

**REVISED FACULTY
HANDBOOK
FOR THE
PREPARATION
OF
NEW ACADEMIC
PROGRAMS**

**Office of Academic Affairs
The City University of New York
January 1, 2001**

INTRODUCTION

The academic program of the City University of New York is distinguished by the broad and diverse spectrum of educational opportunities that are made available to tens of thousands of students at every degree level. At its twenty colleges, the University currently offers nearly one thousand three hundred degree-granting programs in the liberal arts and sciences, art and humanities, business, education, and other fields, including the professions as well as vocational programs. As of this writing there are forty-nine at the doctoral level, three hundred seventy-six at the master's level, over five hundred baccalaureate programs, and two hundred thirty associate degree programs. In addition, more than sixty certificate programs are available ranging from the pre-associate to the post-doctoral levels. The University's vast curricular offerings are a tribute to the immeasurable talents of its faculty.

The City University takes pride in its established academic programs, but it can never be complacent. The ongoing development of new academic programs is vital to the University, to the students and to the community it serves. New knowledge that is constantly evolving through the faculty's pursuit of intellectual interests and scientific discovery regularly becomes part of the curriculum. Because academic programs give direction to the intellectual efforts of both faculty and students, they are of major importance in defining the mission and goals of the individual colleges.

At each campus of the University, as mandated by the Board Bylaws, the development of new academic programs is the prerogative of the faculty. Faculty expertise is the best guarantee that the education process will be dynamic and that the colleges will grow and change to meet the challenges of society and the needs of students.

While the faculty has the responsibility for initiating new academic programs, and revisions to existing programs, the college administration also plays a key role in academic program development. Following consultation with the faculty, the college President and Chief Academic Officer provide cohesive leadership for the college's academic program planning. The college administration is responsible for creating an environment that provides for ongoing review, constructive change, and appropriate additions to the college curriculum. It is through this collaboration that the college's unique mission and goals are formulated.

The process of new program approval is an important part of academic program planning. The University's process of program approval is designed to maintain the highest standards of excellence. The following guidelines are meant to serve as a concise reference for new program planning, development, and approval. They are intended to promote the efficient processing of proposals from the colleges to the University's central administration and Board of Trustees, through final approval by the New York State Board of Regents.

Before any new program can be offered at the University it must undergo qualitative reviews and meet with the approval of appropriate governing bodies at three levels: The College, the Board of Trustees, and the New York State Education Department. As a result, the entire process of program approval is often a lengthy one; it may be as long as two years between the time a program is first proposed by the faculty of a college and its registration by the New York State Education Department. The Office of Academic Affairs is committed to facilitating this process and moving the proposed program toward its final goal as quickly as possible.

CRITERIA FOR EVALUATION

The criteria used to evaluate a program proposal will vary depending upon the program itself as well as the role of each of the governing bodies reviewing the proposal. Nevertheless, there is a constant set of criteria that should apply to the review of all academic programs. By the time a program is recommended for approval by the Office of Academic Affairs to the Board Committee on Academic Policy, Program, and Research, it will have been evaluated according to the following standards:

- ❖ Academic Quality;
- ❖ Justification of Need;
- ❖ Societal needs in terms of regional, state and national needs;
- ❖ Career opportunities for graduates;
- ❖ Student interest;
- ❖ Relationship to other programs at CUNY (e.g. possible duplication);
- ❖ Centrality to other campus programs and to college and University missions;
- ❖ Resources available to implement the program;*
- ❖ Conformity with the standards of accrediting agencies for the professions;
- ❖ Conformity with the regulations of the State Education Department.

*Resources include qualified full-time faculty and non-professional personnel; library, laboratory, studio, and computer facilities; equipment and computers; counseling and other essential support services.

LETTERS OF INTENT

The purpose of the Letter of Intent is primarily to serve notice to the members of the University community of the College's plan to offer the proposed program. Distribution of the Letter of Intent to the colleges provides the opportunity for members of the University community to comment concerning the academic and financial feasibility for offering the proposed program. The colleges are encouraged to offer their advice and suggestions for improving and ensuring the academic rigor of the program, as well as to offer suggestions for collaborative arrangements or other information that might be of assistance.

