

Brooklyn College
of the City University of New York

A Manual for Preparing Curriculum Proposals,
Undergraduate and Graduate,
for Faculty Council

Spring, 2007

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A Special Note Introducing this Manual for the Preparation of Curriculum Documents for Faculty Council at Brooklyn College

As of January 2007 the City University of New York has instituted a new set of procedures for reporting curriculum additions, modifications, and withdrawals to the Board of Trustees of the City University of New York.

Three separate documents (The University Report, The Chancellor's Report, and the Routine Academic Matters Report) have been merged into a single document called the Chancellor's University Report (CUR). In an effort to match what is submitted to Faculty Council at Brooklyn College with what is being reported to the Board of Trustees of the University, this manual has been modified to match the sections and the procedures of the University in so far as possible.

As a result some of what you will see in this new edition of the Manual is new and quite different. It will take careful examination to ensure that documents submitted to both the Graduate and Undergraduate Curriculum Committees follow the new guidelines.

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City University of New York

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INTRODUCTION

The faculty and the curriculum process. Curriculum at Brooklyn College officially begins with a proposal generated by faculty from a department, a program, or an interdisciplinary curriculum committee. Collections of courses are clustered into curricula, which are identified as programs, leading either to certificates, advanced certificates, or degrees. Minors programs are also curricula but they do not lead to a particular award or credential; they are, if completed satisfactorily, noted on the student's transcript. Curriculum proposals dealing with courses and/or degree requirements are subject to careful review and must be approved, not only by departments and their curriculum committees, but also by a Faculty Council curriculum committee and Faculty Council. There are two Faculty Council curriculum committees: the Committee on Curriculum and Degree Requirements (Undergraduate) and the Committee on Graduate Curriculum and Degree Requirements.¹ These committees review curriculum proposals prior to their submission to Faculty Council and the CUNY Board of Trustees.

The work of curriculum committees. Proposals to amend curriculum are presented by faculty members to their departmental or program curriculum committee. The department committee evaluates the proposal. If the committee supports it, the committee presents the proposal to the department or program for a vote of approval. If approved, the proposal is sent to one of two Faculty Council curriculum committees, i.e., the "Curriculum Committee." The Curriculum Committee evaluates, deliberates, votes, and sends **approved proposals** to Faculty Council. Proposals that do not gain approval are returned to the department or program with reasons for disapproval.²

The Faculty Council Curriculum Document. Positive recommendations of the Curriculum Committee come to Faculty Council as a Curriculum Document, the organization and format of which follow specific protocols (described in detail below). Faculty Council approves curriculum proposals by a positive vote on the Curriculum Document, after which its various items are entered in the Chancellor's University Report for transmittal to the Board of Trustees. Approval

¹ Rather than refer repeatedly to these two curriculum committees by name, this manual refers to the "Curriculum Committee" which should be understood as either the undergraduate or the graduate curriculum committee, depending on the curriculum being proposed.

² Faculty may "appeal" a negative decision of the Curriculum Committee by introducing requested changes from the floor of Faculty Council as "New Business," thus asking Faculty Council to vote directly on the issue. This approach is relatively uncommon. The usual and recommended recourse for a rejected proposal is for the department to improve the proposal and resubmit it to the Curriculum Committee.

of the Board is necessary for any change in the College's curriculum to take effect. This includes all changes in degree requirements, courses, and the addition of new courses.

Schematic rendition of the curricular process. The following chart summarizes the *usual* chain of review and approval of a curriculum proposal.

STEP 1	Department receives and approves proposal.	Procedures within departments or programs vary; be sure the Chairperson (or director) signs the proposal.
STEP 2	Proposals sent to Faculty Council Curriculum Committee.	Submit an electronic file and ten (10) copies of the complete proposal to the Chairperson of the Curriculum Committee.
STEP 3	Curriculum Committee distributes proposal.	Chair of Curriculum Committee distributes copies to faculty members and student members of committee.
STEP 4	Preliminary Curriculum Committee deliberations	Cursory examination determines the nature of questions. The Committee may contact the department or Faculty Council Steering Committee. Major problems resolved at this point.
STEP 5	Curriculum Committee votes.	Committee votes; sponsor notified. Approved proposals are entered in a Curriculum Document for presentation to Faculty Council.
STEP 6	Faculty Council reads and examines the Curriculum Document.	Faculty Council members receive the Curriculum Document. Voting occurs after seriatim examination of proposals. Committee Chair will invite sponsor to respond to questions from Faculty Council members.
STEP 7	Faculty Council votes.	Faculty Council may return proposal to Curriculum Committee or sponsor, or Faculty Council may amend or approve proposal as it stands.
STEP 8	<i>Chancellor's University Report</i> prepared, College Publications notified.	Office of Vice President for Academic Affairs prepares Curriculum Documents in final form for <i>Chancellor's University Report</i> and submission to CUNY central administration.
STEP 9	Check <i>Chancellor's University Report</i> .	Office of College Publications notes changes for <i>Bulletin</i> . Sponsors should consult <i>Chancellor's University Report</i> via the CUNY Portal web site for omissions or errors.
STEP 10	Board of Trustees approval.	Changes in degree requirements, new courses, changes in existing courses, and "other changes are now formalized.
STEP 11	State Education Department approval.	New Degrees and Certificates Programs are sent to the State Education Department and can be implemented only after SED approval.

The focus of this manual. This manual contains guidelines for form, style, and content that must be followed in submitting curriculum proposals (other than for *new* programs) to the appropriate Faculty Council curriculum committee and Faculty Council. It focuses on those aspects of curriculum that do *not* fall under the concept of *new program* development.³ The majority of curricular matters are covered by the seven protocols of a Faculty Council Curriculum Document as treated below: A-I: Special Actions; A-II: Changes in Generic Degree Requirements; A-III: Changes in Degree Program; A-IV: New Courses; A-V: Changes in Existing Courses; A-VI: Other Changes; and Appendices.
(N.B. There is also a section A-VII in the Chancellor's University Report; this concerns Affiliation Agreements which do not require Faculty Council action.)

All previous curriculum manuals superseded. The guidelines presented in this manual revise, update, and supersede the previous Faculty Council curriculum guides.⁴ Department chairpersons, chairpersons of department curriculum committees and faculty involved with preparing curriculum proposals should read these guidelines carefully. Sample proposals in this manual are recommended as guides for proper form.

Appendices to this manual. Part Two and Part Three of this manual are appendices: Part Two: "Curriculum Terminology and Practice" is a commentary on the terminology and practices of curriculum development and change; Part Three: "Faculty Council Regulations and Procedures" is a collection of Faculty Council legislation that affects the curriculum process.

PART ONE: PREPARING CURRICULUM PROPOSALS

Part One begins with an overview and then proceeds to give detailed instructions for preparing the five categories of materials contained in a curriculum document. (Changes in Section A-I and A-II—see below—are usually generated the Curriculum Committee or other appropriate Faculty Council Committee.

A) OVERVIEW: THE FACULTY COUNCIL CURRICULUM DOCUMENT

As it comes before Faculty Council, a Curriculum Document is a composite of seven sections or protocols. Below we describe the seven sections and give general rules and examples for preparing items for submission to a Faculty Council curriculum committee and for eventual

³ The development and approval process for new *programs* is treated in the *Brooklyn College Manual for Preparing New Academic Programs* (May, 2006) and in the *CUNY Revised Faculty Handbook for the Preparation of New Academic Programs* (January, 2001). These documents are available on the Brooklyn College Portal and listed under Faculty Council Documents. Preparation of the curriculum documents that implement new programs is, however, covered by the present manual: degree requirements for a new program are treated under protocol A-III; new courses or changes in existing courses are dealt with under protocols A-IV and A-V respectively; courses withdrawn in Section A-VI.

⁴ 1) *A Manual for Preparing Undergraduate Curriculum Proposals for Submission to the Faculty Council Committee on Curriculum and Degree Requirements (Undergraduate)*, 1989; 2) *A Manual for Preparing Undergraduate Curriculum Proposals for Faculty Council*, 1994; and 3) *A Manual for Preparing Graduate Curriculum Proposals for Submission to the Faculty Council Committee on Graduate Curriculum and Degree Requirements*, revised 1989.

inclusion in a Faculty Council Curriculum Document. Immediately below is a thumbnail sketch of each of the seven major sections; detailed guidelines for preparing such proposals, including sample entries, are provided further below.

