Based upon the effective start date.
Add the program to OCC's application, if applicable.	Registration & Records / Information Technology	Based upon the effective start date.
Request that the program be added to the online SUNY application, if applicable.	Registration & Records	Based upon the effective start date.
Submit updates for the SUNY Viewbook, if applicable.	Marketing and New Media	Based upon the effective start date.
Update the Eligibility and Certification Approval Report (ECAR) for gainful employment purposes, if applicable.	Financial Aid	Based upon the effective start date.
Reference the program in the Curriculum Newsletter.	Registration & Records	Distributed annually in March.

Note:

1. Programs are typically implemented annually, effective for the Fall semester.

Program Deactivation/Discontinuance

When a SUNY campus decides not to admit any new students to a program, but wishes to maintain the program's registration, this action is referred to as *deactivation.* The effective deactivation date is August 15, the first regular admission date for which new students will no longer be permitted to enroll in the program. Per SUNY, a deactivated program must be either discontinued or reactivated within three years of the deactivation. When a campus decides to stop offering a program and awarding a credential for its completion, this action is known as a *discontinuance.* The effective discontinuance date is the last graduation date for which a credential for completion of the program is awarded.

Internal Process for Program Deactivation/Discontinuance

The Provost will collaborate with the academic department, President, Board of Trustees, and the Union to deactivate/discontinue a program based upon a comprehensive program analysis. If the Board of Trustees supports the deactivation/discontinuance, a board resolution will be passed. The Provost will work with Executive Council to determine the effective deactivation/discontinuance terms.

If a department is thinking of deactivating or discontinuing a program, the department chair should complete the internal Program Deactivation Form. This form functions similarly to the Course Deactivation Form in that it provides the necessary information to the ADRC, who can then move the request through the process outlined in the flowchart in Appendix E. This form does not require approval from the Curriculum Committee or Faculty Senate. The Program Deactivation Form is available on the employee website here: https://www.sunyocc.edu/curriculum-forms

Items to consider when determining the deactivation/discontinuance terms include:

- November 1 is the deadline to submit forms to curriculum@sunyocc.edu for inclusion in the next fall Catalog. Therefore, programs need to be deactivated and removed from the Catalog based on the appropriate curriculum revision cycle.
- Students are recruited for the upcoming academic year beginning September 1.
- Number of students who are currently enrolled in the program, and whether they are registered at the College.
- Number of new matriculated students in the program, if any. These students will have an active status for the program with a future catalog/start date and may or may not be registered at the College.

External SUNY Process

SUNY/SED approval is not necessary to deactivate and/or discontinue a program. The College implements this decision as appropriate. Academic Affairs will submit the external form that notifies SUNY of the deactivation and/or discontinuance. The SUNY form is located on the following website: http://system.suny.edu/academic-affairs/acaproplan/app/forms/.

Internal Implementation of Deactivated/Discontinued Programs

The communications and processes for internal implementation of deactivated/discontinued programs are outlined in the table below.

What	Office	When
Send an e-mail announcement to the campus community.	Provost	Upon submission of the deactivation/discontinuance form to SUNY.
Contact students who are active in the program and notify them of the discontinuance date.	Academic Affairs	Upon submission of the deactivation/discontinuance form to SUNY.
Change the program's status to "pending" in the PROG screen in Colleague.	Registration & Records	Based on the effective deactivation date.
Request that the program be removed from the online SUNY application.	Registration & Records	Based on the effective deactivation date.
Remove the program from OCC's application.	Registration & Records	Based on the effective deactivation date.
Submit updates for the SUNY Viewbook.	Marketing and New Media	By January 31, based on the appropriate curriculum revision cycle.
Adjust OCC's online classes programs webpage, if necessary.	Provost Designee	By March 18, based on the appropriate curriculum revision cycle.
Reference the program in the Curriculum Newsletter.	Registration & Records	Distributed annually in March.
Update the student's record in Colleague so that their status for the program is inactive.	Registration & Records	Based on the effective discontinuance date.
Update the Eligibility and Certification Approval Report (ECAR) for gainful employment purposes, if applicable.	Financial Aid	Based on the effective discontinuance date.
Remove the program (upon final closure) from VA Once.	Veteran's Affairs	Once all graduates are certified.
Change the program status to "Inactive" in the PROG screen in Colleague.	Registration & Records	Once all graduates are certified.

