

**QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

**COMMITTEE ON CURRICULUM
A STANDING COMMITTEE OF THE ACADEMIC SENATE**

**A GUIDE FOR MEMBERS OF THE
COMMITTEE ON CURRICULUM**

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June 2018

Acknowledgement

I wish to thank various people for their contribution to the revision and updating of the Committee on Curriculum Guide. Assistance provided by members of Communications and Marketing: Stephen Di Dio, Executive Director, Christina Kofron, Administrative Coordinator to the Executive Director, and David Moretti, Director of Web Services; Denis Bejar, Academic Applications Manager, Blackboard & ePortfolio, was greatly appreciated. Special thanks should be given to Timothy Lynch, Provost and Vice President for Academic Affairs and Arthur Corradetti, Dean for Accreditation, Assessment and Institutional Effectiveness for their constructive suggestions. I am also particularly grateful for the patient guidance, and enthusiastic encouragement of Karen Steele, while she was active as Interim Vice President for Strategic Planning, Assessment and Institutional Effectiveness, and Philip Pecorino, Professor of Philosophy and ex-chair of the Committee on Curriculum. Linda Reesman, Faculty Fellow and President's Liaison of the Committee on Curriculum provided me with valuable resources and constant professional guidance for which I am extremely thankful. Finally, I would like to express my deep gratitude to all members of the Committee on Curriculum listed below, for their useful critiques and constructive recommendations, but especially to Edward Volchok for his valuable support on this project by designing the forms and editing the whole guide, and for his willingness to give the committee his time so generously; and for Patrick Wallach, who served as the secretary of the Committee on Curriculum for the last three years and has been a reliable colleague; and finally for Richard Yuster who serve with me at the Committee on Curriculum 13 years ago and whose vigilant eye and experience as an ex-chair of the Committee facilitated my work as chair during these last three years.

Lorena Balensifer Ellis
Chair, Committee on Curriculum (2015-2018)

Current and ex-Members of the Committee on Curriculum

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Julia Carroll, Academic Literacy (2015-2017)
Barbara Bonous-Smit, Library (2014-2016)
Lorena Ellis, Foreign Languages & Literatures (2015-2018) – Chairperson
Todd Holden, Physics (2016-2019)
Dave Klarberg, Biological Sciences & Geology (2013-2015)
Jean Murley, English Department (2017-2020)
James Nichols, History Department (2017-2020)
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1. INTRODUCTION

Welcome to the Committee on Curriculum of Queensborough Community College, one of the most important of the standing committees of the Academic Senate. The job of this committee is to ensure that programs and courses developed by the departments conform to all guidelines and policies of our college and the university. And, that these programs and courses are coherent and consistent with the goals of the originating department, and will lead to the academic and professional growth of students.

This Guide is offered to new members to acquaint them with Committee procedures and practices that will allow them to become productive contributors to the work of the Committee as quickly as possible.

The Committee on Curriculum, as a standing committee of the Academic Senate, reports its recommendations to the Academic Senate whose actions are advisory to the President of the College. The College sends its recommendations to the CUNY Board of Trustees for action. The Chancellor's Office of Academic Affairs receives the requests and prepares them for the sub-committee of the Board of Trustees: the Committee on Academic Policy, Program, and Research (CAPPR). Positive recommendations by CAPPR will be forwarded to the Board of Trustees. Once the Board itself has acted on curricular matters, the New York State Department of Education is notified; this body gives the final approval for new curricula.

2. COMMITTEE COMPOSITION

The Committee is composed of **nine** members of the faculty and two of the student body (the student government has found it extremely difficult to provide members to the Committee). In most years, the Committee proceeds without student participation; however, the Chairperson notifies the Student Government of the Committee's meetings and solicits student participation.

The Academic Senate through its Committee on Committees elects **one-third** of the faculty members in the spring to **three-year** terms. The President of the College and the Chairperson of the Academic Senate's Steering Committee, or their designees, are ex-officio members of the Committee on Curriculum who do not vote. [See Appendix 1 - Academic Senate Bylaws Relating to the Committee on Curriculum for dates of election, quorum information, and other Bylaws governing the Committee.]

The President of the College usually names the Vice-President of Academic Affairs as the president's designee. Usually the Vice-President of Academic Affairs names someone to represent the Vice-President at the meetings of the Committee.

Any member of the instructional staff may be present and request permission to speak at a meeting of any Academic Senate committee. [Art. VII, Sec. 2d]

3. GENERAL OPERATION

The Chairperson receives support in the form of one section of released time (three hours) each semester. Materials and supplies needed for the Committee are ordered through the Office of Academic Affairs. This Guide for Committee members is made available to new members of the Committee in printed form and on the Committee website.

The Office of the Registrar provides information on enrollment, course numbers, and so on, as needed. The Office of Institutional Research & Assessment provides various data to the Committee upon request.

The Committee must prepare an agenda, take minutes of the meetings, prepare a monthly report to the Academic Senate and prepare an annual report.

See Appendix 2 – Mailing List, for the Committee’s mailing list for distribution of meeting dates, agenda, meeting minutes, and documentation for review.

4. NEW MEMBER PREPARATION

The Committee on Curriculum has a Blackboard site in which all documents, i.e. agendas, minutes, submissions, monthly reports, and annual reports are kept. One copy of the documents is also sent to the College archives. In addition, the agendas, approved copies of minutes, monthly reports, and annual reports are placed on the [Committee on Curriculum webpage](#).

The Committee meets on Tuesdays at 2:00 pm as needed. New members must make arrangements to keep Tuesday afternoons free if they have not already done so.

The following types of issues are typically submitted to the Committee for review:

- New Academic Programs (associate degrees and certifications)
- New Courses
- Academic Program Revisions
- Course Revisions
- Changes in degree requirements
- Cancellations of courses or programs
- Other matters, such as change in College Catalog names, requirements, descriptions, etc.

The following information is available to assist a department in preparing information to be submitted to the Committee:

- Revised Faculty Handbook for the Preparation of New Academic Programs – Office of Academic Affairs – the City University of New York – August 2014 [See Appendix 10].
- Guidelines for Streamlined Approval Process for the Certificate Program that is a Subset of a Registered Program – Office of Academic Affairs – the City University of New York – August 2014 [See Appendix 11].
- Guidelines for Submission to the Committee on Curriculum [See page 7]. New Course Proposal Guidelines/Template [See Form 1].
- Program Proposal Revision Guide/Template [See Form 2]. Course Revision Guidelines/Template [See Form 3]. College Syllabus Template [See Form 4].
- Program Discontinuation/Course Deletion [See Form 5].

Committee members should familiarize themselves with this documentation. In addition, the most useful tool the Committee member has is the College Catalog. The College Catalog summarizes the work of the departments and the decisions of past Committees on Curriculum and Academic Senates. Committee members must make sure that new proposals are in

conformity with already established practices and procedures. **Members should be thoroughly familiar with curricular requirements** of each degree program and the various credit-hour arrangements for courses.

In addition, Committee members should be aware of the following:

- New York State Department of Education regulations concerning associate degree programs. [See Appendix 3 - Rules of the Board of Regents and Appendix 4 - Credit/Contact Hour – Guidelines] [See Appendix 5 – CUNY Common Core Requirements]
- QCC Core Requirements (Academic Senate minutes of May 1980 and May 1996): Move to “historical site” (Senate has not removed them yet)
- CUNY General Education requirements [See Appendix 5 CUNY Common Core Requirements]
- The maximum credits and hours permitted in associate degree programs. The nature of the College’s funding and FTE’s.
- The manner in which courses and degree programs are funded and the relation this has to contact hours.
- The way in which faculty workloads and contact hours are related.

It is important to note that members of the Committee are not representatives of their departments nor are they regarded as special conduits of information, but rather function for the general academic well-being of the College. The Committee communicates directly with the departments. Sometimes departments do not have a clear understanding of this and it is necessary for the Committee members to make their independence clear.

New members should also understand that although the Committee proceeds through voting and although the balloting is usually closed, members of the Committee are sometimes held responsible by those whose proposals are denied even though a particular member might have been in favor of the proposal. This is particularly true in the case of the Committee’s Chairperson. In any case, such assignment of “blame” can have consequences for the member during subsequent College Personnel and Budget decisions. Committee members should take every opportunity to educate colleagues concerning the way the Committee functions to lessen the effect alluded to above.

5. ORDINARY MATTERS

The Committee meets at the Chairperson’s discretion. Academic departments and the Office of Academic Affairs are generally the sources of proposals for the Committee’s deliberations. Occasionally, the Committee may initiate an action, a study, proposal or recommendation (usually a policy statement).

When necessary, the Committee may invite department representatives to meet with the Committee to provide clarification of a proposal or further information. The Committee will provide those invited with as clear a statement as possible as to what the Committee is seeking. Those invited should not feel as if they were being summoned to an inquisition nor that they need to be on the defensive. To create the proper atmosphere, the Chairperson should inform those invited as to the purpose and the Committee’s needs before the meeting date.

The Chairperson should inform all departments of all new curricula being considered by the Committee and do so on a timely basis to permit their participation should they so desire. Likewise, if there is any proposal before the Committee that appears to involve the interests of other departments not yet party to the deliberations, the Committee should notify such departments to obtain their input. The objective behind such efforts is twofold: first, to give all interested parties an opportunity to participate, and second, to ensure, to whatever degree possible, that when the Committee's recommendations are discussed at the Academic Senate everything possible has been done to achieve a consensus because the Academic Senate is too large and time constraints are too demanding to furnish an appropriate forum for serious discussion of issues or airing of grievances.

6. PROCEDURES

The most usual way the Committee functions is given in the following scenario:

- A. A department has voted to institute a new course or make curricular changes. After an initial discussions with the Office of Academic Affairs
- B. The department forwards the request to the Academic Senate's Committee on Curriculum through its Chairperson who places it on the Committee's agenda, and sends all pertinent material to all Committee on Curriculum members via e-mail two weeks prior to the meeting.
- C. Members will review the material prior to the next meeting at which the new proposal is discussed. If there is need for more information or consultation with other departments or offices of the College, another meeting is scheduled at which interested parties will be present.
- D. After all pertinent matters have been discussed, the Committee votes on whether to send the matter to the Academic Senate. The voting is by closed ballot so that no Committee member be put to the burden of calling for such a procedure. Members of the Committee have the right to submit a minority report to both the Committee and the Academic Senate.

