

Office of the Hunter College Senate
PROCEDURES
FOR PREPARING AND SUBMITTING
CURRICULUM PROPOSALS FOR COLLEGE
APPROVAL
(Fall 2018)

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PART A

Introductions:

I. APPROVAL STEPS AND TIMELINE

All courses and degree programs must reside in an existing academic unit. All curriculum proposals must be approved by the curriculum committee of the sponsoring academic unit before they are received by the Senate Office. As per Article XI, Section 2 of *Charter for a Governance of Hunter College*, policy committees approve curriculum changes in the absence of a curriculum committee. Interdisciplinary proposals must be approved by all departments, programs, and schools affiliated with the proposal. All curriculum proposals must be approved by the Hunter College Senate before they move on to CUNY and State approval.

Steps:

1. Academic Unit (department, program, or school) where the course or program will reside.
 - a) Approval by the curriculum committee
2. Approval by the school or division as defined in Article IV, Section 1.Bii of the Hunter College Charter.
3. The Dean's Office of the School or Division will forward the proposal to the Senate Office by email.
4. Senate Level:
 - a) A proposal for **routine** change sometimes requires verification by the respective Senate curriculum committee chair. Once confirmed that the change is routine, the proposal will be assigned a Senate number. The proposal will be considered approved and will be added to the next Approved Curriculum Report of the Senate.
 - b) A proposal for **substantive** change will be assigned a Senate number and will be sent out for a 10 day challenge period. Information and procedures for challenging a proposal are in Part B. A proposal that is unchallenged, or that has had its challenge resolved, will be reviewed by the respective Senate curriculum committee. Once approved by the Senate curriculum committee, the proposal will be added to the next Approved Curriculum Report of the Senate.
5. CUNY Approval:
 - a) Chancellor's University Report (CUR)
 - After approval by the Hunter College Senate, the Senate office staff is responsible for submitting proposals in the CUR.
 - Most curriculum proposals will be added to the Academic Matters portion of the CUR.

- The CUR will be approved by the CUNY Board of Trustees at one of their scheduled meetings and will be available for viewing through CUNY Portal. At this point, the proposal has been approved by CUNY.
- b) CAPP: Some new degrees go to the Committee on Academic Program, Policy, and Research (CAPP) of the CUNY Board of Trustees (BoT), instead of the CUR. The Senate office will advise departments if their proposals for new degrees must be approved by CAPP and will put them in contact with the Office of Academic Affairs at CUNY to ensure CAPP approval.
 - c) Courses being proposed for the Hunter Core Requirements (HCR) will also be reviewed by the CUNY Common Core Committees before they are included in the CUR. The Senate Office Staff is responsible for submitting the courses to the CUNY Common Core Committees for review and for including them in the CUR once the committees have approved them.
6. New York State:
New degree programs and some changes to degree programs need State approval before the College can advertise or offer them. The CUNY Office of Academic Affairs will forward the proposal to the State. On average, State approval takes 3-6 months. However, some programs may take longer.

Approval of Curriculum Proposals (How will you know?)

When a proposal is at the Senate level, the Senate office will notify the department, or academic unit sponsoring the proposal, of any problems with the proposal, the date it goes to the Senate, and the expected Chancellor's University Report or CAPP meeting. At this point, the department, or academic entity sponsoring the proposal, is responsible for following-up and tracking its proposals.

Changes approved by the Senate are listed in the Senate Minutes, which are posted on the Senate web site. <http://www.hunter.cuny.edu/senate>

The CUR can be viewed by logging into CUNY Portal: <http://www.cuny.edu>. Approval by CAPP and the BoT can be confirmed by reviewing their meeting minutes posted on the CUNY website.

The President's Office will be notified by the State in writing when proposal has been approved by them.

Timeline for Proposals at the Senate Level

The following timeline is intended to help academic programs plan for curricular changes. It provides a general overview of the process after a curriculum proposal has been received by the Senate Office. Because proposals may encounter delays along the way, the timeline is strictly to emphasize that advance planning is necessary; there is no guarantee that proposals will be approved within the time frame suggested below. Please also see your school for a divisional timeline.

Week 1	Proposal received and assigned a Senate number. ¹
Week 2-3	Proposal out for a 10 day challenge period.
Week 3-5	Senate curriculum committee review. ²
Week 5-9	The proposal will go to the Senate under Approved Curriculum Report.
Week 9-16	Senate Office cut-off deadline for submitting materials in the CUR.
Week 20	CUNY Board of Trustees approves the CUR. The CUR is published and available through the CUNY portal.
Week 20-32	Registrar's Office is notified of the approved actions and updates college systems.

The effective term depends on the nature of the proposal and the publishing date of the next academic catalog. The term will be determined in consultation with the Senate curriculum committee and the Registrar's office. Note that the effective term is also affected by the State approval date (if the proposal needs State approval) and CUNY Central processing.

Most proposals take at least one year from the time they are received by the Senate Office to the effective term.

Proposals requiring review by the CUNY Common Core Committee, CAPP, or New York State will probably take more time than other proposals.

¹ Routine proposals go straight to the next Senate meeting after assigned a Senate number, skipping weeks 2-5.

² Proposals are sometimes sent back to departments for revision. Depending on the nature of the recommended revisions and the time the department takes to submit a revised proposal, the proposal can be delayed for a longer period of time.

II. DEFINITION OF SUBSTANTIVE AND ROUTINE

Substantive Changes

Proposals that change the essential nature of a course or program are considered substantive.

Routine Changes

Proposals for routine changes consist of changes in courses or programs that leave unaltered the essential nature of the course or program in question. **We encourage departments and schools to consult with the Senate office whether a proposal can be considered routine.** Routine curriculum proposals must be prepared by the originating department/program in accordance with the format described in this document (Part C, Section III).

III. CHANGE IN EXISTING COURSE AND NEW COURSE

Changes in course include change in name, prefix, number, pre- or co-requisites, hours, credits, or description. The header should specify the type of change. If the proposal requires a new course number or a change in number, please check with the Registrar's office if the new course number is available. All departments and programs affected by the change should be consulted before the proposal is received by the Senate.

In the course form also indicate any special designations, such as inclusion into the Hunter Common Core, P&D, W, and the mode of instruction. Note that courses approved for P&D or W may have sections without these designations. Also, courses may have sections with a different mode of instruction. However, courses with different modes of instructions must have the same learning outcomes (A new course proposal is required if the learning outcomes change). The department should inform their students when a section of a course does not meet the approved requirements or if the mode of instruction has changed. This information is provided when a course is scheduled on CUNYfirst, advising, and in the syllabus.

A proposal for a substantive change in course must include a course syllabus. A proposal for a routine change does not need a syllabus. See Appendix D for the syllabus checklist.

1. General Education Requirements: Adding or Removing Designations for Hunter Core Requirement, STEM Variant, Pluralism & Diversity, or Writing Intensive

Hunter Core Requirement (HCR):

Proposals for designating a new course in a HCR category must include a new course form, a completed CUNY Common Core Submission Form, and a sample syllabus. Proposals for modifying an existing course and adding it to the HCR should include a change in existing course form, a CUNY Common Core Form, and a sample syllabus. If an existing course is being added to the HCR without any changes to the course, the proposal should only consist of the CUNY Common Core Form and the syllabus. Note that HCR courses are subject to additional CUNY rules: they cannot have prerequisites other than ENGL 12000, they must be 3 credits and 3 hours, they cannot be designated in more than one HCR category, and they must be the liberal

arts. Courses in the HCR must meet the CUNY Learning Outcomes. Although very few courses in the HCR are at the 200 level or above, course levels are not restricted.

