Office of the Hunter College Senate
PROCEDURES
FOR PREPARING AND SUBMITTING
CURRICULUM PROPOSALS AND RESOLUTIONS FOR COLLEGE APPROVAL
(Fall 2023)

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PART A
Instructions:

I.   APPROVAL STEPS AND TIMELINE

"Academic unit" refers to departments, non-departmental units, and schools. The purpose of this document is to aid faculty in academic units who need guidance in completing curriculum proposals and the curriculum review process. The speed by which a proposal is processed depends on the quality of the proposal, including the forms and syllabi submitted. Faculty completing the forms need to follow instructions completely and consult with the Senate Office and their dean's office.

Steps:
1. **Academic Unit**: All curricula must reside in an existing academic unit established by the Hunter College Senate. The sponsoring academic unit's curriculum committee must approve the proposal. 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 academic units affiliated with the proposal.

2. **School or Division**: Approval is required by the school or division as defined in Article IV, Section 1.Bii of the Hunter College Charter. The dean's office of the school or division will forward the proposal to the Senate Office by email.

3. **Senate Level**: Proposals accepted by the Senate Office will be categorized as either Routine or Substantive.
   a) Most curriculum proposals are considered substantive because they alter the essential nature of the course or program. Once accepted by the Senate Office, a proposal for a substantive change will be assigned a Senate number (US or GS) and will be circulated to all department chairs, school deans, and directors for a 10-day challenge period. This period gives chairs, deans, and directors an opportunity to challenge a proposal if they have not been consulted about a change that affects their courses or programs. Information and procedures for challenging a proposal are detailed in Part B of this document. If unchallenged, the proposal will be reviewed by the appropriate Senate curriculum committee, which must approve the proposal for it to move forward to the next step.

   b) Proposals for routine changes consist of alterations in courses that do not change the essential nature of the course in question. These proposals are typically brief and do not need a sample syllabus. Routine proposals do not require review by Senate curriculum committees.

   c) Approved substantive and routine proposals are presented to the Senate in the Approved Curriculum Report. As per Senate resolution, the Senate no longer votes on the Approved Curriculum Report. The Approved Curriculum Report is the final stage at the College. Note, however, that issues concerning specific proposals can be raised at the Senate floor when the proposal comes up on the Approved Curriculum Report, which may cause a proposal to be withdrawn from the Report and sent back to the Senate curriculum committee.

4. CUNY Approval: After approval by the Hunter College Senate, the Senate Office staff is responsible for forwarding proposals to CUNY, where proposals will be divided between two reports:
   a) Academic University Report (AUR)
      ● Most curriculum proposals will go in the AUR.
      ● The AUR is approved by the CUNY Office of Academic Affairs and is published on their website for College implementation: https://www.cuny.edu/academics/academic-programs/academic-program-resources/academic-reports/

b) Committee on Educational Policy (CEP): New degree programs based on existing programs, changes to degree programs requiring NYSED approval, courses added to the CUNY Common Core, and academic policy go to the Committee on Education Policy (CEP) of the CUNY Board of Trustees (BoT), instead of the AUR. After approval by the CEP, the proposal will be included in a report reviewed by the CUNY Board of Trustees. Note that courses proposed for the CUNY Common Core will also be reviewed by the CUNY Common Core Committee before they are approved by the CEP.

5. New York State Education Department (NYSED):
New degree programs and some changes to degree programs need NYSED approval before the College can advertise or offer them. The CUNY Office of Academic Affairs will forward these proposals to the State. On average, NYSED approval takes 3-6 months, but some may take longer. Proposals needing NYSED approval need to include State forms. The Senate Office will prepare most State forms and will reach out to the academic unit if needed.

Approval of Curriculum Proposals (How will you know?)

When a proposal is at the Senate level, the Senate office will notify the academic unit sponsoring the proposal of any problems with the proposal, the date it goes to the Senate, and the date of the expected CUNY report. Afterwards, the academic unit sponsoring the proposal is responsible for following-up and tracking the proposal.

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

CUNY reports are published on the CUNY website: https://www.cuny.edu/academics/academic-programs/academic-program-resources/academic-reports/

The State will notify the Hunter College President's Office or the Office of the Provost in writing when they have approved a proposal. The designated person in the Office of the Provost will then inform the academic unit and the Registrar's Office to begin the process of implementation.

Timeline for Proposals at the Senate Level

The following timeline is intended to help academic units plan curricular changes. It provides a general overview of the process after a curriculum proposal has been received by the Senate Office and is included to emphasize that advance planning is necessary. Because proposals must pass departmental and divisional review, most proposals will have been initiated at least several weeks before Senate review begins. 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[2].
Week 3-5	Senate curriculum committee review. [3]
Week 5-8	Proposal goes to the Senate under the Approved Curriculum Report.

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

[2] See challenge procedures in Part B.

[3] 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. The quality and clarity of a proposal will impact the proposal timeline.

Week 8	Senate Office cut-off deadline for forwarding proposals to CUNY.
Week 13-17	CUNY Board of Trustees approves the CEP and publishes AUR.
Week 17-30	The Registrar's Office is notified of the approved actions.

The effective term (how soon a proposal can be implemented) depends on the nature of the proposal and the publishing date of the next academic catalog. The effective 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 NYSED approval) and CUNY Central processing.

Most proposals take at least one academic year from the time they are received by the Senate Office before they can be implemented. Thus, if a proposal is reviewed in fall 2023, it is reasonable to expect the proposal to have an effective term of fall 2024. Proposals requiring review by the CUNY Common Core Committee, CEP, or NYSED will probably take more time.

II. COURSES

A. New Course and Changes in Course Data:

A proposal for a **substantive change** in a course or an entirely new course must include a Cover Letter and course syllabus. See Appendix D for the syllabus checklist. Note that the syllabus should reflect the course as it is proposed. A proposal for a **routine change** in course does not require a syllabus.

Examples of routine changes in course include: change in title, prefix, number, pre- or co-requisites, hours, credits, description, mode of instruction, etc.. These changes do not alter the substantive nature of a course. Please consult with the Senate Office if unsure whether a change is substantive or routine. If the proposal requires a new course number or a change in number, please check with the Registrar's Office to be sure the new course number is available.

