

Brooklyn College Manual for Preparing New Academic Programs

Brooklyn College Faculty Council

Approved October 13, 2015

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This manual supersedes requirements and procedures previously issued for submitting new program proposals to the Faculty Council Committee for Master Planning, Educational Policy, and Budget.

Brooklyn College Manual for Preparing New Academic Programs

In 2014, the City University of New York's Office of Academic Affairs (OAA) issued a *Revised Faculty Handbook for the Preparation of New Academic Programs*. In order to receive approval from the Board of Trustees and, ultimately, the New York State Education Department (SED), every proposal for a new degree certificate program must adhere to the procedures and format described in the *Handbook* and meet the criteria for approval enunciated therein. The key change that occurred at the University level since August 2014 is that the University no longer requires a Letter of Intent as a first step in the program approval process; the proposal is now the only document required.

The process of preparing new academic programs has two components: a Brooklyn College Faculty Council-centered curriculum approval process and a University-SED approval process. The two operate concurrently and interactively. The process is thorough and complex. With regard to those parts of the process that pertain to the University and the State, the *Handbook* is clear; the Brooklyn College steps in the process are not covered by the *Handbook* except to say that new programs must have College governance approval. This manual describes the Brooklyn College portion of the process. It also aims to present in a schematic manner the *entire* new program development and approval process, and to ensure that Brooklyn College practices are in harmony with University procedures.¹ This manual covers the planning, development, and approval process of *all* new programs, graduate and undergraduate (including what are termed majors, concentrations, or tracks) as well as Certificate Programs.² The Provost's Office can provide further assistance.

INTRODUCTION

Every new program at Brooklyn College must undergo qualitative reviews and meet with approval of appropriate governing bodies at three levels: Brooklyn College, the CUNY Board of Trustees, and the New York State Education Department. The approval process at Brooklyn College varies based on the type of new academic program proposed.

- 1) New Academic Concentrations or Tracks using **existing** courses within a department or interdisciplinary program require, at a minimum, completion of an

¹ Much of what appears below in the boxed lists has been borrowed from the *CUNY Handbook*, sometimes in paraphrase, often word for word. Consult the *CUNY Handbook* for a full description of University-mandated procedures.

² Minor programs ("minors") are not subject to new program procedures but follow instructions provided in Brooklyn College's *Manual for Preparing Undergraduate Curriculum Proposals for Submission to the Faculty Council Committee on Curriculum and Degree Requirements* (Undergraduate). The protocols for instituting *new* programs presented there (as well as in the *Manual for Preparing Graduate Curriculum Proposals...*) are superseded by the procedures described in this manual.

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A-III curriculum document, with approval from the department or program, Office of the Provost and appropriate Dean, Faculty Council (FC) curriculum committee (Undergraduate or Graduate), and Faculty Council. The Chair of Master Planning should be cc'd when submitting documentation to FC curriculum committee. If needed, a meeting will be scheduled with Master Planning for additional information. Once approved through Brooklyn College Governance, A-III curriculum is approved by the CUNY Board of Trustees and the SED.

- 2) New Academic Concentrations or Tracks using **new** courses within a department or interdisciplinary program require, at a minimum, completion of an A-III curriculum document, with approval from the department or program, Office of the Provost and appropriate Dean, Master Planning, Faculty Council (FC) curriculum committee (Undergraduate or Graduate), and Faculty Council and the SED. The curriculum document can be submitted to the Faculty Council Curriculum Committee and Master Planning simultaneously. Once approved through Brooklyn College Governance, A-III curriculum is approved by the CUNY Board of Trustees and the SED.
- 3) **All** New Certificate programs using **existing and/or new courses** require, at a minimum, completion of A-I and A-III documents, with approval from the department or program, Office of the Provost and appropriate Dean, Master Planning, Faculty Council (FC) curriculum committee (Undergraduate or Graduate), and Faculty Council and the SED. Certificate programs require consultation with Master Planning **prior** to sending documents to the Faculty Council Curriculum Committee. Once approved through Brooklyn College Governance, A-III curriculum is approved by the CUNY Board of Trustees and the SED.