A Change in Existing Course proposal and a sample syllabus must be submitted to remove a course from a HCR category. Be sure to mark Core Requirements accordingly.

Word copies of the CUNY Common Core Submission Forms are available to download from the Senate website: <http://www.hunter.cuny.edu/senate/curriculum-review-and-approval-1/course-submission-forms>

STEM Variant:

STEM Variant courses are permitted in the areas of Life & Physical Sciences, Scientific World, and Quantitative Reasoning. These courses must be required for a STEM major. STEM Variant courses do not follow the same rules as regular HCR courses. STEM Variant courses may be more than three credits. Only three credits will be applied to the students' Core requirements and the remaining credits are electives or satisfy program requirements. These courses may also satisfy more than one bucket.

Proposals for designating a course STEM Variant must include the STEM Variant Form and a sample syllabus. The description of the Hunter Core Requirement is stated in Appendix A. There is no need to also submit the CUNY Common Core Submission Form. However, courses being proposed as STEM Variant must still meet the CUNY Learning Outcomes in the relevant area.

Pluralism & Diversity:

Proposals for designating a course in one of the Pluralism & Diversity groups must include the Pluralism & Diversity Form and a sample syllabus.

Writing Intensive:

Proposals for designating a course as Writing Intensive must include a Writing Intensive Form and a sample syllabus.

Writing Intensive courses must meet the Senate-approved guidelines listed below.

1. ENGL 12000 must be a pre- or co-requisite.
2. The course must be offered at least every two years.
3. The syllabus must state that over 50% of the course grade is based on written work. The 50% can be achieved in a number of ways, but cannot be limited to in-class essay exams. Writing due dates must allow faculty feedback prior to the final exam date.
4. Experimental courses and 400-level courses cannot be proposed for a “W” designation.

2. Cross-Listing Courses:

Cross-listing can be done either permanently or temporarily. Proposals for permanently cross-listing or uncross-listing courses need to be submitted through the curriculum process using the Cross-Listing or Discontinuing the Cross-Listing of Courses form. Department can also request that courses be temporarily cross-listed for two terms through the Registrar’s Office.

3. Inactivating and Reactivating Courses:

Schools are responsible for requesting the inactivation of a course at the Registrar's Office. Departments and the relevant dean's offices must make decisions regarding inactivation and reactivation of courses cooperatively. In case of conflict, appeals may be made to the Course of Study Committee. Inactivation and reactivation as such do not require a course proposal. However, when reactivating a course, if the course is to change (name, credits, description, etc.) a proposal to change the course will need to be submitted in accordance with these Procedures for Preparing and Submitting Curriculum Proposals. A new syllabus may be requested depending on how long ago the course was offered.

IV. Change in Degree Program and Minor (Including New Minors)

Includes modification of majors, certificates, and minors; new minors; changes in admission requirements; changes in graduation requirements; change in name of degree program; addition or deletion of a track or concentration. Proposals that are interdisciplinary in nature must be approved by all departments and schools sponsoring the proposal. All departments and programs affected by the change should be consulted before the proposal is received by the Senate.

The proposal should show the complete text of existing requirements and of proposed requirements. The State Education department requires that programs list ALL courses required for the major, including courses which serve as pre-requisites for required courses.

Proposal for new minors follow the same procedure as changes in degree programs.

V. Advance Notice

CUNY calls for annual submissions of a comprehensive Prospectus for Program Development and Review via the Provost's Office (details below). To facilitate planning for those submissions, scheduling, and the availability of assistance and guidance to the sponsoring academic units, the Senate requests **Advance Notice** of anticipated major programmatic changes (e.g., creation of new degree programs or majors). Proposals submitted for consideration as a Final Prospectus (below) in the absence of a prior Advance Notice might be delayed.

The Advance Notice serves as a *prospectus* for many of the details that will be required for the fully developed and final proposal, including:

- A. purpose and goals of the proposed change,
- B. need and justification for the change,
- C. student interest and enrollment,
- D. curriculum,
- E. faculty and staff, and
- F. cost assessment.

There is no specific form or format required for the Advance Notice, and it is not expected that all issues will have been resolved by the time the Advance Notice is submitted. This is intended to serve as a planning document to facilitate the most efficient and effective final proposal. Advance Notices may be submitted at any time to the appropriate dean's office and forwarded to the Senate Office, however, in order to receive the full benefit of consultation and advisement by the relevant Senate curriculum committee, Advance Notices should be received by February 1 of each year. All units submitting notices by this date will receive feedback and guidance no later than April about how to proceed with submitting a **Final Prospectus** for proposals that are expected to move forward in the following academic year.

Final Prospectus for Program Development and Review. No later than September 1, proposing entities (schools, departments, working groups of faculty), working through the appropriate deans' offices, shall submit to the Office of the Provost in a Final Prospectus details about major programmatic changes. A comprehensive overview of all Final Prospectus submissions is due in the Senate Office, via the Provost, no later than September 1, for final review by the chairs of the Senate Undergraduate Course of Study and Graduate Course of Study Committees and the Administrative Committee. The Senate will attempt to process all submissions in as timely a manner as possible but will prioritize those programmatic proposals for which Advance Notices were received in accordance with its procedure and timeline above. The Senate Office will provide a response to the Provost, with advisories about any anticipated concerns and scheduling matters, no later than September 15. Note: Items submitted for consideration as a Final Prospectus in the absence of a prior Advance Notice (above) might be delayed.

VI. New Degree Program

New Academic Programs include a new Degree Program, Certificate or Advanced Certificate Program, and establishing a Dual Degree Program from Existing Programs.

Proposal for a new **Degree Program**, please see the Faculty Handbook for the Preparation of New Academic Programs (Spring 2016) by the CUNY Office of Academic Affairs. The Handbook is linked through the Senate website (www.hunter.cuny.edu/senate). The recently revised procedure for developing new academic programs, as outlined in the handbook, must be carefully followed. A single proposal must address all issues required for a full review.

Proposals for a new Certificate, Advanced Certificate, Dual Degree Program, or a new degree program based on existing programs follow the same procedures as a substantive proposal. See their forms in Part C.

Note that before the proposal is received by the Senate Office, consultation with the College Administration is required and all participating units must have approved the proposal.

VII. Non-Permanent Course (Experimental Course)

For rules on non-permanent courses, please refer to Appendix E. To offer a non-permanent course, the department, school, or program offering the course must submit a form and syllabus to the Senate Office.

The Senate Office will forward the form to the Registrar's Office after it has been signed by the Senate chair. Note that non-permanent courses can be offered for only two terms and cannot satisfy any requirements.

VIII. Non-Curricular Action

Non-Curricular Actions refer to actions that affect academic units but do not necessarily change the curriculum. These actions include changing, establishing, abolishing or reorganizing departments, schools, or programs; creation of centers or institutes; and, new exchange agreements.

While these actions may be initiated by an academic department, these actions are generally initiated and introduced by the College administration. If initiated by an academic department, it is essential that the College administration be consulted.

Non-Curricular Actions are submitted in the form of a proposal to the Senate office for review by the Senate Administrative Committee. Depending on the proposal, review and approval by a Senate curriculum committee may be required as well. Once reviewed by the Administrative Committee, a resolution stating the change will be added to the next Senate agenda for approval.

