College Senate Curriculum Committee Handbook

Debra Engel

Chair of the College Senate Curriculum Committee

With special thanks to the Handbook Subcommittee, the CSCC and Dean Miller for their edits and suggestions

October 2019

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INTRODUCTION

In accordance with the rules and regulations of the New York State Education Department and the City University of New York, the Curriculum Committee sets policies for LaGuardia with regard to curriculum formation and implementation.

The committee is a subcommittee of the College Senate. Its constituency represents each academic department as well as Adult & Continuing Education (ACE) and Enrollment Management & Student Development (EMSD).

All aspects of the formulation, development, evaluation, and modification of course and program proposals must be approved by the Curriculum Committee, prior to submission and review by the Senate.

Membership on the Curriculum Committee shall include one member from each academic department, the Division of Adult and Continuing Education, and the Registrar. The Committee on Committees may make additions, but full-time faculty shall represent at least three-quarters of the membership of the Curriculum Committee. Only faculty members will have voting privileges. The President of the Student Government Association, or a designee, shall also serve as a non-voting member.

The Vice President of Academic Affairs or his/her designee will serve as Chairperson of the Curriculum Committee. The Senate will consider items coming from the Curriculum Committee by means of a consent calendar. Through this procedure, Senators requesting minor changes will communicate with the Chairperson of the Curriculum Committee prior to the Senate meeting; only an unresolved objection communicated to the Chair of the Senate prior to the upcoming Senate meeting will bring items to the floor of the Senate for discussion and resolution.

Meetings of the College Senate Curriculum Committee are held approximately every two weeks or as needed on Thursdays at 2:30 pm. Departmental representatives and the Chairpersons are provided schedules in August for the academic year. A quorum is required to vote on items.

Departmental Chairs and Members of the CSCC 2019-2020

Chairperson of College Senate Curriculum Committee: Debra Engel

Department	Chairperson	Committee Member (alternate)
ACE		(David Housel)
Business and Technology	*Michael Napolitano*	Jennifer Arroyo (Andrea Irias)
Counseling		Lynne Alston (Kyoko Toyama)
Education and Language Acquisition	*Arthur Lau*	Bede McCormack (Tomonori Nagano)
English	*Linda Chandler*	Olga Aksakalova (Terry Cole)
Health Sciences	*Phil Gimber*	Michele Mills (May Tom)
Humanities	*Payal Doctor*	Leslie Aarons (Andrew McFarland)
Library	*Scott White*	Dianne Gordon Conyers (Alexandra Rojas)
Math, Engineering And Computer Science	*Abderrazak Belkharraz Idrissi*	Gordon Crandall (Praveenkumar Khethavath)
Natural Sciences	*Maria Entezari*	D. Priyantha Wijesinghe (Amish Khalfan)
President of SGA		(TBA)
Registrar		Burhan Siddiqui (Derwent Dawkins)
Social Science	*Bojana Blagojevic*	Alex Welcome (Choon Shan Lai)

COMPLETING A COURSE PROPOSAL FORM

- Course changes and revisions upon approval through governance are submitted to the Academic Report for approval by the Board of Trustees and then are entered into the college catalog.
- Please use the newest version of the course proposal form found on the college catalog under governance.
- The Departmental and College Wide Curriculum Committees will carry out a rigorous review of all elements of submitted proposals
- Check the college catalog to ensure that there is not another course that is similar in content in another discipline. If you are not sure, please reach out to your departmental curriculum committee chair first to contact the other department's committee chair to discuss. **Also consider transferability of the course and articulation agreements.** Changes in a program may result in a revision of the articulation agreement.
- If the course is new, please make sure that the Registrar assigns the course code.
- Please have your submission proof-read before sending it to the committee.
- If the revised or new course proposal will incur additional expenses to the college in terms of faculty teaching hours or faculty led laboratory hours, please pre-submit the proposal to Academic Affairs before submitting your course proposal to the curriculum chairperson. It is advisable to do this 3-4 weeks before submitting to the departmental curriculum committee.
- A **revised** course retains its internal code. For instance: XYZ101 is submitted for a change in the course description and a change in the teaching objectives. This course would remain as XYZ101 and therefore is a revision.
- If you are submitting a new course for a specific program or degree, you **must also submit a side-by-side comparison (Curricular Framework) of the original program to compare with the proposed program with your course changes**. Cross out old courses and bold new courses. Please see your departmental curriculum chair for the template. (Appendix) Your current program framework can be found in the college catalog. An example of a completed curricular framework can also be found in the Appendix.