Generally, the Letter of Intent should be between ten to fifteen pages. It should be a brief version of the final proposal but must include a complete curricular design, listing course requirements. A thorough estimation of all necessary costs required to implement the program and the status of required faculty resources should also be stated clearly. Indeed, the proposed program should be well along in the planning process, with the clear understanding of the College's ability to offer the program, before the Letter of Intent is submitted to the Office of Academic Affairs.

PREPARING THE LETTER OF INTENT

The Letter of Intent must be informative, clear, and concise. Detailed information should be reserved for inclusion in the proposal. Basic information is essential. The title page should include: the college name; the name of the department(s) sponsoring the program; the official name of the program; the degree or certificate to be awarded; the anticipated date for implementation of the program; and the date of the College's governance approval. The narrative of the Letter of Intent should follow a simple outline: Purpose and Goals of the program; Need for the program; Students and Enrollment; Curriculum; Faculty; Cost Assessment; and College commitment.

1. **PURPOSE AND GOALS.** Describe the purpose of the program in a succinct statement. Remember that the audience for the Letter of Intent may not possess expertise in the particular field of study. Therefore, an explicit statement of the educational goals and career objectives for students should be included. This section of the Letter of Intent should also present a brief review of the rationale for the program. Issues that might be addressed are: national or local educational trends; faculty interest and commitment; the program's relation to existing departmental or college offerings; or other compelling factors that have led to the development of the program.
2. **NEED.** Relevant needs are those of the students, the college, the community, and the economy. Not all of these will pertain to all Letters of Intent. For example, a Letter of Intent for a program that is vocationally or professionally oriented should provide an overview of the employment opportunities with job titles that are available to graduates of the proposed program. The local, state, or national needs might be included. For liberal arts programs, this section should focus on student needs. The proposed program's relationship to the mission of the College should be described. A brief discussion of its place in the College's planning process might also be included. In this context, it is appropriate to cite the College's annual

Academic Program Planning (APP) reports, as well as other planning documents in which the program is mentioned.

- 3. STUDENTS.** Explain the evidence for student interest in the program and the sources of potential students. The Letter of Intent should provide a numerical estimate of enrollments anticipated for each of the first five years of the program's existence. The projected enrollment should be presented in a table showing how many students will attend full-time and how many part-time. The anticipated attrition rate should also be indicated with a discussion as to how it was determined. The general discussion should include the factors that led to the estimates, including student interest, employment trends and needs, enrollment in similar programs at the College or at other campuses within the University.

Similar programs already in existence at other campuses of the University should be identified and, if there are any duplication issues, an explanation for going forward despite such duplication must be provided. A college administration that is proposing a duplicate program is advised to begin discussions early with the colleges already offering the other program(s).

Special admission requirements must be clearly stated. Any steps the College intends to take to prepare students to qualify for admission should also be included. Specific groups such as local union members or specially prepared students from "feeder" schools should be identified.

- 4. CURRICULUM.** A rationale for the curriculum should be presented and discussed. The complete curricular design must be included, listing all course titles with credit requirements and indicating new courses. Course descriptions are not needed in the Letter of Intent. Relevant accrediting or licensure requirements must be identified. Any non-course requirements, such as a thesis or comprehensive exam, should be indicated.

Articulation prospects with other programs in the University or with private colleges should be described. If articulation agreements are necessary for the implementation of the program, discussions with other colleges should have taken place before the Letter of Intent is submitted.

- 5. FACULTY.** Describe the existing potential for full-time faculty available to teach in the program. Specify the number of new full-time faculty that will be needed to implement the program and also the anticipated number of adjunct faculty that may be required. Be sure to consider how the department will staff its existing offerings when the program is instituted and what impact the staffing of the new program will have on the existing programs. New programs that draw full-time faculty away from established programs are a major consideration for the approval of the proposed program.

- 6. COST ASSESSMENT** While all new programs incur expenditures to the college, it is expected that they will also generate revenue. The financial impact of a new program on the college is often gauged by comparing the anticipated costs with the anticipated revenue. To facilitate an understanding of the financial impact of the proposed program, each Letter of Intent should include a table, which shows the anticipated cumulative costs and anticipated revenues for the new program during the first five years. Provide a narrative which describes this table and

which indicates the source of funding to pay for the costs, including the reallocation of funds. Explain how the college will ensure that these funds remain available for at least the first five years of the program's existence.