For a new exchange agreement, the agreement and a resolution establishing the exchange program must be received by the Senate office. The agreement is reviewed by the Senate Administrative Committee and the resolution added to the Special Actions section of the Academic Matters of the Chancellor's University Report. The Administrative Committee reviews the agreement to ensure it does not contradict any current Hunter College academic policy and that any relevant Hunter academic departments are consulted.

PART B

Procedure for Challenging Substantive Curriculum Proposals

The challenge period is an opportunity for other academic entities to raise objections or to check whether a change affects their courses or programs. Before challenging a proposal, we strongly encourage contacting the units sponsoring the proposal first. Typically, the issues can be resolved and the challenge avoided.

1. A challenge must be submitted via email to the appropriate school/divisional dean's office on or before the end of the challenge period. The challenge must include a statement of the grounds on which the challenge is based, and must identify the person(s) sponsoring the challenge, College affiliation, and must state explicitly "THIS IS A CHALLENGE TO PROPOSAL...".
2. Upon receipt of such challenge, the School/Divisional Curriculum Committee shall provide a forum for discussion of the challenged proposal, and shall invite the person(s) sponsoring the challenge to the meeting at which the proposal is to be reconsidered.
3. Within two working days of this meeting, the School/Divisional Curriculum Committee shall notify the sponsor(s) of the challenge of the decision made by the committee. It shall forward the proposal to the Senate office for approval by the appropriate Senate Course of Study Committee (Undergraduate or Graduate), including a cover letter which clearly states that the proposal was challenged, and it shall give the reasons for the challenge.
4. If the sponsors of the challenge are not satisfied with the decision reached by the School/Divisional Curriculum Committee and intend to further challenge the proposal, they must email a statement to the Senate Office within 5 days of action taken by the School/Divisional Curriculum Committee. The statement must be addressed to the appropriate Senate Course of Study Committee, it must include the grounds on which the challenge is based, and it must identify the person(s) sponsoring the challenge, giving College affiliation.
5. The appropriate Senate Course of Study Committee shall invite the sponsor(s) of the challenge as well as the sponsors of the proposal to the meeting at which the proposal will be considered.
6. Action by the Senate Course of Study Committee shall be considered final unless there is a motion to Reconsider or Rescind from the floor of the Senate. This motion must be made at the Senate meeting at which the proposal is reported to the Senate as having been approved, and has the effect of returning the item specified to the Senate Course of Study Committee for further deliberation. All interested parties shall be permitted to testify at that meeting. The Committee will then make its decision and inform the Senate according to the present procedures at the following Senate meetings.

PART C
Forms

I. Approval Page

According to college and Senate policies, all curriculum proposals need approval by a department's curriculum committee and Dean's/School's curriculum committee.

Please include this approval for each curriculum proposal for consideration by the Undergraduate Course of Study Committee or the Graduate Course of Study & Academic Requirements Committee. A single Approval Page may be submitted for a set of related proposals. When submitting a set of proposals, please also provide a separate document that outlines how the proposals relate to each other.

SECTION COMPLETED BY THE DEPARTMENT

SCHOOL: _____

SUBMISSION TITLE: _____

Anticipated Effective Date: _____

Review and Approval History

Sponsoring Department: _____

Date Approved by Departmental Curriculum Committee: _____

Curriculum Committee Chair's Signature: _____

SECTION COMPLETED BY DEAN'S OFFICE

Date Approved by School/Divisional Curriculum Committee: _____

Dean's Signature: _____

If the proposal requires consultation from another School, please have the Dean of that School sign as well. Note that the proposal might need to be approved by the other School's Curriculum Committee*. The section below is for the other School.

Date Approved by School/Divisional Curriculum Committee*: _____

Dean's Signature: _____

SECTION COMPLETED BY SENATE OFFICE

SUBMISSION DATE: _____

II. Substantive Course Change

Department/Program/School of

Substantive Change in

FROM (strikethrough the changes)		TO (<u>underline</u> changes)
Course Title		
Prefix & Five Digit Course Number		
Pre and/or Co Requisites (specify which are pre-, co-, or both)		
Hours (per week)		
Credits		
Description		
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC		
Core Requirement	<input type="checkbox"/> Not Applicable <input type="checkbox"/> English Composition <input type="checkbox"/> Scientific World <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Creative Expression <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society (Humanities or Social Sciences: _____)	<input type="checkbox"/> Not Applicable <input type="checkbox"/> English Composition <input type="checkbox"/> Scientific World <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Creative Expression <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society: (Humanities or Social Sciences: _____)
List all other designations (W, P&D, STEM, GER, Foreign Language, majors, minors, etc.)		

Mode of instruction: (see syllabus checklist.)		
Effective Term:		

- Rationale:
- Consultation Statement:
 - a) Is the proposed change likely to affect other Departments, units, or programs?
 NO YES – If yes, list department/program: _____
 Specify the nature of the consultation:
 - b) Is this course cross-listed? If so, please list all courses affected.
 - c) Does this affect the Library? NO YES
 Have you consulted the subject liaison? NO YES
 For new courses or programs, please consult.
- Syllabus:

III. Routine Course Change

Department/Program/School of
Routine Change in

	FROM (strikethrough the changes)	TO (<u>underline</u> changes)
Course Title		
Prefix & Five Digit Course Number		
Pre and/or Co Requisites (specify which are pre, co, or both)		
Hours (per week)		
Credits		
Description		
Liberal Arts	[] Yes [] No [] Not Applicable	[] Yes [] No [] Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC		
List all other designations (W, P&D, STEM, GER, Foreign Language, majors, minors, etc.)		
Mode of instruction: (see syllabus checklist.)		
Effective Term:		
Rationale:		

IV. New Course

Department/Program/School of
New Course Proposal

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Contact Hours (per week)	
Credits	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	
Core Requirement	<input type="checkbox"/> Not Applicable <input type="checkbox"/> English Composition <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society (Humanities or Social Sciences: _____)
List all attributes and requirements (W, P&D, STEM, GER, majors, minors, etc.)	
Mode of instruction: (see syllabus checklist.)	

- Course Description:
 - A. A brief description for the College Catalog.
 - B. Writing Requirement: the number of papers and their approximate length, the extent to which library or electronic research is expected, or a statement of other writing requirements. Any absence of a formal writing requirement must be specified.
- Rationale: (Justification)
 - A. Nature of the proposed course:
 1. If the proposed course is part of a new academic program, refer to the overall objectives of the program (i.e., on a cover sheet or Appendix)

V. STEM Variant, Pluralism & Diversity, and Writing Intensive

Department/Program/School of
 Proposal for Designating a course as STEM Variant

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Contact Hours (per week)	
Credits	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	
Specify which of the following Common Core Categories will be satisfied by taking this course:	<input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> Scientific World
List all attributes and requirements (W, P&D, STEM, GER, majors, minors, etc.)	
Rationale: Explain why the course or range of courses fits within the specific Common Core area(s) and requirements for which STEM major(s).	