All academic units affected by the proposal should be consulted before a course proposal is submitted to the Senate Office.

B. General Education Requirements:

1. CUNY Common Core:

A proposal to add a course to the CUNY Common Core must include a Cover Letter; the appropriate proposal form, if needed; a completed CUNY Common Core Submission Form; and a sample syllabus. Note that Common Core 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 for more than one Common Core category, and they must be in the liberal arts. Courses in the Common Core must meet the CUNY Learning Outcomes. Although very few Common Core courses 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 the CUNY Common Core.

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

2. STEM Variant:

Proposals for designating a course STEM Variant must include a Cover Letter; the appropriate proposal form, if needed; the STEM Variant Form; and a sample syllabus. 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.

STEM Variant courses are CUNY Common Core courses designed for students in STEM majors. They are permitted in the areas of Life & Physical Sciences, Scientific World, and Quantitative Reasoning. These courses are required for a STEM major. Some CUNY Common Core rules do not apply to STEM Variant courses, namely that 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. Also, STEM Variant courses may be designated in more than one Common Core category (they will only satisfy one category for the student).

3. Pluralism & Diversity:

Proposals for designating a course in one of the Pluralism & Diversity groups must include a Cover Letter; the appropriate proposal form (new course or change in course), if needed; the Pluralism & Diversity Form; and a sample syllabus. We do not recommend that courses be submitted for more than two categories. The course learning outcomes and the Pluralism & Diversity outcomes must align.

Pluralism & Diversity courses must meet the learning outcomes for the selected group, which are included in the Pluralism & Diversity form.

4. Writing Intensive:

Proposals for designating a course as Writing Intensive must include a Cover Letter; the appropriate proposal form (new course or change in course), if needed; a Writing Intensive Form; and a sample syllabus.

Writing Intensive courses must meet the guidelines listed below. Departments may have more restrictive requirements for their Writing Intensive courses.

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 several 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.

C. Cross-Listing Courses:

Proposals for cross-listing or uncross-listing must include a Cover Letter; the appropriate proposal form (new course or change in course), if needed; a Cross-Listing or Discontinuing the Cross-Listing of Courses Form; and a sample syllabus.

Cross-listing can only be done permanently. The curriculum committee of each academic unit must approve the Cross-listing Form (each unit will have their own proposal) and they should go through the Divisional and Senate steps simultaneously. Cross-listed courses must have a comparable course number, name, pre/co-requisites, description, and designations.

D. Discontinuing a Course:

A proposal for discontinuing a course must include a Cover Letter and the Discontinuing a Course Form, but does not require a syllabus.

All academic units affected by the proposal must be consulted before a course proposal is submitted to the Senate Office.

E. **Adding Mode of Instruction (MOI)**
A proposal to add or change the MOI of a course must include a Cover Letter; the appropriate proposal form (new course or change in course), if needed; a Mode of Instruction Form; and a sample syllabus. The syllabus must reflect the MOI being proposed.

F. **Non-Permanent Course (Experimental Course)**
An experimental course form must include the Experimental Course Form and a sample syllabus. See Appendix E for the rules on Non-Permanent Courses. Experimental courses need only be approved by the academic unit's curriculum committee and the Senate Chair- they do not require divisional Senate, or CUNY approval. The Senate Office will forward the form to the Registrar's Office after it has been signed by the Senate Chair.

III. Change in Degree Program, Certificate, or Minor

A proposal to change a degree program must include a Cover Letter and the Change in Degree Program, Certificate, or Minor Form. Some proposals to change a degree program or certificate also need a State form. The Senate Office will inform the academic unit sponsoring a proposal whether the State form is needed and will assist in completing the form.

Changes in degree program, certificate, or minor fall into the one of the following types:

1. Altering liberal arts content
2. Change in degree award
3. Change in option/track/concentration
4. Change or adding a delivery mode
5. Change in programs' focus or design
6. Change in program name
7. Discontinuing a program
8. Eliminating an option/track/concentration
9. Eliminating a requirement for a program completion
10. Format change
11. Change in curriculum
12. New concentration
13. Changes to teacher ed certificates
14. Changes to a registered professional licensure program
15. Other

Proposals that are interdisciplinary in nature must be approved by all academic units sponsoring the proposal. All academic units affected by the change should be consulted while the proposal is still at the academic unit review step (before it reaches School or Divisional review).

The proposal should show the complete text of existing requirements and of proposed requirements. NYSED requires that programs list ALL courses required for the major, including courses that are pre-requisites to required courses.

ONLINE REQUIREMENTS (or Distance Learning):

It must be clear to students whether a course of study has an online component. Therefore, online or hybrid courses must be clearly identified as such. Online or hybrid degree programs that might have international students must be vetted and approved by the Student and Exchange Visitor Program (SEVP) at CUNY. The Office of the Provost

will facilitate this process. International students cannot enroll in online or hybrid programs not approved by the SEVP.

Additionally, NYSED says that "Colleges and universities located in or operating in New York State that offers degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format". Once the proposal reaches the Senate review step, the Senate Office will provide the Distance Learning State form for the academic unit to complete. The State form will then become part of the proposal submitted to CUNY for review.

IV. New Degree Program Based on Existing Program or New Certificate
A proposal for a new degree program based on an existing program must include a Cover Letter, New Program Based on Existing Program Form, and a State Form. The Senate Office will prepare most State forms and will reach out to the academic unit if needed.

A new program based on an existing program is usually a new program based on the track or concentration of an existing program. It might also be a combination of existing programs that will be deregistered.

A new certificate must include a Cover Letter, New Certificate Form, and State Form. The Senate Office will prepare most State forms and will reach out to the academic unit if needed.

See **ONLINE REQUIREMENTS** above if the new program will have an online format.

