



## **COLLEGE-WIDE CURRICULUM COMMITTEE**

### **Statement on Policy and Procedures**

**Fall 1980**

**Spring 1986**

**Ratified with Amendments**

**Revised Spring 2015**

**Effective Fall 2016**

**Revised Spring 2018**

**Effective Fall 2018**

**Effective Fall 2020**

## **CHARTER OF GOVERNANCE**

### **SECTION 10 CURRICULUM COMMITTEE**

#### A. Membership:

1. The membership of the Curriculum Committee shall be composed of one tenured or CCE representative from each academic department of the College, one (1) 13.3B HEO, and two (2) elected Student Senate representatives duly certified by the Vice President for Student Development and Enrollment Management
2. The representatives shall be elected by each Department from its Curriculum Committee and by the Division of Student Development and Enrollment Management, and their names submitted to the Committee on Committees for final approval.
3. The Vice President for Academic Affairs or his/her designee and the Registrar shall serve as ex-officio members.

#### B. Function:

The Curriculum Committee shall have the following duties:

1. To evaluate and recommend new courses in accordance with Board of Trustees guidelines.
2. To evaluate and recommend any modifications of current courses in the curriculum, including credits, hours, titles, course descriptions, language of instruction, prerequisites, co-requisites, etc.
3. To review and recommend approval of degree requirements and distribution requirements for existing departments.
4. To review and recommend approval of all Letters of Intent and final proposals for all degree and certificate programs.
5. To recommend to the College Senate the creation of subcommittees as the need arises, to cover such areas as skills across the curriculum, program review, etc.
6. To present to the College Senate, for its approval, any items voted upon and recommended by the committee.

#### C. Charges of the College-Wide Curriculum Committee:

1. To establish and maintain the standards and integrity of the College curricula.
2. To review existing curricula periodically and recommend changes where appropriate.
3. To encourage the development of new courses, concentrations, and programs consistent with the mission of the College by providing a College-wide forum for consideration of all new courses and program proposals.
4. To review all curriculum proposals for their conformity to the College mission and objectives of the Department.
5. To review and approve the final draft of the curricular offerings in the College Catalog.

6. To preserve the institutional history of the Committee by yearly submitting the minutes, records, and reports to the College Archives housed in the Library.
7. To make recommendations regarding all curriculum proposals, and to transmit all such recommendations to the Executive Committee of the College Senate and the College Senate at large.

## **COLLEGE-WIDE CURRICULUM COMMITTEE STATEMENT OF POLICY ON CURRICULUM DEVELOPMENT AND MODIFICATION**

1. The faculty of the college is responsible for the development, critical evaluation, and revision of curriculum.
2. The educational program of the college must be dynamic and flexible, but not, however, subject to erratic modification.
3. There must be continuous evaluation of present curricula and individual course offerings as well as the study of the development of new curricula.
4. The initiation of proposals for revision in existing curricula and development of new curricula may arise from any source after consultation with the Chairperson(s) of the departments affected.
5. Active participation in the curriculum process is recognized as part of the professional responsibility of every faculty member.
6. The College-Wide Curriculum Committee will adhere to procedures established and voted upon by the Committee.

## CURRICULUM GUIDELINES

1. Any changes in curriculum **MUST** go through the governance process. These changes include, but are not limited to:
  - new courses
  - new programs
  - pre/co-requisites
  - course description
  - course titles
  - hours
  - credits
  - adding/deleting courses to an existing program
  - pilot courses
  - courses proposed for Pathways designation
2. The curriculum item(s) is/are initiated in the departmental curriculum committee.
3. Once the curriculum item(s) is/are approved in the department, the department representative to the College-Wide Curriculum Committee sends the item(s) to the Chair of the College-Wide Curriculum Committee, the Office of Academic Affairs, and the Director of Curriculum Management and Course Articulation.
4. The Chair of the College-Wide Curriculum Committee, in consultation with the Office of Academic Affairs and the Office of Curriculum Management and Course Articulation, sends the curriculum item(s) after review to the College-Wide Curriculum Committee for discussion and vote.
5. Once the College-Wide Curriculum Committee approves the item(s), the Chair presents the items to the Executive Committee of the College Senate for placement on the agenda of the College Senate.