NEW ACADEMIC PROGRAMS (e.g., Majors, MA or MEd programs, joint B.A./M.A. or B.S./M.S. programs, Interdisciplinary programs within and/or across schools; Doctoral programs).

CRITERIA FOR EVALUATION: Proposals for new programs are evaluated according to the following standards. Justification for a new program proposal should emphasize the criteria listed below, as applicable.

1. Academic Quality
2. Justification of Need
3. Regional, state and national societal needs
4. Career Opportunities for graduates
5. Student Interest
6. Relationship to other programs at CUNY (e.g., possible duplication)
7. Centrality to other campus programs and to the College and University missions
8. Resources available to implement the program
9. Conformity with the standards of accrediting agencies for the professions
10. Conformity with the rules and regulations of the New York State Education Department

THE APPROVAL PROCESS: There are three main steps, each of which has sub-sections:

- A) The Letter of Intent and circulation throughout the College (below, pp. 4-6)
- B) Preparation of a full, comprehensive program proposal and related curriculum documents (below, pp. 7-12; See *CUNY Faculty Handbook*, pp. 4-7)
- C) The Process of Final Approval by the College, University, and the State Education Department (SED) (below, pp. 12-15; See *CUNY Faculty Handbook*, pp. 7-9).

A) THE LETTER OF INTENT

Purpose: A Letter of Intent is *not* a program or a curriculum document; it is a declaration of the College's intent to develop such a program. While its formal purpose is to inform the College community of the Department's/Interdisciplinary Program's plans and to provide an opportunity for the Office of the Provost, appropriate Dean, and the Master Planning committee to comment on the academic and financial feasibility of the proposed program. The letter of Intent is actually a preliminary version of a full proposal; and should be thought of as such.

The Process: Starting Point. A program begins as a Letter of Intent in either a department or, in the case of an interdisciplinary program, in an interdisciplinary curriculum committee, graduate or undergraduate, appointed by the respective Dean. After department or program approval (or the approval of an interdisciplinary committee and all departments concerned), the Letter of Intent *simultaneously* goes to the Office of the Provost, department or program's Dean, and the Chair of Master Planning.

Review by Provost, appropriate Dean(s) and Master Planning. If the Provost and Dean judge the proposed program to be academically and financially feasible, the Letter of Intent is next reviewed by the Faculty Council Committee on Master Planning, Educational Policy, and Budget. Master Planning's review is detailed. The committee may ask for more information; it may request an interview with the Provost and/or the program's proposer(s); it may require revisions judged necessary by concerns related to academic standards, the availability of resources, and other criteria; it may accept the Letter of Intent as written.

Review by Faculty Council: When Master Planning approves in principle the Letter of Intent to develop the proposed program, it prepares a resolution for Faculty Council: this resolution briefly describes the proposed program, informs Faculty Council that it has approved in principle the intent to develop the program, gives a brief justification for its decision. If, for any reason, Faculty Council does not approve Master Planning's resolution, the Letter of Intent is withdrawn.

In summary, here is the typical route for a Letter of Intent for a new program, which should be submitted during the fall semester:

<input type="checkbox"/> 1. Letter of Intent is drafted by faculty and approved by departmental or interdisciplinary curriculum committee .
<input type="checkbox"/> 2. Letter of Intent is reviewed and approved in principle by sponsoring academic department(s) . (Interdisciplinary programs to which a number of departments contribute require approval in principle by all contributing departments.) After approval, the Letter of Intent is forwarded to the Provost and appropriate Dean.
<input type="checkbox"/> 3. Provost and Dean review Letter of Intent; if it meets criteria for new programs, proposal is sent to the Faculty Council Committee on Master Planning, Educational Policy, and Budget.
<input type="checkbox"/> 4. Master Planning reviews Letter of Intent closely. If it approves, it concurrently submits a resolution to Faculty Council for approval in principle and sends the Letter of Intent to the President.
<input type="checkbox"/> 5. Faculty Council receives resolution for approval in principle from Master Planning and votes.

