

FACULTY HANDBOOK

FOR THE

HOFSTRA COLLEGE OF LIBERAL ARTS AND SCIENCES GENERAL EDUCATION AND DISTRIBUTION REQUIREMENTS



HOFSTRA
UNIVERSITY®

PREPARED BY THE

OFFICE OF THE DEAN

HOFSTRA COLLEGE OF LIBERAL ARTS AND SCIENCES

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Preface

The Core Curriculum Task Force was convened in Fall 2000 by Bernard J. Firestone, Dean of the Hofstra College of Liberal Arts and Sciences. The Task Force worked for two years on a review of the two-decade old HCLAS Core Curriculum Program and, in April 2002, circulated to the HCLAS faculty and chairs its “Report and Recommendations of the HCLAS Core Curriculum Task Force.” The Task Force incorporated suggestions for revisions of the proposed curriculum into its “Proposal for Revising the Hofstra Core Curriculum,” issued in October 2002. The proposal was approved by the full faculty of HCLAS at the College’s meeting on December 4, 2002. At its meeting of March 4, 2003, the full faculty of HCLAS approved the criteria governing courses to be included in the Interdisciplinary category.

The introductory section to the October 2002 “Proposal for Revising the Hofstra Core Curriculum” appears as Appendix A in this *Handbook*. The curriculum, as proposed by the Task Force and approved by the HCLAS faculty, constitutes the first section of this *Handbook*.

Hofstra College of Liberal Arts and Sciences
Office of the Dean
September 22, 2004

Second Edition

Changes to the Faculty Handbook for the Hofstra Distribution Requirements were put forth by the Curriculum Proposals Committee of HCLAS and approved by the HCLAS faculty during the Fall 2007 semester.

Hofstra College of Liberal Arts and Sciences
Office of the Dean
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Third Edition

Changes to the Faculty Handbook for the Hofstra Distribution Requirements were put forth by the HCLAS Committee on Transfer Policy and approved by the HCLAS faculty during the Spring 2010 semester.

Hofstra College of Liberal Arts and Sciences
Office of the Dean
March 10, 2010

Fourth Edition

Changes to the Faculty Handbook for the Hofstra General Education and Distribution Requirements were put forth by the HCLAS General Education Task Force: Frank P. Gaughan, Chair; Rodney B. Finzel; Jean D. Giebel; Amy M. Masnick; Roberto Mazzoleni; Karyn M. Valerius; Laura G. Vallier; Kathleen A. Wallace // Dean’s Office: S S. Valenti, Terry F. Godlove, and Gail Schwab and approved by the HCLAS faculty during the Fall 2015 and Spring 2017 semesters. Updates were added due to the creation of the School of Engineering and Applied Sciences (now the Fred DeMatteis School of Engineering and Applied Sciences) in 2012.

Hofstra College of Liberal Arts and Sciences
Office of the Dean
October 15, 2018

Fifth Edition

Changes to the Faculty Handbook for the Hofstra Distribution Requirements were put forth by the Executive Committee of HCLAS under the advisement of the Task Force on the Cross-Cultural Designation: Zilkia Janer, Chair; Timothy Daniels; Brenda Elsey Veronica Lippencott; Tomeka Robinson; Benita Sampedro; Hanaa Wahba; Dean’s Office: Jean Dobie Giebel; and approved by the

faculty in Spring 2021. Guidelines for Best Practices for HCLAS Syllabi were approved by the Curriculum Proposals Committee and Standards and Review Committee in Spring 2021.

Hofstra College of Liberal Arts and Sciences
Office of the Dean
May 15, 2021

Sixth Edition

Amendments to the Faculty Handbook for the Hofstra Distribution Requirements were put forth by the Dean's Office and approved by the Curriculum Proposals Committee and the Graduate Committee in Spring 2024.

Hofstra College of Liberal Arts and Sciences
Office of the Dean
May 20, 2024

FACULTY HANDBOOK FOR THE HOFSTRA GENERAL EDUCATION AND DISTRIBUTION REQUIREMENTS

I. The HCLAS General Education Requirements

The nine General Education Requirements for the Bachelor of Arts in Hofstra College of Liberal Arts & Sciences are as follows:

A. Nine semester hours of distribution courses in the humanities. The nine semester hours may include no more than three from the Creative Participation (CP) category and must include at least three from the Appreciation and Analysis (AA) and, at least three semester hours of Literature (LT). No more than six semester hours of transfer or other advanced standing credit may be applied toward this requirement.

B. Nine semester hours of distribution courses in Natural Sciences and Mathematics/Computer Science (MA) (CS). The nine semester hours may include no more than three from the Computer Science (CS) category and must include at least three from the Natural Sciences (NS) and, at least three semester hours of Mathematics (MA). No more than six semester hours of transfer or other advanced standing credit may be applied toward this requirement.

C. Nine semester hours of distribution courses in the Social Sciences. The nine semester hours must include three from the Social & Behavioral Sciences category and three from the History & Philosophy category. No more than six semester hours of transfer or other advanced standing credit may be applied toward this requirement.

D. Three semester hours of distribution course credit in Cross-Cultural study. Three semester hours of transfer or advanced standing credit may be applied to this requirement.

E. Three semester hours of distribution course credit in the interdisciplinary studies category. A student may satisfy this requirement with three semester hours of interdisciplinary studies course credit or with three additional semester hours taken from A-D, above.

F. Satisfactory completion of WSC 001 and WSC 002. Students entering Hofstra with full credit for WSC 001-002 must take the Hofstra Writing Proficiency Examination. Students who do not pass the Writing Proficiency exam will be able to strengthen their writing through a 1-credit Writing Workshop class or through one-on-one tutoring at Hofstra's Writing Center.