Specializations and Transfer Paths

Specializations are a specific grouping of courses within a degree program that focus a student's attention on a particular area of specialization within the degree.

SUNY has created Transfer Paths that summarize the common lower division requirements (courses) shared by all SUNY campuses for similar majors within most disciplines. SUNY Transfer Paths are discipline specific lists of prototype major and cognate courses and descriptions developed by SUNY faculty to identify the foundational courses in a discipline that are typically taken during the first two years of full-time study, and that have been matched with actual courses offered by SUNY campuses. They closely resemble lower division courses required at other colleges and universities, both public and private.

Faculty may create specializations based on these Transfer Paths. For programs that utilize a Transfer Path, the knowledge and skills identified as required need to be covered in the program, whereas recommended courses may be included or taken by the student under advisement. Faculty should consult with the Assistant Director of Registration and Curriculum (ADRC) for any questions pertaining to SUNY Transfer Paths. Outlines for each available Transfer Path can be found on the following website: https://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/

Micro-Credentials

Credit-Bearing

The lead faculty will develop the micro-credential proposal in consultation with administrators and colleagues. Lead faculty will also work with the ADRC to ensure the proposal is complete and accurate before Curriculum Committee review. This involves a technical review of the proposal to determine unintended consequences and/or further administrative review that may need to take place. Proposals are placed on the Curriculum Committee agenda by the ADRC in consultation with the Curriculum Committee Chair in the order they are received and finalized.

The Curriculum Committee will review the micro-credential proposal. The proposal initiator should attend the meeting(s) where the forms are reviewed. The ADRC will notify the lead faculty of the Curriculum Committee's discussion and decision. If the proposal is not approved by Curriculum Committee, it will need to be revised, resubmitted to the ADRC, and re-reviewed by the Curriculum Committee.

Appeals to committee decisions can be requested by faculty initiators and granted by majority vote of the Senate Executive Committee. If an appeal is granted, the Senate shall hear the appeal and decide the outcome.

Once approved by the Curriculum Committee, the Curriculum Committee Chair will forward the revised program to the Faculty Senate for subsequent action. Following Faculty Senate approval, the Provost will review and make a final decision on the proposal.

Work Force Topics

Work Force Topics is a formal process that certifies faculty review of OCC's non-credit programs. It keeps faculty fully informed about the curricular needs of the community, as the College responds expeditiously to workforce needs.

Work Force Topics Procedures

Work force topics proposals are submitted to the ADRC for review of completeness and accuracy. This involves a technical review of the proposal to determine unintended consequences and/or further administrative review that may need to take place. Subsequent reviews will then be completed by the Curriculum Committee (or ad-hoc for NCWF) for compliance with non-credit curriculum requirements and reported to the Provost. Faculty Senate will be informed by the Curriculum Committee Chair.

Work Force Topics Review/Approval Process

Course(s) will be reviewed/approved by the following:

1. Initiator/Department
2. ADRC & Technical Review
3. Curriculum Committee/Non-Credit Workforce Committee (review)
4. Faculty Senate (informative)
5. Provost/CAO (President's Designee)

Notification of Approval

The ADRC notifies the initiator(s)/department once the Curriculum Committee reviews the proposal and reports to the Provost. The Curriculum Committee Chair will forward the proposal to the Faculty Senate as a point of information. The ADRC will also disseminate the approved courses to IPAR for inclusion in the Planning and Assessment SharePoint.

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Onondaga forms for new/revised courses, new/revised programs, selected topics, and course deactivations are on the employee site: http://employees.sunyocc.edu/index.aspx?id=33877.

Appendix A: Definitions of Instructional Methods

Clinical: Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a clinical setting. The minimum contact time per credit is typically three times that of a lecture (3:1 ratio), depending upon the amount of outside work assigned.

Cooperative Education: A formally recognized academic program integrating classroom learning and productive paid work experiences in a field related to a student's academic and career goals. Cooperative education provides students with progressive learning experiences integrating theory and practice and serves as a partnership among students, educational institutions, and employers.