Preparing the Letter of Intent. Purpose and process have been outlined above. Below are the major components on which the program’s Letter of Intent must focus.

Length: 10-15 pages long. The Letter of Intent must be informative, clear, and concise. It must include all of the items noted below, beginning with the title page.

Title Page /Basic Information: provide the following information: (SEE CUNY Handbook, p. 4)

1. College name
2. Name of department(s) sponsoring program
3. Official name of program
4. Name of degree or certificate to be awarded
5. Anticipated date for implementation
6. Date of approval by department/interdisciplinary program

Narrative: Cover all of the topics described below. Together they form the heart of a Letter of Intent. Reviewers are pleased to find the anticipated subject matter treated and numbered in the following order:

<p>1. Purpose and Goals. Be explicit so that readers outside the discipline will understand:</p> <ul style="list-style-type: none"> • a detailed statement of educational goals and career objectives for students • a brief review of the rationale • national and/or local educational trends • faculty interest and commitment • program’s relation to existing departmental or college offerings • other compelling factors that have led to the development of the program
<p>2. Need.</p> <ul style="list-style-type: none"> • Relevant needs of a) students, b) college, c) community, d) economy.

<ul style="list-style-type: none"> • The program’s relationship to the College’s mission
<p>3. Students. Citing tangible evidence of student interest is mandatory:</p> <ul style="list-style-type: none"> • Sources of potential students • Feeder schools <p>Provide in a TABLE:</p> <ul style="list-style-type: none"> • Give the numerical estimate of enrollments (full-time, part-time) for each of the first five years of the program • Provided an estimated attrition rate and how determined • Identify similar programs at other CUNY campuses: any duplication? If so, why should program be approved? Note any special admission requirements.
<p>4. Curriculum.</p> <ul style="list-style-type: none"> • Provide a rationale for the curriculum, including complete curricular design. • List course titles and credit requirements; indicate new courses. Course descriptions are not needed now. • Note relevant accrediting or licensure requirements. • Describe articulation prospects: All baccalaureate program proposals require developing articulation agreements with one or more CUNY community colleges.
<p>5. Faculty.</p> <ul style="list-style-type: none"> • Describe potential for existing full-time faculty to teach in the program • How many needed for implementation? How many adjuncts? • What impact will the program have on existing programs in terms of staffing and workload? <p>N.B.: CUNY and SED look unfavorably on programs staffed predominantly by adjunct faculty.</p>
<p>6. Cost Assessment.</p> <p>New programs are expected to generate revenue: explain how.</p> <ul style="list-style-type: none"> • Compare estimated costs with estimated revenue. • Provide a TABLE: estimated cumulative costs and revenues for first 5 years of the new program • Write narrative describing this table; indicate source of funding to pay costs, including reallocation of funds. How will college ensure funds are available for at least first 5 years of program’s existence?

B) PREPARATION OF A FULL COMPREHENSIVE PROGRAM PROPOSAL AND RELATED CURRICULUM DOCUMENTS (See *CUNY Handbook*, pp. 4-7)

The full proposal of the new program must go well beyond the level of detail contained in the Letter of Intent. It must explain all details for a new program: new courses will be proposed, existing courses will be revised (as needed) or withdrawn, program requirements will be put into appropriate legislative language, and so forth. The full proposal (excluding appendices and SED attachments) should not, however, exceed 25 pages.

Faculty Council Curriculum Committee review and Faculty Council approval. The actual content of every degree or certificate/advanced certificate program must be drafted as curricular legislation, reviewed by the appropriate Faculty Council curriculum committee (graduate or undergraduate), and then submitted to Faculty Council for approval.