If the item(s) is/are voted down, then the department representative takes the item(s) back to the department for revision based on discussion at the meeting of the College-Wide Curriculum Committee. The department representative must present the item(s) again to the members of the College-Wide Curriculum Committee for their vote.

6. Discussion and vote take place in the College Senate. If the College Senate approves the item(s), the Chair of the College Senate sends the item(s) to the Office of Academic Affairs for inclusion in the Academic University Report(AUR) or the Committee on Academic Policy, Program, and Research(CAPPR) report

If the item(s) is/are voted down, then the Chair of the College-Wide Curriculum Committee brings the item(s) back for revision based on discussion at the meeting of the College Senate. The Chair of the College-Wide Curriculum Committee must present the item(s) again to the members of the College Senate for their vote.

7. Only curriculum items that are listed in the AUR and CAPPR reports can be included in the College Catalog.

## **INFORMATIONAL ITEMS**

Courses that are presented at the College-Wide Curriculum Committee from the Writing Intensive Task Force, the EdTech Committee, and the Service-Learning Committee are informational only and do not require a vote since these committees have their own voting procedures for approval. These will then be presented at the College-Wide Senate as informational items.

## PROCEDURES FOR PATHWAYS

1. Any course proposed for pathways must be approved by the department and CWCC, consistent with current practices for curricular items.
2. A new course proposal **AND** a proposal for Pathways designation may be submitted at the same time, though the new course needs to be approved first before consideration of the course for Pathways designation.
3. The Chair of the CWCC may recommend that a member consult with the college representative of the CUNY Common Core Review Committee(CCRC) before submitting the item to the CWCC for a vote to ensure the course is consistent with the Pathways standards.
4. Once the course is approved as a new liberal arts course and as Pathways designation by the College-Wide Curriculum Committee, then the Chair of the College-Wide Curriculum Committee submits the course to the College Senate.
5. Once the College Senate approves the course as a new liberal arts course and for Pathways designation, the Chair of the College Senate sends the item(s) to the Office of Academic Affairs. The Office of Academic Affairs sends the new course to CUNY to be listed in the AUR.
6. Once the course is listed in the AUR, the Office of Academic Affairs sends the Pathways proposal to the CCCRC for the members to review. If the review is favorable, then the Office of Academic Affairs will submit the course to the Committee on Academic Policy, Program, and Research(CAPPR) report as an approved common Core course.
7. The link to the CUNY Common Core Review Committee is:  
<https://www.cuny.edu/about/administration/offices/undergraduate-studies/pathways/about/ccrc/>



## **PROCEDURES FOR EXPERIMENTAL OR PILOT COURSES**

The Board of Trustees gives authorization to each senior and community college of The City University of New York to introduce on an experimental basis, as many as fifteen courses per semester approved by the Curriculum Committee of the Faculty Council [at Hostos this role is fulfilled by the College-Wide Senate], and by the President, with the understanding that such courses would not be offered for more than two semesters without the usual Board of Trustees review, and with the further understanding that this resolution does not permit the establishment of new programs, departments, or schools. (BTM,1969,06-23,002,\_G).

All courses introduced under this experimental course policy shall be sent for informational purposes only to all members of the Board of Trustees along with the subsequent departmental evaluation of such courses. (BTM,1969,06-23,002,\_G).

## PROCEDURES AT MEETINGS

1. The Chair will e-mail the agenda and curriculum items to the members of the committee. The members will bring the items to the meeting. The Chair of the College-Wide Curriculum Committee will **NOT** provide hard copy of the items that have been sent to the members prior to the meeting.
2. The Chair will list the curricular items in the agenda in the order in which the courses were submitted to the Office of Academic Affairs and to the Chair.
3. The Chair will ask the department representative and/or faculty member who developed the curriculum changes to present the curricular items.