● **A-I: Special Actions.** Special Actions include but are not limited to:

1. changes in the name of a school or a department.
2. discontinuing a degree or a certificate program.
3. creating a “fast-track” certificate program.
4. creating a center or an institute

● **A-II: Changes in Generic Degree Requirements.** Changes to college-wide degree requirements include:

1. changes in general education requirements.
2. changes in grading policies.

● **A-III: Changes in Degree Programs.** This includes changes in the admissions, course or graduation requirements, or a change in the name of a registered degree or certificate program, or the addition (or deletion) of a track or concentration.

Degree requirements for new areas of concentration (including a new academic program) within an existing department or program and any revisions of existing program requirements are placed in this section.

With regard to degree requirements for a proposed new program, approval in principle of the right to offer the new degree or certificate program must be granted by the Faculty Council Committee on Master Planning, Educational Policy, and Budget, and by Faculty Council, *prior to* submission of that program’s curricular materials to a Faculty Council Curriculum Committee.

● **A-IV: New Courses.** A proposal for a new course requires a complete description of the course, with a weekly outline of the course material; the learning outcomes for the course; the means by which student achievement of these outcomes will be assessed; a functional bibliography of required reading; and the basis of grading students. Also required is a brief justification of the academic need for the course, the estimated enrollment, and the frequency of offering.

● **A-V: Changes in Existing Courses.** Under this protocol are included the following:

1. changes in course title, course number, *Bulletin* description, or mark (i.e., asterisk)
2. changes in the number of hours, kinds of hours, or credits and,
3. changes in exclusion clauses, prerequisites or corequisites.

● **A-VI: Other Changes.** Include in this section:

1. Withdrawal of course(s)
2. Reinstatement of previously withdrawn courses
3. Listing of courses as inactive (identified by title only in the *Bulletin*).
4. Miscellaneous curricular items.

● **Appendices.** This section lists

1. Special Topics Courses
2. Experimental Courses

Special Topics courses and Experimental Courses are not voted on by Faculty Council; they are included in a Faculty Council Curriculum Document as informational items. The approval process for these submissions differs in that such proposals are approved by the Faculty Council Curriculum Committee and (for experimental courses) by the Provost.

B) DETAILED INSTRUCTIONS FOR FORMAT, PRESENTATION, AND CONTENT OF A FACULTY COUNCIL CURRICULUM DOCUMENT

Identical format and methods of notation are used in Sections A-I, A-II, A-III, A-V, and A-VI. Section A-IV differs only in that it does not involve revising an existing text. Proposals for Special Topics Courses and Experimental Courses follow the same general procedures used for New Course proposals in Section A-IV. Details for each format are given below.

N.B. “Effective Date” must be indicated for all items in Sections A-I – A-VI

• SECTION A-I: SPECIAL ACTIONS

1. Provide SED program code. All proposed changes in degree programs must first be identified by the name and SED (State Education Department) code number (a five digit code number) of the particular program. Formerly HEGIS numbers were used. However, since those numbers are not discrete for each program, the University and State Education Department now use the program codes. These will be provided in the next *Bulletin*. In the interim, they can be accessed through the State Education Department’s online “Inventory of Registered Programs” at <http://www.nysed.gov/heds/IRPSL1.html>

2. Strict format rules for additions and deletions. Section A-I proposals usually do not involve changing existing text and are ordinarily recast in the form of resolutions in the Provost’s Office. Proposals must indicate the “effective date” of the proposed addition or deletion.

• SECTION A-II: CHANGES IN GENERIC DEGREE REQUIREMENTS.

This section is reserved for the committees that oversee changes to the generic degree requirements of the college although the same basic rules apply to these submissions.

• SECTION A-III: CHANGES IN DEGREE PROGRAMS

Please note there are significant changes to this section of the document as well, particularly in the form of information that must be supplied to the curriculum committee.

1. Provide SED program code. All proposed changes in degree programs must first be identified by the name and SED program code. See A-I above for an explanation. The Curriculum Committee will provide the number of the particular program if necessary.

2. Indicate the date of departmental or program committee approval and effective date of the change to this program.

3. Strict format rules for additions and deletions. Section A-III curriculum proposals must cite *all* of the existing text of the material to be changed. Indicate what is to be **deleted** by utilizing strike-through text, and underline only the new material to be added. Please keep in mind that in a curriculum document material is never underlined for contextual emphasis.

3. Required credits. List the number of **required credits in a degree program** in parentheses at the beginning of the requirements. (If the program has options of varying credit, list both the minimum and maximum numbers of required credits). If the changes made in a program affect the number of credits, these numbers must also be changed.

Basic skills and core curriculum requirements have been established either by the University or by the College. Therefore basic skills and core curriculum courses are not to be counted among courses required to complete a particular major or minor.

Departments participating in the core curriculum should indicate the relationship of the Core Studies (old Core) courses and/or Core Curriculum (new Core) courses to their departmental courses and, if appropriate, to their departmental requirements. Core Studies and Core Curriculum courses are not considered to be departmental courses. Core Studies and Core Curriculum courses should be excluded from the total credits required for a given major, even though, technically, a particular course may be creditable toward the major. (Example: Core Studies 4 or Core Curriculum 2.2 would not be included among the requirements for a degree in History. Since such a course is required of all students, it need not be re-listed as a department requirement. If the department requires a Core course to be completed before another course can be taken, it must be stated in the prerequisite for that course.)

4. Avoid hidden requirements. If course 1 is a prerequisite for course 2 and course 2 is required of all students in a particular program, then course 1 also should be listed explicitly as a required course.

5. Sequencing of courses. Care should be taken to state exactly what is required for the sequencing of courses. For example, "Courses 1, 2 or 3, and 4" is misleading and subject to interpretation. It is far better to state "Course 1, or 2, or 3; and 4." or "Courses 1 and 4, and 2 or 3." Use the current *Bulletin* as a style guide. Use a semicolon to clarify the end of one requirement and the start of the next requirement if the presence or absence of a comma would create an ambiguity.

6. State or Professional licensing. Departments with programs preparing students for state or professional licensing or certification should indicate such requirements in the *Bulletin*. Enclosing a copy of the regulations with the proposal would be helpfully instructive to the Curriculum Committee. Programs leading to teacher certification usually entail additional supporting documentation from the School of Education when changes are submitted to the Board of Trustees. Almost all such proposals require final approval by the State Education Department.

7. Additional data required: For **every course** required by, or credited toward the major, we need **a list of the course number, the full course title, the number of credits** (see the example provided). This will be needed each time there is a change in the major. It is suggested that departments maintain and update these lists as they are developed.

8. Justification for all changes. Whether changes proposed are major or seem merely editorial, a justification must be given for the change. The discussion for this justification is to be listed as “rationale.”

To be included in the rationale:

Briefly, explain the program, its approval process (in the case of a new program), or why the requested changes are being made, etc.

Include the following items:

1. The revised goals of the program on which the changes are being made. These goals should refer on the one hand, to the college mission and indicate how specific goals support one or more college goals.
2. The goals should provide the context for the development/revision of courses in the program.
3. Course objectives for changes in required courses in the program should demonstrably support program goals.
4. Indicate how the electives chosen (or added) will also support the achievement of program goals.
5. An explanation of the course objectives that support the achievement of the goals of the department or program.
6. Program Assessment Schedule

Using a three-year cycle and assess the achievement of one-of your three programmatic goals each year. Lay out your programmatic three-year cycle:

- a. Identify the goal(s) to be assessed.
- b. Lay out the process, which will allow you to collect relevant feedback from required courses and other related experiences.
- c. Articulate how you will “close the loop” to apply what you learn to assure the continuation of what is going well and/or how the department will work together to intervene to improve those goals whose achievement needs to improve.