PAGE BY PAGE GUIDELINES

- **Page one**: make sure that any changes from the previous course proposal are checked (course description, pre/co reqs, etc) if the course is a revision. No boxes should be checked if the course is new. To access previous course proposals, ask your curriculum chair person to assist you.

  The number of credits, teaching, lecture and laboratory hours all need to be clearly indicated. Any discrepancy should be explained.

  Guidelines for what constitutes a Liberal Arts course can be found on pages 11-12

  Page two: write a concise course description (please observe character limitations). Complete all of the boxes. Indicate if the course has been identified on the curriculum map with the core competency and ability and develop learning objectives.(One competency and One ability is generally used) For questions or confirmation, please consult with your Program Director. Please indicate whether you intend to submit the course to Pathways. A Pathways course should be a liberal arts course. Please remember that a Pathways course must pass governance **first** before being submitted for Pathways. If the revised course is presently in Pathways, check "already in Pathways" for Pathways submission.

An example of the question "Course is required for is": "All students meeting the pre/co requisites" or "all students in the Physical Therapist Assistant program."

- **Page three:** Indicate which courses are pre requisites, co requisites or pre/co requisites. Please be accurate since these will be entered into the college catalog.

  Please list the highest level course that has pre requisites imbedded. For example, you do not have to list ENG 101 and ENG 102 since ENG 102 has the pre requisite imbedded. Put basic skills in the box on the top. ENG/ ENA/ENC 101 should be listed together. Course that are 099/096 etc are considered basic skills

  If you are submitting a 200 level course, please consider what pre requisite courses (100 level or other) a student might need to complete prior to registering for the 200 level course. The identified preparatory courses should be considered as pre or co-requisites.

- **Page four:** Indicate the fall session as a start date for new courses since new courses cannot be added mid-year. Revised courses can sometimes have a spring implementation date. Remember to include the year. No midyear changes will take place for the college catalog.

  Add a brief rationale to be included in the Academic Report. Include the *what* and *why r*egarding any changes or additions.

  When recording assignments, list each type of assessment eg quizzes, exams, papers. If there are three quizzes, list them as 3 quizzes @ 5 for example. Make sure that the column on the right adds up to 100%. If you have identified a competency/ability, please make sure at least one relevant assignment meets the criteria and matches the objective stated in the competency/ability.

- **Page five/six:** Instructional and Performance objectives should be numbered consecutively and be aligned within their respective columns. Each Instructional Objective should have a related Performance Objective. Please begin each Objective with a Capital letter and end with a period.

  Under Instructional Objectives, it is best if you can use the active learning words that are listed but it is not required.

  If your course is mapped for a competency/ability, make sure that at **LEAST** one of your learning objectives addresses both the competency and ability that you identified for the course.

- **Page seven/eight:** List the content for the Course outline by a twelve week schedule even if the course is offered in 6 weeks. Week 13 should be listed as an exam week. Indicate the proposed schedule for all exams, quizzes due dates for assignments etc. on the appropriate week. Please make sure that the listing is inclusive and consistent with items listed in the grading standards.

- **Page nine/ten:** Before sending your course proposal to your departmental representative, meet with your library liaison to discuss current textbooks and additional materials for your course proposal. The library liaison will initial their name at the bottom of page 10.

- **Page eleven:** Please type the name, department and date of when the proposal is being approved by the departmental curriculum committee. The Curriculum Chairperson will sign the area at the bottom of the page on the date of the curriculum committee meeting to verify that the proposal has all of the necessary signatures on that day.

ADDITIONAL INFORMATION

- If you are recommending a primary textbook that was published more than five years ago, be prepared to explain the justification for use of this textbook. All textbooks must be reviewed by the library for the most recent edition. Please give the library ample time to review their section and sign off on the course proposal.
- All course proposals **must be signed** off by Registrar, Library, course proposer, department curriculum chair, departmental college senate curriculum committee representative and the department chair **prior** to presentation at the College Senate Curriculum Committee. The College Senate Curriculum Chair will check the proposal for completeness prior to presentation. Please provide give all those who need to provide signatures ample time to do so.
- Submit to your Departmental Curriculum Committee early in order to meet the deadlines for submission. **All proposals must pass through Departmental Curriculum before being submitted for consideration to College Senate Curriculum**.
- All **First Year Seminar (FYS) courses** should go to the Director of the First Year Programming and Student Success Program for approval **prior to** being presented to the Departmental Curriculum Committee. This individual can guide faculty on course development, learning objective development and meeting of core competencies. Faculty proposing First Year Seminar courses should inquire about first year seminar training (usually offered by CTL).
- All **Urban Studies courses** should be sent to the Chair(s) of the Urban Studies Committee prior to being presented to the College Senate Curriculum Committee. The Urban Studies Committee can direct faculty regarding the components and requirements of Urban Studies courses including WID training.