Every proposal for a program must be approved by the University, but it is the approval of curriculum documents by the College (and ultimately by the Trustees and the State, via the program proposal) that brings institutional reality to a new program. Curriculum documents are generated by the program's sponsor(s) and approved by the pertinent department(s). They are then submitted to either the Undergraduate Committee on Curriculum and Degree Requirements or the Committee on Graduate Curriculum and Degree Requirements.

Curriculum protocols.

Submission of curriculum documents must follow Faculty Council protocols (outlined in the respective curriculum manuals referred to above): Sections A-I, A-II, A-III, A-IV, A-V, and A-VI. Faculty Council will have endorsed in principle the intent to develop the program; *immediately after* this endorsement, *Faculty Council curriculum committees* (Undergraduate or Graduate) will accept new program curriculum documents for review.

Degree requirements for the new program are submitted to FC curriculum committee (Section A-I). Departments/interdisciplinary programs may create new courses (Section A-IV) or revise old courses (Section A-V) at any time, but all new or revised courses that will be part of the proposed program should be identified as such and ideally submitted to the appropriate curriculum committee when degree requirements (A-I) for the new program are being submitted. Certain other matters (e.g., reactivation or withdrawal of courses) fall under Section A-IV: Other Changes are Section A-VI. All of the above will eventually appear in a discrete document submitted to Faculty Council by the appropriate Faculty Council curriculum committee.³

Advice about timing—when to start working on the full proposal:

- Begin formal preparation of the necessary curriculum documents noted above (A-I, A-II, A-III, A-IV, A-V, and A-VI) as soon as Faculty Council has endorsed in principle Master Planning's resolution on the Letter of Intent. (To be sure this has happened, check with your department chairperson or with the Office of Faculty Council—1415 Boylan). At the same time, flesh out the full program proposal. By the time the full proposal is on its way to the University's Office of Academic Affairs, the curriculum approval process in Faculty Council should be moving toward completion.
- Keep in mind that the program development process has two components—one centered here at the College, the other focused on the University: they run

³ Templates for protocols Section A-I, A-II, A-III, A-IV, A-V and A-VI are on College's website.

concurrently and interactively—they depend on one another. Faculty Council curricular legislation creates specific degree requirements as well as precise course titles and numbers; this information must be available for entry into SED attachments. Lacking this, the University’s Office of Academic Affairs cannot advance the proposal to the Board Committee on Academic Policy, Program, and Research (CAPPR) or the Board of Trustees.

- **Register or Change a Program with New York State Education Department (SED):** Program Registration Applications, Guidelines, and Resources. For SED links to the forms needed to register a new program below the doctoral level or to change an existing program go to: <http://www.highered.nysed.gov/ocue/aipr/register.html>

Length: the full proposal (excluding appendices and SED attachments) should not exceed 25 pages.

Audience: the chief academic officers and staff at the College, the Executive Vice Chancellor for Academic Affairs and University Provost; the Associate University Provost; the University Director of Program Review, Articulation and Transfer; the CUNY Office of Academic Affairs, University Budget Office, and the Board Committee on Academic Policy, Program and Research (CAPPR), as well as, ultimately, the staff of the New York State Education Department.

Advice on preparing the content of the full proposal. The details of a full proposal are similar to those of the Letter of Intent. If the latter has been carefully prepared, the full proposal should not be too much extra work, although preparation of the University- and SED-required forms is time-consuming and must be executed meticulously. Between the Letter of Intent and the University’s go-ahead on a full proposal, gather the additional information required. Create new courses, revise existing ones, and structure degree requirements and have them approved by the department(s). The checklist/table below details what’s needed for the full proposal, step by step, but be sure to refer to the full text of the *CUNY Handbook* for helpful tips (pp. 4-7). Again, remember that reviewers appreciate finding all the anticipated subject matter treated and numbered in the order given below.

Note on programs that involve collaboration with the School of Education: For program proposals that entail collaboration with the School of Education (SOE) there are additional SED forms and requirements. Although there is a long and involved online manual for new Teacher Education programs, the best advice for satisfying these requirements is to work closely with the SOE and the Office of the Provost.