Fieldwork: Supervised student research or practice carried out away from the institution and in direct contact with the people, natural phenomena, or other entities being studied.

Hybrid: Online activity is mixed with classroom meetings, replacing a percentage of the face-to-face time with significant self-directed, online learning.
A proctored final exam may be required. This will be specified in the course syllabus.

Hyflex: These courses have both an on-campus, face-to-face component and a remote/virtual component. Students will attend class in person on a rotational basis as assigned on some days and participate remotely in class sessions as assigned on other days.
A proctored final exam may be required. This will be specified in the course syllabus.

Independent Study: Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time.

Interactive Video: Courses where the instructor and students interact with other students at other locations.

Internship: A form of applied or experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in professional or community settings. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers/community partners the opportunity to guide and evaluate talent.

Laboratory: Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a laboratory setting. The minimum contact time per credit is typically twice that of a lecture (2:1 ratio).

Lecture Course: Course activity is organized around scheduled face-to-face class meetings.

Lecture/Web Enhanced: Web-enhanced traditional classroom courses use online activities to complement class sessions without reducing the number of required class meetings.
A proctored final exam may be required. This will be specified in the course syllabus.

Online: 100% of course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.
A proctored final exam may be required. This will be specified in the course syllabus.

Real-Time Online Course: There are set times and days that students will attend class with instructor using web-based conference technologies (ex. Microsoft Teams, Zoom).
A proctored final exam may be required. This will be specified in the course syllabus.

Recitation: Courses that are not mandatory and offer supplemental instruction designed to reinforce material already presented in a credit bearing class. These courses are designed to offer students who need additional instruction on topics the time they need to further discuss theory and/or apply previously received material to different problems in an effort to deepen learning.

Appendix B: SUNY Program Development/Review Process

SUNY — The State University of New York

Program Development/Review Process

CAMPUS
- Submits Program Proposal
- Circulates Program Announcement
- Campuses and System
- President ← Governance ← Committee ← Department

SUNY SYSTEM
- Reviews Program Proposal
- Approves Program/Transmits to SED
- Requests More Info
- Amends Master Plan
- Disapproves

SED
- Reviews Program
- Approves/Registers
- Requests More Info
- Planning Review

Board of Regents
- Regents Review
- Approval

Governor
- DOB Review
- Governor Approval

the Power of SUNY

Appendix C: New/Revised Course Proposals

New/revised courses originate from several sources; transfer needs, faculty, program review, student/community needs → Faculty work with ADRC to ensure proposals are complete and accurate. → Department faculty review for content and completeness, vote, and sign off on new/revised course proposal. → ADRC, under the direction of Curriculum Committee, makes necessary preparations for Curriculum Committee review process.

Curriculum Committee reviews, makes recommendations, and/or approves new/revised course proposals. → Curriculum Committee Chair forwards proposals to Faculty Senate for subsequent action (vote). → ADRC forwards approved courses to Provost/CAO for addition to College catalog. → ADRC updates Curriculum Newsletter and disseminates approved forms to IPAR, while AA coordinates campus communication

ADRC enters course data in Colleague. All publications draw from Colleague. → Courses can be offered, advertised, and appear in the College Catalog.

Appendix D: New Program Development/Implementation

New program originates from transfer requirements, employer needs, student/community needs, faculty recommendations, and/or program reviews. → Review and consultation occurs the Provost/CAO and Deans. The Provost will discuss the new proposal with the BOT and/or EC for endorsement to conduct a cost and feasibility analysis. → Cost/feasibility analysis is completed by consultant. → Lead faculty develop a suggested course sequence and the new program form in collaboration with administrators and colleagues.

Department faculty should check for fulfillment of SUNY General Education and Liberal Arts and Sciences requirements. → Department votes on the proposal and the lead faculty and department chairperson signs and dates the form. ADRC coordinates technical review adds the proposal to Curriculum Committee's agenda. → Curriculum Committee/LOAC will review the new program proposal. → Once approved, Curriculum Committee Chair forwards the proposal to the Faculty Senate for subsequent action.

Once approved, the ADRC submits the proposal to the Provost. The Provost will review and recommend to the President. → ADRC completes and submits necessary external forms to SUNY and SUNY submits to SED. Copies of transmittals are sent to the President and IPAR. → Once proposals are approved by all required parties, the Provost sends official announcement to the campus community.