Department/Program/School of
Proposal for Designating a Course for Pluralism & Diversity

Course Title	
Prefix & Five Digit Course Number	
Contact Hours (per week)	
Credits	
Description	

- Please provide responses addressing these questions:
 - A. For Group A: Does this course focus on the non-European cultures, or are non-European cultures ancillary to the treatment of European cultures, perspectives, etc.?
 - B. For Group B: Does this course focus on the experiences of African Americans, Latin Americans, Asian Americans, Native Americans in the U.S. from the standpoint of such groups?
 - C. For Group C: Does this course focus on the experiences of women, or on issues of sexual orientation or gender, from the perspective of the groups being studied?
 - D. For Group D: Are the main concerns of the course among the fundamental issues that arise from the artistic, literary, practical, or theoretical traditions of the European intellectual tradition?

- For all groups:
 1. Is the course content presented to the students in a way that allows them to understand its fundamental role in one of these intellectual traditions?
 2. If this course were the only course students took at the college that focused in this area, would you consider such students adequately introduced to the issue in question, in the spirit of the pluralism and diversity requirement?

- Sample Syllabus:

Department/Program/School of
Proposal for Designating as Writing Intensive

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Contact Hours (per week)	
Credits	

Sample Syllabus:

VI. Cross-Listing

Department/Program/School of
 Proposal for Cross-Listing or Discontinuing the Cross-Listing of Courses

Host (Parent) Department:		
List Departments/ Programs/School		
Course Title		
Prefix & Five Digit Course Number		
Pre or Co Requisites (specify which are pre-, co-, or both)		
Hours (per week)		
Credits		
Description		
Liberal Arts	[] Yes [] No [] Not Applicable	[] Yes [] No [] Not Applicable
Core Requirement	___ Not Applicable ___ English Composition ___ Scientific World ___ Math and Quantitative Reasoning ___ Creative Expression ___ Life and Physical Science ___ U.S. Experience in its Diversity ___ World Cultures and Global Issues ___ Individual and Society (Humanities or Social Sciences: _____)	___ Not Applicable ___ English Composition ___ Scientific World ___ Math and Quantitative Reasoning ___ Creative Expression ___ Life and Physical Science ___ U.S. Experience in its Diversity ___ World Cultures and Global Issues ___ Individual and Society (Humanities or Social Sciences: _____)
List all other attributes and requirements (W, P&D, STEM, GER, majors, minors, etc.)		
Mode of instruction: (see syllabus checklist.)		
Effective Term:		

- Rationale:
- Syllabus:

VII. Experimental Course Form

Please read the following guidelines for Experimental Courses:

1. Must be approved by the Departmental Curriculum Committee and co-signed by the Senate
2. May offer a maximum of two per department per semester.
3. May be offered for a maximum of two semesters.
4. May not fulfill college requirement.
5. [Undergraduate courses] May not be offered in multiple sections.
6. Submit course syllabus along with this form to the Senate.
7. Return form to Registrar's Office once *both* signatures have been acquired.

DEPARTMENT _____ COURSE # _____ DIVISION _____

Term _____ Session _____

COURSE TITLE (30 CHARACTERS): _____

LONG TITLE: _____ CREDITS: _____

HRS: _____

SECTION # _____ COURSE LIMIT _____

M TU W TH F SA SU DAY(S): _____
 START TIME: _____ END TIME: _____ AM_ PM_ ROOM#: _____

M TU W TH F SA SU DAY(S): _____
 START TIME: _____ END TIME: _____ AM_ PM_ ROOM#: _____

INSTRUCTOR'S EMPLID# _____ INSTRUCTOR'S NAME: _____

INSTRUCTOR'S EMPLID# _____ INSTRUCTOR'S NAME: _____

MODE OF INSTRUCTION (CIRCLE ONE LETTER):

P (in person; no required activities delivered online)

W (web enhanced; no meetings replaced but some course content and assignments online)

PO (partially online; up to 32% of course work is online)

H (hybrid; between 33% and 80% of scheduled class meetings are replaced with online activities/ meetings)

O (more than 80% but less than 100% of scheduled class meetings are replaced with online activities/ meetings)

FO (fully online; 100% of the classwork is online)

CLASS NOTES: _____

CONSENT: (PLEASE CHECK ONE) _____ DEPARTMENT PERMISSION _____ INSTRUCTOR PERMISSION

REQUIREMENT DESIGNATION: (PLEASE CHECK ONE) LIBERAL ARTS _____ NON-LIBERAL ARTS

Departmental Curriculum Committee Approval,

Senate Approval,

*(Signature) _____

*(Signature) _____

(Print Name) _____

(Print Name) _____

(Date) _____

(Date) _____

VIII. Change in a Degree Program and Minor

Department/Program/School of
 The Following is a Change in

Name of the Program and Degree Award:

HEGIS Code:

NY State Program Code Number:

MHC Code (Be sure to include the Macaulay Honors College HEGIS Code when applicable.):

Effective Term:

A. HISTORY AND OBJECTIVES

The Detailed Description should be introduced with a section of not more than two or three paragraphs.

B. Major Requirements:

FROM **strikethrough what is to be changed.	TO **<u>underline</u> the changes.
Program name	Program name
List of Courses (Prefixes, Numbers, Names) Crs.	
Major:	Major:
Sub-total:	Sub-total:
Electives:	Electives:
Total credits required:	Total credits required:

C. Rationale: A single paragraph of justification.

D. List Program Learning Outcomes:

E. Consultation Statement:

a) Is the proposed change likely to affect other Departments or Programs?

NO YES – If yes, list department/program: _____

Specify the nature of the consultation:

b) Does this affect the Library? NO YES

Have you consulted the subject liaison? NO YES

For new courses or programs, please consult.

X. New Degree Program

1. New Degree Program Based on Existing Registered Program

Department/Program/School of
 Proposal for a New.....

Name of the Program and Degree Award:

HEGIS # and NY State Program Code # (as listed in State's Inventory of Registered Programs at <http://www.nysed.gov/heds/irps11.html>):

MHC Code (Be sure to include the Macaulay Honors College HEGIS Code when applicable.):

Effective Term:

Detailed Description of the Proposed Modification(s):

The proposal must address the following points:

- A. Purpose and Goals
- B. Need and Justification
- C. Student Interest and Enrollment
- D. Curriculum
- E. List Program Learning Outcomes
- F. Faculty
- G. Cost Assessment

2. Certificate and Advanced Certificate Program

Department/Program/School of
Proposal for a New.....

Name of the Program and Degree Award

HEGIS # and NY State Program Code # (as listed in State's Inventory of Registered Programs at <http://www.nysed.gov/heds/irps11.html>).

MHC Code (Be sure to include the Macaulay Honors College HEGIS Code when applicable.)

Effective Term

Detailed Description of the Proposed Modification(s)

The proposal must address the following points:

- A. Purpose and Goals
- B. Need and Justification
- C. Student Interest and Enrollment
- D. Curriculum
- E. List Program Learning Outcomes
- F. Faculty
- G. Cost Assessment

3. Dual Degree Program

Department/Program/School of
 Proposal for a New Dual Degree Program

	Program Title	Degrees Awarded	Program Code
Program 1			
Program 2			

- Proposed dual-degree program (title and degrees awarded):
- Program Outline:
- Courses that will be counted toward both awards:
- List Program Learning Outcomes
- Length of time for candidates to complete the proposed program:
- Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.
- Cost Assessment

PART D

Non-Curricular Actions Requiring Senate Approval

1. Change Department, School, or Program Name

The proposal must be presented in the format of a resolution, including a "Resolved" paragraph specifying the old and new name or names of the entity or entities to be re-named, the name of the college, and the effective date of the action. It must be followed by an "Explanation" paragraph. The Explanation should include a disclaimer to the effect that the action is a name change only and will not affect the tenure or seniority status of any faculty member of the school or department. No other documents are required by the Senate.