In summary, the Full Proposal requires:

<p>Title page / basic information: Use SED Attachment A as a guide to this step. The full proposal also requires a Table of Contents and a 250 word abstract. Early on consult the 14 SED attachments (<i>CUNY Handbook</i>)—major aids to developing good content. Electronic versions (where data can be entered) are provided in various formats (pdf, rtf, wpd) on the</p>
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College's web page. A list of the SED attachments is posted below at the very end of this document.

1. Purpose and Goals. Provide a clear statement of the purpose of the program. Build on the already completed and approved Letter of Intent. (See *CUNY Handbook* for details.)

- Include an explicit statement of how the program meets students' educational goals and career objectives. Describe national or local educational trends, and discuss the faculty's expertise and commitment.
- Address the effect the establishment of the proposed program will have on the college; the relationship of the program to the mission of the college (specifically, the program's relationship to the college's priorities); and the extent to which the proposed program complements existing programs at the college.

2. Need and Justification. In this section be as specific and concrete as possible:

- How will this program serve the needs of a) students, b) the College, c) community?
- How will it contribute to specific State and societal needs?
- Discuss employment opportunities, specific job titles with salary ranges. Document assertions.
- Letters of support from potential employers or experts, if credible, may be included in an appendix.
- Emphasize local demand for persons with the knowledge, skills, and credentials that program will provide. Be specific. For more ideas, see the *CUNY Handbook*. Inclusion of similar information is encouraged for liberal arts programs.
- Refer to articles in appropriate media that document your contentions (include in an appendix).
- Address any overlap and duplication concerns that may exist at CUNY or other local colleges in a straightforward manner. Such concerns within CUNY should have been resolved before the final proposal is presented.

3. Student Interest/Enrollment.

- Describe present and projected student demand; include evidence from market surveys and questionnaires, if at all possible.
- Must provide a numerical TABLE projecting student enrollment, full- and part-time, for the first 5 years of program. (see numerical table, located on CUNY website under "Application Forms,"
- Indicate estimated rate of attrition.
- Discuss assumptions regarding enrollment and attrition in the narrative.
- The standards required of students seeking admission to the program must be spelled out in detail. Also include the selection process for admitting students.
- Detail arrangements for advising and counseling students to promote timely completion of the program. See *CUNY Handbook* for more details.

4. Curriculum.

- Present an overview of the curriculum; give an intellectual rationale for design.
- Curriculum must be intellectually coherent and clearly capable of implementation.
- Provide a semester-by-semester sequence for a typical program using SED form in "Applications form".

- Provide complete course descriptions for all courses required in the program and complete course syllabi for all new courses, including number of credits for each course. Note any requirements for thesis or comprehensive examination.
- Provide the total number of credits in the program and any non-course requirements such as a thesis; comprehensive or language exam or clinical experience. If an undergraduate program requires more than 60/120 credits, a waiver must be requested of the Executive Vice Chancellor.
- Address articulation needs. Describe articulation agreements with CUNY colleges. Include copies of signed articulation agreements in appendix (at least one such agreement for every new baccalaureate degree program is required; articulation agreements are not required for graduate programs). (See *CUNY Handbook*.) **Copies of completed and signed articulation agreements must be included in an appendix.**

5. Cost Assessment. A comprehensive assessment is needed: cover costs incurred with Faculty; Facilities and Equipment; Library and Instructional Materials. See *CUNY Handbook*.

a. Faculty.

- Briefly summarize the qualifications of available full-time faculty who will teach in the program. Complete the required SED form
- Specify the number of new FT faculty that will be needed to offer the program and whether adjuncts are needed to teach the proposed program and justify the use of adjuncts rather than FT faculty. Please note that reliance on adjuncts for staffing new programs is strongly discouraged. Explain how FT faculty who will teach in the new program will be replaced in existing programs. Indicate any other support staff needed to offer the proposed program and justify the need for hiring such persons.
- Curricula Vitae of faculty who will teach in the program should be available upon request and no longer need to be included in an appendix.

b. Facilities and Equipment.