When a department wishes to propose new curricula, the department **must** first meet with the Office of Academic Affairs to discuss the **program feasibility** and the proposal process. After that, when new curricula are submitted to the Committee on Curriculum, the scenario described above is followed, but generally the discussion is more complicated because of the more complicated nature of the proposal. The department is asked to establish the need for the new proposal--which might involve input from businesses or relevant professionals. The transferability of the new courses must be established. In general, the committee member should be aware of the detailed information required from the departments, which is included in the Attachments of this Guide. When the Committee forwards a recommendation to the Academic Senate, it also recommends that the department involved submit appropriate acquisition requests to the library and the Academic Computing Center. [See Appendix 6 – Support Services Acquisition Form].

7. POLICY STATEMENTS

Perhaps the single most important aspect of the Committee's work is the development of policy statements, which the Committee recommends to the Academic Senate. These policy statements help to define the nature of the College and its programs. [See Appendix 7 – Sample Policy Statement for an example].

Policy statements usually originate within the Committee and do not come as proposals from departments or the Office of Academic Affairs. They often arise out of problems, which the Committee has been dealing with while handling a number of requests or out of its estimation of future problems that might arise unless the College takes action to avoid them.

Policy statements are managed in a different manner than are specific proposals from the departments. Efforts should be made to involve all interested parties and all those in a position of academic leadership in advance of any item being sent to the Academic Senate. Reactions to drafts of the policy under consideration should be sought. When it appears that a consensus has formed, the Committee on Curriculum should make its proposal.

If it appears that there may be no clear consensus or if it appears difficult to assess the intentions of the Academic Senate concerning the policy, the Committee may elect to send the matter to the Academic Senate not as a recommendation but as a request for a response and some indication of direction the Academic Senate would like the Committee to follow in the matter.

8. CHAIRPERSON'S PRESENTATIONS TO THE ACADEMIC SENATE

The Chairperson is responsible for making the presentation of the Committee's reports and recommendations to the Academic Senate. The Chair should prepare in advance for the most likely requests for information and clarification as well as for the most likely objections. The Chair should prepare a presentation that makes the strongest case possible and not immediately defer to the representatives of the departments that may be involved. Once the initial presentation has been completed and the senators have begun to question and discuss the proposal, it is advisable for the Chairperson of the Committee to call upon those present who are in a better position to offer information and explanations.

Often senators will believe the Chairperson of the Committee to be in support of every item being presented by the Committee on Curriculum. This may not be the case. The Chairperson may be presenting something which the majority of the Committee voted to send to the Senate but which the Chairperson voted against. The senators' impression is perhaps the outcome of the Chairperson's doing a professional and responsible job of preparing and presenting the item. There is not much that can be done to correct this situation. The correction of this notion is perhaps better left to personal communication rather than to public statements, which might lead to difficulties in working with others on the Committee.

If there are any matters that appear controversial or which present special problems, the Committee should seek advice from the Steering Committee of the Academic Senate on both the management and timing of the actions to be taken.

9. CONCERNS AND CAUTIONS

Often, departments delay sending proposals until the spring semester and then expect fast action so that the Academic Senate can approve the proposals for the fall term. This is not possible in most cases, particularly for new curricula and some new courses, for it takes time for the proposals to be approved by CUNY's Board of Trustees and the New York State Department of Education. This needs to be explained to the departments making the proposals. The Chairperson can anticipate the buildup in the agenda for the Committee that occurs each February to April and plan accordingly. If the chairpersons at the departments can be made to understand the stages of the process, they generally adjust their expectations of the Committee to what is reasonable. To facilitate temporal planning of the Committee work, the Chair sends an annual call for items. [See *Appendix 8 – Annual Message to Department Chairpersons from the Chair of Committee on Curriculum concerning Matters to be Brought Before the Committee.*]

Since the process of approving a new proposal is often time-consuming, sometimes departments misinterpret this as evidence of the Committee's disapproval of their proposal. Some departments become belligerent and challenge the right of the Committee to raise issues, pose questions, or refuse to endorse their proposals. Fortunately, this does not happen often, but it does occur. Some department chairpersons would prefer the Committee to function as a rubber stamp quickly forwarding their requests to the Academic Senate. This is not the function of the Committee on Curriculum and most appreciate that it is not so.

In the past, when the Committee has had occasion to challenge the proposals of a department, or to pose serious questions, or raise important issues, it has done so not to frustrate, humble or reject, but to assist in developing the best possible curricular innovations. If those who believe that the Committee is being obstructionist can be made to understand the role and history of the Committee, they might adjust their appraisal of the Committee and assist in whatever revisions may be needed. Current and past members can help in this process by explaining the Committee's role and function to colleagues.

Often chairpersons believe that the Committee deliberately delays or questions more vigorously those proposals that it disfavors. This must not become the case and care should be taken to avoid this impression and to correct it if it is stated in any form. The Committee should make its schedule known to the department chairs involved in any active items on the Committee's agenda. The Chairperson should make every effort to manage that agenda in a manner that is fair to all involved.

New members should understand that their role in the process of reviewing and voting on curricular matters is crucial; the Academic Senate does not often overturn the Committee's negative recommendation regarding a curricular matter. One might say, however, that the forwarding of such a recommendation to the Academic Senate represents a kind of failure in the Committee's work, since it is the role of the Committee to resolve all curricular problems with the originating department before programs are forwarded to the Academic Senate. Obviously, this ideal is not always attained. At such a point, the Committee must exercise its best judgment

despite department objection. You will discover that although discussions of curricular matters with the departments are forthright and candid, they are rarely adversarial.

10. GUIDELINES FOR SUBMISSION TO THE COMMITTEE ON CURRICULUM

- A. All submissions are to be made via email. All files are to be Microsoft Word files using 10-point Arial type.
- B. **New Academic Programs** (associate degrees and certifications): Proposals should follow the guidelines in the “Revised Faculty Handbook For The Preparation of New Academic Programs”(August 2014) as closely as possible (Appendix 10). Consultation with the Office of Academic Affairs is required prior to submission. See also the “Guidelines for a Streamlined Approval Process for the Certificate Program that is a Subset of a Registered Program.” (Appendix 11)
- C. **New Courses:** Complete the new course proposal template. (Form 1). If a new course affects a program, be sure to include a request for program revision (see Form 2, Program Revision Guide/Template). If the new course affects other courses, include syllabi of the pertinent courses.
- D. **Academic Program revisions** (associate degrees and certifications): Submit changes in the form of “**From**” and “**To**” similar to the format for course revisions. Include enough detail so it is clear what is being changed. The **rationale** for the changes must be included. (Consult with the chairperson for examples if needed). (Form 2)
- E. **Course Revisions:** Submit in the format below a copy of the current course number, title, hours, credits, prerequisites/corequisites and course description as they appear in the College Catalog, along with the new course information as they will appear in the College Catalog.

Enclose all deletions in the current version marked with a ~~striketrough~~. Underline all the **changes** in the revised version. The rationale for the changes must be included along with copies of the **current** and **new** syllabi.

From: ~~xx-### Title~~
 etc.

To: xx-### Title
 etc.

Example:

From: SS-460 ~~Third World Politics~~

A study of politics and government in non-Western nations of Africa, Asia, the Middle East, [and] Latin America. Analysis of traditional structures, dynamic aspects of transition from dependency to independence, and ideologies, elites, and institutions in the nation-building process; examination of theories of political development and modernization.

To: SS-460 Politics of the Developing World

A study of politics and government in non-Western nations of Africa, Asia, the Middle East, Latin America and the former Soviet bloc of Eastern Europe. Analysis of traditional structures, dynamic aspects of transition from dependency to independence, and ideologies, elites, and institutions in the nation-building process; examination of theories of political development and modernization.

Rationale:

Example: Since the demise of the Soviet Union the organization of the world into political blocs has changed dramatically. Because the Soviet Union and its satellites made up the now defunct Second World, there is little reason to describe any bloc as the Third World. Developing World is a much more current and accurate label to refer to the former Second and Third Worlds.

- F. **Discontinuation of a Program or Course Deletion:** If you plan to delete a course or discontinue a program, please complete Form 5.
- G. **Assessment:** If you have questions about course assessment, please email Arthur Corradetti at acorradetti@qcc.cuny.edu or call extension 6350. Resources for course assessment can be found at <http://www.qcc.cuny.edu/assessment/ca.html>.
- H. **Experimental Courses:** Follow the same procedures as a New Course submission. However, it can only be taught for two semesters. The senate approval is not required, only the approval of the Committee on Curriculum and the President of the College is needed before it goes into the Chancellor's Report. However, if the department decides to offer the course as a regular course after teaching it for two semesters (consecutive or not), a New Course proposal and syllabus needs to be submitted to the Curriculum Committee for approval and sent to the Senate for approval as well. It should include information on the outcomes of the experimental version of the course.
- See CUNY Manual of General Policy, Article I. Academic Policy, Programs and Research > Policy i.17 Experimental Courses http://policy.cuny.edu/manual_of_general_policy/article_i/policy_1.17/text/#Navigation_Location
- I. **Common Core approval:** If you intend to offer a course in the CUNY Common Core, you will need to submit for approval the Common Core Course Submission Form & Syllabus to Dr. A. Corradetti. There are two deadlines each semester for submission.
- J. **Timing:** The Committee on Curriculum needs to send the Monthly Report to the Steering Committee two (2) weeks prior to the Academic Senate meeting. The Committee on Curriculum meets on Tuesday at 2 pm, whenever there are proposals to be examined and approved. Because of scheduling of both **the** Steering Committee and **the** Committee on Curriculum, at least **5 weeks** are needed to get submissions to the Academic Senate, provided there are no major revisions, and it is approved by the Committee on Curriculum without delay.

