MINUTES
Meeting of the Hunter College Senate
22 February 2023

1		The 674th meeting of the Hunter College Senate convened at 4:06 PM in HW 714.
2		
3	**Presiding:**	Laura S. Keating, Chair
4		
5	**Attendance:**	The elected members of the Senate with the exception of those marked absent in Appendix I.
6		
7		Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-person meetings, and they were enabled to vote using iClicker.
8		
9		
10	**Agenda:**	Chair Keating informed the body that the searches for VP of Administration and Chief Librarian were postponed. The Budget Committee report and the update on Brookdale would be postponed to the next meeting. The President will not report today. The Senate was also reminded of the upcoming Town Hall with EVC Wendy Hensel on Wednesday, March 1, 3:30-4:30 and all encouraged to attend. The agenda was adopted as revised.

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8   person meetings, and they were enabled to vote using iClicker.
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11   postponed. The Budget Committee report and the update on Brookdale would be postponed to the next
12   meeting. The President will not report today. The Senate was also reminded of the upcoming Town Hall
13   with EVC Wendy Hensel on Wednesday, March 1, 3:30-4:30 and all encouraged to attend. The agenda
14   was adopted as revised.
15
16   **Minutes:**   Minutes of 7 September 2022, 21 September 2022, 12 October 2022, 9 November 2022, 30 November
17   2022, and 7 December 2022 were approved as distributed.
18
19   **Report by the**
20   **Administrative**
21   **Committee:**
22   a) **Special Senate Election for Vacant At-large Seats**
23   In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter College, the
24   Administrative Committee is presenting the names of all nominees received to date:
25
26   Student: Hamdha Mohammed Nijamdeen (Undeclared)
27
28   Faculty: Sarah Ita Levitan (Computer Science)
29   Saptarshi Debroy (Computer Science)
30   William Sakas (Computer Science)
31   Paolo Fasoli (Romance Languages)
32
33   It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
34   The motion carried by unanimous consent.
35
36   b) **Approved Curriculum Changes**
37   The following curriculum changes as listed in the attached reports dated 22 February 2023 have
38   been approved as per Senate resolution and are submitted for the Senate's information. Items:
39   UR-2510 Mathematics & Statistics (Change in courses), US-2491 AFPRL (New Courses and
40   Add W, P&D/A and B, Cross-listing, USD), US-2492 Classical & Oriental Studies/Polish (New
41   Minor), US-2493 Classical & Oriental Studies/Polish (New Courses), US-2498 Economics
42   (Change in Degree Program), US-2499 Economics (New Courses and Add to InS), US-2504
43   Philosophy (Change in Degree Program), US-2505 Theatre (New course and Add P&D, W), US-
44   2501 History (New Course and Add W, P&D/A), US-2481 Classical & Oriental Studies/Hebrew
45   (New course and Add InS and P&D), GS-1514 Nutrition (Change in Degree Program), GS-
46   1527/US-2497 Economics (Change in Degree Program), GS-1528 Economics (Change in
47   Degree Program), GS-1529 Economics (New Course), US-2482 Art & Art History (Change
48   in Courses), US-2502 Jewish Studies Program (New Course and Add W, Crosslisting), US-
49   2506 Urban Policy & Planning (Change in Course), US-2507 Film & Media (New courses),
50   US-2508 Film & Media (Change in degree program), US-2496 Economics (Change in Degree
51