G. Completion of level 3 of a Foreign Language, placement above level 3, or completion of the special language option.

H. Satisfactory completion of two courses designated as Writing Intensive (WI). Must be taken after completion of WSC 002 and at least 30 semester hours, and may not include courses designed for first-year students (for example, FYC clusters and seminars and Honors College Culture & Expression).

I. Satisfactory completion of one course that applies quantitative reasoning to specific disciplinary contexts in the humanities, social sciences and natural sciences designated as Quantitative Reasoning (QR). One QR course will be required beginning the 2018 - 2019 bulletin year.¹

¹ The Quantitative Reasoning requirement increase to two courses set to begin in the 2020-2021 bulletin year is currently suspended

II. OVERVIEW OF DISTRIBUTION REQUIREMENTS

A. Overview of Distribution Requirements:

A number of Hofstra University bachelor's degree programs include distribution requirements among their general degree requirements. The distribution requirements are designed to afford the student some familiarity with the subject matter and intellectual methods used in the various liberal arts and sciences. In addition, these requirements seek to expose students to a broad range of cultural traditions and encourage students to partake in interdisciplinary studies that draw on the general resources of the liberal arts and sciences. The distribution categories and their identifying codes are listed below.

For the history of this change from the core curriculum to the distribution requirements, see *Appendix A*.

B. Categories:

There are ten categories of distribution courses. These include categories for each of the three divisions in HCLAS, as well as categories for Cross-Cultural and Interdisciplinary Studies courses. The ten categories and their category designations are as follows:²

HUMANITIES DIVISION:

Literature (LT)

The Arts

Appreciation and Analysis (AA)

Creative Participation (CP)

NATURAL SCIENCES, MATHEMATICS/COMPUTER SCIENCE DIVISION:

Natural Sciences (NS)

Mathematics (MA)

Computer Science (CS)

SOCIAL SCIENCES DIVISION:

Behavioral Social Sciences (BH)

History, Philosophy, Religious Studies (HP)

CROSS-CULTURAL: BEYOND THE “WEST” (CC)

INTERDISCIPLINARY STUDIES (IS)

² See the section of the *Hofstra University Undergraduate Bulletin* entitled “Hofstra College of Liberal Arts and Sciences” for listings of the departments and programs offering distribution courses in each of the distribution categories.

III. DISTRIBUTION COURSE STANDARDS

A. General Requirements

1. Only HCLAS courses are eligible to be distribution courses.³
2. All distribution courses must meet the requirement established by the State of New York that every semester hour of credit must represent “at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignment.”
3. All sections of distribution courses shall normally be limited to no more than 37 students. This limit may be waived in the case of those courses that combine a large group setting with smaller group discussion sessions, performances, or laboratories.
4. a. Distribution courses must be appropriately intensive or rigorous. In other words, distribution courses must require students to make a serious investment of time and engage students in matters important to the discipline(s) under study. In some categories, distribution courses must include substantial reading and a writing requirement of 3,500 words; in other categories, distribution courses should involve some kind of rigorous laboratory or participatory component.

b. A possible distribution of the writing requirement (usually, 3500 words) might be a 500-word mid-term exam, two 1000-word papers, and a 1000-word final exam. This work is to be initiated early in the semester and, if necessary, rewritten, so that the student may benefit from ongoing criticism. Written assignments should be designed to minimize the possibility of plagiarism.
5. Distribution courses, provided they meet all distribution standards, may be offered during any academic session of 3 weeks or longer.
6. A distribution course must be appropriately designated with its distribution category placed in front of the course title in a department’s *Bulletin* course listings and in the class schedule published each semester. A course may be listed in both a divisional category and the Cross-Cultural category (assuming the course satisfies the Cross-Cultural criteria).
7. The designation of a course within a distribution category is permanent.
8. Courses taken on an optional Pass/D+/D/Fail basis may not be used to satisfy distribution requirements. Note, however, that some distribution courses are given only on a Pass/D+/D/Fail basis and may be used to fulfill distribution requirements.
9. Students may transfer in for distribution credit courses whose content falls within one of the distribution categories.
10. No student may satisfy distribution requirements at another institution once that student has matriculated at Hofstra University with the exception of students participating in an accredited study abroad program at another institution; with permission of the department offering the distribution course, such students may receive credit for one, and only one,

³ The only exceptions to this requirement are courses grandfathered in from the core or prior to the formation of the Fred DeMatteis School of Engineering and Applied Science: RTVF 010, HUHC 011, 012, 013, 014 and CSC 004, 005, 006, 007, 014, 015, 016, 017, 061, 102.

distribution course upon successful completion of the course and the study abroad program. In acknowledgement of the experiential component of study abroad courses, it is recognized that distribution courses taken while participating in study abroad programs may not be exact equivalents to Hofstra courses that satisfy distribution requirements. A waiver and substitution form signed by the chairperson of the department offering the distribution course and the dean of the unit of the student's major is required.

IV. DIVISIONAL COURSE REQUIREMENTS

Note: With the exception of courses in the Interdisciplinary category, all courses previously designated as core courses have been grandfathered into the distribution course categories.