11. DOWNLOADABLE FORMS

Please follow these instructions when completing the Committee on Curriculum Forms:

A. Saving and formatting your files:

- a. The downloadable forms are formatted as Microsoft Word Templates (.dot). When you open these files, your file will be untitled.
- b. Please use the following guidelines for file names:
FormNumber_Course/ProgramNumber/date submitted to the Committee on Curriculum. Please format dates as mmddyy, for example, Form1_SS-446_022716.doc. (Note: February 27, 2016 is written as 022716.) When working with a program, please use the 5-digit program code numbers. These numbers can be found in the Queensborough Community College Catalog in “Programs of Study.”
- c. Please save your files as **Microsoft Word files**.
- d. The files are formatted using the Arial 10-point font. Please maintain this formatting. If you are copying your text from other files, please paste your text using either of the following Microsoft Word commands “Paste and Match Formatting” or “Paste Special ...Unformatted Text.”
- e. Please do **NOT** use Track Changes when revising these forms. Highlight the changes using a yellow background.

B. The Downloadable Forms:

Form	File Name
1. Form 1: New Course Proposal	Form1_NewCourseProposal.dot
2. Form 2: Program Revision Guide/Template	Form2_ProgramRevisionGuideTemplate.dot
3. Form 3: Course Revision Guide/Template	Form3_CourseRevision_GuideTemplate.dot
4. Form 4: Syllabus Template	Form4_SyllabusTeamplate.dot
5. Form 5: Program Discontinuation/Course Deletion	Form5_ProgramDiscontinuation_CourseDeletion.dot

Please Note: These forms are Microsoft Word templates. These templates will open as an untitled file. Please include the appropriate Form number in the file name. For example, Form4_HI262_AmericanCivilWarandReconstruction.

12. FINAL REMARKS

The Committee on Curriculum performs an essential and valuable service for the entire College community. Academic research and development are absolutely essential if any educational institution is to survive and prosper. Such initiatives are the primary responsibility of each department and the Office of Academic Affairs. The Committee, however, is the means through which the entire academic community, faculty, and students gain representation and achieve input into this process. The entire Academic Senate, the most representative body in the College and the most important decision-making body under the Governance Plan of the College on academic matters, reviews the work of the Committee. The members of the Committee should keep in mind the importance of matters from the simplest changes in course titles to the recommendations for new College policies on degrees and programs.

Form 1: New Course Proposal Guidelines/Template

Form 1: New Course Proposal Guidelines/Template (Please fill out all fields)

1.	Department:			
2.	Course, prefix, number, & title:			
3.	Hours (Class, recitation, Laboratory, studio) & Credits:			
4.	Pre-requisites (if any):			
	Co-requisites (if any):			
		Month	Day	Year
5.	Date Approved by Department:			
6.	Date Consulted with the Office of Academic Affairs:			
7.	Date submitted to the Committee on Curriculum:			
8.	Date approved by the Committee on Curriculum:			
9.	Please state if the proposal was discussed with other department chair(s) with similar interests. If yes, which department(s):	*Yes	No	
		<input type="checkbox"/>	<input type="checkbox"/>	
10.	Course Description for college catalog:			
11.	Rationale – why the course is needed or desired:			
12.	Course categories, outcomes, and attributes			
	Syllabus clearly articulates: (General education and course level are mandatory)	Yes*	No	
	...general education outcomes supported by this course	<input type="checkbox"/>	<input type="checkbox"/>	
	...program outcomes supported by this course	<input type="checkbox"/>	<input type="checkbox"/>	
	...course-specific student learning outcomes supported by this course	<input type="checkbox"/>	<input type="checkbox"/>	
		Yes	No	
	Common Core Course*:	<input type="checkbox"/>	<input type="checkbox"/>	
	Requirement for the Major:	<input type="checkbox"/>	<input type="checkbox"/>	
	Elective for the Major:	<input type="checkbox"/>	<input type="checkbox"/>	
	Liberal Arts and Sciences:	<input type="checkbox"/>	<input type="checkbox"/>	
	Writing Intensive:	<input type="checkbox"/>	<input type="checkbox"/>	
	Experimental course	<input type="checkbox"/>	<input type="checkbox"/>	
*If you intend to offer this course in the CUNY Common Core, you will need to submit for approval the Common Core Course Submission Form & Syllabus to Dr. A. Corradetti. There are two deadlines each semester for submission.				

Form 1: New Course Proposal Guidelines/Template

Form 1: New Course Proposal Guidelines/Template (Please fill out all fields)

13. Academic Programs into which the course would be incorporated and the requirements it will satisfy:

--

14. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:

--

15. Faculty available with expertise to teach this course:

	Instructor 1	Instructor 2	Instructor 3
Name:			
Degree:			

16. Facilities and technology required:

--

17. List of courses to be withdrawn, or replaced by this course, if any:

--

18. Enrollment limit and frequency the course will be offered (each semester, once a year, or alternating years):

--

18. What changes in any programs will be necessitated or requested as a result of this course's additions/charges:

--

Form 1: New Course Proposal Guidelines/Template

Form 1: New Course Proposal Guidelines/Template (Please fill out all fields)

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning outcomes	An explicit statement of the competencies (knowledge and skills) a student is expected to demonstrate either in general education, in an academic program or in a course
General education outcomes	The knowledge, skills, attitudes, and values that a student completing an Associate Degree will demonstrate.
Academic Program learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a program of study.
Course learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a course.

Form 2: Academic Program Proposal Revisions/Example

Form 2: Academic Proposal Revision (Please fill out all fields except #8. The chair of the Curriculum Committee will complete that item)

14.	Add all Program notes in 14A. Add all Course notes in 14B (Number your notes).	
14A. Program Note		
	From:	To:
14B. Course Note		
	From:	To:
15. Write a summary for all of the changes.		

16. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.

17. If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.

18. Explain briefly how students currently in the program will be able to complete the requirements

* * *

Form 3: Course Revisions Guidelines/Templates

Form 3: Course Revisions Guidelines/Template Please fill out all fields except #5. The chair of the Curriculum Committee will complete that item)

Course Revisions – Submit in the format below a copy of the current course number, title, hours credits, prerequisites/corequisites and course description as they appear in the College Catalog along with the new course information as it will appear in the Catalog. ~~Strikethrough~~ all **deletions** in the current version. Underline all the changes in the revised version. The rationale for the changes must be included along with copies of the **proposed syllabi**. Please use 10-point Arial. Save your files as a MS Word document (.doc). Save your file using the Form Number, Course Number, and date submitte to the Committee on Curriculum (format dates as mmddy).

1.	Department:		Month	Day	Year
2.	Date Approved by Department:				
3.	Date Consulted with the Office of Academic Affairs:				
4.	Date submitted to the Committee on Curriculum:				
5.	Date approved by the Committee on Curriculum:				
6.	State if the proposal was discussed with other department chair(s) with similar interests.	Yes*	No		
	*If yes, which departments(s):	<input type="checkbox"/>	<input type="checkbox"/>		
7.	Is this an experimental course?	Yes*	No		
		<input type="checkbox"/>	<input type="checkbox"/>		
		Month	Day	Year	
	If yes, date approved by the President				

In the **From** and **To** sections, include all pertinent information:

	From	To
8. Course Prefix & Number:		
9. Course Title:		
10. Hours & Credits (Specify if class hours, lab. hours, recitation hours, etc.):		
11. Pre-requisites (if any):		
12. Co-requisites (if any):		
13. Course Description (for College the Catalog):		
14. Curricula into which the course would be incorporated and the requirements it will satisfy:		

Form 3: Course Revisions Guidelines/Templates

Form 3: Course Revisions Guidelines/Template Please fill out all fields except #5. The chair of the Curriculum Committee will complete that item

<p>15. →Rationale:</p>	
<p>16. →Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:</p>	
<p>17. →List of courses to be withdrawn or replaced by this course, if any:</p>	
<p>18. →What changes in any programs will be necessitated or requested as a result of this course's changes:</p>	



Form 4: Syllabus Template

Form 4: Syllabus Template (Please fill out all fields)

1.	Department	
2.	Course, prefix, number, & title:	
3.	Hours (Class, recitation, Laboratory, studio) & Credits:	
4.	Pre-requisites (if any):	
	Co-requisites (if any):	
5.	Course Description for the college catalog:	
6.	Academic programs for which this course is required:	
7.	General Education Outcomes: Place an "X" in the appropriate General Education Outcome(s) box that this course supports.	
<input type="checkbox"/>	1. Communicate effectively in various forms	
<input type="checkbox"/>	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	
<input type="checkbox"/>	3. Reason quantitatively as required in various fields of interest and in everyday life	
<input type="checkbox"/>	4. Apply information management and digital technology skills useful for academic research and lifelong learning	
	If applicable, check the appropriate program level outcome(s)	
<input type="checkbox"/>	A. Integrate knowledge and skills in the program of study	
<input type="checkbox"/>	B. Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study	
<input type="checkbox"/>	C. Work collaboratively to accomplish learning objectives	
8.	Course-specific student learning outcomes: (Expand if needed)	
a.		
b.		
c.		
d.		
e.		
f.		
g.		
h.		
i.		
j.		
9.	Program-specific outcomes (if applicable)	

Form 4: Syllabus Template

Form 4: Syllabus Template (Please fill out all fields)

10. Methods by which student learning (general education, course-specific, and, if applicable program specific) **will be assessed and evaluated; describe the types of methods to be employed; note whether certain methods are required for all sections):**

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.	Final Examination	

12. Sample texts/readings/bibliography/other materials required or recommended for the course (as applicable):

13. Required attire (if applicable):

14. Other expectations for student performance (if applicable):

ATTENDANCE/ABSENCE POLICY (Optional: Include departmental specific guidelines):
 Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted toward a WU grade.

Form 4: Syllabus Template (Please fill out all fields)

15. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates. **Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

16. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257, to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link:
<http://www.qcc.cuny.edu/SSD/>.

OPTIONAL (May be included by instructors.)

Student Life, Services: <http://www.qcc.cuny.edu/current-students/index.html>

Single Stop: <http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning outcomes	An explicit statement of the competencies (knowledge and skills) a student is expected to demonstrate either in general education, in an academic program or in a course
General education outcomes	The knowledge, skills, attitudes, and values that a student completing an Associate Degree will demonstrate.
Academic Program learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a program of study.
Course learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a course.