55
56   Program), US-2500 Geography And Environmental Science (Change in Course), US-2503
57   Mathematics & Statistics (Change in Course), US-2509 Mathematics & Statistics (New course),
58   GS-1530 Curriculum & Teaching (Change in Degree Program), GS-1531 Curriculum &
59   Teaching (Change in Degree Program), GS-1532 Curriculum & Teaching (Change in Degree
60   Program), GS-1533 Curriculum & Teaching (Change in Course), GS-1534 Curriculum &
61   Teaching (New Course), GS-1535 Curriculum & Teaching (Change in degree program), and GS-
62   1536 Special Education (Change in degree program).
63
64   c)   **Election of Nominees for Search Committee for Dean for the School of Education**
65   The election of Chair panel, a panel of 8 faculty members and 6 student members from the below
66   pool of nominees. From this panel, the President shall choose a search committee consisting of
67   4 faculty members and 3 students.
68
69   **Nominees for Chair Panel:**
70   Nicole S. Bennett, Associate Provost & Assistant Vice President, Office of the Provost
71
72   It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee.
73   The motion carried by unanimous consent.
74
75   **Nominees for Member Panel:**
76
77   **FACULTY (8)**
78   Prof. Timothy Farnsworth, Curriculum & Teaching
79   Prof. Marshall George, Curriculum & Teaching
80   Prof. Jody Polleck, Curriculum & Teaching
81   Prof. April Kisamore, Special Education
82   Prof. Gina Riley, Special Education
83   Prof. Lauren Schnell, Special Education
84   Prof. Gess Le Blanc, Educational Foundations
85   Prof. Jeanne Weiler, Educational Foundations
86
87   It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
88   The motion carried by unanimous consent.
89
90   **STUDENTS (6)**
91   Matthew Schaffer, Mental Health Counseling Program
92   Katie D'ambrosio, Undeclared
93   Viet Thanh Phan, Biology
94   Christopher Orzech, Biology
95   Alexandra Rice, Undeclared
96
97   It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
98   The motion carried by unanimous consent.
99
100   d)   **Letter to Chancellor on 73rd Street**
101   Chair Keating said the following:
102
103   "This next item is to inform and update you on an e-mail letter sent to the Chancellor and EVCs
104   Batista and Hensel on January 17, 2023. A copy of this was included with the meeting materials
105   sent out on Friday, February 10 and available today at the door. This letter, drafted over the
106   break, is signed by myself, Professor Sandi Clarkson, Professor Jen Gaboury, and the chairs of
107   the four bench science departments,
108   Professor Ben Ortiz, chair of Biological Science,
109   Professor Akira Kawamura, chair of Chemistry,
110
111

115
116   Professor Ying-Chih Chen, chair of Physics and Astronomy
117   Professor Glenn Shafe, chair of Psychology.
118
119   The goal of the letter was to follow up on the Chancellor's statement in an e-mail to the CUNY
120   Community on October 14, 2022. In that e-mail, after summarizing the announced plans for the
121   development of Brookdale, he noted that 'the agreement provides for additional space to advance
122   Hunter's science programming at the E. 73rd St site, which the NYC Economic Development
123   Corporations plans to develop.' Our letter was to communicate the faculty's very strong interest
124   and support for such a provision, to provide them background on related Senate actions from
125   1999 to 2016, and to briefly describe the needs of the science departments in the North Building
126   and the rest of the 68th Street campus. We also emphasized the importance of the science
127   departments having their research labs near the 68th St campus, versus in a space in the
128   Brookdale development, and we expressed our interest and readiness to engage in consultation
129   with any building built on the 73rd street site.
130   Last Friday, Feb. 17, EVC Hensel wrote to say that her and EVC Batista would be happy to meet
131   with the group to discuss recommendations and concerns in more detail. We will be working on
132   finding a time for that meeting and will update you as things occur."
133
134 **Committee**
135 **Report:**
136   **Nominating Committee Report**
137   On behalf of the Nominating Committee, Chair Keating presented a report.
138
139   The Nominating Committee is submitting the following nominations for seats currently vacant on Senate
140   Committees:
141
142
143   **1.   UNDERGRADUATE COURSE OF STUDY COMMITTEE**
144   Faculty from Humanities & Arts: Nadya Paterson (Classical & Oriental Studies)
145   Faculty At-Large: Chris Mitchell (WGS)
146
147
148   **2.   COMMITTEE ON THE EVALUATION OF TEACHING**
149   Faculty: Tara Heagele (Nursing)
150   Julie H. Tay (Classical & Oriental Studies)
151   Laura Palermo (Anthropology)
152   Tatyana Khodorovskiy (Mathematics & Statistics)
153
154
155   **3.   COMMITTEE ON ACADEMIC ASSESSMENT & EVALUATION**
156   HEO Representative: Sarah Jeninsky (THHP)
157   HEO Alternate   Jason Riffaterre (Education)
158
159
160   **4.   COMMITTEE ON GENERAL EDUCATION**
161   Faculty from Nursing, Health Professions, Urban Public Health: Wendy Vaughon (UPH)
162
163   **5.   COMMITTEE ON STUDENT SUCCESS**
164   Faculty: Michelle Liu (Economics)
165   Milena R. Shattuck (Anthropology)
166
167
168   It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
169   The motion carried by unanimous consent.
170
171