### Faculty Presenting Curricular Items for a Vote

Faculty presenting curricular items from their departments for a vote should:

- a. illustrate the way the new course, course revisions, new program, program revisions, pilot courses, and course proposal for Pathways are in line with the department mission and goals/objectives
  - b. confine the presentation to the course description and rationale.
  - c. make a 5-minute presentation, the maximum time allocated for each curricular item on the agenda.
4. The Chair will then invite the committee members to ask questions to the department representative and/or faculty member who presented the course.
  5. Once discussion is ended, the Chair will make a motion to accept the curricular items. Any one of the committee members will second the motion.
  6. The Chair will then call for the vote.
  7. The voting will take place by secret ballot.
  8. A minimum of eight voting members must be in attendance for voting to take place. A majority of the votes cast in the affirmative, once quorum has been established, is required for an item to pass.
  9. Once the votes are tabulated, the Chair will announce the results and indicate that the motion has passed or failed.

If the curriculum item has not passed, the department can then elect to make changes recommended by the committee and ask the department representative to present the revisions to the committee at the next meeting of the College-Wide Curriculum Committee.

## **ATTENDANCE AT MEETINGS**

1. If a member misses one meeting without a written explanation to the Chair of the College-Wide Curriculum Committee, the Chair will send an e-mail to the member reminding him/her of the attendance policy. A copy of the e-mail will be sent to the department Chair.
2. If the member has a second unauthorized absence, the Chair will send an e-mail to the department Chair with a copy to the committee member that the member is in danger of dismissal from the College-Wide Curriculum Committee.
3. After the third unauthorized absence, the Chair will send an e-mail to the member and a copy to the department Chair that he/she is dismissed from the committee. The Chair will send an e-mail to the department Chair that the department has to hold an election as soon as possible to replace the member who was dismissed.
4. If a department representative is sick and unable to attend meetings for a semester, the department must vote for a replacement for the department representative. The Chair of the department must inform the Chair of the College-Wide Curriculum Committee in writing of the name of the substitute representative.

## APPENDICES

### Sample Completed Course Forms

**PLEASE NOTE: ALL COURSE FORMS ARE LOCATED IN THE COLLEGE-WIDE CURRICULUM COMMITTEE WEBSITE.**

**THE LINK IS: <http://hostos.cuny.edu/Administrative-Offices/College-Wide-Senate/Standing-Committees/College-Wide-Curriculum-Committee>**

## SAMPLE COMPLETED NEW COURSE FORM

### FORMAT FOR A NEW COURSE

Section AIV: New Courses

AIV.1

<b>CUNYfirst Course ID</b>	
<b>Department(s)</b>	Liberal Arts; FYS/Capstone
<b>Career</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
<b>Academic Level</b>	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
<b>Subject Area</b>	Capstone
<b>Course Prefix</b>	CAP
<b>Course Number</b>	202
<b>Course Title</b>	Agents of Change
<b>Catalogue Description</b>	This Capstone course engages interdisciplinary perspectives on innovation in areas such as art, humanities, information science, medicine, natural sciences, technology, global policy, and human rights. Students will refine learning skills acquired through previous Liberal Arts coursework while reading, writing, and thinking critically about intellectual curiosity and pioneering developments. The global interconnectedness of transformative invention across time will serve as a framework for the semester-long Capstone project. The Capstone project will reflect students' personal interests, abilities, and professional aspirations, empowering them as responsible and productive citizens.
<b>Pre/ Co Requisites</b>	Pre-req ENG 110; pre/co-req MAT 100 or higher; 40 credits
<b>Credits</b>	3.0
<b>Contact Hours</b>	3.0
<b>Liberal Arts</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Course Attribute (e.g. Writing Intensive, Honors, etc)</b>	Capstone
<b>Course Applicability</b>	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity                      College Option Detail _____ <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Scientific World
<b>Effective Term</b>	Fall 2020

**Rationale:** The Liberal Arts A.A. program needs additional courses to fulfill the Capstone requirement. This course will help fill that need.