Form 5: Discontinuation of Program or Course Deletion

Form 5: Discontinuation of Program or Course Deletion (Please fill out all fields except #5. The chair of the Curriculum Committee will complete that item)

1. Department: <input type="text"/>				
		Month	Day	Year
2. Date approved by department	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Date Consulted with the Office of Academic Affairs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Date Submitted to the Committee on Curriculum	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Date Approved by the Committee on Curriculum	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Date Changes will be effective (if approved)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Indicate whether your department is discontinuing a program or deleting a course:	<i>Mark the appropriate box with an X</i>			
	Program Discontinuation	Course Deletion		
	<input type="checkbox"/>	<input type="checkbox"/>		
8. For Program Discontinuation Only:				
	Program Title: <input type="text"/>			
	Program Code: <input type="text"/>			
	Hegis Code: <input type="text"/>			
9. For Course Deletion Only:				
	Course Title: <input type="text"/>			
	Course Prefix & Number: <input type="text"/>			
<i>If you are discontinuing a concentration in a program, please complete Form02, Program Revisions</i>				
10. If you are discontinuing a course, what program(s), if any, will be affected?				
	<input type="text"/>			
11. Rationale: Why is this revision needed or desired?				
	<input type="text"/>			
12. Accommodations for students who have not completed the program to be discontinued?				
	<input type="text"/>			

Form 5: Discontinuation of Program or Course Deletion

Form 5: Discontinuation of Program or Course Deletion (Please fill out all fields except #5. The chair of the Curriculum Committee will complete that item)

Note

Deactivation: A campus decides not to admit any new students to a program, but wishes to maintain the program's registration. This may be done to reassess the need for the program or restructure the program or allow currently enrolled students to graduate.

Discontinuation: A campus decides to stop offering a program and awarding a credential for its completion.

Discontinuation Effective Date: The first regular admission date for which new students will no longer be permitted to enroll in the program.

Appendix 1: Academic Senate Bylaws Relating to the Committee on Curriculum

Members of the Academic Senate standing committees shall function from the date of election until September 1st of the calendar year following their election. During the changeover period from the April Senate meeting to the September first next following, the various committees shall consist of members of both the retiring committees and the new committees. A quorum shall consist of a majority of the committee size as of September first. Those who will constitute the new committee shall elect one chairperson before the last day of classes of the semester in which the committee is elected. The new chairperson shall serve beginning September first, the retiring chairperson shall be responsible for the preparation and submission of the annual report as stipulated in Article VII, Section 7b, of these Bylaws. (Article VII, Sec. 3b)

CHARGE:

A. GENERAL

The primary function of an Academic Senate committee shall be: to study the subjects referred to it by these bylaws or by the specific action of the Senate; to formulate appropriate policies thereon; and to propose such policies to the Senate for action. Every academic Senate committee shall maintain a continuing review of College policy in its area.

(Article VII, Sec. 3a)

Each standing committee shall distribute to the members of the instructional staff an annual written report and a copy filed with the secretary of the Academic Senate prior to the first Senate meeting in September. The secretary shall inform the Academic Senate of the names of the committees, which have not filed such reports.

(Article VII, Sec. 7b)

B. SPECIFIC

The Committee on Curriculum shall:

1. Consider and recommend to the Academic Senate new curricula and courses.
2. Consider and recommend to the Academic Senate changes in established curricula and course credits or hours.
3. Consider and recommend to the Academic Senate graduation requirements for new curricula and changes in graduation requirements for existing curricula.

(Article VII, Sec. 18)

Appendix 2: Mailing List

Each notice of a meeting and minutes of all meetings and all reports are sent to:

- a. Members and ex-officio members of the Committee
- b. Guests who attended/participated in the meeting
- c. Office of Academic Affairs – President’s Designee
- d. Liaison from the Committee on Committees — Committee on Committees Designee
- e. Academic Senate Steering Committee
- f. Academic Senate website (webmaster@qcc.cuny.edu)
- g. College Archives (CWilliams@qcc.cuny.edu)
- h. Student Government - if no student members attend

The regular and annual reports to the Academic Senate are sent to the secretary of the Academic Senate Steering Committee who prepares the agenda for the Academic Senate for duplication and circulation.

Rules of the Board of Regents

8CRR-NY 52.2

NY-CRR

OFFICIAL COMPILATION OF CODES, RULES AND REGULATIONS OF THE STATE OF NEW YORK

TITLE 8. EDUCATION DEPARTMENT

CHAPTER II. REGULATIONS OF THE COMMISSIONER

SUBCHAPTER A. HIGHER AND PROFESSIONAL EDUCATION

PART 52. REGISTRATION OF CURRICULA

(Link from: <http://www.highered.nysed.gov/ocue/lrp/rules.htm>)

52.2 Standards for the registration of undergraduate and graduate curricula.

EXCERPT FROM

(c) Curricula and awards.

- (1) In addition to the requirements of section 53.3 of this Subchapter, the objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly state the subject matter and requirements of each course.
- (2) For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion, in accordance with paragraphs (6)-(10) of this subdivision.
- (3) Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.
- (4) A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only:
 - (i) when approved by the commissioner as part of a registered curriculum;
 - (ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution; or
 - (iii) in the event of a temporary closure of an institution by the State or local government as a result of a disaster, as defined in section 50.1(w) of this Title, when the commissioner has granted approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.
- (5) The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity.
- (6) Associate degree programs shall normally be capable of completion in two academic years of full-time study, or its equivalent in part-time study, with an accumulation of not less than 60 semester hours.

Current though May 31, 2015

NYSED, Office of College and University Evaluation: Approval & Registration
<http://www.highered.nysed.gov/ocue/aipr/guidance/gpr11.html#c>

DEPARTMENT EXPECTATIONS: CURRICULUM

(Application for Registration of a New Program - Task 3)

- Undergraduate degree programs must contain the required amount of liberal arts and sciences content for the degree award cited.
 - <http://www.highered.nysed.gov/ocue/aipr/guidance/gpr11.html#c>
- Master's degree programs shall normally include:
 - A minimum of one academic year of full-time graduate level study, or its equivalent in part-time study
 - An accumulation of not less than 30 semester hours
 - Research or a comparable occupational or professional experience
 - At least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project
- The design of each curriculum, and degree programs as a whole, are coherent, implement the philosophy, purposes and educational objectives of the program and institution, and are consistent with professional expectations in the field.
- Methods of instruction are consistent with the purposes and objectives of the program of each course.
- Courses are offered frequently enough to ensure timely completion of the program, as demonstrated in the sample program schedule.
- Curriculum content proceeds from introductory level to advanced level in logical sequence with appropriate breadth, depth, and currency; appropriate prerequisite knowledge and skill is required
 - This is illustrated by the sequence of courses as listed in the Sample Student Schedule and content of syllabi and statements of prerequisites.
- Syllabi are submitted for all new courses in the major of proposed undergraduate programs.
 - Syllabi for all courses required for proposed undergraduate programs should be available upon request.
- Syllabi are submitted for all courses of proposed graduate programs.
- Syllabi are demonstrably consistent with, or superior to those of comparable courses and programs at comparable institutions; syllabi embed the content and skill expectations of professional associations in the field
- Syllabi are reflective, comprehensive and confirm the expertise and pedagogical skill of the instructor, and should include the following items:
 - course description
 - course objectives
 - prerequisites
 - credits allocated
 - assignments
 - method of assessing student achievement, including the assessment rubrics at the course and project levels
 - basis of grade determination;
 - bibliographic and other resources
 - other course policies related to integrity of credit

Appendix 3: Rules of the Board of Regents

- Author(s) of syllabus and resume(s), if not cited in the faculty table required in Task 4: Faculty.
- Syllabi demonstrate that at the course level the requirements for expected time on task meet the requirements of CR 50.1(o) , that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved stated learning objectives.

INTERNSHIPS

If the proposed program requires the completion of an internship or similar experience, the following expectations apply:

- The requirement for the internship is detailed in the program description.
- The internship is a learning experience that provides opportunities for the student to apply knowledge gained through coursework.
 - The primary purpose of the internship is not to advance the operations of the internship site/employer or to complete work that a regular employer would routinely perform.
- Qualified members of the faculty are assigned to oversee each internship experience.
- The requirements for each internship experience are outlined in a complete and thorough syllabus, including the elements listed in the Department Expectations: Curriculum document/section of this document. The syllabus also includes the following information, if applicable:
 - required “on-campus” meetings
 - required assignments, e.g., reading assignments, portfolio
 - duration and hours of the internship
 - salary
- Students are made fully aware of tuition, fees, minimum qualifications or eligibility requirements, and process and/or registration requirements that are specific to the internship.
- Students participating in internships are provided a job description or similar document, outlining the specific activities of the position.
- The institution is responsible for communicating and contracting with the internship hosts, for visiting internship sites, and for securing mid-term and final evaluation reports from the hosts.
- Internship supervisors are fully briefed and trained on the institution’s expectations and requirements for the student’s experience and performance and provide routine feedback to the student and the institution.
- Assessment of the internship experience is included in the institution’s program assessment plans.

FINANCIAL AID CONSIDERATIONS FOR DEGREE PROGRAMS

The eligibility of the proposed program for the New York State Tuition Assistance Program (TAP).is determined through a review of the Sample Student Schedule.

If a program can be completed in the “normal” time for the particular degree level, the program is registered as being offered on a full-time basis. Only programs registered as full time are eligible for TAP.

Appendix 3: Rules of the Board of Regents

A full-time program is one that is capable of completion in the “normal” time. For example, section 52.2(c)(7) of the Regulations of the Commissioner of Education specifies that a four-year undergraduate degree must be capable of completion in four academic years of full-time study. Thus, a baccalaureate degree that requires 120 semester hours should be capable of completion at the rate of 15 semester hours per semester to be completed in the normal time of four academic years.

“Full-time program” differs from a student’s full-time course load or full-time study requirements. While a full-time program must be capable of completion in the normal time to be registered as a full-time program, students need not complete the program at the rate of 15 semester hours a semester. The full-time study requirement, pursuant to Commissioner’s Regulations section 145-2.1 (a), is a minimum course load of at least 12 semester hours. For more information on the New York State Tuition Assistance Program, contact the Higher Education Services Corporation (HESC).