173   **Meeting of the Hunter College Senate**
174   **22 February 2023**
175
176   **Joint Report by Undergraduate Course of Study Committee and Graduate Course of Study &**
177   **Academic Requirements Committee**
178   Chair Keating called on Professor Jeanne Weiler, co-Chair of the Undergraduate Courses of Study
179   Committee to give an update on the implementation of the policy on modes of instruction passed on May
180   11, 2022 (available in Appendix II)**,** and present the *Resolution to Extend Grace Period*. Questions and
181   discussion followed.
182
183   **Resolution to Extend Grace Period**
184
185   Be it resolved that the Grace Period, as set forth in the resolution of May 11, 2022 "Adding Online Hybrid
186   Modes of Instruction Course Approval Process," be extended one additional semester through Fall 2024.
187
188   The Resolution passed by unanimous consent.
189
190
191   **New Business:**   Professor Kelle Cruz, Physics and Astronomy department, requested an update on improvements to the
192   elevators in the North Building. Provost Pardasani said he would follow up with VP for Administration
193   Gustavo Ordonez and report back to the Senate.
194
195
196   The meeting was adjourned at 4:57 PM.
197
198   Respectfully submitted,
199
200
201   Sarah Jeninsky
202   Secretary

APPENDIX I

The following attendance was noted from the meeting   (A) =Alternate, A=Attended, X=Absent, E=Excused