V. New Degree Program
Please see the [Faculty Handbook for the Creation of New Academic Programs](), by the CUNY Office of Academic Affairs, for information on a proposal for a new degree program. The Handbook is linked through the Senate website also (www.hunter.cuny.edu/senate). Note that before a new degree proposal is received by the Senate Office, consultation with the College Administration is required and all sponsoring academic units must have approved the proposal.

See **ONLINE REQUIREMENTS** above if the new program will have an online format.

Notice of Intent for New Degree Program
CUNY's Office of Academic Affairs (OAA) requires all proposals for a new degree program to have a 21-day CUNY-wide circulation period before the proposal is submitted for CUNY review. To initiate the circulation period, the Provost Office must complete and submit a Notice of Intent form to the OAA. The OAA will be responsible for circulating the Notice of Intent form to all the CUNY colleges. CUNY will not accept the final proposal until the 21 days have passed. To avoid delays, this process should happen before the proposal is submitted for Senate review and approval. See Part C, Form X for the Notice of Intent Form.

VII.   Routine De-registration
A proposal for a routine de-registration of a program must include a Cover Letter and a Routine De-Registration of a Program Form.
De-registration of a program that is considered "routine," follows the regular curriculum process for "Changes in Degree Program, Certificate, or Minor," and is expedited by by-passing the divisional review step if it meets the following conditions:

       A.   The academic unit's curriculum committee has reviewed and approved the de-registration proposal.

B. The de-registration will not have any budgetary or personnel impact, no students are currently active in it, and faculty will not be affected by the de-registration.

VIII. Non-Curricular Actions

"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 an academic unit; creation of a center or institute; new exchange or affiliation agreement; and suspension of a program.

To change, establish, abolish, or reorganize an academic unit, a proposal must be submitted 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 will be added to the next Senate agenda for its approval. These items are then forwarded to CUNY for approval by the Board of Trustees. While these actions may be initiated by an academic unit, they are generally initiated and introduced by the College administration. If initiated by an academic unit, it is necessary that the College administration be consulted.

For a new exchange or affiliation agreement, however, the agreement and a resolution establishing the exchange program must be submitted directly to the Senate Office. The agreement is reviewed by the Senate Office and the resolution is submitted in the CUNY Academic University Report (AUR) for final approval.

A proposal to suspend a program, including the suspension of admissions, can be forwarded to the Senate Office only after a process that includes meetings of the Hunter College administration, with affected faculty, students, relevant academic departments and programs, and their curriculum committees. A proposal must be submitted to the Senate Office for review by the Senate Administrative Committee. Depending on the proposal, review and approval by a Senate curriculum committee may also be required. Once reviewed by the Administrative Committee, a resolution stating the change will be added to the next Senate agenda for its approval. While these actions may be initiated by an academic unit, they may also be initiated and introduced by the College administration. If initiated by an academic unit, it is necessary that the College administration be consulted.

PART B
Procedure for Challenging Substantive Curriculum Proposals

The challenge period is an opportunity for other academic units to raise objections or to check whether a change affects their courses and/or programs. Before challenging a proposal, people are strongly encouraged to contact the unit sponsoring the proposal first to resolve any issue and avoid the challenge.

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 identify the person(s) sponsoring the challenge, College affiliation, and must state explicitly "THIS IS A CHALLENGE TO PROPOSAL...".

2. Upon receipt of such a challenge, the School/Divisional Curriculum Committee shall provide a forum to discuss 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 to 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 that clearly states that the proposal was challenged and gives 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 effectively returns the specified item 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 present procedures, at the following Senate meetings.

PART C
Forms

I.   Cover Letter

According to college and Senate policies, all curriculum proposals need approval by proposer's departmental curriculum committee and Dean's/School's curriculum committee. If a proposal affects other departments or academic units, the affected departmental or unit chairs must acknowledge an adequate consultation was conducted.

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 Academic Unitt: _____

Date Approved by Academic Unit's Curriculum Committee: _____

Curriculum Committee Chair's Signature: _____

SECTION COMPLETED BY DEAN'S OFFICE

Date Approved by School/Divisional Curriculum Committee: _____

Dean's Signature: _____

Date Approved by School/Divisional Curriculum Committee: _____

Dean's Signature: _____

CONSULTATION
IF THE PROPOSAL AFFECTS ANOTHER ACADEMIC UNIT
Note that the proposal needs to be approved by the other Academic Unit's Curriculum Committee. This section is for the other Academic Unit.
Date of the Consultation: _____
Approved by the Affected Academic Unit (check one response): (a) YES _____ (b) NO _____ (c) Append other consultation statements as needed ____
Affected Department Chair's Signature: _____

SECTION COMPLETED BY SENATE OFFICE

SUBMISSION DATE: _____

II.   New Course

New Course

Short Course Title (30 characters)	
Course Title (100 characters)	
Is this course required for a major? **If so, is the major in your department?**	[ ] Yes [ ] No [ ] Yes [ ] No
Catalog Description	
Start Term:	
Grading Basis: Letter grade, P/NC	
Liberal Arts	[ ] Yes [ ] No
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:_____)
List all other designations or attributes (W, P&D, STEM, GER, Foreign Language)	
Is this course cross-listed?	[ ] Yes [ ] No Course Prefix and Number:

Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Credits **Repeatable? If so, how many credits?**	
Hours (per week)	
Mode of instruction Hybrid Online In person If you are proposing more than one modality (i.e., in-person, online, hybrid or hyflex) you only need this one form. However, you must explain in the rationale and include a syllabus for each mode of instruction proposed.)	

- Rationale: (Do not remove questions)
  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 in an appendix).
      2. If the proposed course is part of an established academic 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) Specification if this course was offered as a topics or experimental course in the past and state the prefix and number.
          f) List of courses, if any, that are to be withdrawn when the new course is adopted.
  B. The following additional information must be supplied in the special instances noted:
      1. When ENGL 12000 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 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.

- Projected Enrollment:

- Consultation Statement:
  Is the proposed change likely to affect other academic units?
  [   ] NO   [   ] YES – If yes, list the academic units:
  Specify who was consulted and the nature of the consultation:
  (The head of the academic unit, such as department chair, or the curriculum committee should be consulted. Indicate whether the consultation happened via email or meeting and what was discussed).