A. Divisional Requirements: ⁴

1. **Humanities—Literature (LT).** Courses in this category must engage students in a rigorous literary study. These courses must include substantial reading and writing assignments, with at least 3500 words of written work (see A.4b, above).
2. **Humanities—the Arts.**
 - a. **Appreciation and Analysis (AA).** Courses in this category must engage students in a rigorous study that focuses on the appreciation and analysis of a specific non-literary art form. These courses must include substantial reading and writing assignments, with at least 3500 words of written work (see II.A.4 above).
 - b. **Creative Participation (CP).** Courses in this category must engage students in the creative participation of an art form (including creative writing). These courses must include a rigorous set of expectations for the evaluation of a student's artistic endeavors.
3. **Natural Sciences (NS).** Courses in this category must engage students in a rigorous study in the natural sciences. These courses must include a laboratory component, as well as a writing requirement (generally in the form of laboratory reports).
4. **Mathematics (MA)** Courses in this category must engage students in a rigorous study in either mathematics. These courses must provide a means for students to develop their mathematical reasoning skills.
5. **Computer Science (CS).** Courses in this category must engage students in a rigorous study in computer science. These courses must provide a means for students to develop their ability to understand the computer and its use in problem solving.
6. **Behavioral Social Sciences (BH).** Courses in this category must engage students in a rigorous study in one of the modern social sciences. These courses must include substantial reading and writing assignments, with at least 3500 words of written work (see II.A.4 above).
7. **History, Philosophy, Religion (HP).** Courses in this category must engage students in a rigorous study in history, philosophy, or religion. These courses must include substantial reading and writing assignments, with at least 3500 words of written work (see II.A.4 above).
8. **Cross-Cultural: Beyond the “West” (CC).** This category focuses on the intellectual and cultural trajectories and epistemologies of peoples and communities of Africa, Asia, the Middle East, Latin America, and the Caribbean, as well as the indigenous peoples of the Americas and beyond. Courses in this category engage students in a rigorous study of the thought and practices of one or more of these peoples and communities, and they can include their diasporic component beyond the “west,” and/or diaspora in the “west” (the latter not to

⁴ See the section of the *Hofstra University Undergraduate Bulletin* entitled “Hofstra College of Liberal Arts and Sciences” for listings of the departments and programs offering distribution courses in each of the distribution categories.

exceed 10% of course content). These courses must have a substantial reading and writing component, with at least 3,500 words of written work. (see II.A.4 above).

9. **Interdisciplinary Studies (IS).** An Interdisciplinary Studies program is one whose design integrates the various aspects of a liberal arts education through the study of problems and topics that are too broad to be fully addressed by any one discipline. Interdisciplinary Studies programs include single-discipline courses offered in the various departments and designated by the prefixes of those departments. Interdisciplinary Studies programs also develop and offer their own Interdisciplinary Studies (IS) courses. Such courses must include substantial reading and writing assignments, with at least 3,500 words of written work (see II.A.4 above), as well as content and perspectives from several different disciplines, and synthesize these diverse perspectives into an integrated framework. IS-designated courses may only be offered by HCLAS-faculty-approved Interdisciplinary Studies programs, must carry the prefixes of said programs, and must meet the criteria specified above. IS-designated courses may be taught by a single faculty member or team-taught.

V. Table for B. A. Distribution Requirements
A total of 33 semester hours

<i>HUMANITIES</i>	9
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Literature (LT) 3

The Arts: { Appreciation & Analysis (AA) 3
 Creative Participation (CP)

LT or AA 3

NOTE: Only three of the nine credits in this Category may be satisfied with Creative Participation courses.

<i>NATURAL SCIENCES, MATHEMATICS, COMPUTER SCIENCE</i>	9
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Natural Sciences (NS) 3

Mathematics (MA) 3

NS or MA or CS 3

NOTE: Only three of the nine credits in this category may be satisfied with Computer Science courses.

<i>SOCIAL SCIENCES</i>	9
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Behavioral Social Sciences (BH) 3

History, Philosophy, Religious Studies (HP) 3

BH or HP 3

<i>CROSS-CULTURAL: BEYOND THE "WEST" (CC)</i>	
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<i>INTERDISCIPLINARY STUDIES/OTHER</i>	3
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NOTE: This requirement may be satisfied by three credits of Interdisciplinary Studies or by three credits in any of the above categories, including a Creative Participation course.

Students who may select a co-major in teacher education will find specific New York State Education Department liberal arts requirements within the School of Education section of the *Bulletin*. Please consult the specific education program requirements before planning HCLAS Distribution course work.

VI. COURSE AND PROGRAM SUBMISSION PROCEDURES

A. Existing Courses:

1. Any department or program in HCLAS may add existing courses to the distribution system for inclusion in the divisional category in which the department or program is housed. Such courses must conform to the requirements listed under “Distribution Course Standards” in sections II and III of this handbook. (For CC and IS courses, see below.)
2. This procedure constitutes a **major change** and should be submitted on the *Undergraduate Course Change Form – Major* in Curriculog. The proposal will be reviewed by the Curriculum Proposals Committee of HCLAS.
3. These courses become effective as distribution courses in the semester following the one in which they are submitted for inclusion in the distribution course listings. Such courses must be listed with the appropriate divisional designation (in parentheses) preceding the title in the *Bulletin* and semester class schedules. Note: This is a permanent designation.

B. New Courses:

1. Any HCLAS department or program may add new courses to the distribution system within the divisional category in which the department or program is housed. Such courses must conform to the requirements listed under “Distribution Course Standards” in section II of this handbook. (For CC and IS courses, see below.)
2. New courses must be proposed using the *Undergraduate New Course Form* in Curriculog and requires the approval of both the Curriculum Proposals Committee and the HCLAS faculty.
3. These courses become effective as distribution courses in the semester following the one in which they are approved for inclusion in the distribution course listings. Such courses must be listed with the appropriate divisional designation (in parentheses) preceding the title in the *Bulletin* and semester class schedules. Note: This is a permanent designation.

C. New Cross-Cultural: Beyond the “West” Courses:

1. Any HCLAS department or program may propose an existing or new course for inclusion in the Cross-Cultural: Beyond the “West” Division. The description of this course and its content must conform to the requirements for a Cross-Cultural: Beyond the “West” course as defined in sections II and III.A.7, above.
2. New courses must be proposed using the *Undergraduate New Course Form* in Curriculog and requires the approval of both the Curriculum Proposals Committee and the HCLAS faculty.
3. These courses become effective as distribution courses in the semester following the one in which they are approved for inclusion in the distribution course listings. Such courses must be listed with the appropriate divisional designation (in parentheses) preceding the title in the *Bulletin* and semester class schedules. Note: This is a permanent designation.
4. Note: Cross-Cultural: Beyond the “West” courses may be listed in two categories, including the Interdisciplinary category.