POLICY STATEMENT ON LIBERAL ARTS AND SCIENCES

This guidance is intended to assist institutions of higher education in New York State in meeting the requirements of the Rules of the Board of Regents, Section 3.47 (c), Requirements for Earned Degrees, Undergraduate degrees:

“Undergraduate degrees shall be distinguished, as follows, by the minimum amount of liberal arts content required for each degree. The required liberal arts core shall not be directed toward specific occupational or professional objectives.”

Degree and minimum required total program credits	Minimum Proportion of Content	Minimum Number of Credits
Associate in Occupational Studies (60)	0	0
Associate in Arts (A.A.) (60)	3/4	45
Associate in Science (A.S.) (60)	1/2	30
Associate in Applied Science (A.A.S.) (60)	1/3	20
Bachelor of Arts (B.A.) (120)	3/4	90
Bachelor of Science (B.S.) (120)	1/2	60
All other undergraduate baccalaureate degrees (BBA, BE, BFA, BPS, BTECH, etc.) (120)	1/4	30

The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.

Examples of course types that are generally considered within the liberal arts and sciences:

- Humanities:
 - English—composition, creative writing, history of language, journalism, linguistics, literature, literature in translation, playwriting
 - Fine arts—art appreciation, history or theory
 - Foreign languages—composition, conversation, grammar, history of the language, literature of the language, reading, translation studies
 - Music—music appreciation, history or theory
 - Philosophy—comparative philosophy, history of philosophy, logic, schools of philosophy
 - Religion—comparative religion, history of religion

Appendix 3: Rules of the Board of Regents

- Theater—dramatic interpretation, dramatic literature, dramaturgy, history of drama, playwriting
- Natural sciences and mathematics:
 - Natural sciences—anatomy and physiology, biology, chemistry, earth science, geology, physics, zoology
 - Mathematics—calculus, mathematical theory, statistics
 - Computer Science—broad survey/theory courses
- Social sciences:
 - Anthropology, cultural studies, economics, geography, government, history, political science, psychology, sociology
 - Criminal justice—introductory and broad survey courses
 - Communications—interpersonal communication, mass communication, public speaking, speech and rhetoric

Examples of course types that are generally not considered within the liberal arts and sciences:

- Agriculture
- Business—administration, finance, human resources, management, marketing, production
- Computer applications (e.g., word processing, database, spreadsheet), programming (e.g., specific languages)
- Health and physical education
- Home economics
- Education and teaching methods
- Library science
- Music—studio, performance, practice courses—voice, instrument, direction, conducting
- Office technologies and practice
- Performing and related arts—acting, costume design, dance, direction, lighting, production, scene construction, sound production
- Specialized professional courses in such fields as accounting, architecture, dental hygiene, dentistry, engineering, law, medicine, nursing, nutrition, pharmacy, podiatry, veterinary medicine
- Studio art—drawing, painting, ceramics, sculpture
- Technology/technician fields—construction, data processing, electrical, electronics, graphic arts, mechanical, medical, refrigeration repair
- Television and radio production
- Theology—pastoral counseling, ministry

ADMINISTRATIVE POLICIES FOR ASSOCIATE DEGREES

The Board of Regents in 1950 approved two degrees, Associate in Arts (A.A.) and Associate in Applied Science (A.A.S.), and in 1965 approved the additional degree Associate in Science (A.S.). These degrees may be awarded to graduates of registered two year (60 semester hours) or three-year (90 semester hours) curricula, provided institutions have character authority to grant such degrees.

To have registered a curriculum leading to any of these degrees, an institution and the curriculum must satisfy (a) the requirements contained in Section 5 of the Regulations of the Commissioner of Education, and (b) the specifications described in this policy sheet.

Appendix 3: Rules of the Board of Regents

This statement of policy represents a revision of the 1953 Administrative Policies for the Associate Degrees. The revision is intended to reflect general changes in the thinking of the Department and to establish policy for the new Associate in Science degree. This policy statement seeks to establish general guidelines and to make clear-cut distinctions among the three degrees. All degree curricula as distinct from non-degree programs must contain a minimum of bona fide liberal arts and science courses, which go beyond particular occupational or professional objectives. It is this segment of the curriculum that makes for a collegiate education. An institution should strive to exceed the stated minimum in liberal arts courses and should attempt to achieve balance among the three major disciplines, the humanities, the natural sciences and mathematics, and the social sciences. In keeping with its mandated role, the State Education Department will exercise its discretion to insure that curricular patterns are consistent with the enlightened consensus of academic opinion. Specific distinctions among the three degrees are indicated below.

ASSOCIATE IN ARTS (A.A.)

The course of study leading to this degree should be an organized curriculum composed primarily of courses in the pure liberal arts and sciences. At a minimum there should be 48 semester credit hours of work taken in the humanities, the natural sciences and mathematics, and the social sciences. The exact balance within the 48 semester hours among these three major fields is at the institution's discretion, but these should be a reasonable distribution of work in these three categories as well as depth in some.

ASSOCIATE IN SCIENCE (A.S.)

The course of study leading to this degree should be an organized curriculum composed of courses in the liberal arts and science. At least, 30 semester hours of credit should be offered in the humanities, the natural sciences and mathematics, and the social sciences. The exact balance within the 30 semester hours among these three should be a reasonable distribution of work these three categories as well as appropriate depth in one.

ASSOCIATE IN APPLIED SCIENCE (A.S.)

With the addition of the Associate in Science degree the junior and community colleges have, with appropriate character authorization, flexibility to organize their curricula in the following patterns analogous to baccalaureate programs.

1. The Associate in Arts degree would be used primarily for transfer programs, which lead to the bachelor of arts degree. It may also be used for general liberal arts programs of a non-transfer nature.
2. The Associate in Science degree may be used for certain occupationally oriented curricula, but is primarily designed to serve science or professionally related programs, which lead to transfer to bachelor of science degree curricula.
3. The Associate in Applied Science degree, to be used primarily for occupationally oriented curricula, may at times be appropriate programs as a transfer degree to certain types of specialized baccalaureate programs such as the bachelor of business administration, bachelor of education, or bachelor of engineering.

By action of the Board of Regents at their June 1971 meeting, a two-year degree, the Associate in Occupational Studies (A.O.S.), was authorized for Occupational education programs. Colleges presently authorized to confer either the Associate in Applied Science degree, or the Associate in

Appendix 3: Rules of the Board of Regents

Science degree are eligible, without further amendment to their college charter, to develop programs leading to the A.O.S. degree.

ASSOCIATE IN OCCUPATIONAL STUDIES (A.O.S.)

The course of study, leading to this degree should be an organized curriculum of post- secondary level education leading to occupational competence. The program requires two academic years (or a minimum of 60 semester hours) for completion, and may consist solely of course work in the specialized area and related work thereto. General education may be optionally included, but will not be considered to contribute toward program registration. Such programs should have a distinct identity of their own independent of courses of study leading to the Associate in Applied Science degree.

Credit/Contact - Guidelines

Definition of Credit Hours/Assignment of Credit Hours

Policies and regulations at Queensborough Community College (QCC) and the City University of New York (CUNY) with regard to credit hours adhere to all guidelines of the New York State Education Department (NYSED), whose guidelines, in turn, adhere to all guidelines of the United States Department of Education. All courses and programs are submitted to and are approved by the NYSED.

Official CUNY guidelines for the assignment of credit hours are posted on the college website under “Academies,” “Registrar,” and “[Credit Hour Definitions](#)”:

Semester credit hour means a credit or 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. 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 studying the two semesters that constitute an academic year. Following CUNY guidelines, QCC operates on an academic year divided into two equal semesters of 15 weeks duration, a short winter intersession of three weeks, and various shortened summer sessions.

Consistent with codes and regulations of NYSED and CUNY, the actual amount of academic work that is required of a single semester credit hour is calculated as follows:

- *Lecture, seminar, discussion, recitation*
A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction with a normal expectation of two hours of outside study for each class session. Typically, a three-credit-hour course meets three 50-minute sessions a week for fifteen weeks for a total of 45 sessions.
- *Laboratory, practicum, workshop, studio*
A semester credit hour is awarded for an equivalent amount of work for other academic activities as established by the institution, including laboratory work, practicum, workshop, studio, and other academic work leading to the award of credit hours.
- *Fully online and hybrid course*
Credit hours are based on the same formula as in-class instruction. A course that is fully online or partially online (hybrid) requires the same amount of direct computer-based work as the time spent in the class. The amount of student preparation is equivalent to the standard course models above.
- *Credit by Examination*
At its discretion, an institution may award semester hour credits for mastery demonstrated through credit by examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.

Appendix 4: Credit/Contact Guidelines

- *Short Sessions*

Credit hours are earned in short sessions (e.g., summer sessions, winter intersessions) proportionately to those earned for the same activity during a regular session of the institution. Required minutes are divided over the number of days in the shortened session.

- *Internships*

For internships, the college practice is to require 40 work hours (on site or in related class or working on home assignments) for each academic credit awarded. For a typical 3-credit internship, this means that students would spend 90 hours on site, 15 hours in class, and 15 hours doing related work assignments.