PROCEDURE

1. Once the Letter of Intent has been approved by the appropriate College governance body, twenty five copies of the document must be submitted with a cover letter addressed to the Executive Vice Chancellor for Academic Affairs and signed by the President of the College.
2. The Letter of Intent will be acknowledged and circulated to the Presidents of other CUNY colleges with a request for written comments within thirty days (except during summer or intercession when appropriate faculty may not be available to review the document). The Presidents are requested to send copies of their comments directly to the President who submitted the Letter of Intent.
3. In the case of graduate programs the process of program development will include a review by the Graduate Advisory Council. The Graduate Advisory Council, chaired by the President of the Graduate School and University Center, is comprised of the deans of graduate studies or other appropriate administrators from the University's colleges that offer graduate-level programs. *Note that Letters of Intent for Doctoral programs require a further level of review. They are presented to the Board Committee on Academic Policy, Program and Research and then to the full Board for approval.*
4. Appropriate staff in the Office of Academic Affairs will review all comments from the colleges and consult with the Executive Vice Chancellor for Academic Affairs concerning the proposed program. In certain circumstances an outside review may be solicited.
5. When all reviews are completed, the Executive Vice Chancellor will send a formal response to the President either authorizing the College to proceed with the development of the program proposal or requesting further information and discussion regarding development of the program.
6. In order to facilitate the development of the proposal, the provost and appropriate faculty may be invited to meet with members of the OAA staff. Full proposals must be received within two years from the date of the letter authorizing the college to proceed with the development of the proposal. After a period of two years has elapsed, the Executive Vice Chancellor may request that a new Letter of Intent be circulated if the College wishes to proceed with the program.

PROPOSALS

Approval of the Letter of Intent authorizes the college to proceed with the development of a comprehensive proposal. Following the approval of the Letter of Intent, the College has two years in which to develop the proposal and may, at any point during this period, consult with staff in the Office of Academic Affairs. Experience suggests that almost all proposals require some discussion with OAA before submission and some revision before they are ready for presentation to the Board of Trustees. Generally, the proposal addresses the same issues as those outlined in the Letter of Intent but in greater detail and with documentation. The final proposal should not exceed twenty-five pages, excluding appendices.

The audience for the proposal includes: the Executive Vice Chancellor for Academic Affairs; the University Dean for Academic Affairs; staff members of the Office of Academic Affairs; staff members of the University Budget Office; the members of the Board Committee on Academic Policy, Program and Research; and, ultimately, staff at the New York State Education Department. Thus, the document should provide a comprehensive justification for implementing a new academic program at the University and must delineate a plan that is carefully focused and well-defined in terms of the College and University needs and goals.

PREPARING THE PROPOSAL

Basic facts that must be included in the title page are: the college name; the name of the department(s) sponsoring the program; the official name of the program; the degree or certificate to be awarded; the anticipated date for implementation of the program; and the date of the College governance approval (SEE ATTACHMENT SED A). The second page of the proposal should be the Table of Contents. An abstract of the proposal of approximately 250 words must also be included.

1. **PURPOSE AND GOALS.** A clear statement of the purpose of the program should begin this section. The statement should be followed up with an explanation of the educational or career objectives for students, including national or local educational trends. A discussion of the faculty's expertise and commitment should be included. Issues to address include: effect the establishment of the proposed program will have on the college; the relationship of the program to the mission of the college; specifically, the relationship of the program to the college's priorities; the extent the proposed program complements other existing programs at the college. The potential quality of the proposed program in relation to comparable programs within CUNY and outside the University should be discussed as well.
2. **NEED AND JUSTIFICATION.** The needs to be considered are those of the students, the college, and the community. Will the program, for example, contribute to specific State and societal needs? It is important to discuss employment opportunities and the specific job titles with salary ranges for proposals that are vocationally or professionally oriented. There may be an emphasis on local demand for persons who are needed with the knowledge, skills, and credentials that the program offers. The more specific the information that documents the need and employment prospects for graduates of the proposed program, the more credible the

proposal will be. Brief excerpts from articles and letters may be cited. Letters of support from prospective employers or experts may be included in an appendix.

The second part of this section relates to similar programs that already exist at CUNY and at locally accessible private colleges. The issues of overlap and duplication must be addressed straightforwardly. Any duplication concerns from colleges within CUNY should have been resolved before the final proposal is presented.