**NOTE:** At least one Title and IRP code of a program to which the new course is applicable, as per SED regulation

## SAMPLE COMPLETED COURSE REVISION FORM

### AV: 1 Changes to be offered in the Natural Science Department

<b>CUNYFirst Course ID</b>	XX		
<b>FROM</b>		<b>TO</b>	
Departments	Natural Science		
Course	ENV111 – Environmental Science Laboratory I	Course	
Pre or co requisite	Co/Pre-Requisite: ENV 110 PRE-REQUISITE: MAT 10; ENG91/93 or higher, or ESL 91/93 or higher (if taught in English); SPA121 (if taught in Spanish)	Pre or co requisite	<b>PRE-REQUISITES:</b> MAT10; ENG91/93 or higher; or ESL91/93 or higher; or <b>ENG110 or higher</b> (if taught in English); or SPA121 if taught in Spanish <b>CO-REQUISITES:</b> ENV110
Hours		Hours	
Credits		Credits	
Description	The student will develop hands-on experience based on the scientific method. They will apply basic concepts from Environmental Science I in measurements, separation techniques, preparation of mixtures and water analysis.	Description	This one-credit laboratory course familiarizes students with environmental issues around us. Students will perform experiments and will have hands-on experience in recognizing and examining different environmental problems related to air, water pollution, energy, and waste. Students will learn how individual consumption can make a difference in energy use, waste reduction, and indoor/outdoor pollution levels. Students will learn how to identify an environmental problem, analyze and interpret experimental data, and write a lab report.
Requirement Designation		Requirement Designation	
<b>Liberal Arts</b>	[ <input checked="" type="checkbox"/> ] Yes [ <input type="checkbox"/> ] No	<b>Liberal Arts</b>	[ <input checked="" type="checkbox"/> ] Yes [ <input type="checkbox"/> ] No

Course Attribute (e.g. Writing Intensive, Honors, etc)		Course Attribute (e.g. Writing Intensive, Honors, etc)	
Course Applicability	<p><input type="checkbox"/> Major</p> <p><input type="checkbox"/> Gen Ed Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Gen Ed Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Gen Ed – College Option</p> <p>College Option Detail</p> <hr/>	Course Applicability	<p><input type="checkbox"/> Major</p> <p><input type="checkbox"/> Gen Ed Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Gen Ed Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p>
Effective Term			

**Rationale:** The proposed lab sequence is aligned with the new ENV110 lecture sequence and has more hands-on experiences. The course description is being changed to provide better description of the new lab course content. Attached syllabus shows new course sequence. The course will be designated as Zero-Cost textbook.