Procedures for Assigning Credit Hours to Course Scheduling

Based on a 50-minute credit hour, minutes for all course sections are computed according to the following table used by the Registrar’s Office:

CLASS HOURS	MINIMUM MINUTES FOR SEMESTER	MINUTES PER CLASS 1X WK (15WKS)	MINUTES PER CLASS 2X WK (15WKS)	MINUTES PER CLASS 3X WK (15WKS)	MINUTES PER CLASS 4X WK (15WKS)
1	750	50			
2	1500	100	50		
3	2250	150	75	50	
4	3000	200	100	67	50
5	3750	250	125	84	63
6	4500	300	150	100	75

The day and evening course schedule is arranged according to the following time slots:

DAY SCHEDULE	
A	Before 8:10 a.m.
B	8:10 – 9:00 a.m.
C	9:10 – 10:00 a.m.
D	10:10 – 11:00 a.m.
E	11:10 – 12:00 Noon
F	12:10 – 1:00 p.m.
G	1:10 – 2:00 p.m.
H	2:10 – 3:00 p.m.
J	3:10 – 4:00 p.m.
K	4:10 – 5:00 p.m.
L	5:10 – 6:00 p.m.
X	Section with multiple start time

Appendix 4: Credit/Contact Guidelines

EVENING SCHEDULE			
M	6:10 – 7:00 p.m.		
P	7:10 – 8:00 p.m.		
Q	8:10 – 9:00 p.m.		
R	9:10 – 10:00 p.m.		
S	10:10 – 11:00 p.m.		
SECTION KEY TO WEEKDAY			
1	Monday	5	Friday
2	Tuesday	6	Saturday
3	Wednesday	7	Sunday
4	Thursday	0	Section meets 4 or more days/week

Procedures for Ensuring Accurate and Reliable Application of Credit Hour Policies

All courses and credit assignments at QCC are reviewed and approved by department faculty, the college’s curriculum committee, the college’s Academic Senate, the CUNY Board of Trustees, and NYSED so as to ensure that the credit hours awarded are appropriate to CUNY policy and that the student learning outcomes and course requirements accurately reflect the amount of credit to be awarded for the course. In those cases in which courses are part of a degree program, they are specified in the program proposal along with hours and credit. Procedures for the awarding of credit, course proposals, and program proposals are specified in the guidelines of the College Curriculum Committee, which are available at:

<http://www.qcc.cuny.edu/governance/academicSenate/curr/documents.html>

These guidelines address but are not limited to the assignment of course hours and credits, organization of syllabi, general education and programmatic learning outcomes addressed, and equivalent courses at other colleges and universities.

Subsequent to their review and approval by the curriculum committee, documents are preserved in minutes of the college curriculum committee, available on the committee’s website:

<http://www.qcc.cuny.edu/governance/academicSenate/curr/agendaMinutes.html>; minutes of the College Faculty Senate are available at:

<http://www.qcc.cuny.edu/governance/academicSenate/past-senate-agendas/index.html>; and

minutes of the CUNY Chancellor’s Report are available at:

<https://cunyportal.cuny.edu/cms/id/cuny/documents/CURReport/Jun2015/WebCUR/ChanUnivReport/ChanUnivReportTOC.htm>.

A credit hour statement is available for each course and is published in the course description in the college catalog.

The course schedule is created by the department chair, who is responsible for ensuring that the course schedule complies with the credit hour policy. This schedule is then submitted to the Office of the Registrar for review and publication.

Appendix 4: Credit/Contact Guidelines

Information on the number of credit hours and the dates, times, part of term, and delivery format for each course is published online through the course schedule and is publicly accessible prior to student registration each term. This process is monitored by the department chair, the registrar, Student Affairs, and Academic Affairs.

Changes to the credit hour statement of a course must be approved through the institutional curriculum process.

Summary

QCC has policies and procedures in place to determine the number of credit hours awarded for courses and programs. These policies and procedures include faculty, staff, and administrators at multiple levels (departmental, college, and institutional). They comply with commonly accepted practice in higher education as well as CUNY policies and regulations which adhere to all guidelines of NYSED, whose guidelines, in turn, adhere to all guidelines of the United States Department of Education. The college's policies and procedures apply to courses in all delivery formats (face-to-face or online or hybrid modalities) and at all locations (main campus or approved external instructional sites). These policies and procedures are published and available on the campus website, college catalog, and CUNY website.

Policies and procedures are available in the following online locations:

Credit hour definitions:

http://www.qcc.cuny.edu/registrar/docs/CUNY-Registrar_-_Credit-Hour-Guidelines.pdf

Curriculum committee documents and guidelines:

<http://www.qcc.cuny.edu/governance/academicSenate/curr/documents.html>

College catalog (pdf and searchable versions):

<http://www.qcc.cuny.edu/academics/college-catalog.html>

Faculty handbook:

<http://www.qcc.cuny.edu/governance/faculty/handbook/index.html>

Blackboard support:

<http://www.qcc.cuny.edu/FacultySupport/Blackboard-Support/index.html>

* * *

CUNY Common Core Requirements

As of fall 2013, the Pathways common core is the new general education requirement in all CUNY colleges. Totalling 30 transfer credits for Associate in Arts (AA) or Associate in Science (AS) degree programs, the common core will satisfy 30 credits of general education requirements at any college in CUNY. The remaining credits in degree programs will be satisfied by the “major” requirements and electives. For students in Associate in Applied Science (AAS) degree programs, the common core is approximately 20 credits. For every degree program at the college, the Pathways common core courses are clearly indicated.

The Pathways common core consists of a “required” core of 12 credits and a “flexible” core of 18 credits. The required core is divided into three categories, and the flexible core is divided into five categories. Specific requirements for each category are indicated below.

The required core consists of 12 credits, as follows:

- English composition (6 credits)
- Mathematical and quantitative reasoning (3 credits)
- Life and physical sciences (3 credits)

The flexible core consists of 18 credits: six 3-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field:

- World cultures and global issues (3 credits)
- U.S. experience in its diversity (3 credits)
- Creative expression (3 credits)
- Individual and society (3 credits)
- Scientific world (3 credits)
- One additional course from the flexible core

Learning outcomes for each of the common core categories and a list of QCC courses approved for the common core may be found at <http://www.qcc.cuny.edu/gened/index.html>.

Support Services Acquisition Form

**QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York**

COMMITTEE ON CURRICULUM OF THE ACADEMIC SENATE

Telephone
Fax
Email

DATE: _____

FROM: _____, Chairperson

TO: _____, Chairperson, Academic Department

Library and Academic Computing Center Support for New Course or Program

The course or degree program, which your department has proposed, has now been approved by the Committee on Curriculum and is being forwarded to the Academic Senate for its approval. In order to assist the library and academic computing center staff in providing the support services and materials which would be needed for this new course or program we request that you determine what would be needed and send your analysis to the Chief Librarian and Director of the Academic Computing Center.

Please follow the following outline for your response and requests.

OUTLINE FOR ACQUISITIONS REQUEST FOR A NEW COURSE(S) OR PROGRAM

1. What resources (i.e., book periodicals, films, videos, hardware and software, and others) are needed in support of this new course (s) or program?
2. What resources are needed to be added to the present library holdings?
3. What resources are needed to be added to the present Academic Computing Center holdings?
4. What services are needed from the Library?
5. What services are needed from the Academic Computing Center?

Sample Policy Statement

PRINCIPLES CONCERNING CERTIFICATE PROGRAMS

The Committee on Curriculum recommends that the Academic Senate adopts the following principles concerning Certificate Programs:

That Queensborough Community College should:

- (a) Continue to offer a variety of certificate programs including programs which are not intended to lead on to two-year programs not to serve a transfer function:

Note: QCC currently offers four such programs capable of leading a student on, and a number of new programs have been proposed and are being developed by different departments.

- (b) Continue to observe the requirements of the Board of Trustees upholding present admissions requirements for students who enter certificate programs and requiring placement examinations for all students in certificate programs.
- (c) Require that all matriculated students in certificate programs begin required remediation in reading skills within the first nine (9) credits of course work and complete all such remediation before going beyond 50% of the credits needed for their certificate program and remediation in Mathematics, Speech and Writing be completed in the same manner only if so required by the certificate program.

Note: Not one of the four present QCC certificates requires any Mathematics at a remedial or credit level.

Note: Such remediation could be given in the form of a specifically designed course performing a role similar to that which MA-009 performs for the Nursing program.

Appendix 8: Annual Message to the Department Chairs from the Chair of the Committee on Curriculum Concerning Matters to be Brought Before the Committee

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

COMMITTEE ON CURRICULUM OF THE ACADEMIC SENATE

Telephone
Fax
Email

DATE:

FROM: , Chairperson

TO: , Chairperson, Academic Department

Matters to be brought before the Committee on Curriculum in this Academic Year

The Committee on Curriculum of the Academic begins its 20XX – 20XX academic year with a considerable agenda of pending matters. If your department has any matter for the Committee’s consideration or action, the Committee requests that you notify it as soon as possible so that the Committee might arrange its calendar accordingly. You need not wait to gather all supporting documentation and materials before notifying the Committee.

Of course you may present any relevant matter to the Committee at any time even without prior notification. However, to avoid having important matters being delayed or hastily processed and sent to the Academic Senate, it would be better if the Committee had some prior notice of business to be placed before it so that it could proceed to deal with it in a professional and responsible fashion.

During this academic year the Committee will be deliberating on several proposals for new curricula. If you would like to speak with the Committee concerning any proposals, or if you would like to be kept informed of the actions taken concerning specific proposals, kindly inform me as soon as possible.

Please check the Committee on Curriculum website for templates and formats to be used for submission of items to the Committee. [<http://www.qcc.cuny.edu/Governance/AcademicSenate/CURR/default.asp>]

The Committee on Curriculum needs to send the Monthly Report to the Steering Committee two (2) weeks prior to the Academic Senate meeting. The Committee on Curriculum meets on Tuesday at 2 pm, whenever there are proposals to be examined and approved. Because of scheduling of both Steering Committee and Committee on Curriculum at least 5 weeks are needed to get submissions to the Academic Senate, provided there are no major revisions and it is approved by the Committee on Curriculum without delay.

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

COMMITTEE ON CURRICULUM OF THE ACADEMIC SENATE

Telephone
Fax
Email

DATE:

FROM: , Chairperson

TO: , Chairperson, Academic Department

Confirmation of Submission to Committee on Curriculum

This is to confirm receipt of your submission to the Committee on Curriculum.

- New program
- Program revision
- New course
- Course revision
- Course deletion

The following additional information is necessary for the Committee to begin to review your submission:

- incomplete new course template (see item)

Your submission will be discussed at the Committee on Curriculum Meeting on (date, time and room). Should there be any questions we will contact you immediately after the meeting. If your presence is needed you will be notified.

After approval, the item will be sent to the secretary of the Academic Senate Steering Committee to be included on the Academic Senate Agenda. The Committee on Curriculum needs to send the Monthly Report to the Steering Committee two (2) weeks prior to the Academic Senate meeting.

After the QCC Senate approves the proposals, they are sent to CAPP (Committee on Academic Policy, Program, and Research), the subcommittee of the Board of Trustees, which considers all curricular matters for recommendation to the full Board. CAPP meets each month during the semester, and limits its agenda to a few program proposals. Colleges (represented by the President, VP for Academic Affairs, and relevant department chair) present their new program proposals to CAPP. Once the new program is recommended by CAPP and approved by the full Board, the Central CUNY Office of Academic Affairs sends the program to the State Education Department.