- 3. STUDENTS.** What is the present and projected student demand? A numerical table projecting enrollments, both full- and part-time, for the first five years of the program's existence must be included. State clearly the underlying assumptions about sources of potential students that led to these projections. Indicate the anticipated rate of attrition and state the underlying assumptions for this conclusion. Sources for projected students should be described in specific terms, with special attention to programs on the campus and at nearby units of CUNY that might send students to the program.

Standards required of students seeking admission to the program must be spelled out in detail. Also include: the selection process for admitting students; arrangements for advising and counseling students; and any special support services that will encourage timely completion of the program.

- 4. CURRICULUM.** Present an overview of the curriculum and state the intellectual rationale for the proposed curricular design. All required and elective courses (including course prerequisites) must be listed by course number and title, including credit allocations along with the total number of credits required for the program (SEE ATTACHMENT SED B.I.). In addition, provide a sample semester-by-semester sequence of a typical program (SEE ATTACHMENT SED B.II.) Complete course descriptions for all courses required in the major and complete course syllabi for all new courses must be included in Appendix A.

Clearly state all non-course requirements for completion of the program, such as a thesis or comprehensive exam.

The second part of this section must address the articulation needs of the proposed program (SEE ATTACHMENT C, for CUNY Articulation Agreement Guidelines). The discussions begun before the drafting of the Letter of Intent should have resulted in one or more articulation agreements, either with other programs in place at the college, at other campuses of CUNY, or at a local private college. Describe these articulation agreements in this section. Copies of completed and signed articulation agreements must be included in an appendix.

COST ASSESSMENT

Because a comprehensive assessment is needed to delineate all anticipated costs, it is suggested that these be addressed in separate categories as follows:

- 1. FACULTY.** Briefly summarize the qualifications of available full-time faculty who will teach the required courses for the proposed program and indicate which courses can be taught by each faculty member (SEE ATTACHMENT SED D). Specify the number of new full-time faculty that

will be needed to offer the program. In addition, indicate where adjuncts are needed to teach the proposed program and justify the use of adjuncts as opposed to full-time faculty. Please note that reliance on adjuncts for the staffing of new programs is strongly discouraged. It is also important to recognize that the use of full-time faculty to teach in the new program will impact upon existing programs. Explain how full-time faculty who will teach in the new program will be replaced in existing programs. Are there any replacement costs for full-time faculty or any release time needs, such as for a Program Director?

Indicate any other support staff such as College Laboratory Technicians, College Assistants, etc. needed to offer the proposed program and justify the need for hiring such persons.

Brief resumes (not to exceed two pages) of *curricula vitarum* of faculty who will teach in the program must be attached in an appendix.

2. **FACILITIES AND EQUIPMENT.** Describe any special space needs to offer the program, including the availability of computer centers or laboratories. If space will have to be added, leased, or renovated, estimate the costs of providing and maintaining such space and indicate the source of funding. Any special equipment needed to offer the program must be listed with estimated costs and sources of funding for each.
3. **LIBRARY AND INSTRUCTIONAL MATERIALS.** Consultation with the college's Chief Librarian will be necessary for accurate preparation of this section of the proposal. Describe the library resources presently available to support the proposed program and then discuss any additional library needs that the program will create. Estimate the total annual costs for upgrading library support to offer the program. The need for other instructional materials such as computer software and audio-visual materials must also be addressed.
4. **BUDGET TABLE.** A table of cumulative costs and revenues associated with the new program must be completely filled out and included with an explanation (SEE ATTACHMENT SED E).

EVALUATION

1. **INTERNAL EVALUATION AND OUTCOMES ASSESSMENT.** Explain how the quality of the proposed program will be monitored during the first five years of the program's existence. Include in the explanation a discussion of the desired outcomes for students and for the program. Indicate the measures that will be used to assess these outcomes. State the criteria that will be examined, such as student achievement, placement of graduates, and faculty performance. Be specific about which departmental and college officials will participate in the process.
2. **EXTERNAL EVALUATION.** This section is required of all graduate programs. The State Education Department mandates that all new Master's programs be evaluated by one expert in the subject area who is from a college or university outside the New York metropolitan area. New doctoral programs need two evaluations from outside experts in the field. The Office of Academic Affairs, however, requires two outside evaluations for both new master's and new doctoral programs. In some special circumstances, the Executive Vice Chancellor for Academic Affairs may solicit an outside evaluation for an undergraduate program.

The evaluators' names, positions, and affiliations should be identified in this section. The full reports of the evaluators, along with their *curricula vitarum*, must be attached in an appendix.