Example of a Name Change:

CHANGE IN THE NAME OF THE DEPARTMENT OF ART

BE IT RESOLVED that the Department of Art within Hunter College's School of Arts and Sciences shall be re-named the Department of Art & Art History, effective term June 2013.

EXPLANATION: The Department of Art is a joint department offering graduate and undergraduate degrees in both Studio Art and Art History, which are related yet distinct fields. The name change more appropriately represents the department's constitution, and recognizes the importance of Art History to the Department and the College. This is a name change only and will not affect the tenure or seniority status of any faculty member of the department.

Please notify the Senate office if the name change includes the name of an individual or organization being honored. A separate resolution must be presented at the meeting of the CUNY Board Committee on Faculty, Staff and Administration. Note that if a department offers both graduate and undergraduate programs, the proposed action must be approved by both Senate curriculum committees.

2. Establishing Departments, Schools or Programs

Department/Program/School of.....
Proposal to.....

- A. Description of the nature and purpose of the relevant unit.
- B. Instructional expectations, if applicable.
- C. Staffing expectations (include CVs for any current staff to be associated with this unit), including their departmental assignment(s).
- D. Proposed departmental affiliations and relationships with other existing units.
- E. Plan for governance, if applicable.
- F. Budget details, including plans for reallocation of existing monies and sources of new monies, and including any anticipated revenues.
- G. A relevant resolution, including a "Resolved" paragraph specifying the name of the entity, the name of the college (Hunter College), and the effective date. The resolution statement must be followed by an "Explanation" paragraph. The Explanation should briefly describe the entity, purpose and mission.

3. Abolishing or Reorganizing Departments, Schools or Programs

- A. Names of all affected units.
- B. New staffing expectations (include CVs for any current staff to be associated with this unit), and the status of existing faculty in the affected units.
- C. Relationships with other existing units.
- D. Plan for governance, if applicable.
- E. Budget details, including any anticipated savings and specification of any new needs arising from the actions.
- F. Relevant resolution, including a "Resolved" paragraph specifying the name of the program(s) to be discontinued or reorganized, the degree(s) awarded, the HEGIS number(s) and State program code(s) (all as listed in the State's Inventory of Registered Programs), and the effective date (when the program(s) will be removed from the State Inventory or offered in the new combination). The "Explanation" should indicate whether there are any students currently enrolled in the program(s) and, if so, when they are expected to complete the program(s). In the case of a program closure, the effective date should be set to allow currently enrolled students to complete the program, unless alternative arrangements have been made (e.g., transfer to a related program or a similar program at a different campus).
- G. Details about the reassignment of faculty and a plan for what will occur if students do not complete the program by the closure date should be part of the proposal. In the event of the latter, the CUNY Central Office will ask the State Education department to extend the date to accommodate the last enrolled students.

Example of a Resolution for Discontinuing a Program:

DISCONTINUATION OF THE B.A. IN COMMUNICATIONS PROGRAM

RESOLVED, that the program in Communications leading to the B.A. degree at XYZ College (HEGIS number 0601, State program code 12345) be deregistered, effective September 1, 2010.

EXPLANATION: The B.A. in Communication programs has been losing enrollment for several years as faculty have retired and not been replaced, and the College's priorities have shifted. Admissions to the program were suspended with the fall semester, 2009. At its meeting of November 3, 2008, the Senate voted to suspend all further admissions to the program and to discontinue the program when currently enrolled students complete their degrees. All currently enrolled students are expected to complete their degrees by the end of the spring semester, 2011.

4. Establishing Centers and Institutes

Department/Program/School of.....
 Proposal to Establish

- A. Description of the nature and purpose of the relevant unit.
- B. Instructional expectations, if applicable.*
- C. Staffing expectations (include CVs for any current staff to be associated with this unit), including their departmental assignment(s).
- D. Proposed departmental affiliations and relationships with other existing units.
- E. Plan for governance, if applicable.
- F. Budget details, including plans for reallocation of existing monies and sources of new monies, and including any anticipated revenues.
- G. A relevant resolution, including a "Resolved" paragraph specifying the name of the entity, the name of the college (Hunter College), and the effective date. The resolution statement must be followed by an "Explanation" paragraph. The Explanation should briefly describe the entity, purpose and mission.

* CUNY By-laws prohibit Institutes from offering academic programs. If a proposal for a new academic entity will involve the creation of new courses and programs, separate proposals, following the guidelines above, must also be submitted.

Example of a Resolution Creating a Center:

RESOLUTION TO ESTABLISH A CENTER FOR COMMUNITY AND ETHNIC MEDIA
 AT HUNTER COLLEGE

RESOLVED: That the Board of Trustees at the City University of New York approves the creation of a Center for Community and Ethnic Media, to be housed at the Hunter College, effective Oct. 1, 20XX. This Center will be financed by over \$1.6 million in grants from various foundations.

EXPLANATION: The Center for Community and Ethnic Media will serve as a hub of research, training and professional support for community and ethnic media outlets in the New York City metropolitan region. There are over 350 community and ethnic publications and broadcast outlets in New York City alone. Ethnic media outlets provide a cultural, political and educational lifeline to the 36 percent of the city's population that is foreign-born. A copy of the full proposal for the center has been provided to the central Office of Academic Affairs.

Example of a Resolution Creating an Institute:

RESOLUTION TO ESTABLISH THE CUNY INSTITUTE FOR EDUCATION POLICY
 AT ROOSEVELT HOUSE ("THE INSTITUTE")

RESOLVED, that the CUNY Institute for Education Policy be established at Roosevelt House, Hunter College in accordance with the Policy Guideline on Research Centers and Institutes set forth by the Board of Trustees.

EXPLANATION: The Institute is designed to become a major resource for CUNY as the focal point for the discussion and dissemination of the most critical issues in K-20 education policy. Non-aligned and non-partisan, the Institute will provide a platform for policy-makers, scholars, practitioners, and the media to exchange ideas, research, and reform agendas through conferences, panels, visiting lecturers, seminars, and digital publications. The Institute will become recognized as the New York City (NYC) location for high-level debate about the most important education policy choices facing the nation, and will establish itself as a trusted source of research and opinion on the multiple educational issues facing the nation.

5. International Exchange Agreements

Example of A Resolution Establishing An Exchange Resolution:

RESOLVED: That the Board of Trustees of The City University of New York authorize the President of Hunter College to execute an international student exchange agreement on behalf of Hunter College with the University of College of London, the Barlett School of Planning to enable students enrolled in the Hunter College's undergraduate Urban Studies Program to enroll in undergraduate courses offered at the Barlett School of Planning and for the undergraduate students from the Barlett School of Planning to do similarly with Hunter's College's Urban Studies program. Neither party to this agreement is obligated to pay any monetary consideration to the other. The agreement is for a three-year period beginning January 1, 2017 and shall include up to two two-year options for the College to renew in its best interest. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION:

This agreement establishes an undergraduate student exchange program between Hunter College's Urban Studies Program and University College London's Barlett School. Up to two (2) exchange students per institution per academic year are expected to participate in this student exchange program.