Faculty

Department	Name	Alt	Status		Department	Name	Alt	Status
AFPRL	Anthony Browne		X		Mathematics & Statistics	Sandra Clarkson		A
	Milagros Denis-Rosario	(A)	X					0
	Lázaro Lima	(A)	X			Robert Thompson	(A)	A
Anthropology	Jackie Brown		A			Barry Cherkas	(A)	X
	Stephanie Levy	(A)	X		Medical Laboratory Sciences	Abigail Morales		E
	Milena Shattuck	(A)	A			Chad Euler	(A)	X
Art & Art History	Harper Montgomery		X			Muktar Mahajan	(A)	X
	Chitra Ganesh		X		Music	Michele Cabrini		A
	Emily Braun	(A)	X			L. Poundie Burstein	(A)	A
	A. K. Burns	(A)	X				(A)	
Biological Sciences	Ben Ortiz		A		School of Nursing	Carolyn Sun		X
	Jesus Angulo		A			William Samuels		A
	Paul Feinstein	(A)	X			Stephen Yermal		X
	Carmen Melendez	(A)	X			So-Hyun Park	(A)	X
Chemistry	Gabriela Smeureanu		A		Philosophy	Laura Keating		A
	Nancy Greenbaum	(A)	X			Frank Kirkland	(A)	X
	Brian Zeglis	(A)	X			Omar Dahbour	(A)	X
	Nadya Kobko-Litskevitch		X		Physics & Astronomy	Kelle Cruz		A
Classical & Oriental Studies	Yasha Klots		A			Yuhang Ren	(A)	X
	Fang Dai	(A)	X				(A)	
	Doron Friedman	(A)	A		Political Science	Robert Jenkins		X
Computer Science	Sarah Ita Levitan		X			Lina Newton	(A)	X
	Saptarshi Debroy	(A)	X			Michael Lee	(A)	X
		(A)			Psychology	Roseanne Flores		A
Curriculum & Teaching	Laura Baecher		X			Michael Lewis		A
	Stephen Demeo		A			Glenn E Schafe	(A)	X
		0 (A)				Peter Serrano	(A)	X
	Tim Farnsworth		A		Physical Therapy	Jaya Rachwani		A
Dance	Maura Donohue		X			Milo Lipovac	(A)	X
	Ana Nery Fragoso	(A)	A				(A)	
	David Capps	(A)	X		Romance Languages	Magdalena Perkowska		X
Economics	Tim Goodspeed		A			Paolo Fasoli	(A)	X
	Michelle Liu		A				0 (A)	
	Kenneth McLaughlin	(A)	X		School of Social Work	Jonathan Prince		A
	Avi Liveson	(A)	X			George Patterson		X
Educational Foundations & Cou	Sarah Bonner		X			Marina Lalayants	(A)	X
	Jeanne Weiler	(A)	A			Keith Chan	(A)	X
	Markus Bidell	(A)	X		Sociology	Mark Halling		A
English	Sarah Chinn		A			Mike Benediktsson	(A)	X
	Amy Robbins		X			Michaela Soyer	(A)	X
	Mark Miller		X		Special Education	vacant		
	Janet Neary	(A)	A			Rhonda Bondie	(A)	X
Film & Media Studies	Larry Shore		A			Kathryn Furlong	(A)	A
					SLPA	Donald Vogel		A
	Martin Lucas	(A)	X			Nancy Eng	(A)	X
	Ricardo Miranda	(A)	X			JungMoon Hyun	(A)	A
Geography & Environmental Sci	Allen Frei		X		Theatre	Louisa Thompson		X
	William Solecki	(A)	A					0
		(A)				Claudia Orenstein	(A)	A
German	Elke Nicolai		E		Urban Policy and Planning	Lily Baum Pollans		E
	Eckhard Kuhn-Osius	(A)	X			Victoria Johnson	(A)	A
	Aine Zimmerman	(A)	A			vacant	(A)	
History	D'Weston Haywood		A		School of Urban Public Health	Susan Cardenas		A
	Manu Bhagavan	(A)	X			Khursheed Navder	(A)	A
	Aaron Welt		X			Steven Trasino	(A)	A
Library	Iris Finkel		A		Women & Gender Studies	Jennifer Gaboury		A
	vacant					Catherine Raissiguier	(A)	X
	Mee' Len Hom	(A)	A			Rupal Oza	(A)	X
		(A)						

At-Large, Lecturers and Part-Time Faculty

Student Services	Burhan Siddiqui		A
	Luis Roldan	(A)	X
Library	Jocelyn Berger-Barera		A
Library		0	
Psychology	Stefan Schlussman		X
	0 vacant		
Medical Lab Science	Hongxing Li		A
Religion	Ron Long		X
Political Science	Rosa Squillacote		X
Special Education	Salvador Ruiz		X
Special Education	Gina Riley		A
	0 vacant		
THHP	Sarah Jeninsky		A
Art and Art History	Peter Dudek		X

Students

Hunter Moran	A
Umar Faruque	X
Ariadna Pavlidis-Sanchez	A
Nicole Palmetto	A
Rida Akhlaq	X
Ronette Johnson	A
Olivia Massey	X
Christopher Orzech	A
Sitora Akhadova	X
Ermina Chowdhury	A
Viet Thanh Phan	E
Nourhan Ibrahim	X
Vianny Cabral	A
Nethya Samarakkodig	X
Lorraine Santana	E
Sanzida Mohsin	X
Sarah Roberts	A
Hamdha Mohammed Nijamdeen	X
Veronica Witkowski	A
Nusrat Jahan	X
Aliyah Ghany	X

Ex-Officio

President, USG	Ariana Ahmed		X
Vice President, GSA		0	
President Alumni Association	Elizabeth Wilson-Anstey		X
President, HEO Forum	Abdul Hashim		X
President, CLT Council	Amy Jeu		X