PROCEDURE

1. Like the Letter of Intent the proposal must be approved by appropriate college governance bodies. It is then forwarded to the Executive Vice Chancellor for Academic Affairs; four copies of the proposal should be submitted with a cover letter from the college President or Provost. Receipt of the proposal will be acknowledged promptly.
2. The proposal will be reviewed by appropriate staff in the Office of Academic Affairs. Usually, this review is completed within thirty business days and any issues or concerns that require clarification are communicated to the college in an expeditious manner.
3. If no revisions are required, or after revisions have been completed, the final proposal is forwarded by OAA staff to the Executive Vice Chancellor for Academic Affairs with a recommendation that it be presented to the Board Committee on Academic Policy, Program, and Research (CAPPR) for approval. The Executive Vice Chancellor will make the final decision as to whether to recommend the proposal to CAPPR. The college will be notified in writing when the proposal is placed on the CAPPR agenda. At that time the college will be responsible for providing 55 copies of the final version of the proposal. OAA staff will notify the College when to send these copies.
4. The President and/or Chief Academic Officer present(s) the proposal to CAPPR and should be prepared to answer any questions as well. Faculty involved with the proposal may accompany the Administrators and may also answer questions at the meeting.
5. If CAPPR approves the proposal, a resolution stating that approval is placed on the calendar for the next Board of Trustees meeting. When the Board has approved the program, the Executive Vice Chancellor for Academic Affairs sends a request to register the program to the State Education Department.
6. The Regents of the State of New York have the legal responsibility to direct and coordinate the development of the post-secondary education system of the state. The State Education Department is the administrative agent of the Regents and is responsible for educational planning and program registration in compliance with established State statutes, Regents' Rules, and the Regulations of the Commissioner of Education. The State Education Department review may take from three to six months or more for some programs. During its review the State Education Department may request further information and, if necessary, the College will be notified accordingly.
7. Section 52.1 of the Commissioner's Regulations, issued under the authority of section 207 of the Education Law, requires that every curriculum in institutions of post-secondary education be registered. Only after the College has received notification of registration from the State Education Department may it advertise the program and enroll students in it. At registration

the State Education department will assign the official HEGIS code and add the program to the State Inventory of Registered Degree Programs.

APPENDICES

Appendices A and B are necessary for all proposals. Appendices C, D, E, F, and G are applicable only to some.

1. **Appendix A. Course descriptions and syllabi.** The catalog descriptions of all courses required in the major must be appended here. In addition, complete course syllabi must be included for all new courses.
2. **Appendix B. Faculty *Curricula Vitarum*.** A brief resume of no more than three pages should be included for each full-time faculty member who will be teaching the courses required in the major.
3. **Appendix C. Survey instruments and results.** If the college conducted a survey to determine the need for the program, the actual survey form should be appended here, as well as a summary of the findings.
4. **Appendix D. Letters of support.** If letters of support were solicited, copies should appear here. Letters of support from potential employers are important when the placement of graduates in specific careers is a primary goal. A selection of strong, positive letters is a good supplement to arguments presented in the NEED section. However, the letters must be current and the signatories should not be directly connected to the college.
5. **Appendix E. Articulation Agreements.** Complete and signed articulation agreements in conformance with the Guidelines for Articulation Agreements (**SEE ATTACHMENT C CUNY GUIDELINES FOR ARTICULATION AGREEMENTS**) should be included in Appendix E.
6. **Appendix F. Affiliation Agreements.** If the proposed program involves cooperative arrangements such as hospitals or agencies that provide opportunities for clinical training, the appropriate agreements should be included in Appendix F.
7. **Appendix G. The complete reports of the outside evaluators should be included here.** Each evaluator's curriculum vitae must also be included.

**ATTACHMENT
A**

A. Name of Institution: _____
Specify campus where program will be offered, if other than the main campus

B. CEO or designee: _____
(name and title)

Signature: _____ Date: _____

THE SIGNATURE OF THE INSTITUTIONAL REPRESENTATIVE INDICATES THE INSTITUTION'S COMMITMENT TO SUPPORT THE PROPOSED PROGRAM.