Appendix A

The Hunter Core Requirement

(Effective Fall 2013)

INTRODUCTION

All students who matriculate at Hunter College must fulfill the Hunter Core Requirement (Hunter Core, HCR). This is a set of courses Hunter College considers essential to the intellectual development of its undergraduates. The Hunter Core requirements and expectations support the professional and personal development of Hunter students, prepare them for advanced study, and enable them to become active participants in the world of ideas.

The Hunter Core provides students with opportunities to sharpen their essential academic skills in writing, mathematics, scientific reasoning, and critical thinking. The Hunter Core also introduces students to a spectrum of distinctive perspectives with which various academic disciplines view our world, its past, and its future.

The Hunter Core is distinguished by its emphasis on foreign language study and its encouragement of concentrated student achievement in a subject outside the student's first major. Hunter encourages all students to take an active role in planning their education, and to pursue and develop subjects of interest beyond what is required for their major.

HUNTER CORE

The Hunter Core includes

1. The CUNY Common Core, comprising 30 credits;
2. The Hunter Focus comprising 12 credits.

CUNY Common Core (CCCR, 30 credits)

The Hunter Core includes the courses required for the CUNY Common Core Requirement. The CCCR consists of courses in the categories:

- a. English Composition (6 credits=2 courses)*
 - a) English Composition 1 – ENGL 12000 (3 credits)
 - b) English Composition 2 (3 credits, see list of approved courses)
- b. Math and Quantitative Reasoning (3 credits)**
- c. Life and Physical Sciences (3 credits)**
- d. Scientific World (3 credits)**
- e. Creative Expression (3 credits)
- f. U.S. Experience in its Diversity (3 credits)
- g. World Cultures and Global Issues (3 credits)
- h. Individual and Society (6 credits)
 1. One course from Humanities (3 credits)
 2. One course from Social Science (3 credits)

Students may take no more than two courses from one department or program to fulfill categories a.2 (English Composition 2) through h.

*Students who receive an “exemption” for ENGL 12000 or for a course in English Comp 2 are deemed to have fulfilled English Composition 1 or 2, respectively.

**There are some courses in these categories that carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the CUNY Common Core Requirement.

Satisfying World Cultures and Global Issues: Students entering Hunter as freshmen will take an introductory language course for their World Cultures requirement. Exception: Students who do not need an introductory language course must take another course from the World Cultures category. Check your language status prior to registering for these courses.

The Hunter Focus

Beyond the CUNY Common Core, Hunter requires students to complete 12 credits for the Hunter Focus. These credits are part of the CUNY College Option – an additional set of requirements in the baccalaureate programs that encourage students to delve more deeply in the specialties of the colleges. The Hunter focus emphasizes foreign language and concentrated study – two areas of study that highlight Hunter’s current and historic focus on the liberal arts.

Hunter students are expected to attain fourth-semester proficiency in a foreign language, regardless of where the learning took place. After this goal has been met, students should begin concentrated study in an area outside of their first major. The composition of the Hunter Focus will vary depending on students’ language proficiency at the time of matriculation. Students who have to take a beginning language course but have already fulfilled their World Cultures requirement with a different class may apply all 12 language credits to the Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter Focus by taking three “STEM variant” science courses in addition to the STEM courses used to fulfill the CUNY Common Core.

Hunter Focus in Foreign Language. The goal of the foreign language competency requirement is to help students attain cross-cultural knowledge and communicate in a language other than English. In studying foreign languages, their literatures and cultures, students acquire new perspectives on how people think, view the world, express themselves, and communicate with one another. Language study sensitizes students to the differences between their own culture and that of others, an important factor in an interconnected and interdependent world.

Students are required to complete up to 12 credits in a foreign language depending upon a student’s language knowledge at the time of matriculation and a student’s matriculation status. (See Considerations for Transfer Students). Students may apply only one course at each level (Elementary level 1, Elementary level 2, Intermediate level 3, and Intermediate level 4) toward the CUNY College Option. Intensive courses can be used to satisfy two levels.

It is strongly recommended that students complete their foreign language study as early as possible so they can benefit from it in their college career. Foreign language courses should be taken in consecutive semesters because gaps in language instruction are undesirable.

Hunter Focus: Concentrated Study. This requirement encourages students to begin concentrated study outside of their major. Students who have gained fourth-semester language proficiency should make progress toward a minor, second major, or certificate (they will not complete such a program within Concentrated Study, but take first steps toward it). The number of credit hours that must be completed in the Concentrated Study requirement depends on a student’s transfer status and foreign language proficiency prior to entering Hunter and ranges from 0 to 12. (See Considerations for Transfer Students). It is necessary for students to indicate a minor, second major, or certificate program. Credit for Concentrated Study is

granted only for courses completed within that same declared course of study.

CONCURRENT COURSE REQUIREMENTS

Hunter College requires students to take courses that are writing intensive and others that deal with issues of Pluralism and Diversity. These courses can be part of the Hunter Focus or any major or minor requirements, or electives.

Writing Intensive Courses. The ability to write clearly and persuasively is a valuable skill that is important for advanced study, professional advancement, and personal development. Writing Intensive courses carry the designation “W” in the catalog and may be offered in any field. Students must complete 3 “W” designated courses. Transfer students may be required to take fewer courses, see “Considerations for Transfer Students” below. All “W” courses must be taken at Hunter College.

Courses for Pluralism and Diversity. This group of courses addresses topics that help students broaden their horizons and gain new perspectives. The Pluralism and Diversity courses are grouped into four categories (A, B, C, and D) that focus on scholarship about major practical or theoretical issues that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of:

- A. Non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas
- B. One or more of the following groups in the US: African Americans, Asian Americans, Latino Americans, and Native Americans,
- C. Women and/or issues of gender or sexual orientation,
- D. Europe, including ways in which pluralism and diversity have been addressed.

One class in each category is required (transfer students, see below). Any one course with a Pluralism and Diversity designation can only satisfy one Pluralism and Diversity category. A course with a Pluralism and Diversity designation may also carry a “W” designation and may fulfill any other requirement.

CONSIDERATIONS FOR TRANSFER STUDENTS

2nd Degree Students. Students who have earned a baccalaureate degree from an accredited institution are exempt from the Hunter Core Requirement and all concurrent requirements.

CUNY Common Core. All CUNY transfer students retain completion of the CUNY Common Core requirements when transferring to Hunter College. Transfer students who have earned an AA/AS degree from an accredited institution and who matriculate in Fall 2013 and after will have fulfilled the CUNY Common Core requirements by obtaining the AA/AS degree.

Hunter Focus

All transfer students, including CUNY transfers, must complete the Hunter Focus. The number of credits required to complete the Hunter Focus varies with the number of credits transferred as indicated below:

- 12 credits of Hunter Focus for fewer than 30 credits transferred
- 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree*
- 6 credits of Hunter Focus for students with an AA/AS degree

*A transfer student who first matriculates in a baccalaureate program must complete 12 credits of Hunter Focus. The student can apply any “College Option” credits completed at a CUNY senior college toward the Hunter Focus.

Foreign Language. Hunter encourages all students to reach fourth-semester proficiency in a foreign

language. If transfer students have not fulfilled the fourth-semester proficiency requirement, then students must apply the foreign language requirement towards the Hunter Focus.

Concentrated Study. Hunter encourages all students to delve deeply into another area in addition to their major by completing a minor, a second major, or a certificate program. Transfer students who have fulfilled the foreign language requirement should apply Hunter Focus courses towards a minor, second major, or certificate program.