5. The various iterations of special topics courses offered for Cross-Cultural: Beyond the “West” credit must be approved by the faculty of the department offering such courses.

A. New Interdisciplinary Studies Courses:

1. a. As stated in IV.A.8, above, only departments or programs recognized as interdisciplinary by the faculty of HCLAS may add courses to the Interdisciplinary Studies (IS) category as defined in section IV.A.8, above.

b. Interdisciplinary departments or programs may also offer or propose courses in divisional categories other than Interdisciplinary Studies. If such courses are proposed for inclusion in a category other than the interdisciplinary one, they must not be interdisciplinary in nature and must satisfy the criteria of the category for which they are being proposed. These courses should be identified by the alpha code of the department or program that is offering them and placed in the appropriate distribution category.
2. New courses must be proposed using the Undergraduate New Course Form in Curriculog and require the approval of both the Curriculum Proposals Committee and the HCLAS faculty.
3. These courses become effective as distribution courses in the semester following the one in which they are approved for inclusion in the distribution course listings. Such courses must be listed with the appropriate divisional designation (in parentheses) preceding the title in the *Bulletin* and semester class schedules. Note: This is a permanent designation.
4. If a course is proposed for inclusion in the Cross-Cultural: Beyond the “West” category, it may also be considered interdisciplinary and listed in both categories.
5. The various iterations of special topics courses offered by Interdisciplinary Studies programs for IS credit must be approved by the faculty and the director of the relevant Interdisciplinary Studies programs.

VII WRITING INTENSIVE REQUIREMENT

1. The Writing Intensive Requirement consists of two Writing Intensive (WI) courses. WI courses run at an enrollment limit of 22, the same enrollment as WSC 001 and WSC 002. This limit allows for emphasis on factors other than quantity, such as invention, revision, and research. WI courses require students to produce twenty pages (approximately 5,000 words) of polished writing over the course of the term.
2. WI courses may appear anywhere in the major or the distribution or both. In most cases, the WI designation is attached to sections of courses; hence departments may run multiple sections of a course, only some of which have the WI designation. Unlike the distribution tag, the WI designation is not permanent. Chairs may add or remove the tag when making their schedules.
3. Any department in HCLAS may offer WI courses, and existing courses may be modified to include a WI component. Thus, a course that carries a distribution tag may add a WI tag (e.g., LT-WI or NS-WI, etc.). WI courses may also appear outside the distribution and be reserved for majors. Some majors already require or offer upper-level research seminars or other upper-level courses that meet this requirement. In effect such courses are already writing intensive. In summary, the following types of courses may be designated WI:
 - a. courses in the major—for example, existing or new research seminars or other upper level major courses
 - b. non-distribution courses—for example, electives for major or non-major credit
 - c. select distribution courses
4. Faculty propose WI courses to their department chairs and/or department-level curriculum committees. The Hofstra College of Liberal Arts and Sciences Standards and Review Committee makes a periodic review of WI courses as part of their review of the Distribution.
5. The overarching purpose of writing intensive coursework is improvement over time; hence, the majority of assignments should allow students sufficient time to plan, write, revise, and (if they wish) visit the writing center.
6. Students learn the conventions of writing in a given subject area by interacting with feedback. Hence, the course plan should provide for an exchange of ideas about good writing in general and in our respective disciplines. Some ideas to facilitate this exchange include the following:
 - a. Students produce a draft, receive instructor feedback, and revise.
 - b. Students produce a draft, receive peer feedback, and revise.
 - c. The instructor distributes a model essay and uses it as the basis for a class discussion. Model essays can be drawn from published work or from student samples.
 - d. The instructor selects an excerpt from an assigned reading and prepares a short lesson on the conventions that help define the writer's task and the audience's expectations. Alternately, the lesson could simply identify strengths and weaknesses in the writing itself.
7. Each syllabus should include a description of the writing-intensive nature of the class along with information about the number and types of writing assignments as well as the percentage of the

grade dedicated to writing. WI syllabi will contain standard language as to how the course meets the WI requirements. Other policies that are useful include statements about plagiarism, revision, and the submission of late-assignments.

8. The organization of a writing intensive syllabus will vary depending on the level of the course, the subject area, and the instructor's preferences.

These models illustrate possibilities:

- a. Students produce weekly short essays. Each can be scored with a rubric and/or instructor feedback. Alternately, the class may begin with a series of short essays, each responding to a related question. At the midterm, students revise their short works into a longer and more coherent text.
- b. Students produce between 3 and 5 projects over the term. The length and genre may vary (e.g., argument, analysis, encyclopedia entry, news article, editorial, book review, etc.). Some instructors provide formative feedback on drafts and a shorter, summative assessment on the final product. Others provide a detailed summative assessment of each project and allow a predetermined number (e.g., 2 of the 5 projects) to be revised for an improved grade.
- c. Students develop a single project over the course of a term, often meeting certain benchmarks along the way (proposal, annotated bibliography, literature review). This type of big research project is probably best suited for advanced courses, but it can be scaled and combined with other types of assignments so that it works at any level.
- d. Students compose works collaboratively or individually in networked environments (e.g., blogs, discussion boards, wikis). With appropriate supervision, such venues may be used at any stage of the writing process, from invention to publication.

See Appendix B for distribution tags and abbreviations for Course Look up.