9. Wait for final approval. Some proposals in Section A-III proposals, after approval by Faculty Council may require the final approval by the New York State Department of Education before they can be implemented. The Office of Academic Affairs at CUNY Central informs the Provost's Office when a revision of degree requirements is sent to the State Education Department. The Provost's Office keeps the sponsoring department or program informed about the status of the proposal(s) and serves as the conduit for any additional information requested by the SED.

EXAMPLE of an A-III document. As an example, suppose the existence, in the current *Bulletin*, of the following degree requirements for the Department of Biography.

Biography

B.A. degree program in Biography (SED program code: 99999)

Department requirements (27-39 credits)

Biography *2.1 and *5; or Biography *2.3 and *6.

**Two courses in the post-1750 period chosen from the following:
Biography 10.1, 11.1, 12.1, 12.57, 15, 62.**

History 19.3 or 19.5 or 19.7.

**Additional advanced courses to bring the total number of advanced credits in
Department of Biography courses to 18.**

**In addition to the fulfillment of the college's foreign language requirement, study of a
second foreign language through course 3, 3.1, or 3.5.**

**All the required courses used to meet these degree requirements must be completed
with a grade of C or higher.**

**Department Recommendations
American Studies 61 or 63.
Speech 7.**

Now, suppose the Department of Biography wants to make several changes in this degree program. They wish to:

1. change the name of the post-1750 sequence to "modern."
2. drop Biography 15 in that sequence.
3. add a new course, Biography 12.5,
4. make American Studies 63 a required course.

This is how these proposed changes should appear in a document submitted to the appropriate Faculty Council Curriculum Committee:

EXAMPLE of changes to an A-III document.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Biography

Date of departmental approval: October 5, 1987

Effective Date of the change: Fall, 2007

B.A. degree program in Biography (SED program code: 99999)

Department Requirements (~~27-39~~ 30-42 credits)

Biography *2.1 and *5; or Biography *2.3 and *6.

**Two courses in the ~~post-1750~~ modern period chosen from the following:
Biography 10.1, 11.1, 12.1, 12.5, 12.57, ~~45~~, 62.**

History 19.3 or 19.5 or 19.7.

American Studies 63.

**Additional advanced courses to bring the total number of advanced credits in
Department of Biography courses to 18.**

**In addition to the fulfillment of the college's foreign language requirement,
study of a second foreign language through course 3, 3.1, or 3.5.**

**All the required courses used to meet these degree requirements must be
completed with a grade of C or higher.**

Department Recommendations

American Studies 61 or 63.

Speech 7.

Note that no change is included in the Department Recommendations. This would be sent directly to the Office of Information and Publications in the following manner:

Department Recommendations
American Studies 61 or 63.
Speech 7.

Please note that changes in recommendations can be made at any time, however, publication of the recommendations by the college only occurs when a new *Bulletin* is published.

EXAMPLE of Required Supplemental Data

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Biography

Supplemental Data

Course Number Course Title Number of Credits

Biography *2.1 Course Title3 credits

Biography 2.3 Course Title3 credits

Biography 5 Course Title3 credits

Biography 6 Course Title3 credits

Biography 10.1 Course Title3 credits

Biography 11.1 Course Title3 credits

Biography 12.1 Course Title3 credits

Biography 12.5 Course Title3 credits

Biography 12.57 Course Title3 credits

Biography 62 Course Title3 credits

History 19.3..... Course Title3 credits

History 19.5..... Course Title3 credits

History 19.7..... Course Title3 credits

American Studies 63..... Course Title3 credits

Additional Electives..... Course Title3 credits

Department Requirements.....30-42 credits

● SECTION A-IV: NEW COURSES

Number and order of required items. A new course proposal submitted to a Faculty Council Curriculum Committee must include **all of the following items, in the order specified.** A sample page follows the detailed instructions below.

The number and order of the required items in a Curriculum Document matches the order of the reporting procedures for the *Bulletin* and the Chancellor's University Report. Although items 8 through 12 are not included in the *Bulletin* or the Chancellor's University Report, the Curriculum Committee needs these items to reach a fair assessment of any new course proposal. Here is what is required:

1. Sponsoring department or program

2. Date of approval of the proposal by the faculty of the department or the faculty committee of the program and the effective date that this new course will be available.

3. Course number and title

4. Number and kind of weekly class hours and number of credits

5. *Bulletin* description including any exclusion clauses, cross-listings or co-listings, or notice of special fees.

The ***Bulletin* description** should be brief and may include a list of topics of major areas to be covered. The description should not be an essay on the importance of the topic, nor a tract on the benefits accruing from such a study. The description should mention any unusual aspects of the course, e.g., "Topics vary from term to term," or "Performances by students are required," or "Lectures are in Swedish."

***Bulletin* descriptions** are not written in complete sentences; rather, they consist mostly of noun phrases. Use a current *Bulletin* as a style guide. Strive for brevity. A sentence such as: *Topics may include the study of the presentation of the self and an investigation of the conceptualization of others* should be discarded in favor of something like: *Presentation of self; conceptualization of others.*

Exclusion clauses, if any, should appear in parentheses and should be the last item in a course description except for a statement about the equivalence of this course with any cross-listed course(s) and a notice of special fees, if any, where applicable.

6. Prerequisites and/or corequisites.

Courses numbered 10 and higher in the undergraduate *Bulletin* are considered advanced electives and must have a prerequisite.

Prerequisites require that care be taken to say what is meant. For example, "1, 2 or 3 and 4" is both fuzzy and misleading. Instead write whichever is intended of "1 or 2 or 3; and 4" or "1 and 2; and 3 or 4." Again, use the current *Bulletin* as a style guide. Semicolons clarify discrete and/or optional prerequisites where the use (or absence) of the comma would create ambiguity.

In the case of “layered” prerequisites for a given course, list only the immediately antecedent prerequisite for the newly-proposed course. Hence, if new course 3 has a prerequisite of 2 which, in turn, has a prerequisite of 1, then prerequisite 2 should alone be listed for new course 3. This is the *Bulletin* style, which, of course, retains the longitudinal progression of prerequisites and avoids confusing prerequisites and corequisites. Students should learn of prerequisite 1 in reading the *Bulletin* description of course 2.

7. Frequency of offering

8. Projected enrollment; effect, if any, on other courses.

The projected enrollment and frequency of offering is required by law to appear in the Chancellor's University Report; Part 53.3 (d) (3) of the *Regulations of the Commissioner of Education of the State of New York*.

Enrollment projections given should be realistic, but any supporting reason for unusual enrollment projections should be provided in the rationale, together with likely negative effects, if any, on enrollment in other courses.

9. Justification for the proposal (captioned as “Rationale”). A rationale is needed for each new course, or in some cases for a set of related new courses. The academic need for the course(s) should be concisely explained. **The rationale must include, but need not be limited to, an explanation of how the course serves the department's goals for student learning. Thus, in the case of courses in the major, it will take the form of linking the proposed course's learning outcomes to the overall program goals for majors; in the case of other courses it will explain how the proposed course's learning outcomes relate to the department's mission.**

If any special facilities or new faculty are required to offer this course, this also should be explained, and the date of clearance from the Committee on Master Planning, Educational Policy, and Budget Committee should be noted.

10. Clearances sought and received (See “Resolution on Clearances” in Part Three below)

11. Course syllabus which must state the course learning goals and objectives

a. 14-week outline. Please keep in mind that an undergraduate course must have instruction for 14 weeks, with a final exam or other method of assessment (if applied for) on the fifteenth week. Graduate courses are specified as having 15 weeks of instruction.

b. basis for assessing student progress

1. The examination plan (**any plan which does not include a final examination must be approved by the Faculty Council Committee on Course and Standing or the Committee on Graduate Admissions and Standards**).

2: The learning outcomes for the course.

3. Any other requirements, such as papers, projects class presentations, or other course related requirements, plus Rationale for which of these requirements will be used to assess the degree of student achievement of the learning outcomes stated in 2 above.

12. A practical bibliography of the required and recommended readings for students.

Important format note: Because Section A-IV deals with new courses (i.e., nothing is being added or deleted), there must be no underlining or strike-through of any text (as in Sections A-I, A-II, A-III, A-V, and A-VI).