Writing Intensive. All students must take at least one course with a “W” designation from Hunter College. The number of “W” designated courses required are:

- 3 for students who transfer fewer than 31 credits
- 2 for students who transfer between 31-59 credits
- 1 for students who transfer 60 or more credits

Pluralism and Diversity. Transfer students must take courses in Pluralism and Diversity according to the schedule below:

- 4 courses for students who transfer fewer than 31 credits – one from each Group (A, B, C, and D).
- 2 courses for students who transfer 31 or more credits. These two courses must come from Groups A, B, or C and the two courses cannot come from the same Group.

Appendix B

Credit Hour Guidelines (Adopted by the Senate Courses of Study Committees)



MEMORANDUM

August 20, 2014

TO: Chief Academic Officers and Provosts
Vice Presidents for Finance and Administration
Campus Registrars
Campus Directors of Student Financial Aid

FROM: Annamarie Bianco, University Registrar

A handwritten signature in blue ink that reads 'A. Bianco'.

RE: **Credit Hour Guidelines**

All City University of New York (CUNY) degree and certificate programs are approved by the New York State Education Department (NYSED). The University's method for awarding credit for courses in degree and certificate programs follow NYSED guidelines which are based on the U.S. Department of Education's definition of *credit hour*.

Below are the state and federal credit hour definitions and URL to their source documents.

NYSED – Credit Hour Definition

All courses and degree programs at the University must comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations:

- *Semester hour* means 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.

Source: http://www.highered.nysed.gov/ocue/title_8_chapter_ii_regulations_o.htm

United States Department of Education – Credit Hour Definition

The U.S. Department of Education defines *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 reasonably approximates not less than:

- one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work 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,
- at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work,

Appendix C

Course Numbers and Levels

COURSE NUMBERS

1. All permanent course numbers now have five visible digits. Traditional three-digit numbers will be the first three digits (“head number”) in the new number, followed by two digits with a default setting of “00” (e.g. SANS 10100 Elementary Sanskrit). This change has taken place already with the introduction of CUNYfirst. As in the past, the head number should be indicative of the level at which the course is taught.
2. All designations such as “Pluralism and Diversity,” “Individual and Society,” “Life and Physical Sciences,” or “Fulfills major requirements for XXX” that either exist now or may be developed later can only be assigned to 3-digit head numbers and must be true for all courses under that number. The only exception pertains to classes that are “Writing Intensive” in some sections and not in others. The “W” designation will be treated as a “Course Property” of relevant sections and internally marked by the Registrar’s office.
3. The last two digits of a course number may be used to designate courses covering subtopics that fall under the head number and title, or some other specification. These courses used to be known as “permanent decimalized courses” or “permanent topics courses”. As in the past, all permanent courses need full curriculum review. The titles of the permanent topics courses must show both the general and specific topic to be studied.

GUIDELINES FOR COLLEGE-WIDE DEFINITION OF COURSE LEVELS

Preliminary Remarks: This document should help clarify for both faculty and students the general guidelines for course structure, organization and degree of difficulty or sophistication at each of the 100, 200, 300 and 400 levels.

The 100-, 200-, 300- and 400-level course numbers should have a college-wide meaning which can be defined in general terms. There is a basic distinction in the numbering system used by highly structured "building block" disciplines (where a "102" follows and presupposes a "101" or a "250" is more advanced than a "210") and almost totally unstructured ones (in which course numbers within a level are not indicative of any particular sequence) , which is within the jurisdiction of each department. Absolute uniformity of standards is impossible to achieve and not necessarily desirable. We therefore propose the following general criteria for course levels which we believe can satisfy the needs of the various academic departments of the college. Since the course level criteria are general, specific course prerequisites, co-requisites, etc., if any, should be clearly stated under each course description.

The differentiation between lower and upper division Courses shall be as follows:

Lower-division courses comprise all 100-level courses and all 200-level courses.

Upper-division courses comprise all 300- and 400-level courses.

000-level course designation

Remedial courses; placement determined by college-wide testing of entering students.

100-level course designation

Courses with no prerequisites, or survey courses, or courses defining basic concepts or presenting the terminology of a discipline. Assumptions and Expectations: 1. that students possess writing ability sufficient to compose definitions, paragraphs, or essays where appropriate; 2. that they possess reading skills sufficient to comprehend college-level material in text- book and monograph form. Where specified, completion of remedial course work should be a prerequisite.

200-level course designation

Courses of intermediate college-level difficulty; courses with 100-level course(s) as prerequisite(s); or survey courses devoted to particular areas or fields within a discipline.

Assumptions:

1. that students will have completed expository writing (ENGL 12000) or the equivalent;
2. that they possess general skills such as recognition, reading, appropriate quantitative skills, and varying degree of fluency in writing and articulateness in expression;
3. that they are acquainted with the basic language, terminology, or methodology of the subject itself;
4. that they are, in that subject, at a stage of understanding where they can progress towards some significant conclusions, experiments, or explorations.

Expectations:

1. that students can proceed at a reasonable pace without encountering basic difficulties or comprehension;
2. that they can cope with assignments involving reading and comprehending a specified amount of material, or preparing organized papers;
3. that they will accomplish a substantial amount of work, for example: study a number of books or work through a comprehensive textbook, write a number of papers, or demonstrate an in-depth knowledge of the material covered.

300-level course designation

Courses of advanced college-level difficulty taken by majors and upper division students; these are often considered to be courses in the Major, offered for students clearly interested and qualified in a subject.

Assumptions:

that the students are at ease and comfortable in the field; that they have acquired an adequate general knowledge in the area to pursue some study in depth, with the proper methodological tools.

Expectations:

1. that the students have the ability to do research, or to obtain relevant information in the field through the proper use of libraries;
2. that they are fluent in the language of the field so as to read and assimilate relevant information;
3. that they are able to combine the results of the research, or the reading, into cohesive (and possibly original) statements;
4. that they are able to produce some substantial work, such as a paper of "term-paper" length, or a creative or experimental project,

400-level course designation

Advanced upper-division courses; and/or seminars, tutorials and honor courses for majors and upper-division students.

Assumptions:

1. that students have completed a substantial amount of work on the 300 level, and, for seminars, tutorials and honor courses,
2. that they have the capacity to work independently under the guidance or supervision of an instructor.

Expectations:

that students complete research project or paper.