VIII. QUANTITATIVE REASONING REQUIREMENT

1. Quantitative reasoning (QR) courses intend to develop students' aptitude in the use of data and quantitative analytical tools in a wide range of inquiries in personal, professional, and public contexts; and their ability to think critically about quantitative measures of abstract concepts, and the accuracy and soundness of conclusions based on data or on mathematical models.
2. Any department in HCLAS may offer QR courses, and existing courses may be modified to include a QR component. Thus, a course that carries a distribution tag may add a QR tag (e.g., NS-QR or FA-QR, etc.). QR courses may also appear outside the distribution and be reserved for majors. Some majors already require or offer upper-level research seminars or other upper-level courses that meet this requirement. In effect such courses already include quantitative reasoning. In summary, the following types of courses may be designated QR:
 - a. courses in the major—for example, existing or new research seminars or other upper level major courses
 - b. non-distribution courses—for example, electives for major or non-major credit
 - c. select distribution courses
3. Faculty propose QR courses to their department chairs and/or department-level curriculum committees. The Hofstra College of Liberal Arts and Sciences Standards and Review Committee makes a periodic review of QR courses as part of their review of the Distribution.
4. The focus of QR courses is intended to be on the application of quantitative methods to a specific context, although these courses may embed basic methodological training in their subject matter. This characteristic sets QR courses apart from mathematics courses.
5. The methods that are emphasized in QR courses vary widely, but it is expected that students will engage in one or more of the following activities, and that at least 30% of the student's grade will be determined by assignments and/or exams associated with these activities:
 - a. Learning to read, construct, interpret and evaluate tables, graphs, maps, and charts.
 - b. Developing quantitative measures of physical, spatial, behavioral or social phenomena.
 - c. Using mathematical models to express causal relationships and to explore the implications of changed assumptions or proposed solutions to problems in the physical or social world.
 - d. Collecting and organizing numerical data from archives, surveys, lab experiments or other sources.
 - e. Testing hypotheses using experimental or statistical controls.
 - f. Assessing the limitations of research, such as the reliability and validity of measures, adequacy of experimental design, sample size and quality and alternative hypotheses and interpretations.

6. Each syllabus should include a description of ways that QR will be taught, along with information about the number and types of assignments as well as the percentage of the grade dedicated to quantitative reasoning.

See Appendix B for distribution tags and abbreviations for Course Look up.

IX. Guidelines for First Year Clusters and Seminars

Hofstra First-Year Programs are an integration of academic and extracurricular programs designed to foster first-year students' academic and social engagement during their first year at Hofstra. The center of First-Year Programs is the "Connections" curriculum of Seminars (small discussion-based classes) and Cluster (thematically-linked) classes.

A. Seminars:

First-year seminars at Hofstra provide an opportunity for first-year students to explore disciplines for continued study in a small classroom setting and are designed to help students connect with campus life, with peers, and with faculty. Every seminar satisfies a distribution requirement, and almost all of the seminars expose students to venues in Manhattan that are connected in some way to the academic theme of the course. First-year seminars are limited to 19 students.

1. The goals of first-year seminars are:
 - a. To help students make a successful adaptation to Hofstra University
 - b. To introduce first-year students to faculty in a variety of disciplines who may later become their major advisors
 - c. To help students make connections between peers by providing smaller classes that encourage inter-student interaction inside and outside of the course
 - d. To increase students' awareness of the resources in the greater NYC area by supporting course-related and social out-of-class trips.

B. Clusters (Fall semester only)

First-year clusters are usually three courses grouped around a common theme. For example, cluster F1, "The Literature and Theater of NYC," is composed of a theater appreciation course, a literature course and freshman composition – all three courses revolving around New York City themes. Similarly, cluster F16, "Pre-Health Sciences," includes chemistry, biology, and freshman composition. All the courses in all the clusters satisfy Hofstra graduation requirements.

2. The goals of first-year clusters are:
 - a. To help students make a successful adaptation to Hofstra University
 - b. To make it easier for students to fulfill general education/distribution requirements with a thematically-linked set that will comprise a large portion of their freshman schedule.
 - c. To help students make friends and form study groups with peers who are taking the same set of courses.
 - d. To increase students' awareness of the resources in the greater NYC area by supporting course-related and social out-of-class trips.

C. Faculty Responsibilities

Faculty in FYC clusters are expected to plan their courses together—to choose topics and readings in concert, to integrate assignments, and to work out compatible examination schedules. All faculty – whether in clusters or seminars - are expected to connect their courses in some way with venues in New York City. Advising is a key component of the First-Year Program, and therefore all FYC faculty are expected to keep a close eye on students who are struggling and to submit a REACH alert through Student Success CONNECT when appropriate. Faculty are expected to administer at least two graded assessments (e.g., quiz, exam, writing assignment, art project, lab report, etc.) no later than one week prior to the drop deadline for the semester. Several times throughout the semester, FYC faculty will be asked to forward information to their students from units under the Student Success Collaborative umbrella (e.g., the Centers for Academic Excellence, the Center for University Advising, and the Career Center). FYC faculty are encouraged to make use of Hofstra's Peer Teacher Program.

D. Proposing a First Year Seminar or Cluster

Interested faculty should discuss participation in FYC and any proposed cluster or seminar with their

department chair. With the chair's approval, a proposal is sent via email to the Associate Dean of First-Year Programs, copying the department chair.

1. Cluster Proposals should include:
 - a. a possible title for the cluster
 - b. the courses to be linked
 - c. a brief discussion of the thematic connections between the courses
 - d. and the names of the participating faculty

2. Seminar proposals should include:
 - a. a possible title
 - b. a basic description of the subject matter (~one paragraph)
 - c. a preliminary reading list

X. COURSE AND PROGRAM REVIEW PROCEDURES

- A. Oversight of the distribution program is the responsibility of the HCLAS Standards and Review Committee.
- B. The Committee's review of this program is to be conducted as follows:
 - 1. The Committee is to meet with departments on a rotating basis, approximately once every five years. The purpose of this meeting is to conduct a joint assessment of how successfully the department has implemented some rationale for its distribution courses. Departments should also demonstrate that their courses satisfy the appropriate course standards as stated in sections II and III of this *Handbook*. This review should also include any of the department's Cross-Cultural listings and any special topics courses offered for distribution credit.
 - 2. The Committee is to review the Interdisciplinary Studies category, its listings, and its definition, after its first three years of existence, and once every five years thereafter. This review should include an assessment of the optional status of this category.

