

Office of the Hunter College Senate
PROCEDURES
FOR PREPARING AND SUBMITTING CURRICULUM PROPOSALS
FOR COLLEGE APPROVAL
(Updated January 2011)

Table of Contents:

Part I:

Format for Preparing Curriculum Proposals

I.	New Course Proposals	2-3
II.	GER: Core Requirement Proposals	3
III.	GER: Writing Requirement Proposals	3
IV.	GER: Pluralism & Diversity Requirement Proposals	4
V.	Changes in Existing Courses	5
VI.	Dropping Courses	5
VII.	Cross-Listing of Courses	5
VIII.	Special Actions: Change in School/Department Name & Discontinuing Programs	5
IX.	Changes in a Degree Program	6
X.	New Academic Programs	6

Appendix A:

Description of General Education Core Requirement & U.S. History Guidelines	7-8
---	-----

Part II:

Procedures for Submitting Curriculum Proposals

Procedures for Submitting Routine Curriculum Proposals	9
Procedures for Submitting Substantive Curriculum Proposal	10
Procedures for Challenging Substantive Curriculum Proposals	11
Approved Curriculum Proposals – How Will You Know?	11

PART I FORMAT For Preparing Curriculum Proposals

Note: Each curriculum proposal must specify the Department/Program name as a heading, and a description of the type of proposal as a summary heading (e.g., *Proposal for a New Course, Proposal for Changes in Course Title*), and be organized according to the format templates presented here.

I. Format for New Course Proposals

Example:

Proposal for a New Course

1. Course Number:	Title:	Hours:	Credits
ASTROL 100	Cosmology and Consciousness	0 hrs.	0 cr.

2. Pre- and/or Corequisites: (and/or other special conditions)

3. Course Description:

- A. A brief description for the College Catalogue, not to exceed three lines of typed text.
- B. An expanded description, if desired (approximately 100 words).
- C. Writing Requirements: the number of papers and their approximate length, the extent to which library or WWW research is expected, or a statement of other writing requirements. Any absence of a formal writing requirement must be specified.

4. Rationale: (Justification)

NOTE: If the new course is also proposed for inclusion in the *General Education Core Requirement, Writing Requirement, and/or Pluralism & Diversity Requirement*, a separate rationale must be submitted for each requirement (see Sections II, III, and IV below).

A. Nature of the proposed course:

- (1) If the course being proposed is part of a new program, refer to the overall objectives of the program (i.e., on a cover sheet or Appendix)
- (2) If the course being proposed is part of an established program, present a rationale that includes:
 - a. The advantages offered by the proposal and/or the needs met by the course (i.e., student, departmental, community, job market needs);
 - b. The way in which the proposed course relates to other courses within the department of origin;
 - c. The way in which the course relates to courses in other departments, divisional or interdisciplinary programs (if appropriate, possibilities for interdisciplinary use might be given);
 - d. Justification for any substantial overlap with other courses in the college curriculum, indicating the unique/specific focus of the course proposed;
 - e. List of courses, if any, which are to be withdrawn when the new course is adopted. (Note: Dropping courses requires a separate proposal - see Section VI on page 5.)

B. The following additional information must be supplied in the special instances noted:

- (1) When ENGL 120 is to be specified as a *Pre- or co-requisite*, the rationale must justify this in terms of the writing that is to be done in the course.
- (2) In the case of courses given in *non-organized classes* such as field work, internship, independent study, etc., an explanation must be given as to how the student will earn the credits consistent with the student effort required in organized classes. It should be noted that a course may not carry more credits than contact hours. Laboratory courses usually carry one credit per two contact hours.

5. Projected Enrollment

6. Consultation Statement

Is the proposed change likely to affect another Departments or Programs?

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

Has the Department/Program been consulted? NO YES

7. Sample Syllabus

A. Expected Learning Outcomes

A statement of the key or critical course specific learning outcomes in words that indicate what the students will learn and be able to demonstrate after this course.