Example of an A-IV document. Now, let us return to the (imaginary) department of Biography. Suppose that it wishes to offer a new course in the “Biographies of Famous Children” in its sequence of courses concerning family biographies. The material submitted to the Curriculum Committee should look like the example below.

SECTION A-IV: NEW COURSE

Department of Biography

Date of departmental approval: March 17, 1987

Effective date: Fall, 2007 semester

12.5 Biographies of Famous Children

3 hours; 3 credits

Recent biographies of persons under eighteen years of age. Changing attitudes toward sources, illustrative material, and research methods. A substantial final project is required.

Prerequisite or Corequisite: Core Curriculum 2.2, Biography 11.5

Frequency of Offering: every Fall semester

Projected enrollment: 1 section of 25 students

Rationale: As part of the current program in family biographies, the Department now wishes to offer its students an opportunity to examine the methods and materials in the rapidly evolving field of child biography. The final project will be either a segment of a major family biography or an advanced prospectus for future development.

Clearances sought and obtained from the Departments of English, Psychology, and Sociology and the School of Education. See attached letters.

To the above add a Course Outline which must provide what topics and readings are covered in the fourteen weeks of the conventional course schedule (exclusive of a final examination):

Course Outline

Text: J.C. Prescient *They Cast Their Shadows Before Themselves: the childhoods of our heros*. Murray (KY) Stubblefield Press, 2nd Edition.

Week	Content	Readings
1	Defining Famous, research methods	Chapter 2
2	Historical development of biographies	Chapters 1, 3
3	Modern Children's Biographies	Chapter 4
4	Planning your own biography project	Chapter 5
5	Renaissance Children's Biographies	Chapter 6
6	European Children's Biographies	Chapters 11, 12
7	Asian Children's Biographies	Chapter 10
8	African Children's Biographies	Special Handout
9	MIDTERM EXAM AND PROJECT REVIEW	
10	colonial Children's Biographies	Chapters 13, 14
11	Children's Biographies from America	Chapters 15, 16
12	Biographies of Displaced Children	Chapters 17, 18
13	Special Study: Biographies of Children in Time of War	Special Handout
14	Final Reports Due and Reviewed FINAL EXAM	

Project: Select a personal hero and write a biography of that person's childhood. You must include an annotated bibliography. This report may be written from either the objective or subjective point of view. Alternate forms of reports (Drama or film scripts, multimedia presentations, etc.) are possible but require consultation and prior approval from the instructor. Report must be typewritten or computer printed.

Bibliography

Samantha Adams *Who Would Have Thought it Possible*. Chicago: Holt and Thomas, 1992

Anne Franke *Diary of Anne Franke*. New York: Penguin, 1996 Edition

P.K. Jones *Art of Biography*. New York: McGraw Hill, 1994

R. Angus MacLeod *More Sheep, Less People: The Highland Clearances*. Glasgow: University of Glasgow Press, 1996

J.S. Smith *Childhoods of the Founders*. Salt Lake: Seagull Press, 1945

Rebecca Tyner *Detecting Historical Truths*. Chapel Hill: Tarheel Press, 1963

● SECTION A-V: CHANGES IN EXISTING COURSES

Basic format procedures. Please note the procedures for this section have now changed considerably. Proposals will now have to cite all of the existing text for each course to be changed, with the material to be removed done in ~~utilizing strike-through font~~. Immediately below the proposal must provide the full text as the program now want it to appear, with the new material all underlined . Please keep in mind that in a curriculum document material is never underlined for contextual emphasis. The other parts of the instructions for Section A-IV: New Courses, which deal with format, style, and punctuation, apply in this section as noted below.

Also keep in mind that “a revised course” is not a “new course.” A new course should not be introduced under the guise of extensively revising an existing course. When a Faculty Council Curriculum Committee has reason to believe that this is the effect of the proposed revision, the document will be returned with a suggestion that a proposal for a new course (under Section A-IV protocol) be submitted instead and the old course withdrawn.

Content. Similar to Section A-IV: New Courses, **Section A-V: Changes in existing courses must include all of the following items in the order specified.**

- 1. The sponsoring department or program.**
- 2. Any division of that department or program under which the course is listed.**
- 3. The nature of the change(s) being made.** Any change in an existing course should have an informative heading describing the precise nature of the change, e.g., “change in title” or “change in course description” or “change in hours and credits” or “change in prerequisites.”
- 4. Date of approval of the changes by the faculty of the department or the faculty committee of the program.**
- 5. The current course number and title.**
- 6. The current number and kind of weekly class hours and numbers of credits.** (See Part II of this document for a full discussion of hours and credits.).
- 7. The current *Bulletin* description including any exclusion clauses, cross-listings or co-listings, or notice of special fees.**
- 8. The current prerequisites and/or corequisites.**

The changed information provided for 5, 6, 7, and 8 must be done in ~~strike-through font~~. THEN the revised information for 5, 6, 7, and 8 must be shown in its changed format all underlined.

- 9. Clearances sought and clearances received (if any).** Any change which might significantly affect the offerings of another department or program will require clearance.

10. Justification for the changes (captioned as “Rationale”). A rationale is needed for each change being made. The effect of each change should be concisely explained. **The explanation must include, but need not be limited to, an explanation of how the course serves the department’s goals for student learning. Thus, in the case of courses in the major it will take the form of linking the proposed course’s learning outcomes to the overall program goals for majors; in the case of other courses it will explain how the proposed course’s learning outcomes relate to the department’s mission.**

EXAMPLE of an A-IV proposal.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Biography

Changes in number, hours and credits and prerequisite

Date of departmental approval: March 17, 1987

~~12.5~~ Biographies of Famous Children

~~3 hours; 3 credits~~

Recent biographies of persons under ~~eighteen~~ years of age. Changing attitudes toward sources, illustrative material, and research methods. A substantial final project is required.

~~Prerequisite or Corequisite: Biography 11.5~~

12.62 Biographies of Famous Children

3 hours lecture, 2 hours reading laboratory; 4 credits

Recent biographies of persons under sixteen years of age. Changing attitudes toward sources, illustrative material, and research methods. A substantial final project is required.

Prerequisite or Corequisite: English 2 and Biography 11.5.

Rationale: Changes to Biography 12.5 involve a change in number to reflect changes in the organization of the department’s courses, the need for two additional hours of reading laboratory, and the addition of English 2 to the pre-or corequisite.

SECTION A-VI: OTHER CHANGES

Content of Section A-VI protocols. Section A-VI contains a number of miscellaneous curricular items. These include: withdrawal of a course, reinstatement of a course previously withdrawn due to inactivity, listing of a course as inactive by title, reactivation of a course to the *Bulletin* previously listed by title.

Withdrawing a course. In order to withdraw a course, provide the complete course information including course number, title, hours and credits, full *Bulletin* description including any exclusion clauses, cross-listings or co-listings, or notice of special fees, and any prerequisites and/or corequisites. The full text should be in ~~strike-through font~~. A brief justification (captioned as “Rationale”) for any course withdrawal should be provided.

Generally sound curricular policy favors the withdrawal of inactive courses. Departments and programs are encouraged to make periodic inspections of their offerings to be sure that un-offered courses are withdrawn as soon as possible and definitely after a five-year period of inactivity unless there are valid reasons for retaining the course.

Reinstatement of a course previously withdrawn. Restoring a course that has been withdrawn has many of the characteristics of creating a new course, in that the information required must follow the new course template. The difference lies in the fact that the course can have the old course number and title, as well as the old *Bulletin* description, if they are still appropriate. The submission for this change must include the full information of the course as it was last presented in a *Bulletin* including course number, title, hours and credits, full *Bulletin* description including any exclusion clauses, cross-listings or co-listings, or notice of special fees, and any prerequisites and/or corequisites. It must also include an updated syllabus and OA criteria. In addition, any changes necessary to update the course from its previous description should be clearly indicated utilizing the format presented for a Section A-V document. A brief rationale for any reinstatement should be provided. Please note that any course withdrawn in a curriculum document can only be restored by Faculty Council vote as part of a curriculum document.