Appendix A

Hofstra College of Liberal Arts and Sciences General Education Goals and Learning Objectives

The following are the General Education Goals and Learning Objectives for the Bachelor of Arts and Bachelor of Fine Arts Degrees:

Goal 1. Critical and Analytical Thinking

Students will apply critical and analytical thinking across a broad array of liberal arts and science disciplines, designed to foster self-examination and inquiry into the outside world of nature and society. Liberal arts courses stress the development of clarity of expression, power of discovery, and creative imagination.

Objective 1A. Complete a broad-based course of study across the liberal arts disciplines within the humanities, social sciences, natural sciences and mathematics.

Objective 1B. Apply relevant criteria to create, critically analyze, interpret, or reflect ethically on a text, artwork, performance, or other product of human creativity and reasoning.

Objective 1C. Demonstrate quantitative reasoning by using techniques of mathematical and statistical analysis to numerically quantify and answer a question.

Objective 1D. Demonstrate scientific reasoning by applying inductive and/or deductive analysis to evaluate a hypothesis.

Goal 2. Written Communication

Students will demonstrate proficiency in written communication.

Objective 2A. Apply principles of clarity and coherence to sentences and paragraphs.

Objective 2B. Write an effective expository or argumentative essay using appropriate style, structure, and voice.

Goal 3. Oral Communication

Students will demonstrate proficiency in oral communication.

Objective 3A. Demonstrate skill in oral communication techniques, appropriately addressing the needs of the audience and expressing ideas coherently.

Objective 3B. Demonstrate mastery of the intellectual content of an oral presentation for informing, persuading, and/or defending a point of view, or for leading or participating in collaborative discussion of a topic.

Goal 4. Cultural and Global Awareness

Students will develop cultural competencies and global awareness.

Objective 4A. Provide and understand information on simple concrete subjects in a language other than English in both oral and written form in languages where both currently exist. (Classical languages will be assessed in their written form only.)

Objective 4B. Demonstrate the ability to explain and reflect on important political, economic, social, aesthetic and ethical issues of at least one of the peoples in Africa, Asia, the Middle East, Latin America, or of the indigenous peoples of the Americas and Australia.

Objective 4C. Demonstrate the ability to explain and reflect on important political, economic, social, aesthetic or ethical issues within one's own cultural context.

Goal 5. Information Literacy

Students will demonstrate information literacy.

Objective 5A: Demonstrate the ability to research, select and properly cite a variety of appropriate sources used to support scholarly work.

Objective 5B. Make effective use of sources, showing understanding of their meaning/significance.

Goal 6. Technological Competency

Students will demonstrate technological competency

Objective 6A. Demonstrate the ability to use general or discipline-specific technologies to identify, retrieve, analyze, and communicate ideas and information.

Approved by the Faculty of Hofstra College of Liberal Arts and Sciences
March 11, 2015

Appendix B

Writing Intensive and Quantitative Reasoning Tags and Abbreviations

WI and QR are the tags Academic Scheduling adds to indicate Writing Intensive and Quantitative Reasoning courses which show up in the right-most column in Course Look-up. WI or QR are indicated to students via section numbers, which are limited to three characters. Writing Intensive sections will appear as WI (or WIL for labs, or WI# for multiple sections, or W## if sections exceed single digits). Quantitative Reasoning sections will appear as QR (or QRL, or QR#, or Q##), and sections of courses that fulfill both requirements will appear as WQ or WQ#.

HOFSTRA COLLEGE OF LIBERAL ARTS AND SCIENCES
Guidelines for Syllabus Best Practices

The following categories are typically included on a syllabus (keeping in mind that some categories are more or less appropriate, depending on the course). Required sections for all **new** courses appear in **red**. The following order of sections and format **are not required**. Examples appear in **blue**.

Hofstra University College/School/Department
Course Prefix & Number: Course Title and Semester Hours

Professor:
Contact information:
Office hours:

Course Description

This may be an elaboration on the Bulletin description.

Learning Outcomes for this course

This section may be outcomes that are specific to the course only.

Goals/Objectives this course fulfills within the Department/Program

This section must align the course with specific Department/Program Goals and Objectives for the purposes of Outcomes Assessment. If the course carries Distribution credit, it should also align with the College's General Education Goals and Objectives.

The following examples are for RLL courses for the major or minor in French, Italian, or Spanish:

1. Learning Goal: Students should develop linguistic skills in oral and written expression.

Objectives: Students should be able to

- a) demonstrate the ability to understand speech in the target language in most social and professional situations;
- b) demonstrate the ability to communicate orally in the target language in most social and professional situations;
- c) demonstrate the ability to understand written texts (journalism, non-fiction, literature, etc.);
- d) demonstrate adequate mastery of the grammar of the target language;
- e) demonstrate the ability to write grammatically and analytically at a variety of language levels.

2. Learning Goal: Students should develop a sense of the cultural aspects of the peoples who speak the target language.

Objectives: Students should be able to:

- a) recognize political, social, economic, and linguistic factors that influence components of the language and the culture;
- b) develop understanding of people of other cultures in general and in the particular local setting(s).

OR a more abbreviated version could be:

This course fulfills:

Goal 1. Students should develop linguistic skills in oral and written expression and

Goal 2. Students should develop a sense of the cultural aspects of the peoples who speak the target language of the Department.

Goals and Objectives which can be found on the Department webpage at:

https://www.hofstra.edu/academics/colleges/hclas/rll/rll_goalsobjs.html

Goals/Objectives this course fulfills within the College (if for Distribution credit ONLY)

If a course is a Distribution course, it should also be tracked to the HCLAS Distribution Goals and Objectives:

This course also fulfills:

3. Learning Goal: For distribution courses in translation, students will develop an understanding of other cultures through translations of literature as well as non-fiction documentation that originate from the region where the target language is used as an official mode of expression.