- Syllabus:

III.   Substantive Course Change

[INSERT NAME OF ACADEMIC UNIT]
Substantive Change in [INSERT TYPE OF CHANGE]

FROM (~~strikethrough~~ the changes)	TO (<u>underline</u> changes)
Short Course Title (30 characters)		
Course Title (100 characters)		
Is this course required for a major?	[ ] Yes [ ] No	[ ] Yes [ ] No
If so, is the major in your department?	[ ] Yes [ ] No	[ ] Yes [ ] No
Catalog Description		
Start Term:		
Grading Basis: Letter grade, P/NC		
Liberal Arts	[ ] Yes [ ] No	[ ] Yes [ ] No
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 designations or attributes (W, P&D, STEM, GER, Foreign Language)		

Is this course cross-listed?	[ ] Yes [ ] No Course Prefix and Number:	
Prefix & Five Digit Course Number		
Pre and/or Co Requisites (specify which are pre-, co-, or both)		
Credits Repeatable? If so, how many credits?		
Hours (per week)		
Mode of instruction If you are proposing more than one modality you only need this one form. However, you must explain in the rationale and include a syllabus for each mode of instruction proposed.)	__Hybrid __Online __In person	__Hybrid __Online __In person

- Rationale:

- Consultation Statement:
  a) Is the proposed change likely to affect other academic units?
     [   ] NO   [   ] YES – If yes, list the academic units: _____
     Specify who was consulted and the nature of the consultation:
     (The head of the academic unit, such as department chair, or the curriculum committee should be consulted. Indicate whether the consultation happened via email or meeting and what was discussed).

  b) Does this affect the Library?   [   ] NO   [   ] YES
     Have you consulted the subject liaison?   [   ] NO   [   ] YES
     For new courses or programs, please consult.

- Syllabus:

IV.   Routine Course Change

[INSERT NAME OF ACADEMIC UNIT]
Routine Change in [INSERT TYPE OF CHANGE]

FROM (~~strikethrough~~ the changes)		TO (<u>underline</u> changes)
Short Course Title (30 characters)		
Course Title (100 characters)		
Is this course required for a major?	[ ] Yes [ ] No	
If so, is the major in your department?	[ ] Yes [ ] No	
Catalog Description		
Start Term:		
Grading Basis: Letter grade, P/NC		
Liberal Arts	[ ] Yes [ ] No	
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:_____)	
List all other designations or attributes (W, P&D, STEM, GER, Foreign Language)		

Is this course cross-listed?	**[ ] Yes [ ] No** Course Prefix and Number:	
Prefix & Five Digit Course Number		
Pre and/or Co Requisites (specify which are pre-, co-, or both)		
Credits **Repeatable? If so, how many credits?**		
Hours (per week)		
Mode of instruction	__Hybrid __Online __In person	

- Rationale:

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

[INSERT NAME OF ACADEMIC UNIT]
Proposal for Designating a Course as STEM Variant

Short Course Title (30 characters)	
Course Title (100 characters)	
Is this course required for a major?	[ ] Yes [ ] No
If so, is the major in your department?	[ ] Yes [ ] No
Catalog Description	
Start Term:	
Grading Basis: Letter grade, P/NC	
Liberal Arts	[ ] Yes [ ] No
Specify which of the following Common Core Categories will be satisfied by taking this course:	_____ Math and Quantitative Reasoning _____ Life and Physical Science _____ Scientific World
List all other designations or attributes (W, P&D, STEM, GER, Foreign Language)	
Is this course cross-listed?	[ ] Yes [ ] No Course Prefix and Number:
Prefix & Five Digit Course Number	

Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Credits **Repeatable? If so, how many credits?**	
Hours (per week)	
Mode of instruction	__Hybrid __Online __In person
Rationale: **Explain why the course or range of courses fits within the specific Common Core area(s) and requirements for which STEM major (s).**	

Proposal for Designating a Course for Pluralism & Diversity

Course Title	
Prefix & Five Digit Course Number	
Contact Hours (per week)	
Credits	
Description	
Pluralism & Diversity Category (1, 2, 3, 4)	
Start Term:	

Instructions: In the left column below explain the course assignments and activities that will address the course **learning outcomes (LOs)** in the right. The LOs should be incorporated throughout the syllabus and examples from the syllabus can be included in the left column.

Learning Outcomes for Proposed Pluralism & Diversity Course

Category 1: Migration, Diaspora, and Globalization	
Understanding how various political, economic, and/or cultural differences across the globe and how movements create, shift, and/or secure contested boundaries, borders and identities.	
	Explain how and why *forms of migrancy, diaspora, and/or borders* have transformed over time, impacting people and resources in a global context.
	Assess the *impact of globalization*, imperialism, colonialism, neo-colonialism, and/or borders on the dispersal of ethnic, racial, gendered, "stateless," linguistic, and/or religious groups over time in historical, social, cultural, economic, and/or political context.
	Demonstrate *intercultural competence* as part of constructive discourse.

Category 2: Residency, Citizenship, and Human Rights
Understanding how rights are gained or lost via policies, legislation, social customs, and/or social, political, and/or cultural movements.

	Explain the historical, social, cultural, economic, and/or political context for how rights and responsibilities are accorded to citizens, citizens-in-the-making, the undocumented, and/or marginalized populations.
	Identify how human rights abuses have contributed to the educational, cultural, social, economic, and/or political disenfranchisement of marginalized populations.
	Evaluate how forms of systemic violence and/or oppression related to class, gender, poverty, race, language, and/or sexuality intersect with residency status, citizenship, and human rights.

Category 3: Intersectionality and Social Justice
Understanding the social constructions of race, class, gender, sexuality, language, and dis/abilities through concepts of justice, fairness, and equity

	Demonstrate an understanding of *intersectionality* among race, class, gender, sexuality, ethnicity, religion, language, dis/abilities, and/or other critical variables.
	Identify the ways that social, economic, cultural, political *power and privilege*, and/or discrimination play out across a range of human experiences.
	Explain how encounters and engagements with power and privilege perpetuate and/or combat *systemic oppression and inequality*.