ADMINISTRATION

Senators:

HEO/CLA Representative	Lori Janowski	X
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Manoj Pardasani	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Dean of Education	Michael Middleton	X
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	X
General Counsel & Dean of Faculty	Suzanne Piper	X
Dean of Nursing	Elizabeth Capezuti	X

APPENDIX II

Joint Report by the Undergraduate Course of Study Committee and Graduate Course of Study & Academic Requirements Committee

Be it resolved that the Grace Period, as set forth in the resolution of May 11, 2022 "Adding Online Hybrid Modes of Instruction Course Approval Process," be extended one additional semester through Fall 2024.

Adding Online and Hybrid Modes of Instruction
Course Approval Process
11 May 2022

<u>Summary</u>

The Senate curriculum committees, the Undergraduate Course of Study (UCSC) and the Graduate Course of Study (GCSARC), will review **proposed new courses** with single or multiple modes of online delivery instruction and, for **existing courses**, the addition of modes of instructions (MOIs) to their originally approved or grandfathered-in modality. The review will be initiated in the department by completion of the relevant proposal review form (see attached), require approval by a School or Divisional Committee, and then sent on to the appropriate Senate curriculum committee for review. Thus, the review for MOIs will follow the normal curricular review process.[1]

The decision to add an online or hybrid modality to a new or existing course begins at the departmental or program level. Departments/programs will have the option of adding more than one mode of instruction (MOI) to new or existing courses and have the ability to offer sections of a course with multiple modes of instruction during a single semester. Courses that were offered in either hybrid or online modalities prior to the emergency, that is, from Spring 2018 through Fall 2019, will be grandfathered in.

A grace period will take place for three semesters beginning Spring 2023 to allow departments the opportunity to offer courses in the mode(s) of instruction they deem most appropriate for their courses without having courses be formally approved by the Senate curriculum committees. This time will also allow for faculty discussions on what courses it makes sense to add mode(s) of instruction and provide sufficient time to prepare curriculum proposals to formalize their courses' modes of instruction.

<u>General Principles Guiding the Offering of New and Existing Courses With Online or Hybrid Modalities</u>

- The decision to offer an online or hybrid modality to a new or existing course originates in a department or academic program.
- A department or program offering a course using online or hybrid formats is consistent with their standards of academic quality, goals, and expectations.
- The use of online or hybrid modalities includes appropriate technology tools that promote engagement between instructors and students and foster student-student interactions.
- A course using online or hybrid formats to deliver instruction must be appropriate for the subject matter, the intended learning outcomes, and the needs and abilities of the students.

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[1] The policy of the Senate in the past has been "that the responsibility for ensuring the content, curriculum pedagogy, assessment, format, and delivery of all instruction rests with the academic departments or equivalent units of the College. All changes in an of the above-mentioned areas must, as a rule, be approved by a departmental curriculum committee or equivalent body. If such changes are substantive, a curriculum proposal going through the established approval process is required." (Minutes of 4-21-2010, p. 5413) This policy establishes that adding a new mode of instruction to an existing course is now to be considered a substantive change.

- Relative to the instructional formats of a course, students have the right to expect quality of instruction and access to their instructors, information about technology requirements prior to registration, and access to technology support services.
- The mode or modes of instruction for a new course or the addition of a new mode or modes of instruction to an existing course shall be approved using the normal curriculum processes of the department, School or Division, and College. (See Procedures Manual.)

Definitions

Synchronous: An instructional format where the Instructor and students meet virtually in real-time. There are scheduled class times and students must sign into a learning platform during required times. Students engage with instruction in online lessons and presentations and can have virtual class discussions.

Asynchronous: An instructional format where the Instructor and students engage with online material at different times. Asynchronous class meetings do not require students to log in to a virtual classroom at a specified time.

