

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, $(50 \text{ minutes} \times 15 \text{ weeks}) / 60 \text{ minutes in an hour} = 12.5 \text{ hours of seat time}$.

Below is a summary of how semester credit hours are granted for courses based on the type of instructional method.

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.

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

Extracted from the Curriculum Handbook 2024/2025

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