Category 4: Knowledge Construction, Environments, and Technologies
Understanding how power and knowledge are produced in society and how change/innovation can accelerate and alter established epistemological frameworks.

	Demonstrate an understanding of how the *production of knowledge* (epistemologies) is mediated by ecological, cultural, technological, institutional, historical, economic, and/or socio-political environments.
	Identify the *concepts, arguments, theories, and/or methodologies* in one or more disciplines that explore how knowledge and power are produced, maintained, and/or altered.
	Explain how these concepts, arguments, theories and/or methodologies impact *equity and justice*.

Sample Syllabus:

Proposal for Designating a Course 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	
Start Term:	

Writing Intensive courses must meet the guidelines listed below. Departments may have more restrictive requirements for their Writing Intensive courses.

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 several 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.

Sample Syllabus:

VI.   Cross-Listing

[INSERT NAME OF ACADEMIC UNIT]
[indicate Proposal for Adding or Discontinuing] the Cross-Listing of Courses

Host (Parent) Department:		
Academic Unites:		
Short Course Title (30 characters)		
Course Title (100 characters)		
Is this course required for a major?	[ ] Yes [ ] No	[ ] Yes [ ] No
If so, is the major in your department?	[ ] Yes [ ] No	[ ] Yes [ ] No
Catalog Description		
Start Term:		
Grading Basis: Letter grade, P/NC		
Liberal Arts	[ ] Yes [ ] No	[ ] Yes [ ] No
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 designations or attributes (W, P&D, STEM, GER, Foreign Language)		

Is this course cross-listed?	[ ] Yes [ ] No Course Prefix and Number:	[ ] Yes [ ] No Course Prefix and Number:
Prefix & Five Digit Course Number		
Pre and/or Co Requisites (specify which are pre-, co-, or both)		
Credits **Repeatable? If so, how many credits?**		
Hours (per week)		
Mode of Instruction	__Hybrid __Online __In person	__Hybrid __Online __In person

- Rationale:
- Syllabus:

VII. Discontinue a Course

<div align="center">

[INSERT NAME OF ACADEMIC UNIT]
Proposal to Discontinue Course

</div>

Short Course Title (30 characters)	
Course Title (100 characters)	
Is this course required for a Major **If so, is the major in your department?**	[ ] Yes [ ] No [ ] Yes [ ] No
Start Term:	
Liberal Arts	[ ] Yes [ ] No
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:_____)
List all other designations or attributes (W, P&D, STEM, GER, Foreign Language)	
Is this course cross-listed?	[ ] Yes [ ] No Course Prefix and Number:
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	

Credits **Repeatable? If so, how many credits?**	
Hours (per week)	
Mode of instruction	__Hybrid __Online __In person

- **Rationale:** (Justification)

- Consultation Statement:
    - c) Is the proposed change likely to affect other academic units?
      [ ] NO   [ ] YES – If yes, list the academic units: _____
      Specify who was consulted and the nature of the consultation:
      (The head of the academic unit, such as department chair, or the curriculum committee should be consulted. Indicate whether the consultation happened via email or meeting and what was discussed).

VIII. Adding Mode of Instruction:

[INSERT NAME OF ACADEMIC UNIT]
Addition of Mode of Instruction (MOI)
Substantive Change

This form is to be used for existing courses where a department wants to add a new mode or modes of instruction to a course. For example, if a course has been offered only In-Person (prior to the pandemic emergency in Spring 2020) and the department would like to add an Online or Hybrid modality, this form should be completed and a syllabus attached. If there is more than one modality being added, use a separate form and attach a syllabus for each mode.

Course Title (100 characters)	
Is this course required for a Major **If so, is the major in your department?**	[ ] Yes [ ] No [ ] Yes [ ] No
Catalog Description	
Start Term:	
Is this course cross-listed?	[ ] Yes [ ] No Course Prefix and Number:
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Credits **Repeatable? If so, how many credits?**	
Hours (per week)	
Mode of instruction If you are proposing more than one modality (i.e., in-person, online, hybrid or hyflex) you only need this one form. However, you must explain in the rationale and include a syllabus for each mode of instruction proposed.)	__Hybrid __Online __In person

Rationale: (Indicate reason(s) for adding a new mode of instruction, e.g., pedagogical, curricular, programmatic, etc.)

Complete the following:
1. Course format: Is the course taught in a synchronous or asynchronous format? Will a room be needed?
2. Instruction: What online tools will be used for instruction? (LMS, zoom, voicethread, padlet, weekly modules, etc.) What specific equipment/software will students need?

3. Course Communication and Resources: How will office hours be held? (Please note that if the course is online, office hours must be online.) If there are other resources for the course such as tutoring, etc. will they be available online?

4. Expectations for Student Participation: What counts as student participation and how it will be graded? What is the camera policy for synchronous classes?

5. Assessment: How will student learning be assessed? How will cheating be mitigated?

6. Accessibility: Please note that all course material made available online must meet ADA requirements.
      a. Does your course have video material? [   ] NO   [   ] YES
      Are those video materials captioned? [   ] NO   [   ] YES
      b. Are word documents and PowerPoint slides readable by screen readers?
        [   ] NO   [   ] YES

      For more information on how to make this course accessible for students, see:
        https://www.cuny.edu/accessibility/content/
        https://guides.cuny.edu/accessibility/powerpoint

      Additional support for online accommodations in the course is offered through the *Center for Online Learning* (https://hunter.cuny.edu/center-for-online-learning/)

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.

d) Note that once an online format is added to the course and the course is a major requirement, the major or program must be registered with NYSED in the distance education format if 50 % or more of the major requirements can be completed online, as stated below:

"Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the Office of College and University Evaluation (OCUE) of the State Education Department." (from http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0).

Is it possible for a student to complete 50% or more of the requirements for the major (including electives) online?   [   ] NO   [   ] YES

Department Chair's Signature or Designee _____

Sample Syllabus:

IX.   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 requirements but may be offered as one option in a group of required electives.
5. [Undergraduate courses] May not be offered in multiple sections.
6. Submit Course Descriptions along with this form to the Senate.
7. Return form to Registrar's Office once both signatures have been acquired.