Online: A course which requires all contact hours to be held on line through either synchronous or asynchronous formats or both. Contact includes instruction, learning activities, and interactions. All instructional and non-instructional aspects of the course are fully online including examinations, quizzes, writing assignments, etc. There are no requirements for students to visit campus for testing, in-person orientations, etc. related to the course.

Hybrid: A course in which *some portion of face-to- face instruction has been replaced with online teaching and learning formats*. The instructor purposefully uses online instructional methods for direct instruction in lieu of coming to the classroom each session. The online instructional method of the class can be synchronous, asynchronous or a combination of both. As defined by CUNY, a hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom.

Hybrid/Testing: A course in which all direct instruction, learning activities and interactions are held on line with the exception of examinations or quizzes that are held in-person on campus.

Hybrid/HyFlex: A course in which online and face-to-face instruction occur at the same time in the same course section. Students have the option of physically sitting in the classroom, engaging in real-time synchronous learning through video streaming in the classroom, accessing class materials asynchronously any time, or participating as a flexible learner with a weekly choice of the instructional formats.

Traditional or In-Person: A course which direct instruction of curricular content is done on campus, in a designated space and, meets a fixed number of times per week. An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class.

Department/Program Roles and Responsibilities in Developing and Offering Online or Hybrid Course Modalities

There are a number of considerations that should guide departments/programs in planning for online or hybrid course modalities. These include:

- The addition of online formats to courses or the creation of new courses with online formats does not inadvertently make a major, certificate, or degree program violate the 50% NYSED ruling and become defined as an online or distance education program;[2]

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[2] "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).

- There are grounds for believing that students will benefit from online or hybrid formats and the flexibility they provide in the course;
- The provision of online or hybrid modalities for a course meets the department's goals, standards, and expectations for student learning and how learning outcomes will be assessed;
- The time commitment for faculty members to create and/or teach an online/hybrid course is balanced appropriately with their other responsibilities (teaching other courses, research and service);
- Instructors (full-time and adjuncts) are sufficiently trained to teach a course in any instructional modality;
- The addition of online or hybrid course offerings does not negatively affect a department's use of their classroom spaces.
- For a course with multiple sections, the department has criteria by which to determine the appropriate number of sections to be offered with which online modes of instruction.

Curriculum Review Process for the Approval of New or Existing Courses Adding Online or Hybrid Instructional Modalities

Grandfathering of Existing Courses Taught Hybrid or Online Spring 2018 – Fall 2019

Courses taught four semesters prior to the COVID emergency of Spring 2020 will be identified by the Registrar's office and lists of such courses provided to departments. A course will be grandfathered in as approved for a relevant online modality if it is identified as having been taught in at least one hybrid or online section during Spring 2018 through Fall 2019, and departments would like to continue offering the course in at least one section in that modality.

If a department would like to offer a course in a different online instructional modality from what was previously taught and grandfathered in, the department will need to go through the normal curricular approval process for that course after the grace period.

Departments would have the right to request a course be grandfathered in if it does not appear on the Registrar's list and was offered previously in a hybrid or online section. Such requests are to be submitted to the relevant Senate Curriculum committee by e-mail.

Adding Modes of Instruction to Courses During the Grace Period

All departments will have a three-semester grace period Spring 2023 - Spring 2024 to offer courses in any modality without having those courses go through the Senate curricular review process. Departments will have the option of offering existing courses in any mode of instruction during the grace period. The mode of instruction can differ between sections of courses and can change from one semester to the next during this period. Departments shall also have the option of offering new courses with an online or hybrid format during the grace period that shall be treated as "experimental courses" subject to the restrictions of regular experimental courses, including the two-semester limit on offering the course before formalizing it through the normal curricular process. (See Procedures Manual.)

However, during this grace period, departments will need to get started on submitting curriculum review proposals to formalize new courses or add instructional modalities to existing courses permanently in time for registration for Fall 2024. Typically, it takes two to three semesters before an approved course appears in CUNYFirst and is available for student registration.