Programs with NYS licensures require additional approval from the NYS licensing agency. It is after the State Education Department's formal approval that the program receives its official HEGIS code. The interim of time from Board approval to SED approval may be as long as several months.

**FACULTY HANDBOOK FOR THE
PREPARATION OF NEW ACADEMIC PROGRAMS**
Office of Academic Affairs
Revised August 2014

I. BASIC GUIDELINES FOR NEW PROGRAM APPROVALS

A. INTRODUCTION

The academic programs offered by the City University of New York represent a broad and diverse spectrum of educational opportunities provided to tens of thousands of students at every degree level. Currently, the University offers over 2,000 degree-granting programs. As of this writing, over 65 programs are offered at the doctoral level and over 650 at the master's level. There are over 700 baccalaureate programs and over 250 associate degree programs. In addition, there are more than 340 certificate programs from the pre-associate to the post-graduate levels. The University's vast curricular offerings are a tribute to the immeasurable talents of its faculty.

The University takes justifiable pride in its established academic programs, but it cannot afford complacency. The ongoing development of new academic programs is vital to the University, its students and the communities it serves. Academic programs shape the intellectual efforts of both faculty and students, and they reflect each college's mission and goals.

As mandated by the Board Bylaws, the development of new academic programs is the prerogative of the faculty on each campus. Faculty expertise provides the best guarantee that the education process will be dynamic and that the colleges will grow and change to meet society's challenges and students' needs. While the faculty has the responsibility for initiating new academic programs and revisions to existing programs, the college administration, led by the President and the Chief Academic Officer, also plays a key role in academic program development. The college administration is responsible for creating an environment that provides for ongoing review, constructive change, and appropriate additions to the college curriculum. It is through this collaboration that the college's unique mission and goals are fulfilled.

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

Before any new program can be offered at the University it must undergo qualitative reviews and receive approval from appropriate governing bodies at three levels:

- the College;
- the Board of Trustees (BOT);
- the New York State Education Department (SED).

In Fall 2013, the University took steps to abbreviate the program review and approval process. We no longer require a Letter of Intent as a first step in the program approval process; the proposal is now the only document required. As part of the development of new masters programs, the University no longer requires a proposal review by the now disbanded Graduate Advisory Committee. As a result, the timeline for program approval has been shortened, however from approval by the appropriate college governance bodies and the Office of the Provost through approval by the CUNY Board of Trustees takes approximately a year with approximately an additional six months for approval and registration by SED. The Office of Academic Affairs (OAA) is committed to facilitating the review process and moving each

Appendix 10: Revised Faculty Handbook for the Preparation of New Academic Programs

proposed program toward its final goal as quickly as possible. To that end, this document sets forth information on general evaluation criteria; and the final proposal (content and procedure).

B. GENERAL EVALUATION CRITERIA

The criteria used to evaluate a program proposal will vary depending upon the program itself and are also determined by the role of each governing body reviewing the proposal. Nevertheless, certain criteria should apply to the review of all academic programs.

By the time a program is recommended for approval by OAA to the Board Committee on Academic Policy, Program, and Research (CAPPR), it will have been evaluated according to the following standards:

- Academic quality;
 - Justification of needs (to include societal needs in terms of regional, state and national needs; career opportunities for graduates; and student interest);
 - Relationship to other programs at CUNY (e.g. possible duplication);
 - Relationship to other campus programs and to college and University missions;
 - Resources available to implement the program;
 - Conformity with the standards of accrediting agencies (necessary for the professions);
 - Conformity with the regulations of the SED.
1. The University Director of Program Review, Articulation and Transfer and other appropriate OAA staff will read the initial draft proposal and consult with the EVCUP (Executive Vice Chancellor & University Provost) concerning the proposed program.
 2. The EVCUP will send a formal response to the President either authorizing the College to proceed with the full development of the program proposal or requesting further information and discussion.
 3. In order to facilitate the development of the proposal, the Provost and appropriate faculty may be invited to meet with members of the OAA staff. Final proposals must be received within two years from the date of the letter authorizing the college to proceed with the development of the full proposal.

C. THE PROPOSAL

Experience suggests that almost all proposals require some discussion with OAA before submission and some revision before they are ready for presentation to the Board of Trustees. The final proposal should not exceed 25 pages, excluding appendices. A checklist reviewing the proposal components can be found on this website under “CHECKLIST OF REQUIRED DOCUMENTATION FOR NEW PROGRAM PROPOSALS”.

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

CONTENTS OF THE FINAL PROPOSAL

The proposal’s title page must include:

- the college name;
- the name of the department(s) sponsoring the program;

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- the official name of the program;
- the degree or certificate to be awarded;
- the anticipated date for implementation of the program;
- the date of College governance approval (please include as well the name of the appropriate governance body);
- the signature of the Chief Academic Officer, which certifies the date of College governance approval;
- the name, title, telephone and fax numbers, and e-mail address for the proposal's chief contact person.

Please consult please consult the “Application Forms” section of this website for an OAA template of a sample title page.

The proposal's second page should comprise the table of contents, indicating the narrative portion of the proposal as well as the appendices. All pages must be sequentially numbered throughout. The program proposal is going to be reviewed by many parties. It should be presented in a way that facilitates finding key elements. Please consult the “Application Forms” section of this website for an OAA template of a sample table of contents, including a model for presenting documentation in appendices.

An abstract of the proposal (approximately 250 words) must also be included, and will inform the resolution presented to the Board for approval.

Main components of the narrative should follow this outline:

- 1. Purpose and Goals:** Begin this section with a clear statement of the program's purpose. Include an explicit statement of how the program meets students' educational goals and career objectives. Also describe national or local educational trends, and discuss the faculty's expertise and commitment. Address the effect the establishment of the proposed program will have on the college; the relationship of the program to the mission of the college (specifically, the program's relationship to the college's priorities); and the extent to which the proposed program complements existing programs at the college. The potential quality of the proposed program in relation to comparable programs within and outside CUNY should be discussed as well.
- 2. Need and Justification:** In the first part of this section, the proposal should consider the needs of the students, the college, and the community. Will the program, for example, contribute to specific state and societal needs? For proposals with professional or vocational orientation, please discuss employment opportunities and include specific job titles with salary ranges. Any relevant local demand for individuals possessing the knowledge, skills, and credentials conferred by the program may also be referenced. As future employment is a goal of most of our students, inclusion of similar information is encouraged for liberal arts programs. Inclusion of this information will be considered as strengthening the proposal. In the absence of such information for liberal arts programs, information indicating student demand for the curriculum should be included, along with letters of support from graduate or professional programs for which the proposed curriculum would prepare students. The more specific the information that documents the need and employment prospects for graduates of the proposed program, the more credible the proposal will be. Brief excerpts from articles and letters may be cited. Letters of support from prospective employers or experts may be included in an appendix. The second part of this section should reference similar programs that already exist at CUNY and at other local colleges. Any issues of overlap and duplication must be addressed straightforwardly. Duplication concerns from fellow CUNY colleges should be resolved before the final proposal is presented.

- 3. Student Interest/Enrollment:** What is the present and projected student demand? A numerical table, located on our website under “Application Forms,” projecting enrollments, both full and part-time, for the first five years of the program’s existence must be included. State clearly the underlying assumptions about sources of potential students that led to these projections. Indicate the anticipated rate of attrition and state the underlying assumptions for this conclusion. Sources for projected students should be described in specific terms, with special attention to programs on the campus and at nearby units of CUNY that might send students to the program. Standards required of students seeking admission to the program must be spelled out in detail. Also include: the selection process for admitting students; arrangements for advising and counseling students; and any special support services that will encourage timely completion of the program.
- 4. Curriculum:** In your narrative, provide an overview of the curriculum and statement of the intellectual rationale for the proposed curricular design. Articulate which courses are required; which concentrations, if any, are available; the type of electives; the number of credits for each course; the total number of credits in the program and any non-course requirements such as a thesis; comprehensive or language exam or clinical experience. If an undergraduate program requires more than 60/120 credits, a waiver must be requested of the Executive Vice Chancellor. Using the required SED form in the “Application Forms” section of this website, provide a sample semester-by-semester sequence of a typical program. Complete course descriptions for all courses required in the major and complete course syllabi for all new courses must be included as noted in the OAA template for the Table of Contents. The second part of this section must address the articulation needs of the proposed program (please consult the “Application Forms” section of this website for a sample of a CUNY articulation agreements). The discussions begun before the first draft of the proposals should have resulted in one or more articulation agreements, at least one of which should be with another CUNY college. Describe these articulation agreements in this section. Copies of completed and signed articulation agreements must be included in an appendix.
- 5. Cost Assessment:** Because a comprehensive assessment is needed to delineate all anticipated costs, it is suggested that these be addressed in separate categories as follows:

 - A. FACULTY:** Briefly summarize the qualifications of available full-time faculty who will teach the required courses for the proposed program and indicate which courses can be taught by each faculty member. Complete the required SED form, a copy of which is included in this handbook. Specify the number of new full-time faculty that will be needed to offer the program. In addition, indicate whether adjuncts are needed to teach the proposed program and justify the use of adjuncts rather than full-time faculty. Please note that reliance on adjuncts for staffing new programs is strongly discouraged. It is also important to recognize that the use of existing full-time faculty to teach in the new program will affect existing programs. Explain how full-time faculty who will teach in the new program will be replaced in existing programs. Are there any replacement costs for full-time faculty or any release time needs, such as for a Program Director? Indicate any other support staff such as College Laboratory Technicians, College Assistants, etc. needed to offer the proposed program and justify the need for hiring such persons. Curricula Vitae of faculty who will teach in the program should be available upon request and no longer need to be included in an appendix.
 - B. FACILITIES AND EQUIPMENT:** It will be necessary to consult with the college’s Vice President for Finance and Administration to accurately prepare this segment of the proposal. Describe any special space needs for the program, including the availability of computer centers or laboratories. If space will have to be added, leased, or renovated, estimate the costs of providing and maintaining such space and indicate the source of funding. Any special equipment needed to offer the program must be listed with estimated costs and funding sources.