C. Contact person, if different: _____
(name and title)

Telephone: _____ Fax: _____

E-mail: _____

D. Proposed program title: _____

E. Proposed degree or other award: _____

F. Proposed HEGIS Code _____

G. Total credits _____

H. If the program would be offered jointly with another institution, name the institution/branch below:

IF THE OTHER INSTITUTION IS DEGREE GRANTING, ATTACH A CONTRACT OR LETTER OF AGREEMENT SIGNED BY THAT INSTITUTION'S CEO. IF IT IS NON-DEGREE GRANTING, REFER TO MEMORANDUM TO CHIEF EXECUTIVE OFFICERS No. 94-04. CONTACT THIS OFFICE IF YOU WOULD LIKE TO RECEIVE A COPY.

I. If the program would lead to teacher certification as other than a classroom teacher.
List the intended certificate title(s): _____

List the intended certificate type(s): _____

J. If specialized accreditation will be sought:
Indicate the accrediting group _____

Indicate the expected date of accreditation _____

**ATTACHMENT
BI**

2. Program Content and Requirements

Please place an asterisk in the appropriate column.

Course Number and Course Title		No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the college core (if applicable)**				
List each course required for the major (include any field experience, research, thesis, or capstone course)				

* MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.

**IF STUDENTS SELECT FROM CATEGORIES OF COURSES, SPECIFY THE CATEGORIES AND THE NUMBER OF CREDITS REQUIRED IN THE CATEGORY. IN SUCH A CASE, PROVIDE AN ANNOTATED COPY OF THE COLLEGE CATALOG.

2. Program Content and Requirements (continued)

Please place an asterisk in the appropriate column.

Course Number and Course Title*		No. of Credits	Is this a new course?	Is this a revised course?
List each elective course required for the major (if applicable)**				
List each general elective course (if applicable)				
Total credits in the program				

* MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.

** IF STUDENTS SELECT FROM CATEGORIES OF COURSES, SPECIFY THE CATEGORIES AND THE NUMBER OF CREDITS REQUIRED IN THE CATEGORY. IN SUCH A CASE, PROVIDE AN ANNOTATED COPY OF THE COLLEGE CATALOG.

3. For all new and revised courses identified above provide a copy of the syllabus. For existing courses, which are a part of the major, enclose a copy of the catalog description, include prerequisites, if applicable.

**ATTACHMENT
BII**

Program Scheduling

4. Using the appropriate table on this or the following page, show the sequencing and scheduling of courses and credits in the program, by semester or quarter/trimester, for the first full cycle of the program (for example, four semesters for a traditionally structured associate degree). Include additional semesters if offered on a part-time basis. These pages may be duplicated as needed.

Table for semester programs

COURSE TITLE	FALL		SPRING		FALL		SPRING	
	CREDITS	COURSE TITLE	CREDITS	COURSE TITLE	CREDITS	COURSE TITLE	CREDITS	COURSE TITLE
Total Credits								Total Credits

COURSE TITLE	FALL		SPRING		FALL		SPRING	
	CREDITS	COURSE TITLE	CREDITS	COURSE TITLE	CREDITS	COURSE TITLE	CREDITS	COURSE TITLE
Total Credits								Total Credits

Table 4. Continued

**ATTACHMENT
C**

Preparation of Articulation Agreements

Revised Fall 2000

THE CITY UNIVERSITY OF NEW YORK

PREPARATION OF ARTICULATION AGREEMENTS

FOREWORD

Formal articulation agreements are common practice among colleges and Universities in the United States. They facilitate the smooth passage of students from one college to another by: (1) detailing the course of study to be followed in order to transfer into a specific program; (2) ensuring the maximum number of credits upon transfer; and (3) spelling out the conditions under which transfer may take place. In addition, formal articulation assists faculty and administrators to establish and maintain communication, as well as an ongoing working relationship on behalf of the many students who each year transfer from one college to another.

The Board of Trustees' 1993 Policy on Academic Program Planning contains two resolutions that emphasize the importance of articulation. The first reaffirms the importance of inter-college collaboration in offering academic programs, and calls upon the colleges to pursue college-to-college articulation agreements. The second reaffirms the importance of strong and effective University-wide policies and procedures regarding articulation in order to ensure the maximum transfer of credits.

Though the Office of Academic Affairs has for many years required new programs to articulate with other CUNY institutions (see *A Faculty Handbook for the Preparation of New Academic Programs, Spring 1989*), it has never provided guidance about the content or the format of articulation agreements, resulting in agreements with varying degrees of specificity. Generally, the more specific the agreement, the more useful it is for both the students and the institution.