B. Course Objectives and Content:

A brief listing of the content by topic(s) and subtopic(s) in outline form for the full 15-week semester, including approximate amount of time spent on each topic. If appropriate, include a brief paragraph describing proposed course organization (i.e. lecture, laboratory, recitation, different expectations for graduate and undergraduate students in the same class).

C. Required Readings:

A list of required texts and/or readings in standard bibliographical format, including place and year of publication.

D. Recommended Readings:

A listing of readings, indicating the scope of the course, presented in standard bibliographical format (not to exceed one page).

E. Method of Evaluation:

Type of examination, term paper(s), project(s), etc.

F. Academic Integrity Statement:

“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.”

II. Format for GER: Core Requirement Proposals

Example:

Proposal for GER Core Requirement Stage_, Group_

List the following:

1. **Course Number, Title, Hours, Credits**
2. **Pre- and/or Co-requisites**
3. **Specify which of the following GER Stages and Groups will be satisfied by taking this course: (Note:**

The description of the Core Requirement & U.S. History Guidelines are stated in Appendix A, pp. 7-8).

Stage 1: Academic Foundations--Group A, B, or C

Stage 2: Broad Exposure—Group A, B, C, D, or E

Stage 3: Focused Exposure—Group A or B

Note: Proposals for adding already existing courses to Stage 3 Focused Exposure, which meet the description of Stage 3, may be submitted directly to the Senate Office (E1018) for consideration by the Senate’s Undergraduate Course of Study Committee. Such proposals should either state a range of courses satisfying Focused Exposure (e.g., all courses at the 200 and 300 level, except...”), OR provide a listing of courses by stating the course number, title, and pre- or co-requisites.

4. **Rationale**

Address why the course or range of courses fits within a specific GER Core Requirement.

5. **Sample Syllabus** Each substantive curriculum proposal required to go before the Senate’s Course of Study Committee must include a current syllabus conforming to the most recent guidelines and procedures, as specified in Part I, Section I.

III. Format for GER: Writing Requirement Proposals

Example:

Proposal for GER: Writing Requirement – Addition of “W” Designation

List the following:

1. **Course Number, Title, Hours, Credits**
2. **Pre- and/or Co-requisites**
3. **Sample Syllabus** OR

Approved Statement on Department Policy for Writing Intensive Courses that is in accord with the following Senate-approved *Guidelines for ‘W’ Designation:*

Guidelines for Assigning “W” Designation for Writing Intensive Courses:

1. ENGL 120 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.
4. Decimalized courses that are experimental and 400-level courses are excluded.

IV. Format for GER: Pluralism & Diversity Requirement Proposals

Example:

Summary Heading:

Proposal to Add Courses to the GER Pluralism & Diversity Requirement, Group _
List the following:

- 1. Course Number, Title, Hours, Credits**
- 2. Course Description published in catalog**
- 3. Specify which of the following groups will be satisfied by taking this course:**

Group A - a course focusing on the scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of **non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas;**

Group B - a course focusing on the scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, immigrant experiences, and/or intellectual traditions of **one or more of the following groups in the United States of America: African Americans, Asian Americans, Latino Americans, and Native Americans;**

Group C - a course focusing on the scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of **women and /or deals with issues of gender or sexual orientation;**

Group D - a course focusing on the scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of **Europe, which may include the ways in which pluralism and diversity have been addressed.**

4. Rationale about why the course fits within the Requirement

5. Provide responses to these questions

- Does this course focus on non-European cultures, or the conditions, perspectives, and contributions of minorities in the U.S., or women and issues of gender/sexual orientation, or issues in the European intellectual tradition?
 - 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?
- >> For Group 1: Does this course focus on the non-European cultures, or are non-European cultures ancillary to the treatment of European cultures, perspectives, etc.?
- >> For Group 2: Does this course focus on the experiences of African Americans, Latino Americans, Asian Americans, Native Americans in the U.S. from the standpoint of such groups?
- >> For Group 3: 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?
- >> For Group 4: 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?
- Are these concerns presented to students in a way that allows them to understand their fundamental role in this intellectual tradition?