Appendix 10: Revised Faculty Handbook for the Preparation of New Academic Programs

- C. **LIBRARY AND INSTRUCTIONAL MATERIALS:** It will be necessary to consult with the College's Chief Librarian to accurately prepare this segment of the proposal. Describe the library resources presently available to support the proposed program and then discuss any additional library needs that the program will create. Estimate the total annual costs for upgrading library support to offer the program. Address any needs for other instructional materials such as computer software, audio-visual materials, and subscription database.
- D. **BUDGET TABLES:** Spreadsheets outlining the proposed program expenditures and revenues must be included. There are separate Revenue tables for senior colleges and community colleges. Copies of the tables can be found in the "Application Forms" section of this website. Please note that "Revenues" cannot be left as "zero" or "not applicable." Revenues are calculated on the basis of student enrollment, taking into account tuition and state allocation. There is also a spreadsheet to assist you in calculating the additional number of course sections required with the addition of the program. This must be filled out as well.

6. Evaluation:

- A. **INTERNAL EVALUATION AND OUTCOMES:** Explain how the quality of the proposed program will be monitored during the first five years of the program's existence. Include a discussion of the desired outcomes for students and for the program. Indicate the measures that will be used to assess these outcomes. State the criteria that will be examined, such as student achievement of specific educational goals, placement of graduates, and faculty performance. Specify which departmental and college officials will participate in the process.
- B. **EXTERNAL EVALUATION:** This section is only required of all graduate program proposals. The SED mandates that all new master's degree programs be evaluated by one expert in the subject area who is from a college or university outside the New York metropolitan area. New doctoral programs need two evaluations from outside experts in the field. In special circumstances, the EVCUP may solicit an outside evaluation for an undergraduate program. The evaluators' names, positions, and institutional affiliations should be identified in this section.

7. Procedure:

- A. The full proposal must be approved by appropriate college governance bodies. This includes approvals of any new courses required to launch the program. Four copies of the proposal, with a cover letter from the college President or Provost, should then be forwarded to the EVCP, with a copy to the University Director of Program Review, Articulation and Transfer, Dr. Ekaterina Sukhanova at Ekaterina.Sukhanova@cuny.edu and Ken Norz at kenneth.norz@cuny.edu. Receipt of the proposal will be acknowledged promptly.
- B. The proposal will be reviewed by appropriate staff in the OAA. Usually, this review is completed within 30 business days, and any issues or concerns that require clarification are communicated to the college in an expeditious manner.
- C. After any necessary revisions have been completed, the OAA staff returns the final proposal to the EVCUP with a recommendation that it be presented to CAPPR for approval. Please Note: Colleges should not expect new draft proposals submitted shortly before the CAPPR deadline to be included on the agenda for the next meeting. In most cases, this is unrealistic. Colleges should allow sufficient time for the OAA to review the proposal carefully and for the colleges to implement any necessary revisions. The OAA will not recommend to the EVCUP any proposals

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deemed incomplete or unfinished. Should there be special reasons for concern about a proposal being ready in time for a particular CAPP meeting the proposing college should consult with the OAA staff as early as possible in the process.

The EVCUP will make the final decision as to whether to recommend the proposal to CAPP. The college will be notified in writing when the proposal is placed on the CAPP agenda. At that time the college will be responsible for providing 14 hard copies of the final version (double-sided and stapled but not bound) along with an electronic version submitted into Sharepoint, our document sharing system. OAA staff will notify the college when to send these copies). Check with your Provost's office about the uploading of the document to Sharepoint.

- D. The President and/or Chief Academic Officer will be expected to be in the audience during the CAPP meeting during which the EVCUP presents the proposal and should be prepared to answer any questions that may arise. Faculty involved with the proposal may accompany the President/Provost and may also answer questions if called upon.
- E. If CAPP approves the proposal, a resolution incorporating that approval is placed on the calendar for the next Board of Trustees meeting. Once the Board has approved the program, the EVCUP sends a copy of the proposal with a letter requesting registration of the program to the State Education Department.
- F. The Regents of the State of New York have the legal responsibility to direct and coordinate the development of the post-secondary education system of the state. The SED is the administrative agent of the Regents and is responsible for educational planning and program registration in compliance with established State statutes, Regents' Rules, and the Regulations of the Commissioner of Education. The SED review may take from three to six months or more, although in many cases this process takes less time. During its review the SED may request further information and, if this occurs, the College will be notified accordingly.
- G. Section 52.1 of the Commissioner's Regulations, issued under the authority of section 207 of the Education Law, requires that every curriculum in institutions of post-secondary education be registered. New programs may not be advertised nor enroll students until the College has received notification of registration from the State Education Department. At registration, the SED will assign each new program a five-digit NYSED program code that will uniquely identify the program from all other academic programs offered in New York State and will add the program to the State Inventory of Registered Degree Programs. SED will also assign the official Higher Education General Information Survey (HEGIS) code. A HEGIS code refers to a program's academic area and does not uniquely identify a program. The proposing college may suggest a proper HEGIS code but final assigning authority rests with SED. The list of correct HEGIS codes is available on our website under "Application Forms".

Source:

<http://www.cuny.edu/academics/programs/resources/faculty-handbook/OAA2014FacultyHandbookforPreparationofNewAcademicProgramsfortheweb.pdf>

**CHECKLIST OF REQUIRED DOCUMENTATION
FOR NEW PROGRAM PROPOSALS**

(other than those for programs leading to certification in teacher education*)

II. FULL PROPOSAL

ITEM	REQUIRED
Cover Page with the Program Title, all dates of College Governance Approval, and signature of the Provost	Yes. (SED cover page is optional)
Table of Contents	Yes.
Course Scheduling	Yes. SED form required.
Faculty Teaching Assignments (Full-time & Part-time)	Yes. SED form required.
Faculty to be hired	Yes. SED form required.
Budget Projected Resources, Expenditures and Seat Projections	Yes. CUNY form required.
New Resources	Yes. SED form required.
Course Descriptions for Existing Courses and Syllabi for New Courses	Yes. <i>Please note that after the program has been approved by the Board of Trustees, new course descriptions must be submitted the following month for approval via the Chancellor's University Report.</i>
Survey Instrument and Results	Optional. If the college conducted a survey to determine the need for the program, the actual survey form should be appended, as well as a summary of the findings.
Articulation Agreement(s)	Required for all undergraduate programs, except for A.A.S. programs if there is no relevant program at the bachelor's level. Not required for graduate and certificate programs.
External Evaluations	Required only if the program involves cooperative arrangements, e.g., with hospitals or agencies that provide opportunities for clinical training.

Forms may be found at <http://www.cuny.edu/academics/programs/resources/faculty-handbook.html>

Appendix 11: Guidelines for a Streamlined Proposal Process for the Certificate Program that is a Subset of a Registered Program

INTRODUCTION: THE REVIEW OF ACADEMIC PROGRAMS

New academic programs that lead to the award of a degree or certificate are received on several levels:

- College level. The program is received by the faculty which, by virtue its academic expertise, is entrusted by University By-laws with the responsibility for creating curricula. The administration, which is responsible for allocating the resources necessary for implementing curricula at college, also reviews the program.
- University level. The program is then reviewed by the Office of Academic Affairs and forwarded the University Board of Trustees for its approval. The Board is vested with the statutory to request that The New York State Education Department (SED) register the program.
- State level. The New York State Education Department (SED) reviews the program to ensure compliance with State rules and regulations. When SED registers a program, it thereby certifies that the program meets all relevant state guidelines and standards.

Once the program is registered, the institution may publicize it and start recruiting students.

APPROVAL AND REGISTRATION PROCESS

The approval and registration process is by necessity extremely thorough. Its purpose is similar to that served by peer review process in the arenas of research and publication; each process ensures that the resulting product is of a high quality and consistent with academic standards of the relevant discipline. Individual colleges, the University, and the State have each developed procedures whereby new academic programs can be reviewed appropriately and advanced to the next step in the process.

It is now appropriate for the colleges and for the University to develop procedures for a streamlined approval process for one category of certificate program: the certificate in which the curriculum is a subset of an existing registered program at the institution. An abbreviated review is appropriate for this type of certificate because the curriculum of the registered program from which it is drawn has already been reviewed thoroughly and approved at the college, University, and State levels. (Please see The Revised Faculty Handbook for the Preparation of New Academic Programs [2001] for information on the approval process for all other certificate programs.)

SUBMISSION GUIDELINES FOR A STREAMLINED APPROVAL PROCESS

After the proposed certificate program has been approved by campus, it can be forwarded to the Office of Academic Affairs.

- The abbreviated proposal (not to exceed five pages) must contain 1) a brief description of the program and its purpose; 2) a tabular presentation of all required courses and credits; 3) a brief discussion of the relationship of the program to existing program at the college; 4) criteria for admission to the program; 5) projected enrollment; and 6) a statement that the college has the necessary resources to offer the proposed program without impacting negatively on its existing programs.
- The curriculum is presented in section ALI of the University Report. It is introduced by an enabling resolution, and followed by an explanation. (See the sample below.) The explanation will state briefly the purpose of the proposal program, and will indicate that its curriculum is a subset of an existing registered program at the college, listing the title, HEGIS code, and 5-digit SED Program Code assigned to that program. It will also state that a proposal for the certificate program is on file in OAA.
- The proposed program will be presented as an information item to the Committee on Academic Policy, Program, and Research (CAPPR). It will be approved by the Board of Trustees as part of their approval of the Chancellor's and University Reports.

Appendix 11: Guidelines for a Streamlined Proposal Process for the Certificate Program that is a Subset of a Registered Program

SAMPLE UNIVERSITY REPORT ENTRY

Section AI: Special Actions Creation of a Certificate Program

Creation of a Certificate Program

Resolved, that a certificate program in _____ to be offered at College X be approved, subject to financial availability.

Curriculum

[List all course, with title, number, and credits. List total number of credits required for the certificate, and any additional requirements that may exist.]

Explanation: [In a few sentences, state the purpose of the program in general terms.] The curriculum for the above certificate program in _____ is a subset of the program in _____ leading to the award of the _____ degree that is currently offered at the college (SED Program Code: _____; HEGIS). Complete copies of the proposal for this program are on file and available for review in the Office of Academic Affairs

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