This document identifies the basic elements that should be included in all agreements and provides a model

format for consideration by faculty involved in the negotiating process. Both were derived from common elements in existing CUNY articulation agreements. They are not intended to limit the scope of the agreements, but rather to assist faculty and staff involved in their preparation.

Articulation agreements should conform to the relevant Board policies on transfer of credit. These are: 1973 Policy on A.A.S. Transfer; 1985 Policy on the Transfer of Liberal Arts and Science Courses (also Administrative Guidelines for the 1985 Policy); 1993 Policy on Academic Program Planning; and the 1995 Policy on Degree Credit Limitation.

NEW PROGRAM ARTICULATION: DIFFERENT DEGREE PROGRAMS

Ideally, institutions strive to facilitate a seamless transfer from one program to another. Some programs are, however, more difficult to articulate than others for a variety of reasons. For example, programs that have to meet professional accreditation requirements may have specific requirements for the degree that make a smooth transfer difficult or impossible.

The guidelines below for the submission of articulation agreements with new program proposals reflect these considerations, within the framework of Board policies:

Undergraduate Liberal Arts and Science Programs (A.A., A.S., B.A., B.S.): At least one CUNY articulation agreement must be included in new program proposals. Additional CUNY agreements are encouraged.

Undergraduate Professional Programs: At least one CUNY articulation agreement must be included in new program proposals. Professional programs that have to meet certification or accreditation requirements may not be able to articulate seamlessly. These programs should, however, negotiate "best fit" agreements that

ensure a maximum number of transfer credits toward the degree.

Occupational and Career-Specific A.A.S. Programs: At least one CUNY articulation agreement must be included in A.A.S. new program proposals that have parallel or related programs at the senior colleges. Those programs without parallel or related programs at the senior colleges are not required to submit agreements.

Graduate Programs: In general, graduate programs are not required to submit articulation agreements with new program proposals. Exceptions are: (1) doctoral programs that are integrally linked to master's programs either through accreditation requirements or because they grant transfer credit for master's or doctoral level work completed in the master's programs and, (2) master's programs that are integrally linked to undergraduate programs either through accreditation requirements or because they grant transfer credit for undergraduate or master's level work completed in undergraduate programs.

Unique Undergraduate Programs: Programs that are unique to one institution, without related programs at other CUNY colleges, are not required to submit CUNY articulation agreements with new program proposals. Agreements with non-CUNY institutions are encouraged.

DEVELOPING ARTICULATION AGREEMENTS

1. Letter of Intent

Discussions regarding the articulation of the proposed program with other CUNY institutions should have begun prior to drafting the Letter of Intent. The *Curriculum* section of The Letter of Intent should contain a brief statement of the intent to articulate the proposed program with a minimum of one CUNY institution, and should report on progress to date, if negotiations have begun. The CUNY college, department and program

with which the formal articulation agreement(s) will be negotiated should be named. Non-CUNY prospects for articulation may also be identified.

2. Proposal

The *Curriculum* section of the proposal should summarize the articulation agreement(s). Please append the agreement(s) to the proposal. You may wish to use the attached Recommended Articulation Agreement Format.

Minimally, articulation agreements should address the following areas:

- Names of articulating institutions, degrees, programs and departments affected by the agreement;
- Program admission requirements of receiving college, such as minimum GPA, auditions/portfolios;
- Total transfer credits granted toward the baccalaureate degree;
- Total additional credits required at the senior college to complete baccalaureate degree;
- List of lower division courses and credits, including general education and prerequisite requirements. Include course-to-course equivalency information (with transfer credit granted.)* In some agreements, a block of credits may transfer instead of individual courses. In that case, there is no need to list course equivalencies.
- List of upper division courses (prerequisite and major courses as well as remaining general education requirements, with credits) for completion of the baccalaureate degree;

*Course equivalency information will be entered in the *University Course Guide* database and made available through the Website.

- Procedures for reviewing, updating, modifying or terminating agreement (generally, this will occur when the programs undergo regular, periodic program reviews);
- Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the agreement and their success (generally, this will form part of outcomes assessment for the programs, departments, or college);
- Procedures developed by both sending and receiving colleges for publicizing agreements, e.g., college catalog, transfer advisors, Website, etc.;
- Effective date of agreement;
- Dated signatures of Department Chairpersons and Chief Academic Officers.