Objectives: Students should be able to accomplish the following:

- a) develop an understanding of people of other cultures in general and in the particular local setting with individuals of those cultures;
- b) develop an appreciation of the political, social, economic and linguistic factors, including prejudices, that characterize the human experience across cultures in the particular local setting(s) with individuals of those cultures;
- c) understand the historical, social, and political context of literary works and apply that knowledge to a literary analysis of those works.

OR a more abbreviated version could be:

This course also fulfills:

Goal 4. Cultural and Global Awareness

of the General Education Goals and Learning Objectives in the College of Liberal Arts and Sciences which can be found on the College webpage at:

<https://www.hofstra.edu/liberal-arts-sciences/goals-learning-objectives.html>

Learning Outcomes for accreditation (if in an accredited program ONLY)

(The following example is for OTH 223L: Occupational Engagement and Performance accredited by the Accreditation Council for Occupational Therapy Education)

ACOTE (2018) Standards addressed in this course:

B.4.1. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

B.4.2. Clinical Reasoning. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.

B.4.3. Occupation-Based Interventions. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention

B4.16 Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.

Course requirements

This section might include materials, costs, or specific computer needs.

Assignments

*For new course proposals or requests for Distribution tags on existing courses, a detailed description of course assignments or at least **one sample assignment must be attached.***

Required Text(s)/Readings

Grading Criteria

*FPS #10 states that the “faculty member’s policy for establishing the final grade must be clearly stated in the syllabus.” Therefore, in addition to points or percentages please include a grading scale for the final grade or, if your course is graded on a curve, an explanation of that calculation, similar (**but not limited to**) the following possible examples:*

Sample grading Scales:

A	100 – 93	A	90%–100%
A-	92 – 90	B	80%–89%
B+	89 – 87	C	70%–79%
B	86 – 83	D	60%–69%
B-	82 – 80	F	< 60%
C+	79 – 77		
C	76 – 73		
C-	72 – 70		
D+	69 – 67		
D	66 – 60		
F	59 – 0		

NOTE: Hofstra’s official final grading scale does not include an A+ or a D-.

Sample explanations of grading on a curve:

Individual exams are worth points, not letter grades. An approximate letter grade scale for each exam, based upon the normal curve of the entire class's scores will be posted after each exam.

The distribution usually falls along these lines:

Top 20-25%	A
next 20-25%	B
next 50-55%	C
next 5-10%	D
scores below 50% of possible points – F	

OR

This course is graded on a curve. Letter grade cutoffs are determined by defining the mean score to be a C+, and then subdividing the curve into regions for each grade (ABCDE) using the standard deviation. This process uses the overall statistical performance of the class to define the details of the conversion of each exam’s results to letter grades. The divisions between the major letter grades for each exam will be provided once the curve is computed

Course Schedule

This may be a weekly breakdown of in-class activities, course readings, and/or assignments.

Attendance Policy

If there is a specific attendance policy for the class, please be as explicit as possible, including indicating if there are any penalties for unexcused absences and/or lateness and specifically how that factors into the final grade.

Participation Grade

If the student's grade is affected by lack of participation while in class, please be as explicit as possible, including separating any penalties from penalties for absences.

Bibliography

This section may be a list of resources that a student can access to better understand the topics being discussed.

Provost's Office Policy statement or link:

Rather than listing all policies, this section may be the following statement and link which is updated annually:

“For specific policies relating to the following important matters: Academic Dishonesty; Student Access Services; Deadlines and Grading Policies; Absences for Religious Observance; Discrimination, Harassment, Sexual Misconduct; the Center for Academic Excellence, see Hofstra Policies:

<https://www.hofstra.edu/provost/policies-wording-syllabi.html>

An agreement or compliance statement may be added:

Example:

Your presence in this class signifies that you have read the syllabus and are willing to comply with its contents.

Hofstra University Office of the Provost

Curriculum and Standards MINOR CHANGES

Minor Program Change Definition:

A minor program change is one that, to be made permanent, does not require presentation to the entire College/School faculty for a vote and may be presented for information only. Typical minor program changes alter the description, electives of a department's major, or changes in course sequencing. When in doubt about whether a given proposal should be treated as "minor," consult with the pertinent committee chairperson or with the Dean's Office before submitting the proposal.

Minor Program Change Actions:

- Program description clarifications (adding electives/swapping out required course)
- Change offering sequence
- Other

Minor Course Change Definition:

A minor program change is one that, to be made permanent, does not require presentation to the entire College/School faculty for a vote and may be presented for information only. Typical minor program changes are alterations in the description, including adding electives or changes in course sequencing. When in doubt about whether a given proposal should be treated as "minor," consult with the pertinent committee chairperson or with the Dean's Office before submitting the proposal.

Course Change Actions: Clarification of course description Add special or laboratory fee Course title
Change offering sequence

Curriculum and Standards MAJOR CHANGES DEFINITION

Major Program Change Definition:

A major program change directly affects a student's ability to complete a program or graduation requirements. Major changes, to be made permanent, may require presentation to the entire College/School faculty for a vote or presentation as an informational item before the change can be included in the Bulletin. Typical major course changes add concentrations or tracks, changes in graduation requirements, or substantial changes to program content. When in doubt about whether a given proposal should be treated as "major," consult with the pertinent committee chairperson or with the Dean's Office before submitting the proposal.