GENERAL PROCEDURES FOR SUBMISSION AND REVIEW OFCOURSE PROPOSALS

START THE PROCESS EARLY

- **Step #1** Identify and contact the chairperson of your Departmental Curriculum Committee and discuss the course you are intending to propose. Submit the completed course proposal to Departmental Curriculum Committee and make the suggested edits.
- **Step #2** Submit one electronic copy of the corrected course proposal to the Chair of the College Senate Curriculum Committee. See last day to Submit to Chair in "Deadlines for Submission." The Chair of College Senate Curriculum Committee will send edits by email or in person within 2-3 days. After making the suggested edits, submit one paper copy to the Departmental Library Liaison for review and signature. Give the library at least 5 business days to review and sign the proposal.
- **Step #3** Pick up signed course proposal from the Library Liaison and submit proposal with Library signatures to the Registrar for review and signature.
- **Step #4** Complete all suggested corrections from the Chair of the Senate College Curriculum Committee and submit completed proposal electronically to the Chair of CSCC (see "Last Day to Submit electronic copy to the Chair"). Chair will send an electronic copy to all committee members for review.
- **Step #5** Bring signed original hard copy to the College Senate Curriculum meeting and present the course proposal to the curriculum committee. (Please see "Guidelines for Presenting to the College Senate Curriculum Committee). **No proposal can be presented without all completed signatures**.
- **Step #6** Make edits (if any) from the College Senate Curriculum Committee and send to Departmental Curriculum Committee representative and to the Chair of the College Senate Curriculum Committee within 2-3 days of the meeting. This copy is then sent to the Senate for the Consent calendar and when approved is included in the Academic Report. Please make sure that you are meticulous with your edits since this proposal will be the final copy and the information that is in the CUNY Report is included in the college catalog.
- **Step #7** Both the Chair of the College Senate Curriculum Committee and the Departmental Curriculum Committee representative are responsible for insuring accuracy and completion of edits.
- **Step #8** Hard copy with original signatures should be submitted to Chair of the CSCC for filing in the Provost's office within 2-4 days of the meeting for filing.
- **Step #9** Course proposals are uploaded to Share Point by the College Senate Curriculum Chair and the signed original will be kept in the Provost's office.

PRESENTATION TO THE COLLEGE SENATE CURRICULUM COMMITTEE

1. All course proposals must be signed by the Registrar, library and department proposer/reps/chair prior to being presented.
2. All course proposals must be presented by the course proposer unless discussed previously with the College Senate Curriculum Chair.
3. Presenter should introduce themselves and the course that they are proposing by number and name.
4. Verbalize if the course is new or revised. If revised, outline which aspects of the course were revised and discuss the rationale for revision. (See list on page 1 of the course proposal)
5. Verbalize if the course is considered a Liberal Arts course.
6. Give a brief description of the course including who the course is open/closed to and how it fits into the program curriculum.
7. Be prepared to respond to edits/suggestions/questions.
8. Please limit introductory presentation to 1-2 minutes.

<u>GUIDELINES FOR AN INFORMATIONAL ITEM</u>

An informational Item is presented to the College Senate Curriculum Committee for informational purposes and does not require a vote. Informational items can be notices of programs closing, courses no longer being offered, a change in policy in a program (eg initiation of an entrance exam) etc. Informational items should be in the format of a memo. (Please see below) Keep the explanation clear and brief. Informational items are submitted to the CUNY Academic Report.

To: Chairperson of the College Senate Curriculum Committee

From:

Date:

Re:

EXAMPLE:

Memo

To: Debra Engel, Chair, College Senate Curriculum Committee

From: Clarence Chan, Physical Therapist Assistant Program Director, Health Sciences Department

Re: Change in key courses for PTA candidacy

Date: November 10, 2016

This memo is to inform the College Senate Curriculum Committee of the change that will take place in the Health Sciences Department beginning Fall 2017. The four key courses for admission into Physical Therapist Assistant candidacy will be: ENG101, SSY101, MAT115 or 117 or 119 or 120 and SCB203.