- Consult with the college's Vice President for Finance and Administration to accurately prepare this segment of the proposal.
- Describe special space needs (for computers, laboratories, etc.). Need to add, lease, or renovate space? Estimate the costs of providing and maintaining such space and the source of funding.
- Any special equipment needed? Estimate the costs and sources of funding.

c. Library and Instructional Materials.

- Consult with appropriate Library faculty and describe library resources presently available for the program and any additional library needs that the program will create.
- Estimate the total annual costs for upgrading library support and for other instructional materials (e.g., software, audio-visual).

d. Budget Table. Provide a TABLE of cumulative estimated costs and revenues

accompanied by an explanatory narrative.

- Copies of Revenue tables can be found in the “Application Forms” section of CUNY website. Revenues are calculated on the basis of student enrollment, taking into account tuition and state allocation. There is a spreadsheet to be completed to calculate the additional course sections required with the addition of the program.

6. Evaluation.

In this section you must describe the internal and external evaluation.

a. Internal Evaluation and Outcomes Assessment.

- How will program quality be monitored in the first 5 years? Include a discussion of desired outcomes for students and program.
- Indicate measures that will be used in assessment, including any prospective departmental (collegiate) external evaluation.
- State the criteria to be examined, such as student achievement of specific educational goals, placement of graduates, and faculty performance. See *CUNY Handbook* for more details.

b. External Evaluation. This section is required of all graduate programs and is distinct from periodic departmental external evaluations noted above.

- The SED mandates that all new Master’s programs be evaluated by one expert in the subject area who is from a college or university outside the New York metropolitan area. New doctoral programs need two evaluations from outside experts in the field. In special circumstances, the EVCUP may solicit an outside evaluation for an undergraduate program.
- Evaluators’ names, positions, and institutional affiliations should be identified in this section. Put the full reports of evaluators along with the curriculum vitae of each evaluator in an appendix.

N.B. The requirement for External Evaluation of new Master’s programs means that the completed full proposal must be sent to outside evaluator before the full proposal with these evaluations can be sent to the University’s OAA. Be sure to plan at least two-three weeks for this evaluation.

APPENDICES. Following the narrative add any required appendices. Requirements will vary depending on the nature of the proposal. Appendices A and B are necessary for all proposals. Label the appendices consecutively; there should be no gaps in labeling. For example, if there are no survey instruments (as in Appendix C below), the next appendix, whatever its title, should be labeled Appendix C. For more information on appendices, see the CUNY Handbook)

- Appendix A. Course descriptions and syllabi. The Brooklyn College Bulletin descriptions of all courses required in the program must be appended here. In addition, complete course syllabi must be included for all new courses.

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- Appendix B. A curriculum vitae (brief resume--no more than 2 pages preferred) should be included for each principal full-time faculty member who will teach courses required in the program.
- Appendices C, D, E, F, and G are applicable only to some programs. Include if needed.
- Appendix C. Survey instruments and results. If the college conducted a survey to determine the need for the program, the actual survey form should be appended here, as well as a summary of the findings.
- Appendix D. Letters of external support. The letters must be current and the signatories should not be directly connected to the College.
- Appendix E. Articulation Agreement(s), if needed. Complete and signed articulation agreement(s) in conformance with the Guidelines for Articulation Agreements.
- Appendix F. Affiliation Agreements. If the proposed program involves cooperative arrangements with hospitals or agencies that provide opportunities for clinical training, the appropriate agreements should be included in Appendix F.
- Appendix G. The complete reports of the outside evaluators should be included here. Each evaluator's curriculum vitae must also be included.