Major Program Change actions:

- Significant Program Description Change: (1) including changes in the program's focus or design (e.g., eliminating management courses in a business administration program) or (2) change in the program's major disciplinary area or (3) substantial change over 1/3 of program content has changed
- Add or Remove Concentration or Track
- Add DL Format to Existing Program
- Change Total Program Credits
- Change Admission Requirements

- Modification/Add/Deletion of Graduation Requirements (including, but not limited to, an internship, clinical, cooperative education, or other work-based experience).
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c) (1-4) of Regents Rules
- Deactivation of Program
- Reactivate/Reinstate Program
- Program title change
- Program award change (e.g., change in degree).
- A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
- A change in the total number of credits of any certificate or advanced certificate program.

Major Course Change Definition:

A major course change directly affects a student's ability to complete a course and/or a program. Major changes, to be made permanent, may require presentation to the entire College/School faculty for a vote or presentation as an informational item before the change can be included in the Bulletin. Typical major course changes are changing or adding prerequisites or corequisites, change in course type, the addition of distribution credit or Liberal Arts credit, change in grade modality, or substantial change to course content(as demonstrated in an updated syllabus).

When in doubt about whether a given proposal should be treated as "major," consult with the pertinent committee chairperson or with the Dean's Office before submitting the proposal.

Major Course Change actions:

- Change/add prerequisites or corequisites
- Change Course Type
- Change Semester Hours/ Change in Faculty Load
- Add or Remove Distribution Attributes
- Add or Remove Liberal Arts credit
- Change in Grade Modality
- Substantial Change to Course Content (over 1/3 of course material has changed)
- Reactivate/Reinstate
- Drop/Inactivate
- Other

Curriculum Schedule

What follows a four-year schedule of curriculum activity including Curriculog, annual bulletin development, and curricular updates in Banner. Also included are annual updates to the NAVIGATE academic planning tool and updates to sample program schedules (eight-semester grids) to be included in the 2021-22 bulletin.



This effort is designed to establish a curriculum schedule which ensures the publication of the bulletin in advance of the next academic year:

- 2022-23 bulletin finalized eight months before the academic year.
- 2023-24 bulletin finalized nine months before the academic year.
- 2024-25 bulletin finalized ten months before the academic year

These adjustments will solidify curriculum changes and provide the university community a published document which reflects the programmatic curriculum before each academic year commences.

Curriculog Activity	21-22 bulletin	22-23 bulletin	23-24 bulletin	24-25 bulletin
Curriculog Proposals Opened	3/1/20	3/1/21	3/1/22	3/1/23
Major Change Proposals in Curriculog – Closed (Submissions no longer accepted after these dates.)	2/1/21	12/31/21 (instead of 2/1/22)	11/30/22	11/30/23
All Other Curriculog Proposals - Closed (includes New Programs & Minor Changes for the Current Bulletin)	5/15/21	5/15/22	11/30/22	11/30/23
All Changes Closed – Submissions no longer accepted.	5/15/21	5/15/22	11/30/22	11/30/23
DL Course Changes	Ongoing	Ongoing	Ongoing	Ongoing
OEL Changes	Ongoing	Ongoing	Ongoing	Ongoing
Proposal Review	Ongoing	Ongoing	Ongoing	Ongoing
Annual Bulletin Edits (Minor) Distribution (Done via Google Doc)	Done	Aug 15	Aug 15	Aug 15
Annual Bulletin Edits Due (This is the date the edits are due to the Provost Office. Each school may opt to select an earlier date to review edits before submission to the Provost Office.)	Done	12/31/21	12/31/22	12/31/23
Banner/Degree Works Updates (Registrar's Office)	5/15/21	5/1/22 – 5/31/22	5/1/23 – 5/31/23	5/1/24 – 5/31/24
Bulletin is published	3/1/21	2/1/22	2/1/23	2/1/24
Navigate Updates	Onboarding	2/1/22 – 3/1/22 One month to update all templates	2/1/23 – 3/1/23 One month to update all templates	2/1/24 – 3/1/24 One month to update all templates
Sample Program Schedule Creation and Update	3/15/21-8/31/21	2/1/22	3/2/23	3/2/24
Veteran's Affairs Bulletin Copy Submission Due By	6/1/2021	6/1/2022	6/1/2023	6/1/2024

Starting & Launching a Proposal in Curriculog to make changes to a course or program

- Step 1 Go to MYHOFSTRA to get into the portal
- Step 2 Click on the app section for the Curriculog Icon to open (it will open to My Tasks)
- Step 3 Click  New Proposal (top right)
- Step 4 Select the form for the appropriate process (forms are listed alphabetically by name) Please be sure to select correct form for major or minor changes (see definitions on HCLAS Forms page: <https://www.hofstra.edu/liberal-arts-sciences/forms.html>)
- Step 5 Click  to Start Proposal (to the right of the form name)
- Step 6 Fill in Prefix and Code (course number) or Program Name and click Search. When the course/program shows on the bottom right panel, click the icon on far right (Preview and Build), then click on Build Proposal. This will import the course/program into the proposal.
- Step 7 Complete the Required Fields (*) but **do not** change or edit the imported data at this point **(Important!).**
- Step 8 Click Validate and Launch Proposal

Please - never Copy & Paste from the Bulletin, only IMPORT

Only make changes or edits to the proposal AFTER it is launched.

- This is the only way Banner can see the edits (they will appear in Red or Blue when reviewed) and populate them into the Bulletin.
- You can see changes made to courses by clicking on the “Discussion” icon in top right panel. Click on “Show Current” and select “show current with markup”.
- To see changes made to programs, under “Curriculum” in middle of right panel, click on “Preview Curriculum” icon, click on red pencil on top right. Changes will show in red for deletions and green bold for additions.

PLEASE NOTE: You are not done. You must now approve at the originator step before the proposal can move on.

To approve a proposal, click on the checkmark icon in right panel “Decisions”. Click “Approve” then “Make My Decision”. The proposal will now move on to the next workflow approver.

If you have followed the above steps and are experiencing difficulties, please contact Chris Jenkinson at 3-5416 or Christine.M.Jenkinson@hofstra.edu