6. Sample Syllabus

V. Format for Changes in Existing Courses

Includes changes in course number, title, hours, credits, pre- or co-requisites, and/or description

Such proposals should be presented in the following format:

Descriptive Heading (e.g., "**Change in Course Number**", or "**Change in Course Number, Title, and Description**")

1. **FROM:** (former data)

TO: (new data - highlight [underline or bold] replacement language)

Rationale/Justification: A single paragraph of justification. Changes of Pre- or Co-requisites should be justified in terms of the work to be done in the course (refer to paragraph B. 1 on page 2)

2. **Consultation Statement:**

Is the proposed change likely to affect another Departments or Programs?

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

Has the Department/Program been consulted? NO YES

3. **Syllabus:** Each substantive curriculum proposal required to go before the Senate's Course of Study Committee must include a current syllabus conforming to the most recent guidelines and procedures, as specified in Part I, Section I.

VI. Format for Dropping Courses

Example:

Proposal to Drop Courses

1. **List** course(s) to be dropped with number(s), title(s), hours, credits, and provide a brief rationale.

2. **Consultation Statement:**

Is the proposed change likely to affect another Departments or Programs?

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

Has the Department/Program been consulted? NO YES

VII. Cross-Listing of Courses

A. The Hunter College Senate has established the following policy for cross-listing courses: In order to cross-list courses, departments and programs must fill out and submit a *Notice to Cross-list Courses* (available at the OASIS, Room N217) to the Registrar before the publication deadline for the *Schedule of Classes*.

Courses that are cross-listed must have:

- The same course title;
- Comparable course numbers;
- The same (or comparable) pre-requisites;
- The signed approval of participating department chairs and/or program directors.

Note: If one course has received approval for credit toward the Distribution or General Education Requirement, the Registrar will automatically award the same credit to students who successfully complete the cross-listed course.

B. If departments/programs wish to cross-list a course on a permanent basis for inclusion in the *Undergraduate Catalog*, a curriculum proposal must be prepared and submitted in accordance with these "Procedures." (This is considered a "*substantive*" change.) The approval of the originating department must be attached to the proposal. If the cross-listed course is also proposed for inclusion in listings of the *GER Core Requirement*, *Writing Requirement* and/or the *Pluralism & Diversity Requirement*, this must be clearly stated and a separate rationale must be provided (see Sections II, III, and IV on pages 3-4).

VIII. Format for Special Actions

A proposal for a Change in the Name of a School or Department 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

A proposal for Discontinuing Programs must be presented in the form of a resolution, including a "Resolved" paragraph specifying the name of the program to be discontinued, the degree award, the HEGIS number and State program code (all as listed in the State's Inventory of Registered Programs), and the effective date (when the program will be removed from the State Inventory). The "Explanation" should note if there are any students currently enrolled in the program and, if so, when they are expected to complete the program. The effective date of closure 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). If students do not complete the program by the closure date, the Central Office will ask the State Education department to extend the date to accommodate the last enrolled students.

IX. Format for Changes in a Degree Program

Includes new majors and minors, modification of majors and minors, changes in admission requirements, changes in graduation requirements, change in name of registered degree or certificate program, addition or deletion of a track or concentration

Proposals for modification of requirements in a Degree Program must state the following in accordance with the format requested by 80th Street as specified in the example provided below:

1. *Follow the format for the heading as specified in the example provided below:*

- > **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>)
- > **Effective Date**
- > **Detailed Description of the Proposed Modification(s)**

2. The proposal should be preceded by a section of not more than two or three paragraphs entitled *HISTORY AND OBJECTIVES* and should state the precise language that is recommended for use in the catalogue, to be followed by a Rationale.

3. Proposals for program changes that require alteration in form should be presented in the following format:

FROM: (former data)

TO: (new data)

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education department requires that all program changes include a complete listing of required courses.

Rationale: A single paragraph of justification.

4. **Consultation Statement:**

Is the proposed change likely to affect another Departments or Programs?

