

## Appendix 3: Rules of the Board of Regents

### Rules of the Board of Regents

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NY-CRR

OFFICIAL COMPILATION OF 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 EDUCATION  
PART 52. REGISTRATION OF CURRICULA

(Link from: <http://www.highered.nysed.gov/ocue/lrp/rules.htm>)

#### **52.2 Standards for the registration of undergraduate and graduate curricula.**

##### **EXCERPT FROM**

##### **(c) Curricula and awards.**

- (1) In addition to the requirements of section 53.3 of this Subchapter, the objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly state the subject matter and requirements of each course.
- (2) For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion, in accordance with paragraphs (6)-(10) of this subdivision.
- (3) Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.
- (4) A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) 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 a 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.
- (5) The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity.
- (6) Associate degree programs shall normally be capable of completion in two academic years of full-time study, or its equivalent in part-time study, with an accumulation of not less than 60 semester hours.

Current though May 31, 2015

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NYSED, Office of College and University Evaluation: Approval & Registration  
<http://www.highered.nysed.gov/ocue/aipr/guidance/gpr11.html#c>

### DEPARTMENT EXPECTATIONS: CURRICULUM

(Application for Registration of a New Program - Task 3)

- Undergraduate degree programs must contain the required amount of liberal arts and sciences content for the degree award cited.
  - <http://www.highered.nysed.gov/ocue/aipr/guidance/gpr11.html#c>
- Master's degree programs shall normally include:
  - A minimum of one academic year of full-time graduate level study, or its equivalent in part-time study
  - An accumulation of not less than 30 semester hours
  - Research or a comparable occupational or professional experience
  - At least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project
- The design of each curriculum, and degree programs as a whole, are coherent, implement the philosophy, purposes and educational objectives of the program and institution, and are consistent with professional expectations in the field.
- Methods of instruction are consistent with the purposes and objectives of the program of each course.
- Courses are offered frequently enough to ensure timely completion of the program, as demonstrated in the sample program schedule.
- Curriculum content proceeds from introductory level to advanced level in logical sequence with appropriate breadth, depth, and currency; appropriate prerequisite knowledge and skill is required
  - This is illustrated by the sequence of courses as listed in the Sample Student Schedule and content of syllabi and statements of prerequisites.
- Syllabi are submitted for all new courses in the major of proposed undergraduate programs.
  - Syllabi for all courses required for proposed undergraduate programs should be available upon request.
- Syllabi are submitted for all courses of proposed graduate programs.
- Syllabi are demonstrably consistent with, or superior to those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field
- Syllabi are reflective, comprehensive and confirm the expertise and pedagogical skill of the instructor, and should include the following items:
  - course description
  - course objectives
  - prerequisites
  - credits allocated
  - assignments
  - method of assessing student achievement, including the assessment rubrics at the course and project levels
  - basis of grade determination;
  - bibliographic and other resources
  - other course policies related to integrity of credit

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- Author(s) of syllabus and resume(s), if not cited in the faculty table required in Task 4: Faculty.
- Syllabi demonstrate that at the course level the requirements for expected time on task meet the requirements of CR 50.1(o) , that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved stated learning objectives.

#### **INTERNSHIPS**

If the proposed program requires the completion of an internship or similar experience, the following expectations apply:

- The requirement for the internship is detailed in the program description.
- The internship is a learning experience that provides opportunities for the student to apply knowledge gained through coursework.
  - The primary purpose of the internship is not to advance the operations of the internship site/employer or to complete work that a regular employer would routinely perform.
- Qualified members of the faculty are assigned to oversee each internship experience.
- The requirements for each internship experience are outlined in a complete and thorough syllabus, including the elements listed in the Department Expectations: Curriculum document/section of this document. The syllabus also includes the following information, if applicable:
  - required “on-campus” meetings
  - required assignments, e.g., reading assignments, portfolio
  - duration and hours of the internship
  - salary
- Students are made fully aware of tuition, fees, minimum qualifications or eligibility requirements, and process and/or registration requirements that are specific to the internship.
- Students participating in internships are provided a job description or similar document, outlining the specific activities of the position.
- The institution is responsible for communicating and contracting with the internship hosts, for visiting internship sites, and for securing mid-term and final evaluation reports from the hosts.
- Internship supervisors are fully briefed and trained on the institution’s expectations and requirements for the student’s experience and performance and provide routine feedback to the student and the institution.
- Assessment of the internship experience is included in the institution’s program assessment plans.

#### **FINANCIAL AID CONSIDERATIONS FOR DEGREE PROGRAMS**

The eligibility of the proposed program for the New York State Tuition Assistance Program (TAP).is determined through a review of the Sample Student Schedule.

If a program can be completed in the “normal” time for the particular degree level, the program is registered as being offered on a full-time basis. Only programs registered as full time are eligible for TAP.

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A full-time program is one that is capable of completion in the “normal” time. For example, section 52.2(c)(7) of the Regulations of the Commissioner of Education specifies that a four-year undergraduate degree must be capable of completion in four academic years of full-time study. Thus, a baccalaureate degree that requires 120 semester hours should be capable of completion at the rate of 15 semester hours per semester to be completed in the normal time of four academic years.

“Full-time program” differs from a student’s full-time course load or full-time study requirements. While a full-time program must be capable of completion in the normal time to be registered as a full-time program, students need not complete the program at the rate of 15 semester hours a semester. The full-time study requirement, pursuant to Commissioner’s Regulations section 145-2.1 (a), is a minimum course load of at least 12 semester hours. For more information on the New York State Tuition Assistance Program, contact the [Higher Education Services Corporation \(HESC\)](#).