Listing by title of inactive courses. In keeping with the need for accurate, responsible and legal description regarding the existing curriculum, any course not offered for a period of five consecutive years (including summer sessions), will be considered inactive. Departments will be warned at the five-year inactivity point so that courses can either be offered or withdrawn. Departments may list inactive courses by number and title only, immediately after the list and descriptions of active courses in the *Bulletin*. Courses so designated are listed following the regular departmental listing, in bold type, and only by number and title. Any course not offered for a period of five consecutive years (including summer sessions) and not acted on by the department will be withdrawn from the *Bulletin* during a periodic review of the total curriculum.

A course listed by title will be returned to the active list by departmental request **to the appropriate curriculum committee**; its title, hours and credits, *Bulletin* description, exclusion clauses and cross and co-listings, prerequisites and corequisites, will be restored exactly as the course was last listed in its active form. It is reported to Faculty Council as part of a curriculum document. However, many courses require updating at the time of restoration.

These changes must be made in this section of the document using the ~~strike-through~~ and underline system found in the rest of the document.

● APPENDICES TO A FACULTY COUNCIL CURRICULUM DOCUMENT

The appendix of a curriculum document contains two categories of curriculum actions which are not voted on by Faculty Council members: these are **Special Topics and Experimental Courses**.

A) Approval of a Special Topics course. After approval by the Curriculum Committee, the topic is listed as an *information item* in a Curriculum Document. Faculty Council does not approve or disapprove a given offering of a special topic. Notice of approval by the Curriculum Committee, along with a copy of the proposal, is sent to the Provost.

Offering a Special Topics course. Proposals can be made to offer variable topic courses by a department or program if it has already created a special topics rubric. Each offering must match the credit and hours formula for each rubric. The special topics rubric is an appropriate umbrella under which a department or program can develop new course material or revise, compress or expand already existing course material.

Special topics courses should be used for curricular development where the educational outcomes appear to be predictable. If the outcomes are uncertain, the course development should occur under the “experimental courses” rubric (see below).

Creating a Special Topics rubric. If a department does not have a current special topics rubric, or wishes to make any changes to an existing special topics rubric, the department must first create the special topics rubric under Section A-IV: New Courses, or make the appropriate changes under Section A-V: Changes in existing courses. The Appendix is solely for the presentation of specific topics under an existing rubric.

Number of times a topic may be taught under the Special Topics rubric. An approved special topic may be taught at most twice. The Curriculum Committee must be notified of the proposal to offer a topic for the second and final time. In the event that an offering of a special topic was previously approved by the committee but was not taught for any reasons during the semester for which it was approved, the department may so indicate in a letter to the chairperson of the committee and the approval may be deferred until the department is able to re-offer the course.

● How to Prepare a Special Topics Proposal.

The proposal for offering a special topic is similar to that for the offering of a new course in Section A-IV. **A proposal must include the following information in the order specified.**

1. Sponsoring department or program.

2. Date of approval of the proposal by the faculty of the department or the faculty committee of the program.

3. Course number and title of the existing special topics rubric; hour and credits, prerequisites. (see Part II of this document for a full discussion of hours and credits).

4. Title of the special topic and the semester it will be offered.

5. Brief description of the proposed offering, including other courses from which the student should be excluded if they complete this course.

6. Special fees, if any.

7. Clearances sought and clearances received, if any.

8. Justification for the topic (captioned as “Rationale”). A rationale is needed for each new topic. The academic need for the topic should be concisely explained. The explanation must include, but need not be limited to, an explanation of how the topic serves the department's goals for student learning. Thus, in the case of a special topics rubric permitted in the major, Rationale will take the form of linking the proposed course's learning outcomes to the overall program goals for majors; in the case of other courses it will explain how the proposed course's learning outcomes relate to the department's mission.

9. Course syllabus which must state the course learning goals and objectives

a. 14-week outline, Please keep in mind that an undergraduate course must have instruction for 14 weeks, with a final exam or other method of assessment (if applied for) on the fifteenth week. Graduate courses are specified as having 15 weeks of instruction.

Deleted: Course syllabus.¶

b. basis for assessing student progress

1. the examination plan (**any plan without a final examination must be approved by the Faculty Council Committee on Course and Standing or the Committee on Graduate Admissions and Standards**).

2: The learning outcomes for the course.

3. any other requirements, such as papers, projects or other course related requirements, **Rationale of which will be used to assess the degree of student achievement of the learning outcomes stated in 2 above.**

12. A practical bibliography of the required and recommended readings for students.

Committee approval and departmental advertisement of the course. Titles of the offering in special topics courses are listed by departments in the *Schedule of Classes*, which may be published before the Curriculum Committee approves the proposal. A proposed offering of a special topic that does not receive Curriculum Committee approval must be withdrawn before the term begins. Since only the titles of the offerings appear in the *Schedule of Classes*, it is always advisable for the department to make its own arrangements for offering more detailed information to potential students.

B) Approval of an Experimental Course.

A CUNY resolution approved in June 1969 permits each College to offer up to fifteen experimental courses each semester. **An experimental course must be innovative in**

approach or in content. It should be a project whose results cannot readily be predicted, but **experimental course proposals may not be used to provide an expedient for approval of proposals which do not meet Curriculum Committee deadlines.**

Evaluation of experimental courses. Proposals for an experimental course must indicate both a planned schedule of offering as well as a plan of evaluation. An experimental course should be evaluated before it is scheduled for a second offering and a final evaluation must be scheduled before it becomes permanent. A final evaluation must be submitted to the Curriculum Committee after the second offering of the course (or as soon as the department proposes that the course be made permanent). No experimental course may become permanent without an evaluation. If the Curriculum Committee limits its approval to a given term (e.g., "Summer 2008 only"), the course may be offered only for that term.

The Authorization Process. After an experimental course is approved by the Curriculum Committee, the proposal is sent to the Provost for final authorization. Notice of approval and scheduling then appears as an information item in a Curriculum Document Appendix. Faculty Council does not vote on experimental courses. Since there is a limit on the number of experimental courses offered in any semester, the Curriculum Committee reserves the right to distribute permissions according to equity and urgency.

Deadlines and course descriptions. Deadlines for submission of proposals for experimental courses are the same as for other curriculum changes. Brief descriptions of experimental courses should be included in the *Schedule of Classes* for the appropriate semester, but since these schedules are often completed before Curriculum Committee action, experimental courses (just as new courses or offerings in special topics courses) can and will be withdrawn by the Registrar before the term begins if approval is not received.

● How to Prepare an Experimental Course Proposal

Format and Content for Experimental Course proposals. Proposals for offering an experimental course are similar to those for offering a new course in Section A-IV. **A proposal must include the following information in the order specified.**

1. Sponsoring department or program.
2. Date of approval of the proposal by the faculty of the department or the faculty committee of the program.
3. Effective date for the offering of the course.
4. Course number and title.
5. Number and kind of weekly class hours and number of credits. (see Part II of this document for a full discussion of hours and credits).
6. Brief description of the proposed offering.
7. Prerequisites and/or corequisites.

8. Special fees, if any.

9. Clearances sought, and received, if any.

10. Justification for the proposal (captioned as “Rationale”). The rationale must include an explanation of the unpredictable variables that require the experiment. The academic need for the course(s) should be concisely explained. The explanation must include, but need not be limited to, an explanation of how the course serves the department's goals for student learning. Thus, in the case of courses in the major it will take the form of linking the proposed course's learning outcomes to the overall program goals for majors; in the case of other courses it will explain how the proposed course's learning outcomes relate to the department's mission.

10. Course syllabus

a. 14-week outline. Please keep in mind that an undergraduate course must have instruction for 14 weeks, with a final exam or other method of assessment (if applied for) on the fifteenth week. Graduate courses are specified as having 15 weeks of instruction.

b. basis for assessing student progress

1. the examination plan (**any plan without a final examination must be approved by the Faculty Council Committee on Course and Standing or the Committee on Graduate Admissions and Standards**).

2: The learning outcomes for the course.