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

Has the Department/Program been consulted? NO YES

>> *EXAMPLE from 80th Street for heading of proposals* <<

DEPARTMENT OF ...

Hunter College, CUNY

Proposed Changes in a Degree Program

The following is the revised curriculum for Multimedia Programming and Design leading to the A.A.S. Degree.

Program: Multimedia

HEGIS Code: 5008

NY State Program Code: 21882

Revision: Add MMP 230, MMP 260 and CCC401/MMP401 as electives in the Multimedia Art specialization program

Effective: Fall 2004

X. Format for New Academic Programs

A new *Faculty Handbook for the Preparation of New Academic Programs* (January 2001) has been issued by the CUNY Office of Academic Affairs. The revised procedure for developing new academic programs, as outlined in this handbook, must be carefully followed. A *Letter of Intent* (p.4 of *Handbook*) must precede the fuller development of the program. It is a substantive curriculum proposal (see p.10 below) that must receive College Senate approval before submission to the CUNY Vice Chancellor for Academic Affairs for authorization for fuller development of the program. (A copy of the handbook may be obtained from the Senate Office.)

Appendix A

Description of the General Education Core Requirement

Stage 1: Academic Foundations

This Stage involves basic academic skills needed for success in the liberal arts and sciences. Accordingly, students should complete this Stage as early as possible, preferably within their first 30 credits at Hunter. Exemption may be granted on the basis of placement exams or other criteria as determined by the Hunter College Senate. Such exemptions do not yield credit unless they are based on the successful completion of college courses.

Group A: English Composition

This requirement introduces expository writing and academic discourse. Through reading, writing, and rewriting, students learn to generate, explore, and refine their own ideas, analyze and evaluate intellectual arguments, take positions and support them persuasively, and write with sound grammar, varied sentence structure, logic, and coherence.

Group B. Quantitative Reasoning

The goal of this requirement is to develop competence in mathematical and quantitative reasoning, including the use of numerical and graphical data in making judgments on personal, professional, and public issues. Students who place out of MATH 125 are exempt from this requirement.

Group C: U.S. History

This requirement introduces portions of the history of the United States covering periods of time sufficiently long to reveal the historical dynamic and bring understanding of the historical contexts that have created our social and political institutions. It emphasizes the importance of the historical perspective and method, an understanding of how, where, and why change has occurred over time, and an awareness that the world we live in has been influenced by the past.

Guidelines for U.S. History Courses:

Courses proposed for U.S. History must meet the following criteria approved by the Senate:

- The course must be at the introductory level in U.S. History, examining a broad range of topics over a period of 100 years or more.
- The course can be organized either linearly or topically, with individual topics explored in chronological order.
- The approach to U.S. History must explore a variety of events, individuals, institutions, and issues in concert, emphasizing the connections and relationships among them.
- Primary historical documents should be utilized throughout the course to supplement interpretive texts and scholarship.
- The course should emphasize the historical contexts that have led to social and political change, how change occurs, and how individual eras, including the modern era, have been influenced by the past.

Stage 2: Broad Exposure

These courses should be completed within a student's first three semesters (full time) or 45 credits (part time) at Hunter.

Group A: Survey of Literature Written in English

This requirement is meant to increase students' understanding and appreciation of literature written in English. Courses emphasize close readings of representative texts chosen to familiarize students with various authors, periods, and genres - fiction, drama, and poetry - and to provide a firm foundation for further literary study. Written assignments include quizzes, papers, and a midterm and final exam.

Group B: Social Science: People and their Societies

The goal of this requirement is to introduce students to the understanding of individual and collective human behavior. Students should be aware of the geographic, political, social, economic, historical, and psychological effects on the human environment. By studying human relations and the human experience, students should learn the methodologies as well as the nature, scope, and limits of specific disciplines in the social sciences.

Group C: Humanities: Cultures and Ideas - Literature, Philosophy, Classics

This requirement is meant to introduce students to the human intellectual heritage, the wisdom, and the vision expected of well-educated members of the global human community. The study of texts, thoughts, cultures, and human values should nourish the mind and the spirit, inspiring an enduring love of learning. The humanities are strongly linked to other fields of higher education and vital to the health of society.