#### **POLICY STATEMENT ON LIBERAL ARTS AND SCIENCES**

This guidance is intended to assist institutions of higher education in New York State in meeting the requirements of the Rules of the Board of Regents, Section 3.47 (c), Requirements for Earned Degrees, Undergraduate degrees:

“Undergraduate degrees shall be distinguished, as follows, by the minimum amount of liberal arts content required for each degree. The required liberal arts core shall not be directed toward specific occupational or professional objectives.”

Degree and minimum required total program credits	Minimum Proportion of Content	Minimum Number of Credits
Associate in Occupational Studies (60)	0	0
Associate in Arts (A.A.) (60)	3/4	45
Associate in Science (A.S.) (60)	1/2	30
Associate in Applied Science (A.A.S.) (60)	1/3	20
Bachelor of Arts (B.A.) (120)	3/4	90
Bachelor of Science (B.S.) (120)	1/2	60
All other undergraduate baccalaureate degrees (BBA, BE, BFA, BPS, BTech, etc.) (120)	1/4	30

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:*

- 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

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

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

- Agriculture
- Business—administration, finance, human resources, management, marketing, production
- Computer applications (e.g., word processing, database, spreadsheet), programming (e.g., specific languages)
- 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 art—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

#### **ADMINISTRATIVE POLICIES FOR ASSOCIATE DEGREES**

The Board of Regents in 1950 approved two degrees, Associate in Arts (A.A.) and Associate in Applied Science (A.A.S.), and in 1965 approved the additional degree Associate in Science (A.S.). These degrees may be awarded to graduates of registered two year (60 semester hours) or three-year (90 semester hours) curricula, provided institutions have character authority to grant such degrees.

To have registered a curriculum leading to any of these degrees, an institution and the curriculum must satisfy (a) the requirements contained in Section 5 of the Regulations of the Commissioner of Education, and (b) the specifications described in this policy sheet.

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This statement of policy represents a revision of the 1953 Administrative Policies for the Associate Degrees. The revision is intended to reflect general changes in the thinking of the Department and to establish policy for the new Associate in Science degree. This policy statement seeks to establish general guidelines and to make clear-cut distinctions among the three degrees. All degree curricula as distinct from non-degree programs must contain a minimum of bona fide liberal arts and science courses, which go beyond particular occupational or professional objectives. It is this segment of the curriculum that makes for a collegiate education. An institution should strive to exceed the stated minimum in liberal arts courses and should attempt to achieve balance among the three major disciplines, the humanities, the natural sciences and mathematics, and the social sciences. In keeping with its mandated role, the State Education Department will exercise its discretion to insure that curricular patterns are consistent with the enlightened consensus of academic opinion. Specific distinctions among the three degrees are indicated below.

#### **ASSOCIATED IN ARTS (A.A.) [CHECK “ASSOCIATED”]**

The course of study leading to this degree should be an organized curriculum composed primarily of courses in the pure liberal arts and sciences. At a minimum there should be 48 semester credit hours of work taken in the humanities, the natural sciences and mathematics, and the social sciences. The exact balance within the 48 semester hours among these three major fields is at the institution’s discretion, but these should be a reasonable distribution of work in these three categories as well as depth in some.

#### **ASSOCIATE IN SCIENCE (A.S.)**

The course of study leading to this degree should be an organized curriculum composed of courses in the liberal arts and science. At least, 30 semester hours of credit should be offered in the humanities, the natural sciences and mathematics, and the social sciences. The exact balance within the 30 semester hours among these three should be a reasonable distribution of work these three categories as well as appropriate depth in one.

#### **ASSOCIATE IN APPLIED SCIENCE (A.S.)**

With the addition of the Associate in Science degree the junior and community colleges have, with appropriate character authorization, flexibility to organize their curricula in the following patterns analogous to baccalaureate programs.

1. The Associate in Arts degree would be used primarily for transfer programs, which lead to the bachelor of arts degree. It may also be used for general liberal arts programs of a non-transfer nature.
1. The Associate in Science degree may be used for certain occupationally oriented curricula, but is primarily designed to serve science or professionally related programs, which lead to transfer to bachelor of science degree curricula.
2. The Associate in Applied Science degree, to be used primarily for occupationally oriented curricula, may at times be appropriate programs as a transfer degree to certain types of specialized baccalaureate programs such as the bachelor of business administration, bachelor of education, or bachelor of engineering.

#### **LORENA: PLEASE CHECK THE NUMBERING FOR THE TABLE ABOVE**

By action of the Board of Regents at their June 1971 meeting, a two-year degree, the Associate in Occupational Studies (A.O.S.), was authorized for Occupational education programs. Colleges presently authorized to confer either the Associate in Applied Science degree, or the Associate in

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Science degree are eligible, without further amendment to their college charter, to develop programs leading to the A.O.S. degree.

#### **ASSOCIATE IN OCCUPATIONAL STUDIES (A.O.S.)**

The course of study, leading to this degree should be an organized curriculum of post- secondary level education leading to occupational competence. The program requires two academic years (or a minimum of 60 semester hours) for completion, and may consist solely of course work in the specialized area and related work thereto. General education may be optionally included, but will not be considered to contribute toward program registration. Such programs should have a distinct identity of their own independent of courses of study leading to the Associate in Applied Science degree.