3. any other requirements, such as papers, projects or other course related requirements. **Rationale for these requirements will be used to assess the degree of student achievement of the learning outcomes stated in 2 above.**

11. A functional bibliography of the required and recommended readings for students.

12. Evaluation plan for the experimental hypothesis to be tested. The control group should also be identified, as well as a plan for holding harmless the students in the experimental section for any educational deficiencies resulting from the failure of the experiment to achieve its goal.

PART TWO: CURRICULUM TERMINOLOGY AND PRACTICE

A commentary on curriculum terminology and practice. This part of the manual consists of a commentary on the terminology and practices of curriculum development and change. It is based on the accumulated experience of past curriculum committees and is provided as a help to faculty who are preparing curriculum proposals for submission to Faculty Council and its committees.

- **Advanced Electives.** Undergraduate courses numbered 10 or higher are usually considered to be advanced electives unless a department includes a statement to the contrary in the *Bulletin*. These courses normally have a prerequisite. See **Minors** and **Certificates**.

- **Bulletin Description.** The *Bulletin* description should be succinct and may include a list of topics or major areas to be covered. The description should not be an essay on the importance of the topic, nor a tract on the benefits accruing from such a study. The description should mention any unusual aspects of the course, e.g., “Topics vary from term to term,” “Performances by students are required,” etc. *Bulletin* descriptions are not usually written in full sentences; rather, they consist mostly of noun phrases.

- **Bulletin Lag.** Because the College’s printed *Bulletin* is published at three-year intervals, material printed in a current *Bulletin* is often revised by Faculty Council before the next *Bulletin* is issued. In such cases (which are essentially a “revision of a revision”), when preparing curriculum proposals departments and programs must include with a particular proposal the number(s) of the Faculty Council Curriculum Document(s) in which any intermediate changes have appeared, together with the actual text of the previous change(s), so that the proposal in hand can be readily assessed.

- **Certificates.** Departments are permitted to offer certificates as well as degrees and minors. Certificates are designed for students who are not seeking a degree or may already have a degree or may be majoring in another area of the College. **New** certificates must have gone through the full CUNY Letter of Intent approval process and have gained approval from the Committee on Master Planning, Educational Policy, and Budget as well as Faculty Council **before** a proposal can be made to the Curriculum Committee for approval of the curricular content of the certificate.⁵ Currently existing certificates are subject to revision under the same procedures by which any degree program may be revised (Section A-III).

a. **Graduate Advanced Certificates.** The Faculty Council Committee on Master Planning, Educational Policy, and Budget has defined graduate advanced certificate programs as

“non-degree programs that acknowledge satisfactory completion of a coherent, specialized set of courses. Such programs are designed for students with a specific

⁵ New Certificates are actually new programs. They are generally subject to the same rules and procedures applicable to new degree programs. Consult the *Brooklyn College Manual for Preparing New Academic Programs*. Some certificate programs, however, may be eligible for approval under CUNY’s *Guidelines for a Streamlined Approval Process for the Certificate Program That Is a Subset of a Registered Program* (2001). These documents along with the *Revised CUNY Handbook* are available on the Brooklyn College Portal and listed under Faculty Council Documents.

vocational or professional objective.... The goal must be demonstrably and directly related to existing employment opportunities.”

Master Planning Educational Policy and Budget Committee also prescribed that a “Graduate Certificate Program shall require a minimum of 15, and a maximum of 21 credits, excluding credits for any prerequisite courses.”⁶ Graduate certificate programs have been called “advanced” certificates to differentiate them from undergraduate certificates. The School of Education offers several advanced certificate programs that require a master’s degree in order to matriculate.

b. Undergraduate Certificates. College governance also allows for Undergraduate Certificate programs. Faculty Council’s most recent undergraduate curriculum manual laid out the following parameters:

Certificates are designed for students who are not seeking a degree or may already have degrees or may be majoring in another area of the College...Justification of the occupational, educational necessity and desirability of the certificate program is required... Certificates must have a minimum of twenty-four [24] credits in a specialized and cohesive area...⁷

c. Format for certificate proposals. Once a certificate has been approved in principle it is prepared for the Curriculum Committee under the procedures for submitting changes in a degree program (an A-III document).

A rationale for the occupational, educational necessity and desirability of the certificate program is required in the same manner as any new degree and **requires approval of the Board of Trustees and the State Department of Education** prior to going into effect. The State Education Department (SED) assigns a program code number when it adds the new certificate to their Inventory of Registered Programs.

● **Clearances.** Proposals requiring clearance from any department(s) or program(s) can be identified by the sponsoring department or may be identified by the Curriculum Committee. Clearance must be submitted to the Curriculum Committee in writing by the Chairperson of the department.

The purpose of departmental and programmatic clearance is to avoid needless, wasteful, and controversial duplications of offerings in the curriculum. All new courses, experimental courses, and individual offerings of special topic courses are subject to clearance. Lines of academic and intellectual demarcation between departments are not absolute. This procedure is not meant to encourage undue “territoriality” among departments. Nevertheless, everyone acknowledges that some order and limits must be maintained if the many departments and programs in the college are to function reasonably and within their particular missions.

⁶ Approved by Faculty Council, 12/21/1982. These guidelines *do not* apply to post-master’s certificate programs or to Graduate Certificates in Education (governed by the New York State Department of Education).

⁷ *A Manual for Preparing Undergraduate Curriculum Proposals for Faculty Council*, 1994.

Both common sense and knowledge of historical distribution of academic responsibilities on campus should determine when clearance is necessary. When in doubt, it is always wiser to interpret the need for clearance in its most inclusive scope. The ultimate responsibility, however, for deciding when, and from whom, clearance is necessary resides with the Curriculum Committee and Faculty Council. (See the written policy on clearance in Part Three of this manual.).

Paraphrasing from the original legislation (available in its entirety in Part III of this Manual)....If any department, program, or school denies a request for clearance, and the Curriculum Committee determines that denial to be justified, the proposed course will not be recommended for adoption by Faculty Council. If the Curriculum Committee finds the denial or clearance to be unjustified, the proposed course will be recommended to Faculty Council with an appropriate explanation. **If a request for clearance is not acknowledged within 10 working days, the Curriculum Committee assumes that clearance has been granted."**

Additionally, ...If a department or program believes that a proposed course lies within its discipline though it does not offer such a course, while the sponsoring department requires that the subject be accessible to students for their program **the Curriculum Committee** can decide to recommend a "conditional clearance" which means that the department which claims the subject but it not willing to create the course must be "consulted formally and regularly with respect to syllabus, assignments, examinations, and staffing." The nature of the consultations shall be arranged, in writing, among the departments or programs involved."

- **Co-listing courses from other departments.** Co-listing means a department or program accepts courses in other departments for use in a degree, dual major, minor, or certificate. These courses are listed in the *Bulletin* under the offering department or program. The degree requirement that specifies the use of the course from another department's active course roster is listed under the requiring department. However, changes in the course can only be made by the offering department. The department which uses the co-listed course may ask the offering department to provide current syllabi to "monitor" the continuing suitability of the co-listing. Examples may be found in the American, Caribbean, and Women's Studies programs.

- **Cross-listing two or more courses.** Cross-listing is a procedure whereby more than one department or program may each offer a course with subject matter that is clearly part of the academic responsibility of both areas. This may be due to an overlap in disciplines or to an interdisciplinary approach to the course. Both departments should have staff available to teach the course. If this is not the case, a conditional clearance option is available (see Part Three of this manual under "Resolution on Clearance").

In a cross-list, the course titles, descriptions, credits and hours **should be** virtually identical, but need not be exactly the same. The course prerequisites should be functionally similar but need not be the same since prerequisites reflect the patterns of the offering department. Numbering of the courses need not be the same. Exclusion clauses must be placed in each description to prevent students from getting credit twice for the same material.

Examples of current cross-listings:

...by 2 departments
 Classics 21 = Anthropology and Archaeology 21
 Interdisciplinary Approaches to Archaeology.