Group D: Visual and Performing Arts: Media, Art, Dance, Film, Music, Theater

This requirement is meant to introduce students to significant works of the creative imagination, familiarize them with a medium of creative expression, and enable them to actively participate in individual aesthetic and creative experiences. Through critical analysis, research, and direct involvement in creative work in a particular medium, students should develop an appreciation of the interrelations of intellectual and emotional responses to the arts and letters.

Group E. Natural Sciences: (Specify whether course is to be listed under *Laboratory* OR *Non-Laboratory Courses*)

The goal of this requirement is to introduce students to the concepts and ways of thinking of the natural sciences. The sciences have intrinsic intellectual value, pursuing basic questions about the workings of the universe and the world around us. Students should be conversant with the rapid pace of scientific advances and able to make informed decisions about scientific matters in the public domain.

Stage 3: Focused Exposure

These courses are intended to give students the opportunity to study selected subjects outside their major department or program in greater depth than in Stage 2. Usually, these courses will be beyond the 100 level. Accordingly, it is strongly recommended that students take a first course in the same discipline. A student must take one course from Group A and one course from Group B in Stage 3.

Group A: Humanities or Visual and Performing Arts

Group B: Social Sciences or Natural Sciences/Mathematics

Part II: Procedures for Submitting Curriculum Proposals for College Approval

Note: Curriculum proposals that are interdisciplinary in nature require the review of both School/Divisional Curriculum Committees.

Procedures for Submitting *Routine* Curriculum Proposals:

Definition of *Routine* Changes: Routine items consist of changes in courses or programs previously approved by the Senate which require alteration in form, such as changes in course number, and/or title or course description, but *which leave unaltered the essential nature* of the course or program in question. The dropping of courses is considered *Routine*. (**Note:** changes in course level or in the number of credits, and changes in (or addition of) pre- and corequisites are not considered to be routine items.)

Format: Routine curriculum proposals that require alteration in form must cite present and replacement language, and must be followed by a single paragraph of “Justification” (refer to *Changes in Existing Courses*, page 5). To the extent possible, highlight (underline or bold) replacement language.

PROCEDURE AT SCHOOL/DIVISIONAL AND SENATE LEVEL

1. **The originating department** must forward curriculum revisions satisfying the definition of *Routine Changes* to the School/Divisional Curriculum Committee for review and approval.
2. **Upon completion of action at the School/Divisional level, the Dean’s Office must:**
 - a. **Obtain from the Senate Office a UR (undergraduate routine) or GR (graduate routine) identification number, which must be printed in the upper right-hand corner of each proposal.**
 - b. **Submit to the Senate Office by hand four one-sided hard copies of the approved *routine* proposals, together with a Microsoft “Word” version on a disk and a cover letter signed by the Dean and addressed to the appropriate Senate Course of Study Committee (Undergraduate or Graduate). **The cover letter must clearly state the following:**
 - (1) UR or GR identification number
 - (2) Department/Program name
 - (3) Summary description of the proposed changes, and
 - (4) Date of approval by the School/Divisional Curriculum Committee.**

Approval by the School/Divisional Curriculum Committee shall constitute College approval with one exception. If the appropriate Senate Course of Study Committee determines that an item has been improperly identified as *routine*, it shall be processed in accordance with the “*Procedures for Submitting Substantive Curriculum Proposals*” (page 10). The Senate Office shall be responsible for identifying approved *routine* changes for information purposes on the Senate Agenda, and for inclusion in the appropriate section of the Chancellor’s Report.

APPEALS PROCEDURE FOR *ROUTINE* CHANGES

A negative decision by the School/Divisional Curriculum Committee may be appealed to the appropriate Senate Course of Study Committee by the originating department. The appropriate Senate Course of Study Committee shall review and act upon the departmental appeal. Action by the appropriate Senate Course of Study Committee on departmental appeals shall be considered final.