Appendix D

SYLLABUS CHECKLIST

Recommendations based on Best Practices

Course Information

- Course name, number & section
- Course mode of instruction (see below)

-
- **P** - In-Person. No course assignments and no required activities delivered online.
 - **W** - Web-Enhanced. No scheduled class meetings are replaced, but some of the course content and assignments, as well as required or optional activities, are online.
 - **PO** - Partially online. Up to 32% of scheduled class meetings are replaced with online activities or virtual meetings.
 - **H** - Hybrid (Blended). Between 33% and 80% of scheduled class meetings are replaced with online activities or virtual meetings.
 - **O** - Online. More than 80% but less than 100% of scheduled class meetings are replaced with online activities or virtual meetings.
 - **FO** - Fully online. 100% of scheduled class meetings are replaced with online activities or virtual meetings. All of the class work, including exams, is online.
-

- Class days and times (dates, times and location of online meeting room of real-time online meetings)
- Class location (room number and building)
- If using Blackboard, list of [supported web browsers](https://help.blackboard.com/Learn/Administrator/Hosting/Browser_Support)
(https://help.blackboard.com/Learn/Administrator/Hosting/Browser_Support)

Contact Information

- Instructor's name & title
- Hunter email address
- Office: room number and building
- Office phone number
- Office hours: day(s), times, and link to online meeting room for virtual office hours. Webpage and/or social media (e.g., Twitter, LinkedIn, Skype)
- Teaching assistant(s): name(s) and contact information
- Department office information: room/building, phone number

Course Materials

- Required (and suggested) readings / texts: full citation with ISBN and link to [online bookstore](http://hunter.textbookx.com/institutional/)
(<http://hunter.textbookx.com/institutional/>)
- Instructional technologies (e.g., Blackboard, Mastering, WileyPlus)
- Materials on reserve in the library
- Other materials

Additional considerations for online course materials:

- Display materials in formats that can be viewed on most computers and mobile devices (.doc, .pdf, .mp3, .mp4).
- Instructional materials, such as Word, Powerpoint, PDF, videos and other digital formats, should be

created to be accessible to all learners, including students with disabilities, and should be compliant with CUNY's IT Accessibility Statement (<http://www2.cuny.edu/accessibility/statement/>).

- Evaluate websites and digital content assigned to students for compliance with accessibility standards. Guides such as National Center on Disability and Access to Education Cheat Sheet (<http://ncdae.org/resources/cheatsheets/accessibility.php>) are recommended.
-

Course Description

- Pre-requisites: required courses and skills (e.g. web searching for images, participation in online forums, video creation, or specific software)
- Teaching philosophy & approach
- Goal/Rationale
 - Statement/s of intent or vision
 - How the course will benefit students (e.g., position them to take other courses or advance toward a particular career; enhanced program-level competencies)
- ❖ Learning Outcomes: Specific measurable results, expected subsequent to a learning experience (**required on all syllabi by Senate resolution**)
 - Knowledge (cognitive): Knowledge of disciplinary content that students learn Skills (behavioral): The learned capacity to do something
 - Attitudes and values (affective): Changes in views and beliefs about an issue or problem
 - Abilities: Integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning

Course Calendar & Content

- Class meeting dates and topics
- Schedule: instructor-set or self-paced
- Holidays/other non-meeting dates/days when classes follow a different schedule (e.g., a Wednesday that follows a Monday schedule)
- Last date to drop a course (delete from record) / Last date to drop without a W
- Assignments, projects, exam dates

Grading Method & Scale

- A clear and explicit explanation of evaluation methodology
 - Format and weight of course performance requirements – participation, quizzes, assignments, homework, projects, exams, etc.
 - Indication of grading rubric(s), if applicable
- Policy for late and missed assignments and exams

Communication

- Preferred method to contact instructor for urgent / non-urgent matters
- Time zone for online course
- Estimated instructor response time for emails / phone calls
- Estimated instructor response time for feedback on assignments
- Expectations for appropriate behavior in online forums and consequences for violation

Resources (include all that apply)

- Websites and online resources
- Laboratories and studios
- Study groups / review sessions
- Tutoring (e.g., from peers, at college learning centers)
- Example/s of excellent performance for applicable requirements
- Library homepage or course guide created by librarian
- E-reserve password
- Technical support information
- Other types of help

Essential Policy Information: *Accompanying each item should be a statement indicating how each will have an impact on grades (if applicable).*

- Attendance/lateness policy
- Policies for late work / missed tests / Incompletes
- Policy for extra credit
- Policy on the use of instructional technologies (e.g., Blackboard)
- Expected time commitment
- Expectations of frequency for checking email and course site

❖ **Hunter College Policy on Academic Integrity** *(required on all syllabi by Senate resolution)*

“Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

❖ **Campus Policy in Compliance with the American Disabilities Act of 1990**
(Suggested language from the Office of AccessABILITY)

“All students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation.

For information and an appointment contact the Office located in Room E1214, or call 212-772-4857 /or VP 646-755- 3129.”

❖ **Hunter College Policy on Sexual Misconduct** *(required on all syllabi by Senate resolution)*

“In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships.

Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: <http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

Syllabus Change Policy

- Sample language: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
- Indication of how students are expected to find out about changes to the syllabus (e.g., via Blackboard, class attendance, etc.)

Additional Resources

- Office of Assessment <http://www.hunter.cuny.edu/academicassessment>
- ACERT - Academic Center for Excellence in Research & Teaching <http://acert.hunter.cuny.edu>
- Technology Teaching & Learning Group, ICIT <http://www.hunter.cuny.edu/ttlg>

<http://learningforlife.fsu.edu/ctl/explore/bestPractices/syllabi.cfm>

Appendix E

Non-Permanent Courses

1. Departments may offer courses that are non-permanent because they want to experiment with new topics and curriculum development or because they want to take advantage of a special-opportunity or event. Non-Permanent (NP) courses are subject to a number of restrictions:
 - a. NP courses may be offered no more than 2 times before being submitted to full curriculum review.
 - b. NP courses must be approved by a curriculum committee that is constituted according to governance procedures.
 - c. NP courses cannot be offered in multiple-sections.
 - d. No more than 2 NP courses per semester may be offered in any degree program (and they must not constitute more than one third of offerings in a degree program in any one semester). Beyond this limitation, a full-time faculty member who is new to Hunter College may teach up to three NP courses in an established program in his/her specialty during his/her first year at Hunter.
 - e. NP courses cannot be specifically required for a degree program, but NP courses may be offered as one option in a group of required electives.
 - f. The deans' offices will each send a list of all planned NP courses in their respective schools to the Hunter Senate office when submissions for the Schedule of Courses are due. A copy of each list will be forwarded to the Registrar.
 - g. Members of Hunter college who need any exceptions to restrictions b, c, d, e, f above must explain their need and obtain approval from the Undergraduate Course of Study Committee or the Graduate Courses of Study & Academic Requirements Committee.

2. All Non-Permanent courses will be clearly marked by having the letter "N" as part of their head number. The two digits before the "N" will be indicative of the level at which the course is to be offered (and may range from 10N00 to 79N00, and Doctoral 80N and 90N).

3. To facilitate the transition to the new policy, the Registrar's Office will install for every program courses with N-head numbers (one each at the 200-, 300-, and 400-levels, and in each of the graduate levels where appropriate). In keeping with previous Senate decisions concerning experimental courses, the following titles will be automatically assigned, but may be changed by departments as befits their individual circumstances:

XXXX 20N00 : "Studies in ..."
 XXXX 30N00 : "Problems in ..."
 XXXX 40N00 : "Seminar Studies in ...".

These course numbers and titles will be set up before registration for the Fall semester of 2015. Departments may propose additional NP head numbers for review if they want to offer NP courses in specific sub-categories (e.g., SANS 21N00 "Studies in Sanskrit Syntax"; SANS 22N00 "Studies in Sanskrit Phonology"). The last two digits in non-permanent numbers will be assigned by the Registrar (and may range from 01 to 99). A specific NP course for a given semester might look like this: SANS 21N01 Studies in Sanskrit Syntax: Position of the verb in compound sentences.

4. NP courses cannot as such be used to fulfill any college requirements. Instructors can file a "Class Action Appeal" with the Senate office if they want a specific NP class to be counted towards Hunter requirements such as a "Pluralism and Diversity" category or designation as "W" or inclusion in one of the old General Education categories. NP courses cannot be counted towards the Hunter Core. This does not apply to graduate courses.