Term_____Session _____

DEPARTMENT_____**COURSE #**_____ **DIVISION**

COURSE TITLE (30 CHARACTERS): _____

LONG TITLE:_____ **CREDITS:**_____**HRS:** _____

SECTION # _____**COURSE LIMIT** _____

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

☐ ☐ ☐ ☐ ☐ ☐ ☐ **DAY(S):**
M   TU   W   TH   F   SA   SU   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)
H (hybrid)
O (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*)_____

X.   Change in Degree Program or Certificate

[INSERT NAME OF ACADEMIC UNIT]
[INSERT TYPE OF CHANGE]
The Following is a Change in [INSERT PROGRAM OR CERTIFICATE NAME]

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.   SUMMARY

B.   *HISTORY AND OBJECTIVES*
The detailed description should be introduced with a section of not more than two or three paragraphs.

C.   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: **(including description of the major [indicate whether it is online or hybrid], admissions requirements, progress standards, exit standards.)** **Sub-total**: **Electives:** **Total credits required:**	**Major:** **(including description of the major [indicate whether it is online or hybrid], admissions requirements, progress standards, exit standards.)** **Sub-total:** **Electives:** **Total credits required:**

D. Rationale: A single paragraph of justification.

E. List Program Learning Outcomes:

F. Consultation Statement:
a)   Is the proposed change likely to affect other departments or programs?
[ ] NO   [ ] YES – If yes, list department/program: _____
Specify who was consulted and the nature of the consultation:
(The head of the academic unit, such as department chair, or the curriculum committee should be consulted. Indicate whether the consultation happened via email or meeting and what was discussed).

b)   Does this affect the Library?   [ ] NO   [ ] YES
Have you consulted the subject liaison?   [ ] NO   [ ] YES
For new courses or programs, please consult.

XI. Change in Minor

<p style="text-align:center">[INSERT NAME OF ACADEMIC UNIT]
[INSERT TYPE OF CHANGE]
The Following is a Change in [INSERT MINOR NAME]</p>

Name of the Program:
Effective Term:

G.   SUMMARY

H.   *HISTORY AND OBJECTIVES*
The detaileddDescription should be introduced with a section of not more than two or three paragraphs.

I.   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: **(including major description [indicate whether it is online or hybrid], admissions requirements, progress standards, exit standards.)** **Sub-total**: **Electives:** **Total credits required:**	**Major:** **(including major description [indicate whether it is online or hybrid], admissions requirements, progress standards, exit standards.)** **Sub-total:** **Electives:** **Total credits required:**

J. Rationale: A single paragraph of justification.

K. List Program Learning Outcomes:

L. Consultation Statement:
c)   Is the proposed change likely to affect other departments or programs?
[ ] NO   [ ] YES – If yes, list department/program: _____
Specify who was consulted and the nature of the consultation:
(The head of the academic unit, such as department chair, or the curriculum committee should be consulted. Indicate whether the consultation happened via email or meeting and what was discussed).

d)   Does this affect the Library?   [ ] NO   [ ] YES
Have you consulted the subject liaison?   [ ] NO   [ ] YES
For new courses or programs, please consult.

XII. New Degree Program Based on Existing Registered Program

[INSERT NAME OF ACADEMIC UNIT]
Proposal for a New [INSERT NAME OF NEW PROGRAM]

Name of the Program and Degree Award:
Academic Plan:

Effective Term:
Summary:

The proposal must address the following points:
A.   Purpose and Goals
B.   Need and Justification
C.   Student Interest and Enrollment
D.   Curriculum
(including major description [indicate whether it is online or hybrid], admissions requirements, progress standards, exit standards.)

E.   List Program Learning Outcomes
F.   Faculty
G.   Cost Assessment

XIII.   New Certificate

[INSERT NAME OF ACADEMIC UNIT]
Proposal for a New [INSERT NAME OF CERTIFICATE]

Name of the Program:
Academic Plan:
Summary:
Effective Term:

The proposal must address the following points:
A.   Purpose and Goals
B.   Need and Justification
C.   Student Interest and Enrollment
D.   Curriculum
(including major description [indicate whether it is online or hybrid], admissions requirements, progress standards, exit standards.)

E.   List Program Learning Outcomes
F.   Faculty
G.   Cost Assessment

XIV. New Minor

<p style="text-align:center">**[INSERT NAME OF ACADEMIC UNIT]**</p>
<p style="text-align:center">New Minor in [INSERT NAME OF MINOR]</p>

Academic Plan:
Summary:

A. *HISTORY AND OBJECTIVES*
The Detailed Description should be introduced with a section of not more than two or three paragraphs.

B. Minor Requirements:

List of Courses (Prefixes, Numbers, Names)	Crs.
Minor: **(including major description [indicate whether it is online or hybrid], admissions requirements, progress standards, exit standards.)** **Sub-total**: **Electives:** **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 who was consulted and the nature of the consultation:
   (The head of the academic unit, such as department chair, or the curriculum committee should be consulted. Indicate whether the consultation happened via email or meeting and what was discussed).

b) Does this affect the Library?   [ ] NO   [ ] YES
Have you consulted the subject liaison?   [ ] NO   [ ] YES
For new courses or programs, please consult.

XV. Routine De-registration of a Program

[INSERT NAME OF ACADEMIC UNIT]

Name of the Program and Degree Award:
Summary:
HEGIS # and NY State Program Code # (as listed in State's Inventory of Registered Programs at http://www.nysed.gov/heds/irpsl1.html):
MHC Code (Be sure to include the Macaulay Honors College HEGIS Code when applicable.):
Effective Term:

A. *HISTORY AND REASONS FOR DEREGISTERING THE PROGRAM*

B. Requirements:

List of Courses (Prefixes, Numbers, Names)	Crs.
Major:	
Sub-total:	
Electives:	
Total credits required:	

C. Consultation Statement:

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

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

Specify who was consulted and the nature of the consultation:

(The head of the academic unit, such as department chair, or the curriculum committee should be consulted. Indicate whether the consultation happened via email or meeting and what was discussed).