Procedures for Submitting *Substantive* Curriculum Proposals:

Definition of *Substantive* Changes: All items except those defined as *routine* shall be regarded as *substantive* changes (e.g., new courses; addition to (or withdrawal from) listing of courses for the *General Education Requirement*; changes in course level, credits, pre- or co-requisites; new majors and minors; modification of majors and minors, changes of admissions requirements; changes in graduation requirements, change in name of registered degree or certificate program, addition or deletion of track or concentration, letter of intent and new academic programs).

Format: Substantive Curriculum proposals must be prepared by the originating department/program in accordance with the format described on pages 2-6.

PROCEDURE AT THE SCHOOL/DIVISIONAL LEVEL

1. **The originating department** must forward curriculum revisions satisfying the definition of *Substantive Changes* to the School/Divisional Curriculum Committee for review and approval.
2. **After approval of curriculum proposals by the School/Divisional Curriculum Committee, the Dean's Office must:**
 - a. **Obtain from the Senate Office a US (undergraduate substantive) **or** GS (graduate substantive) **identification number, which must be printed on the upper right-hand side of each proposal.****
 - b. **Submit to the Senate Office by hand four one-sided copies of each proposal), together with a cover letter that clearly states the following:**
 - (1) US or GS identification number,
 - (2) Department/Program name,
 - (3) Summary description of the proposed changes, and
 - (4) Date by which a written challenge must be received in the Dean's Office. (Note: Unless the date is obtained from the Senate Office, it shall be at least 15 class days from the day the proposal is received in the Senate Office. The Senate Office will be responsible for mailing substantive curriculum proposals to Senators and Department Chairs, with a cover letter stating the date by which a written challenge to the proposal must be received in the Dean's Office.)
3. **If the proposal was not challenged by the specified date, the Dean's Office shall hand-deliver to the Senate Office 28 one-sided hard copies (for undergraduate proposals) **or** 24 one-sided hard copies (for graduate proposals), **together with a Microsoft "Word" version on a disk and a cover letter** addressed to the Chair of the appropriate Senate Course of Study Committee (Graduate or Undergraduate). **The cover letter must clearly state the following:**
 - (a) US or GS identification number,
 - (b) Department/Program name,
 - (c) Summary of proposed changes,
 - (d) Date of final approval by the School/Divisional Curriculum Committee, and
 - (e) A statement that no challenge was received by the specified date.**

If the proposal was challenged follow the *Procedures for Challenging Substantive Curriculum Proposals* listed on page 11.

PROCEDURE AT THE SENATE LEVEL

Upon final action by the appropriate Senate Course of Study Committee, the Senate Office will (a) identify approved substantive curriculum proposals for information purposes on the agenda for the next Senate meeting, and (b) include approved *substantive* curriculum changes in the appropriate section of the Chancellor's Report or University Report.

PROCEDURE FOR CHALLENGING SUBSTANTIVE CURRICULUM PROPOSALS

1. A written challenge must be submitted to the appropriate School/Divisional Dean's Office on or before the date specified. The written challenge must include a statement of the grounds on which the challenge is based, and must identify the person(s) sponsoring the challenge, giving name and College affiliation, and must state explicitly "THIS IS A CHALLENGE TO PROPOSAL..."
2. Upon receipt of such a written 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 appropriate Senate Course of Study Committee (Undergraduate or Graduate) for approval, with 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 submit a written 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 name(s) and 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 challenged proposal to the meeting at which the proposal will be considered.
6. Action by the Senate Course of Study Committee shall be considered final, but is subject to 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.

APPROVED CURRICULUM PROPOSALS HOW WILL YOU KNOW?

The Undergraduate Course of Study Committee will let the applying department know if there were any problems with approving a proposal. If you do not hear anything, assume that the curriculum change has been approved by UCSC and forwarded to the Hunter Senate.

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/minutes.shtml>

All curriculum changes that have been approved by the Senate (except new program) are then listed in the Chancellor's University Report. If you would like to know whether a curriculum change in your department has been finally approved, you may do so by visiting the CUNY Portal: <http://www.cuny.edu>.