C) THE PROCESS OF FINAL APPROVAL BY THE COLLEGE, UNIVERSITY, AND THE STATE EDUCATION DEPARTMENT (SED). (See CUNY Handbook, pp. 7-9)

Write the full proposal for the College, University, and the State, incorporating pertinent information from all related curriculum documents (developed under protocols Section A-I, A-II, A-III, A-IV, A-V, and A-VI) that have been approved by Faculty Council. Much of this material will be embedded in the SED attachments to the full proposal. The completed package--the full proposal with all appendices and attachments mandated by the University and the State Education Department--is submitted by the President (after clearance from the Provost) to the University for review and approval by the Office of Academic Affairs; the Board of Trustees' Committee on Academic Policy, Program, and Research (CAPPR); the Board of Trustees; and the State Education Department.

Note. When a program entails a new degree to be offered by the College, or a new subject area (under the subdivisions of the HEGIS taxonomy), the SED may circulate a précis of the proposed program to colleges in the metropolitan area for comment as part of a revision of the College's master plan.

Summary of the specific steps of the final approval process:

1. Faculty Council approval of Program and Curriculum. After receiving approval in principle of the Letter of Intent from Faculty Council, submit to the appropriate Faculty

Council curriculum committee all documents required to implement the program: Section A-I for special actions, Section A-II for changes in generic degree requirements (front matter of the bulletin), Section A-III for changes in degree programs, A-IV for new courses, A-V for changes in existing courses and A-VI for other changes.

University and SED procedures mandate that required and elective courses (including prerequisites) be listed by course number and title in the proposal; curriculum documents authorizing the curriculum must therefore be approved by Faculty Council by the time the College sends the full proposal to OAA.

Note to Faculty Council curriculum committees: It is preferable that the pertinent Faculty Council curriculum committee (graduate or undergraduate) submit the various program components for a new program to Faculty Council for approval via a discrete curriculum document for that program and not commingle its items with heterogeneous proposals for Academic Affairs.

From BC to OAA. After Faculty Council approval of the program's requirements and curriculum, the President or Provost submits 4 copies of the proposal with all required appendices and SED attachments with a cover letter to the Executive Vice Chancellor for Academic Affairs (EVCP). A copy should be submitted to the University Director of Program Review, Articulation and Transfer, Dr. Ekaterina Sukhanova at Ekaterina.Sukhanova@cuny.edu and Ken Norz at Kenneth.norz@cuny.edu. (Note: curriculum requirements are transmitted to the Board via the program proposal, not the Chancellor's Report.)

3. Review by OAA. The proposal is reviewed by staff at OAA within 30 business days. Any issues or concerns that require clarification are quickly communicated to the College.

4. From OAA to CAPPR. If no revisions are required, or after revisions have been completed, the final proposal is forwarded by OAA staff to the Executive Vice Chancellor for Academic Affairs with a recommendation that it be presented to the Board's Committee on Academic Policy, Program, and Research (CAPPR). If cleared, the proposal is placed on the CAPPR agenda, the College is notified, and the Provost and primary proposer or Department Chair travel to 80 St. for the CAPPR review.

5. Review by CAPPR. The Executive Vice Chancellor presents the proposal to CAPPR. Though the College is not expected to make a formal presentation, be prepared to answer any questions that arise.

6. From CAPPR to CUNY Board. If CAPPR approves the proposal, a resolution stating that approval is placed on the calendar for the next Board of Trustees meeting. After the Board has approved the program, the Executive Vice Chancellor for Academic Affairs sends the Board resolution, the full proposal, and a request to register the program to the State Education Department.

7. From CUNY Board to State Education Department. The State Education Department (SED) review may take several months or more. The SED may request further information.

8. Final approval and registration. N.B.: Only after the College has received notification of registration from the State Education Department, i.e., formal addition to the Inventory of Registered Programs with an assigned HEGIS code and a discrete SED program code, may it advertise the program and enroll students in it.

List of SED Attachments:

- Attachment A: Basic Facts / Title Page
- Attachment B I: Program Content and Requirements (two parts)
- Attachment B II: Program Scheduling (two parts)
- Attachment C: CUNY Articulation Agreement Guidelines (directions)
- Attachment D: Faculty
- Attachment E (1): Projected Expenditures
- Attachment E (2): Projected Revenue
- Attachment E (3): Projected Capital Expenditures