...by 3 departments
English 38.3 = Africana Studies 29 = Puerto Rican and Latino Studies 38
Black Expression in Caribbean Literature

● **Course numbers and titles.** Numbers and titles of courses may not be duplicated or reused. Check with the office of the Registrar and/or (with respect to graduate courses) the Coordinator of Graduate Studies in the Graduate Dean's Office for historical data on course titles and numbers that may not be repeated. These rules do not apply to revisions of existing courses in which the number and/or title have been in continuous use.

1. Undergraduate course numbers.

Undergraduate courses are numbered from 0.01 through 99.9.

Courses numbered 10 or higher are considered to be advanced electives unless a department includes a statement to the contrary in the *Bulletin*. Advanced electives normally have a prerequisite. Courses that are asterisked in the *Bulletin* are not counted toward the requirements of no fewer than 18 credits in advanced electives for majors in the particular department or program.

2. Graduate course numbers:

The following generic definitions of graduate course numbers and letters are excerpted from the *Graduate Bulletin* and should be followed in proposing new courses:

Courses numbered 600 – 699 are broadly based survey courses that do not require extensive undergraduate preparation. They are intended for students in other disciplines and may not be offered toward a degree by candidates in the field in which they are given.

Courses numbered 700 – 799 require extensive undergraduate preparation and are intended for candidates for a master's degree or certificate in the field in which they are given. Other students may be admitted only with permission of the chairperson or deputy chairperson.

Each course number is followed by G, T, or X. The letter G means that the course may be credited only toward a master's degree in liberal arts and science programs; T, that the course may be credited only toward a master's degree in the Teacher Education Program; and X, that the course may be credited toward a master's degree in either liberal arts and sciences programs or the Teacher Education Program.

In some cases, a student may receive permission to apply credit for a course designated G toward a master's degree in a Teacher Education Program or apply credit for a course designated T toward a master's degree in liberal arts and sciences programs.

Courses whose numbers are preceded by the letter U are regular master's degree courses that may be credited toward a City University of New York doctoral program.

Please note that prior approval to use the “U” designation must be received from the executive officer of the particular doctoral program. Also, the rubric “Teacher Education Program” (or “TEP”) is no longer used and was revised in the 1990-1992 *Graduate Bulletin*. However, the “T” designation will be retained for those courses that may be credited only to programs leading to teacher certification.

● **Deadlines.** While it is difficult to give exact dates in a manual such as this, some guidelines should help. Proposals for new courses, revisions to existing courses and programs and the withdrawal of an existing course should be submitted to the Curriculum Committee by the last Friday in October to take effect during the spring term, and by the last Friday in February to take effect during the next Summer session or the fall term. Proposals received after the deadline are automatically included in the following cycle.

Please note that new degree programs as well as some changes to existing degree programs require specific rationale for and **approval by both the Board of Trustees and the State Education Department**. These approvals must be secured before the new programs can be advertised. Delays are often encountered, and a sufficient lead-time should be planned to include the entire approval process.

Proposals for experimental courses and new offerings of existing special topics courses follow the same general deadlines as regular courses, i.e., the last Friday in October for spring offerings, and the last Friday in February for summer and fall term offerings.

Since improperly prepared or insufficiently documented materials are returned to the department, be sure that the proposal is prepared with these deadlines and the possible need for revisions in mind.

During the year in which the *Bulletin* is under revision, the committee works under greater time restrictions, and the earlier it receives a given proposal, the greater the chance any problem will be resolved before being presented to Faculty Council.

● **Explaining what a requirement really means.** Occasionally it is useful to have a heading or an explanatory paragraph, which is not part of a course description, appear before or after a group of courses in the *Bulletin*. Such material should be included in a course proposal exactly as it is to appear in the *Bulletin*. In such cases, prior consultation with the Office of College Information and Publications is suggested before submitting a proposal to the Curriculum Committee.

● **HEGIS numbers and SED program code numbers.**

The HEGIS (Higher Education General Information Survey) numbers derive from a conventional taxonomy of academic subject fields and have been used, together with discrete program code numbers, to identify degree programs approved by the New York State Education Department and listed on its official “Inventory of Registered Programs.” Hereafter, the SED program code numbers will be used to identify degree, certificates and advanced certificate programs. Each registered program has a unique five digit code number whereas the same HEGIS number can apply to multiple programs in the same field.

●Hours and Credits.

Undergraduate Courses: Statements in the *Bulletin* regarding a certain number of class hours or credits refer to the number of weekly class hours (or their equivalent). Thus a listing that reads:

“3 hours, 3 credits”

means that the course will meet for three fifty-minute class hours each week for fourteen weeks, exclusive of the final examination, or for some other scheduling pattern that equates to 2100 minutes (3 hours x 50 minutes x 14 weeks) during the term. The words *lecture* or *recitation* need not be included unless combinations of presentations occur in the course.

Every weekly hour of lecture or recitation meeting for 14 weeks is equal to one semester hour of credit. The same is true for the following: a) two weekly hours of laboratory work, b) two weekly hours of supervised fieldwork, c) three hours of unsupervised honors work or, d) three hours of unsupervised field work.

Special rationale must be given for courses where the number of credits is not, according to these equivalences, the same as the number of contact hours. A detailed explanation of student effort is required. In courses with field work, internships, independent study, and the like, an explanation must be given as to how the student will earn credits consistent with the effort required in recitation and lecture courses.

Except for compensatory courses, tuition is based on credit hours.

Graduate Courses: Statements in the *Graduate Bulletin* regarding class hours and credits usually refer to the **total number of semester class hours**, unlike undergraduate courses which usually list weekly class hours. Thus a listing that reads

30 hours plus conference (or “plus conference and independent work”); 3 credits

means that the course will meet for two class (i.e., lecture) hours each week for fifteen weeks, or for some other scheduling pattern that equates to this in terms of total class time in the course. Conference hours and independent work in graduate courses are various learning modes which supplement lecture hours in determining course credits. Use of these rubrics should be justified under “Rationale.” Similarly, field work hours and laboratory hours must be explained; they generally follow the “2 for 1” hours:credit ratio in effect for undergraduate courses with notable exceptions.

● **Inactive courses.** In keeping with the need for accurate, responsible, and legal description regarding the existing curriculum, any course not offered for a period of five consecutive years (including summer sessions) will be considered inactive. Departments will be warned at the five-year inactivity point so that courses can either be offered or withdrawn. In this context, “offered” means that the course has been scheduled and that it “carried” (i.e., it was not cancelled). Departments may list inactive courses by number and name only, immediately after the list of active courses in the *Bulletin*.

Any course not offered for a period of five consecutive years (including summer sessions) will be withdrawn from the *Bulletin*. Departments may request that the number and title of inactive

courses remain in the *Bulletin*. A course listed as inactive is automatically returned to the active list when it is approved by the Curriculum Committee and Faculty Council and successfully offered.

- **Mechanical requirements for submitting proposals.**

1. All curricular proposals must be submitted in both electronic and hard copy forms.
2. Ten hard copies of each proposal must be delivered to the chairperson of the Curriculum Committee.
3. All proposals should be submitted on 8.5 x 11 inch white paper with margins of 1" on all sides, except for a 1.5 inch left margin. Proposals should be reproduced on one side only. Type pitch should be 12 characters per inch. Font should be Times New Roman.
4. In addition an electronic version of the proposal must be sent to the chairperson of the Curriculum Committee also formatted in Microsoft Word with 12 point pitch and Times New Roman type. No extraneous lines or macros should be utilized.

- **Minors.** In December 1985, Faculty Council approved the offering of minors, at the undergraduate level, in departments and programs. A minor must consist of at least twelve credits in *advanced electives* as determined by a department or program at Brooklyn College, which are completed with a grade of C or higher. Minors are proposed as changes in degree requirements (as A-III documents), although, in fact, they do not affect the requirements of registered programs (major). A student who receives a minor in the department in which he or she is majoring may not offer the same courses for both the major and the minor. In addition, a department should make a statement on the definition of an "advanced" elective at the time of proposing a minor if no such statement is currently in the *Bulletin*.

Some departments co-list courses from other departments as advanced electives, and some minors are cross listed as well.