Appendix E: Program Deactivation/Discontinuance

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┌─────────────────────────────┐     ┌─────────────────────────────┐     ┌─────────────────────────────┐
│ Department discusses        │     │ ADRC passes information     │     │                             │
│ potential                   │     │ to the Provost, who will    │     │                             │
│ deactivation/discontinuance │     │ collaborate with the        │     │ BOT passes a board          │
│ of the program and submits  │ ──> │ Academic Department,        │ ──> │ resolution to support the   │
│ the internal Program        │     │ President, BOT, and Union   │     │ deactivation and/or         │
│ Deactivation Form to        │     │ to deactivate and/or        │     │ discontinuance.             │
│ curriculum@sunyocc.edu.     │     │ discontinue the program     │     │                             │
│                             │     │ based on a comprehensive    │     │                             │
│                             │     │ analysis.                   │     │                             │
└─────────────────────────────┘     └─────────────────────────────┘     └─────────────────────────────┘
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┌─────────────────────────────┐     ┌─────────────────────────────┐     ┌─────────────────────────────┐
│                             │     │                             │     │ Provost submits             │
│ Provost communicates with   │     │ ADRC prepares the           │     │ deactivation/discontinuance │
│ Executive Council to        │     │ deactivation/discontinuance │     │ form to SUNY. SUNY/SED      │
│ determine effective         │ ──> │ form for SUNY submission    │ ──> │ approval is not required;   │
│ deactivation and/or         │     │ based upon the effective    │     │ the College implements      │
│ discontinuation dates.      │     │ dates.                      │     │ deactivation/discontinuance │
│                             │     │                             │     │ decisions as appropriate.   │
└─────────────────────────────┘     └─────────────────────────────┘     └─────────────────────────────┘
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┌─────────────────────────────┐
│                             │
│ President facilitates       │
│ communication of program    │
│ deactivation/discontinuance │
│ and provides necessary      │
│ information.                │
│                             │
└─────────────────────────────┘
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Appendix F: Carnegie Unit References

New York State Education Department

All credit bearing degree and certificate programs are approved by SED. Calculation of credit hours for these programs must follow SED guidelines, which are consistent with the U.S. Department of Education's guidelines. Codes, Rules and Regulations of the State of New York, Title 8 – Education Department, Chapter II – Regulations of the Commissioner, Subchapter A – Higher and Professional Regulations, Part 50 – General, Section 50.1 defines a semester hour as "a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2 (c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year." (New York State Education Department, 2015). Furthermore, Section 52.2 (c)(4) notes that a semester hour of credit "may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (a) of section 50.1 of this Subchapter only: (i) when approved by the commissioner as part of a registered curriculum; (ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution; or (iii) in the event of a temporary closure of an institution by the State or local government as a result of disaster, as defined in section 50.1 (w) of this Title, when the commissioner has granted approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution." (New York State Education Department, 2015).

U.S. Department of Education

Electronic Code of Federal Regulations, Title 34: Education, Part 600 – Institutional Eligibility under the Higher Education Act of 1965, as amended, Subpart A – General, Section 600.2 defines a credit hour as "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonable approximates not less than – (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as establish by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours." (U.S. Government Publishing Office, 2016).

The U.S. Department of Education also provides guidance on program integrity regulations as it relates to the credit hour. The U.S. Department of Education states that the "credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work. Further note that the definition provides that a credit hour may be for an equivalent amount of work over a different amount of time. There is no requirement that a three semester hour course meet three hours per week during a semester or a three quarter hour course meet three hours per week during a quarter. The requirement

is that the institution determine that there is an amount of student for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour or a quarter for a quarter hour." (U.S. Department of Education, 2013).

State University of New York

SUNY has adopted a variant of the traditional Carnegie Unit as a measure of academic credit. This unit is known by the familiar term, semester credit hour, and is the primary academic measure by which progress toward a degree is gauged. It is recognized that such a unit measures only a part, albeit a major part, of a composite learning experience, based upon formally structured and informal interactions among faculty and students. Semester credit hours are awarded based on the particular type of instruction.