Approval Process for New and Existing Courses in Adding Modes of Instruction After the Grace Period

The mode or modes of instruction options for a new or existing course shall become part of each new curriculum proposal. The instructional mode(s) for new and existing courses shall be approved under the normal curricular approval process.

New Courses: For new courses that were offered as "experimental" during the grace period (and only offered for a maximum of two semesters) the department shall put forward a new course proposal through the normal curriculum processes. ***Departments shall have the option of submitting a new course with multiple modes of instruction***. The process for approving new courses with one or more modes of instruction shall be the same as the approval process that currently exists for new courses. However, for each mode

of instruction proposed for the new course, a corresponding rationale and syllabus is required. (See attached New Course Proposal Form.)

Existing Courses: For existing courses, (except for those courses that have been grandfathered in) approval for adding a new instructional mode(s) shall be reviewed using the normal curriculum processes. The addition of one or more modes of instruction shall be treated as a substantive change and follow the existing curricular review process. The review will be initiated in the department by completion of the proposal review form (see attached), require approval by a School or Divisional Committee, and sent on to the appropriate curriculum committee for review. ***Note that this approval process will not require a departmental representative to present a proposal at the divisional/school or curriculum committee meetings as is usual practice. This is to help expedite the process***. The committees will review the proposals and communicate with departments via email. A rationale and attached syllabus will be required for each mode of instruction being proposed.

The Senate curriculum committees shall institute several criteria in reviewing the proposed mode(s) of instruction for a course. As stated, the proposal requires a rationale for the change or addition of a mode of instruction. The rationale should be based on considerations of the principles set forth above. In addition, the curriculum committees shall review syllabi to ensure that students are able to understand the expectations and requirements of the course such as:

- **course information** (whether the class is online, hybrid, hybrid/testing or HyFlex, *synchronous, asynchronous* or *both* learning formats; class days, times and location of online and in-person meeting rooms); if fieldwork is required, how this will be addressed.
- **communication and instruction** (what online tools such as Blackboard, Zoom, Voicethread, Padlet, weekly modules, etc. will be used for instruction and how and where office hours will be held);
- **expectations for student participation** (what counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation);
- **assessment** (how students will be assessed and cheating mitigated) and,
- **information on course accessibility** (video captioning, etc.).

Once a course is approved, the approved modes of instruction shall be recorded with the Registrar. This will allow a department/program in future semesters to schedule a course in sections with those approved modes of instruction according the departments' needs.

Department/Program/School of ....
New Course Proposal
This form should be used to propose a **new course.** If you are proposing a course with more than one modality (i.e., in-person, online, hybrid or hyflex you only need this one form. However, you must submit a rationale (#2 g below) and syllabus for each mode of instruction (MOI) proposed.)

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Contact Hours (per week)	
Credits	
Liberal Arts	[ ] Yes [ ] No [ ] Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	
Core Requirement	____ Not Applicable ____ English Composition ____ Math and Quantitative Reasoning ____ Life and Physical Science ____ Scientific World ____ Creative Expression ____ U.S. Experience in its Diversity ____ World Cultures and Global Issues ____ Individual and Society (Humanities or Social Sciences:_____)
List all attributes and requirements (W, P&D, STEM, GER, majors, minors, etc.)	
Mode(s) of instruction: (e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/Hyflex (HF) Online (O)	

- Course Description:
    - A. A brief description for the College Catalog.
    - B. Writing Requirement: the number of papers and their approximate length, the extent to which library or electronic research is expected, or a statement of other writing requirements. Any absence of a formal writing requirement must be specified.

- Rationale: (Justification)
    - A. Nature of the proposed course:
        - 1. If the proposed course is part of a new academic program, refer to the overall objectives of the program (i.e., on a cover sheet or Appendix)

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. Please specify 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, which are to be withdrawn when the new course is adopted.
    g. Reason(s) for proposing the course as "online" (e.g., pedagogical, curricular, programmatic, resources, equity, etc.)

*Note once there is an Online/Hybrid/HyFlex format 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 fully 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).