- **Off Campus Courses.** Because of questions of legal liability and certain restrictions contained in the Regulations of the Commissioner of Education of the State of New York, proposals for courses involving student travel, study abroad, field trips, or student activity assigned on a regular basis outside the campus must first be reviewed by the Office of the Provost.

- **Rationale.** A brief rationale for each proposal under Sections A-I to A-VI, or where appropriate to each set of related changes, in Section A-V must be provided. The academic need for each proposal should be made clear. If any special facilities, supplies, equipment or faculty expertise are involved this should also be explained and may require initial review by the Faculty Council Committee on Master Planning, Educational Policy and Budget. Although changes in degree requirements, new courses, changes in existing courses and withdrawal of courses are found in separate sections of a document these should be cross-referenced in the rationale when relevant.

Additional information should be included in the rationale as needed. For instance, in courses with non-organized classes such as fieldwork, internships, independent study, etc., an

explanation must be given as to how the student will earn credits consistent with the effort in organized courses.

- **Requirements versus Recommendations.** Only requirements are presented for Faculty Council action. Departmental recommendations are not voted on, and **students are not required to follow recommendations**. Therefore recommendations do not have to be submitted to the Curriculum Committee. Recommendations are submitted directly to the Office of College Information and Publications, by departments and programs, for inclusion in the *Undergraduate Bulletin* and *Graduate Bulletin*. The listing of recommendations is added by that Office as a service to the department's counseling efforts.

PART THREE: FACULTY COUNCIL REGULATIONS AND PROCEDURES

Faculty Council Charge to the Committee on Curriculum and Degree Requirements (Undergraduate). (revised Spring 1981)

The Committee on Curriculum and Degree Requirements (Undergraduate) shall consist of five members of the faculty and five students. It shall be charged with reviewing proposals concerning curriculum and degree requirements submitted to it by the departments and programs, and it shall transmit its recommendations on these proposals to Faculty Council. Changes in the requirements of departments and programs, collateral prescriptions, course descriptions and prerequisites. new courses and courses to be withdrawn shall be reviewed by the Committee on Curriculum and Degree Requirements after approval by the concerned department or program. The Committee shall recommend to the Faculty Council as need arises the establishment of ad hoc committees to consider specific curricular problems. The Committee shall submit recommendations to the Faculty Council when and as required. It shall, furthermore, submit to Faculty Council at its regular May meeting an annual report of its activities.

Faculty Council Charge to the Committee on Graduate Curriculum and Degree Requirements (approved May 1983)

The Committee on Graduate Curriculum and Degree Requirements shall consist of five members of the faculty and one matriculated student in the graduate division. It shall have the power to formulate and recommend to the Faculty Council general educational policy concerning the review and reevaluation of graduate curricula. It shall have the power to make recommendations concerning the admission of departments to the Graduate Division, the general structure of the curriculum including courses of study, requirements for graduation, course offerings, comprehensive examinations and theses, and counseling in the Graduate Division. The committee shall submit recommendations to the Faculty Council when and as required. It shall submit to the Faculty Council at its regular May meeting an annual report of its activities.

[N.B. The following resolutions on clearance and on special topics courses were passed by Faculty Council with respect to undergraduate courses. However, the Committee on Graduate Curriculum and Degree Requirements has always understood its charge to imply similar screening functions. The spirit, if not the letter, of the following resolutions should apply to graduate courses as well.]

**The Resolution on Clearance
(passed by Faculty Council, January 11, 1977)**

“...the Curriculum Committee will henceforth observe the following guidelines with respect to the ‘clearance’ of courses in the curriculum:

A. New Courses

1. The purpose of clearance is to avoid needless, wasteful, and controversial duplication of offerings in the curriculum. All new courses are subject to clearance, and every department, program, or school proposing a new course shall take all reasonable steps to obtain clearance prior to submitting the proposal for approval. Final responsibility for deciding when, and from whom, clearance is necessary resides with the Curriculum Committee, however.

2. If any department, program, or school denies a request for clearance, and if the Committee determines that denial to be justified, the proposed course will not be recommended for adoption by Faculty Council. If the Committee finds the denial or clearance to be unjustified, the proposed course will be recommended to Faculty Council with an appropriate explanation. **If a request for clearance is not acknowledged within 10 working days, the committee assumes that clearance has been granted.**

3. If a department or program believes that a proposed course lies within its discipline though it does not offer such a course, the department shall clear the course ‘conditionally.’ ‘Conditional clearance’ shall mean that the clearing department is to be consulted formally and regularly with respect to syllabus, assignments, examinations, and staffing. The nature of the consultations shall be arranged, in writing, among the departments or programs involved. If a department or program which has conditionally cleared a course believes that it has cause, it may request of the Committee that its clearance be voided.”

**Resolution on the Approval of Special Topics
(passed by Faculty Council, Spring 1980)**

BE IT RESOLVED that the specific content of each special topics offering shall be subject to approval by the Committee on Undergraduate Curriculum and Degree Requirements. To make this possible, proposals must be accompanied by supporting material, including a course outline and bibliography, as is currently required in all new course proposals. The Committee will then consider questions of overlapping and conflicting jurisdiction, duplication and questions of college-wide educational policy.

**A Resolution Regarding Inactive Courses
Adopted by Faculty Council 5/10/83 (as amended 12/10/85)**

In keeping with the need for an accurate, responsible and legal description regarding the existing curriculum, the Committee on Curriculum and Degree Requirement (Undergraduate, CCDD(U)) recommends the following procedures regarding inactive or un-offered courses. (A similar procedure was observed at Brooklyn College prior to 1971).

A. The Office of Academic Affairs (now the Provost's Office) will annually review the offerings of every department and program and report to the committee those existing courses not offered by any department or program during the preceding year. The Chairperson of the committee will appropriately record such courses.

B. Any course not offered for a period of four consecutive years (including Summer Sessions) will be considered inactive. The Office of Academic Affairs (now the Provost's Office) will indicate such courses in its report to the CCDR(U) and the chairperson of the CCDR(U) will notify departments or programs of the status of such courses no later than October 31. Such notification will be in the nature of a warning that the following procedures will be implemented.

C. Any course not offered for a period of five consecutive years (including Summer Sessions) will be withdrawn from the *Bulletin* in accordance with the following protocol:

The office of the Provost will notify the CCDR(U) of such courses before October 1. The Chairperson of the Committee will notify each department or program where such courses have been identified before October 15. Those departments or programs wishing to retain a course not offered for five consecutive years must submit, within one month of the notification from the CCD(U), an appropriate rationale for retaining each such course, or request listing the course in the section following the department's regular listings in the Bulletin by number and title only. In the event no appeal or request occurs, or such appeal or request is denied by the committee, the Chairperson of the CCDR(U) will list such courses under the "Recommended Withdrawal of Courses" section of the December or subsequent report of the Committee on Curriculum and Degree Requirements to Faculty Council. With an approving vote from Council, such courses shall be withdrawn.

Resolution on Inactive Graduate Courses
(approved by Faculty Council, October 16, 1984)

A. The office of Academic Affairs (now the Provost's Office) shall bi-annually review the course offerings of every department and program and during October shall report to the Committee those courses not offered departmentally or programmatically during the preceding two academic years.

B. The office of Academic Affairs shall indicate in its report to the GCCDR those courses which have not been offered during the preceding four academic ears and the chairperson of the Committee shall notify departments or programs of the status of these courses not later than November 30. This notification shall be accompanied by a reminder of the following procedure.

C. Any course not offered for a period of six consecutive academic years (including summer sessions) shall be withdrawn from the *Graduate Bulletin* in accordance with the following protocol. The Office of Academic Affairs shall notify the GCCDR of such courses before November 1 of the year following. Before November 15, the chairperson shall notify each department or program where such courses have been identified. Those departments or programs wishing to retain a course not offered for six consecutive years must submit an appropriate rationale for retention of the course(s) with one month of notification from the GCCDR. In the event no appeal occurs, or in the event such an appeal is denied by the Committee, the Committee shall list such courses under "Withdrawal of Courses" in SECTION

A-VI: OTHER CHANGES in curriculum documents submitted to Faculty Council. With an approving vote from Faculty Council, such courses shall be removed.