XVI.   Notice of Intent

NOTICE OF INTENT FORM FOR ALL GRADUATE AND UNDERGRADUATE PROPOSED ACADEMIC DEGREE PROGRAMS

Name of Institution: **Contact Person:**

Proposed Program Title: **Proposed Program Award**   **Date:**

Will this program be delivered in cohorts using an executive format?

☐ YES   ☐ NO   **Number of credits:**

Will this program follow the traditional semester/summer schedule?

☐ YES   ☐ NO   **If no, explain:**

If a graduate program, is this a: (check all that apply)

☐ **Classroom program?**   ☐ **Hybrid program?**   **Fully on-line program?**
                                                                                  ☐

Please include the following items in an executive summary of the program, which you may use as the executive summary of the full program proposal.

- Brief description of the program's curriculum, including course title, number of credits and culminating experience.

- Brief description of students' expected outcomes after completing the program including employment titles, salaries and/or doctoral opportunities.

- Brief description of the potential market for the program.

- College's existing and needed resources to deliver the program.

By signing this form the proposing CAO certifies that (check one)

☐ I confirm that we have completed a review of the CUNY Academic Program Inventory and have found no existing program similar to this proposed program.

☐ I confirm that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) similar in content but believe that there is significant enough demand for an additional program or significant enough difference in focus to justify advancing our proposal.

Name of Institution(s) and Program(s):

Evidence of demand for a second program:

Articulation of difference in focus:

☐ I confirm that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) to be substantially similar to what we are proposing and have conferred with our colleagues from the relevant CUNY institution(s) and the central Office of Academic Affairs.

Name of Institution(s) and Program(s):

_____
Provost Name:

_____
Provost Signature

PART D
Non-Curricular Actions Requiring Senate Approval

1. Change Academic Unit 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 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.

3. Establishing an Academic Unit

<p align="center">Proposal to Establish [INSERT NAME OF NEW ACADEMIC UNIT]</p>

A. Description of the nature and purpose of the relevant unit.
B. Instructional expectations, if applicable.
C. Staffing expectations, including their departmental assignments (with CVs for any current staff to be associated with this unit).
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.

4. Abolishing or Reorganizing of Academic Unit(s)

Proposal to [ABOLISH OR REORGANIZE] [INSERT NAME OF ACADEMIC UNIT]

A. Names of all affected units.
B. New staffing expectations, and the status of existing faculty in the affected units (with CVs for any current staff to be associated with this unit).
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 Abolishing and Reorganizing Academic Units:
RESOLUTIONS REGARDING ESTABLISHMENT OF THE HUNTER COLLEGE SCHOOL OF HEALTH PROFESSIONS; CREATING 1) THE DEPARTMENT OF PHYSICAL THERAPY AND 2) THE DEPARTMENT OF SPEECH -LANGUAGE PATHOLOGY AND AUDIOLOGY IN THE HUNTER COLLEGE SCHOOL OF HEALTH PROFESSIONS; AND ADJUSTING THE DIVISIONAL STRUCTURE OF HUNTER COLLEGE.

RESOLVED, that the Hunter College School of Health Sciences shall be dissolved effective July 1, 2013;

RESOLVED, that the Hunter College School of Health Professions shall be established as a separate unit within Hunter College with all of the attributes and responsibilities of a School at Hunter effective July 1, 2013;

RESOLVED, the Dean of the Hunter College School of Nursing ("SON") shall also serve as Dean of the Hunter College School of Health Professions;

RESOLVED, that the Department of Physical Therapy and the Department of Speech-Language Pathology and Audiology each shall be established in the Hunter College School of Health Professions each with all of the rights and responsibilities of a department effective July 1, 2013.

RESOLVED, that there shall be established a divisional Personnel and Budget Committee which shall be comprised of the Chair of each department in the School of Health Professions, two tenured members of the School of Nursing Personnel & Budget Committee elected by the majority of the members of the SON having faculty rank or CCE, and two tenured members of the School of Urban Public Health ("SUPH") Personnel & Budget Committee elected by the majority of the members of the SUPH having faculty rank or CCE. The Dean of the SON and the Dean of the SUPH shall be invited to participate in the divisional personnel and budget committee with voice but not vote and shall alternate on an annual basis chairing such committee.
RESOLVED, that the Chairs of each of the departments that comprise the School of Health Professions, one tenured member of the Personnel and Budget Committee of SUPH who shall be elected by the majority of the members of the SUPH faculty having faculty rank or CCE, and one tenured member of the Personnel and Budget

Committee of the School of Nursing who shall be elected by the majority of the members of the SON faculty having faculty rank or CCE shall serve on the College Faculty Personnel and Budget Committee with full voice and vote.

RESOLVED, that the resolutions of this Board of June 17, 1974, December 18, 1978, and June 23, 1997 be superseded.

Explanation:
From 1974 until 2010, the Hunter College School of Health Sciences was comprised of programs in public health, communication sciences/audiology, medical lab science, and physical therapy. In 2010, the Hunter College School of Urban Public Health was formed as a free-standing school in response to accreditation requirements for the new CUNY School of Public Health at Hunter. Earlier this year, the Medical Lab Sciences program was moved to the School of Arts & Sciences as its own department. This resolution addresses the governance of the remaining 2 programs that were left in the Hunter College School of Health Sciences and revises the Hunter College Divisional governance structures to reflect the cumulative changes.
A separate resolution has been submitted to the Board of Trustees via the Chancellor's University Report pursuant to which, contingent upon the approval of this resolution by the Board of Trustees, faculty members from the Physical Therapy Program in the School of Health Sciences will be transferred and appointed to the new Department of Physical Therapy and faculty members from the Communication Sciences/Audiology Program in the School of Health Sciences will be transferred and appointed to the new Department of Speech-Language Pathology and Audiology effective July 1, 2013.