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 given in non-organized classes such as field work, internship, independent study, etc., an explanation must be given as to how the student will earn the credits consistent with the student effort required in organized classes. It should be noted that a course may not carry more credits than contact hours. Laboratory courses usually carry one credit per two contact hours.

- Projected Enrollment

- Consultation Statement
  a) Is the proposed change likely to affect other Departments or Programs?
      [ ] NO   [ ] YES – If yes, list department/program: _____
      Specify the nature of the consultation:

  b) 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.

  - **Sample Syllabus**: (attach):

In addition to the recommendations on the Syllabus Checklist (link below) please make sure the following areas are addressed on the syllabus for the proposed online/hybrid courses:
(http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist_Aug2020%20-1.pdf)

1. <u>Course information</u>: Whether class is synchronous/asynchronous/hybrid/in-class learning; class days, times and location of online meeting room. If fieldwork is required for the course, how this will be addressed.

2. <u>Communication and Instruction:</u> The online tools (Blackboard, Zoom, VoiceThread, Padlet, weekly modules, etc.) that will be used for instruction; how office hours will be held.

3. <u>Expectations for Student participation:</u> What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation.

4. <u>Assessment:</u> How students will be assessed; (*how cheating will be mitigated.*)

5. <u>Accessibility: Mark yes or no below,</u>

   Are video materials captioned? Yes__ No___

   Is the syllabus available in an accessible format, such as an
   <u>accessible Word document</u> or HTML (e.g. directly on Blackboard)? Yes__No__

   Do documents from word processors, presentations and spreadsheets (e.g. Word,   Powerpoint,   Excel, Googledocs, etc.) follow common <u>accessibility standards</u>, such those   from CUNY? (If alternatives to Microsoft or Googledocs are used, researching whether   the application is capable of creating accessible documents is advised.) Yes___No____

   Has an effort been made to understand accessibility of applications and educational   technology, other than those mentioned above, that students are expected to use in the   course? <u>Suggested   steps   for faculty</u> Yes___No___

   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/

Department/Program/School of ....
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	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Hours (per week)	
Credits	
Description	
Liberal Arts	[ ] Yes [ ] No [ ] Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	

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 (W, P&D, STEM, GER, Foreign Language, majors, minors, etc.)	
Mode of instruction: (see syllabus checklist, e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/HyFlex (HF) Online (O)	

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

*Note once there is an Online/Hybrid/HyFlex format 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).

Consultation Statement:

a)   Is the proposed change likely to affect other Departments, units, or programs?
[ ] NO   [ ] YES – If yes, list department/program: _____
Specify the nature of the consultation:

b)   Is this course cross-listed? If so, please list all courses affected.

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

Syllabus (attach):
In addition to the recommendations on the Syllabus Checklist please make sure the following areas are addressed on the syllabus: (http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist_Aug2020%20-1.pdf)

6.   Course information: Whether class is synchronous or asynchronous learning; class days, times and location of online meeting room. If fieldwork is required for the course, how this will be addressed.

1.   Communication and Instruction: The online tools (Blackboard, zoom,voicethread, padlet, weekly modules, etc.) used for instruction; how office hours will be held.

2.   Expectations for Student participation: What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation

3.   Assessment: How students will be assessed; (*how cheating will be mitigated.*)

4.   Accessibility: Mark yes or no below,

      Are video materials captioned? Yes__ No___

      Is the syllabus available in an accessible format, such as an
       accessible Word document or HTML (e.g. directly on Blackboard)? Yes__No__

      Do documents from word processors, presentations and spreadsheets (e.g. Word,   Powerpoint,   Excel, Googledocs, etc.) follow common accessibility standards, such those   from CUNY? (If alternatives to Microsoft or Googledocs are used, researching whether   the application is capable of creating accessible documents is advised.) Yes___No____

Has an effort been made to understand accessibility of applications and educational   technology,   other   than   those mentioned above, that students are expected to use in the   course? Suggested steps for faculty Yes___No___

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/)