**The City University of New York
Recommended Articulation Agreement Format**

Agreement initiated by (college) _____

Sending College: _____

Department: _____

Program: _____

Degree: _____

Receiving College: _____

Department: _____

Program: _____

Degree: _____

Admission requirements for senior college program (e.g., minimum GPA, audition/portfolio):

Total transfer credits granted toward the baccalaureate degree: _____

Total additional credits required at the senior college to complete baccalaureate degree: _____

COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

<u>Sending College</u>		<u>Receiving College Equivalent (Or Other Evaluation)</u>		
<u>Course & Title</u>	<u>Cr.</u>	<u>Course & Title</u>	<u>Cr.</u>	<u>Credit Granted</u>
<i>General Education (Liberal Arts, Core, Distribution) Courses*</i>				
SUBTOTAL				
<i>Specific Program Requirements (Including Prerequisites)</i>				
SUBTOTAL				
TOTAL				

* Course equivalency information is available and kept current on the CUNY Transfer Information and Program Planning System (CUNY TIPPS) website. Log on to TIPPS at tipps.cuny.edu for important information regarding the transfer of general education courses.

SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE

Course and Title

Credits

General Education (Liberal arts, Core, Distribution) and other Required Courses

SUBTOTAL

Prerequisite and Major Courses

SUBTOTAL

TOTAL

Procedures for reviewing, up-dating, modifying or terminating agreement:

Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success:

Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:

Additional Information:

Effective Date: _____

Signature of Sending College Chief Academic Officer

Signature of Receiving College Chief Academic Officer

Signature of Sending College Department Chairperson

Signature of Receiving College Department Chairperson

**ATTACHMENT
D**

FACULTY

7. List the name and qualifications of each faculty member, for each course in the major and for each new required non-major course, using the tables on this and the following page. Graduate faculty must have an earned doctorate; otherwise demonstrate special competence. Faculty resumes should be available on request. These pages may be duplicated as needed.

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)
		Program Director:	

Table 7 continued

**ATTACHMENT
E**

PROJECTED¹ EXPENDITURES FOR THE PROPOSED PROGRAM

Expenditures	1 st Year Academic Year ²	2 nd Year Academic Year ²	3 rd Year Academic Year ²	4 th Year Academic Year ²	5 th Year Academic Year ²
<i>Faculty³</i>					
<i>New Resources⁴</i>					
<i>Equipment⁵</i>					
<i>New Resources⁴</i>					
<i>Other⁶</i>					
New Resources⁴					
Total					
New Resources⁴					

¹ Specify the inflation rate used for projections.

² Specify the academic year.

³ Include fringe benefits.

⁴ New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

⁵ Include here equipment which is not a capital expenditure.

⁶ Specify what is included in "other" category, (e.g., library staff and additional acquisitions, student services staff, administrative or clerical staff, facilities, student financial aid).

PROJECTED¹ REVENUE RELATED TO FOR THE PROPOSED PROGRAM

Revenues	1 st Year Academic Year ²	2 nd Year Academic Year ²	3 rd Year Academic Year ²	4 th Year Academic Year ²	5 th Year Academic Year ²
Tuition Revenue³					
01. From Existing Sources ⁴					
02. From New Sources ⁵					
03. Total					
State Revenue⁶					
04. From Existing Sources ⁴					
05. From New Sources ⁵					
06. Total					
Other Revenue⁷					
07. From Existing Sources ⁴					
08. From New Sources ⁵					
09. Total					
Grand Total⁸					
10. From Existing Sources ⁴					
11. From New Sources ⁵					
TOTAL					

¹ Specify the inflation rate used for projections.

² Specify the academic year.

³ Please explain how tuition revenue was calculated.

⁴ Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.

⁵ New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.

⁶ Public institutions should include here regular State appropriations applied to the program. Independent institutions should estimate Bundy aid generated by degrees awarded in the program.

⁷ Specify what is included in "other" category.

⁸ Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

PROJECTED CAPITAL EXPENDITURES FOR THE PROPOSED PROGRAM

Expenditures	1 st Year Academic Year ¹	2 nd Year Academic Year ¹	3 rd Year Academic Year ¹	4 th Year Academic Year ¹	5 th Year Academic Year ¹
1. Capital Facilities					
2. Equipment (Capital Expenditures) ²					
3. Total Capital Expenditures					

¹ Specify the academic year.

² Do not include equipment expenditures made from the operating budget; include these expenditures in Table 1.