5. Establishing Centers and Institutes

<div align="center">Proposal to Establish [INSERT NAME]</div>

A. Description of the nature and purpose of the relevant unit.
B. Instructional expectations, if applicable.*
C. Staffing expectations, including their departmental assignments (with CVs for any current staff to be associated with this unit).
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.

6. International Exchange Agreements or Affiliation Agreement

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.

7. Suspension of a Program

Proposal to Suspend [INSERT NAME]

A. names of all affected units,
B. new staffing expectations, 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.

The Hunter Core Requirement

General Education
(Effective Fall 2019)

INTRODUCTION
All students who matriculate at Hunter College must fulfill General Education requirements.

GENERAL EDUCATION
General Education at Hunter consists of four parts:

1. CUNY Common Core (30 credits)
2. Hunter Focus*: (12 credits)
3. Writing Requirement
4. Pluralism and Diversity Requirement
   Also called the College Option

1. CUNY Common Core (CCC, 30 credits)
The CCC consists of courses in the categories:
- a. English Composition (6 credits)
    1. English Composition 1 – ENGL 120 (3 credits)
    2. 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.

Some courses in these categories carry more than 3 credits (the "STEM variant" courses). Students who elect to take these courses may apply only three credits towards fulfilling the CCC.

2. Hunter Focus
The Hunter Focus consists of 12 credits total. The composition of these credits will vary depending on the student's matriculation status and language proficiency. All students are required to complete the Foreign Language requirement; after that is met, students begin Concentrated Study.

Exceptions: Students in the 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 CCC.

Hunter Focus: Foreign Language
Students must attain fourth-semester proficiency in a foreign language. For students with no prior language courses, this proficiency typically consists of completing four courses or a total of 12 credits. Students who have prior language courses, including those from high school, should consult an advisor. Students may apply only one course at each level (Elementary level 1, Elementary level 2, Intermediate level 3, and Intermediate level 4) toward the Hunter Focus. Intensive courses can be used to satisfy the two course sequence at the Elementary and at the Intermediate levels.

Hunter Focus: Concentrated Study
Once students have completed the Foreign Language requirement, any credits remaining from the 12 required for the

Hunter Focus will be used on Concentrated Study. Concentrated Study refers to courses that fulfill requirements for a declared minor, a second major or a certificate. The number of credits required for Concentrated Study ranges from 0-12 and is determined by the number of credits in a foreign language a student must take.

Credits of Foreign Language needed	Credits of Concentrated Study needed
0	12
3	9
6	6
9	3*
12	0

*For students who matriculated prior to Fall 2019, these three credits are waived.
*For students who matriculated in Fall 2019 or after, and who do not also complete a second major, minor, or certificate program, these three credits shall be from a course, at the 200-level or above, on a topic related to the language used for the Foreign Language requirement, in the target language or in English translation.

3. Writing Requirement
Students must complete three courses designated as Writing Intensive. Writing Intensive courses carry the designation "W" in the catalog. All "W" courses must be taken at Hunter College. "W" courses may also fulfill any other requirement.

4. Pluralism and Diversity Requirement
Students must complete four courses designated for the Pluralism and Diversity requirement, one from each of four categories. The four categories of Pluralism and Diversity focus on 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 the following:

1. Migration, Diaspora, and Globalization
2. Residency, Citizenship, and Human Rights
3. Intersectionality and Social Justice
4. Knowledge Construction, Environments, and Technologies

Any one course with a Pluralism and Diversity designation can only satisfy one Pluralism and Diversity category but may also fulfill any other requirement.

GENERAL EDUCATION FOR TRANSFER STUDENTS
1. CUNY Common Core (CCC)
Transfer students who have earned an AA/AS degree from an accredited institution, including CUNY, and who matriculated in Fall 2013 and after will have fulfilled the CCC.

For all other CUNY transfer students, any unmet CCC requirements must be completed while matriculated at Hunter.

Non-CUNY transfer students without an AA/AS degree should confer with their advisor to determine whether they have met CCC requirements.

2. Hunter Focus
All transfer students must complete the Hunter Focus.

For students who first matriculated in an associate program, the number of credits required in the Hunter Focus varies with the number of credits transferred.

Credits / Degrees	Credits Required

Transferred	
Fewer than 30	12
30 or more, without an AA/AS degree	9
AA/AS degree	6

Students who first matriculate in a baccalaureate program must complete 12 credits of Hunter Focus. Any "College Option" credits completed at another CUNY senior college will be applied to the Hunter Focus.

Hunter Focus: Foreign Language
Transfer students must reach or work toward fourth-semester proficiency in a foreign language. The number of credits needed to complete the Foreign Language requirement is determined by the student's transfer status, as defined above, and language proficiency at the time of matriculation. Students who have prior language courses, including those from high school, should consult an advisor.

Hunter Focus: Concentrated Study
Once transfer students have completed the Foreign Language requirement, any credits remaining from the Hunter Focus will be used on Concentrated Study as described above.

3. Writing Intensive
Transfer students must take at least one Writing Intensive course, designated with a "W" in the catalog, at Hunter College. The number of Writing Intensive courses required is determined by the number of credits transferred.

Credits Transferred	"W" courses required
Fewer than 30	3
31-59	2
60 or more	1

4. Pluralism and Diversity
Transfer students must take at least two courses designated for different categories of the Pluralism and Diversity requirement. The number of courses required in Pluralism and Diversity is determined by the number of credits transferred.

Credits Transferred	Courses Required
Fewer than 31	4
31 or more	2

Any one course with a Pluralism and Diversity designation can only satisfy one Pluralism and Diversity category but may also fulfill any other requirement.

GENERAL EDUCATION FOR 2ND DEGREE STUDENTS
Students who have earned a baccalaureate degree from an accredited institution are exempt from the General Education requirements.

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

CU NY Office of the
University Registrar

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

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.

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)

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/)
❏ 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 <u>CUNY's IT Accessibility Statement</u> (*http://www2.cuny.edu/accessibility/statement/*).
- Evaluate websites and digital content assigned to students for compliance with accessibility standards. Guides such as <u>National Center on Disability and Access to Education Cheat Sheet</u> (*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 measureable 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.