## SAMPLE COMPLETED PROGRAM REVISION FORM

**HOSTOS COMMUNITY COLLEGE – For Curriculum Committee      COURSE SYLLABUS MUST BE INCLUDED**

**PART A – ROUTINE ACADEMIC MATTERS**

**SECTION– Program Revisions**

**Department –** Behavioral and Social Sciences, Changes to AAS Degree In Public Policy & Administration

**AV. 17. -** \_\_\_\_\_ – \_\_\_\_\_

**Program Name:** AAS in Public Policy Administration      5508.00

**Effective:** Fall 2020

<b>FROM:</b>	<b>TO:</b>																																										
<b>Program Name:</b> Public Policy & Administration	<b>Program Name:</b> Public Policy & Administration																																										
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<b>World Cultures &amp; Global Issues</b>	<b>3</b>	OR	
HIS 201 World History to 1500		BLS 114 The African-American Experience	
OR		OR	
HIS 202 Modern World History		LAC 101 The Latino Experience in the United States	
<b>Individual &amp; Society</b>	<b>3</b>	<b>World Cultures &amp; Global Issues</b>	<b>3</b>
SOC 101 Introduction to Sociology		HIS 201 World History to 1500	
<b>US Experience in its Diversity</b>	<b>3</b>	OR	
POL 101 American Government		HIS 202 Modern World History	
<b>MAJOR REQUIREMENTS</b>		<b>Individual &amp; Society</b>	<b>3</b>
PPA 101 Fundamentals of Public Administration	3	SOC 101 Introduction to Sociology	
PPA 110 State & Local Government	3	<b>US Experience in its Diversity</b>	<b>3</b>
PPA 120 Unions and Labor	3	POL 101 American Government	
PPA 123 Administration of Personnel Resources	3	<b>MAJOR REQUIREMENTS</b>	
LAW 101 Law & Social Change	3	PPA 101 Fundamentals of Public Administration	3
LAW 125 Immigration Law	3	PPA 110 State & Local Government	3
CJ 101 Introduction to Criminal Justice	3	PPA 120 Unions and Labor	3
Science Lab	1	PPA 123 Administration of Personnel Resources	3
Free Electives	8	LAW 101 Law & Social Change	3
<i>VPA 192 (Recommended)</i>		LAW 125 Immigration Law	3
<i>Modern Languages (Recommended)</i>		CJ 101 Introduction to Criminal Justice	3
<b>MAJOR ELECTIVES: CHOOSE TWO COURSES</b>	<b>6</b>	Science Lab	<b>1<sup>1</sup></b>
PPA 111 Federal Administration	3	<b>CHOOSE ONE CONCENTRATION</b>	
PPA 121 Social Services Administration	3	<b>PUBLIC POLICY AND ADMINISTRATION CONCENTRATION</b>	
PPA 122 Health & Welfare Administration	3	<b>Choose two courses</b>	<b>6</b>
PPA 128 Field Practicum	3	PPA 111 Federal Administration	3
PPA 251 Women in Management	3	PPA 121 Social Services Administration	3
LAW 126 Family Law	3	PPA 122 Health & Welfare Administration	3
LAW 150 Criminal Law	3	PPA 128 Field Practicum	3
LAW 203 Constitutional Law	3	PPA 251 Women in Management	3
CJ 201 Issues in Law Enforcement	3	LAW 126 Family Law	3
CJ 250 Criminal Justice Workshop	3	LAW 150 Criminal Law	3
Total Credits	60	LAW 203 Constitutional Law	3
		CJ 201 Issues in Law Enforcement	3
		CJ 250 Criminal Justice Workshop	3

<sup>1</sup> This requirement is waived if a 3 credit Science course and a 1 credit Lab, or a 4 credit Science course, is taken in the Common Core.

	<b>Free Electives</b>	<b>8-9<sup>2</sup></b>
	VPA 192 (Recommended)	
	Modern Languages (Recommended)	
	Total Credits	60
	<b>HEALTH CARE ADMINISTRATION CONCENTRATION</b>	
	<b>Take all of the following courses</b>	<b>12</b>
	PPA 122 Health and Welfare Administration I	
	PPA 125 Health and Welfare Administration II	
	PPA 127 Health Care Finance	
	PPA 130 Health Care Human Resource Management	
	Free Electives	<b>2-3<sup>3</sup></b>
	VPA 192 (Recommended)	
	Modern Languages (Recommended)	
	Total Credits	60

<sup>2</sup> If a 3 credit Science course is taken in the Common Core, 9 credits are required in the Free Electives. If a 4 credit Science course, or a 3 credit course and a lab, are taken, then only 8 credits are required in the Free Electives.

<sup>3</sup> If a 3 credit Science course is taken in the Common Core, 3 credits are required in the Free Electives. If a 4 credit Science course, or a 3 credit course and a lab, are taken, then only 2 credits are required in the Free Electives.