◀NYSED.gov

Office of College and University Evaluation

Policy & Guidance

Policy Statement on Liberal Arts and Sciences

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

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

Degree	Minimum Proportion of Content	Minimum Number of Credits
Associate in Arts (AA)	3/4	45
Associate in Science (AS)	1/2	30
Associate in Applied Science (AAS)	1/3	20
Bachelor of Arts (BA)	3/4	90
Bachelor of Science (BS)	1/2	60
All other undergraduate baccalaureate degrees (BBA, BE, BFA, BPS, BTech, etc.)	1/4	30

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

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

        1. Humanities:

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

        2. Natural sciences and mathematics:

- Natural sciences—anatomy and physiology, biology, chemistry, earth science, geology, physics, zoology
- Mathematics—calculus, mathematical theory, statistics
- Computer Science—broad survey/theory courses

3. Social sciences:

- Anthropology, cultural studies, economics, geography, government, history, political science, psychology, sociology
- Criminal justice—introductory and broad survey courses
- Communications—interpersonal communication, mass communication, public speaking, speech and rhetoric

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

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

PATHWAYS

Pathways establishes general education requirements and transfer guidelines across CUNY.

In Fall 2013, CUNY implemented the [Pathways](#) initiative across its undergraduate colleges. Pathways has established a system of general education requirements and transfer guidelines across CUNY--and by doing so has reinforced CUNY's educational excellence while easing student transfer between CUNY colleges.

Students who entered CUNY prior to Fall 2013 should contact Student Advising Services to discuss their specific program requirements; contact your Advising Team by clicking "Ask an Advisor" on My LaGuardia, or visit B-102.

The Required Core consists of 4 courses for students in Associate of Arts (AA) and Associate of Science (AS) degree programs. Special conditions apply for Associate of Applied Science (AAS) majors.

Required Core Courses, Fall 2019

English

- ENG101 English Composition I
  (ENA101 or ENC101 depending on placement scores)
- ENG102 Writing through Literature

Mathematics and Quantitative Reasoning

- MAT107 Mathematics & The Modern World
- MAT115 College Algebra & Trigonometry
  (MAT117 depending on placement scores)
- MAT119 Elementary Algebra and Statistics
- MAT120 Elementary Statistics

Life and Physical Sciences

- SCB101 Topics in Biological Sciences
- SCB206 Introduction to Neuroscience
- SCC101 Topics in Chemistry
- SCC102 Chemistry of Photography
- SCP101 Topics in Physics
- SCP105 Life in the Universe
- SCP140 Topics in Astronomy

The Flexible Core consists of five categories:

- World Cultures and Global Issues

- U.S. Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

Students in Associate of Arts (AA) and Associate of Science (AS) degree programs will complete one course from each category and a sixth course from any category; special conditions apply for Associate of Applied Science (AAS) majors.

Many majors require specific courses in the Flexible Core.

For more information and an updated list of courses please see the pathways website at:
https://www.laguardia.edu/pathways/

RECOMMENDATIONS FOR DEPARTMENTAL CURRICULUM COMMITTEES

- Chairs of the departmental committee and the representative and alternate to the College Senate Curriculum Committee should be appointed by the Departmental Chairperson.
- The Chair and the Representative **ideally** should be the same individual to insure consistency and guidance.
- Chair of the committee and members of the committee should guide faculty in the department in the process of completing a course proposal (please see guidelines in this handbook), signatures required, edits needed and presentation process to the college wide committee.
- Course Proposals that are Urban Studies or First Year Seminars should be referred to the appropriate teams for further guidance (see additional information on page 7)
- Course Proposals that may include course content from other academic departments should be discussed with the Chair from the involved department.
- Departmental Curriculum Chairs should be experienced faculty members preferably with prior departmental curriculum experience.
- Recommend that departmental committees should meet as often as needed.
- Typically there are 4-6 members plus the chair on departmental committees

CORE COMPETENCIES AND ABILITIES IN COURSE PROPOSALS FOR ASSESSMENT PURPOSES

If courses appear on the curriculum map as marked for competencies/abilities, course proposals should reflect the designated competencies and abilities in the two sets of Course Objectives, Grading Standards, and Course Outline. Below you'll find the definitions of LaGuardia Community College Core Competencies. Please draw your language for articulating core competencies and abilities from this document. You can also find examples below.

Definitions of LaGuardia Community College Core Competencies:

Inquiry & Problem Solving -- refers to the ability to design, evaluate, and implement a strategy or strategies to answer an open-ended question or achieve a desired goal.

Global Learning -- is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.

Integrative Learning -- is an understanding & a disposition that a student builds across the curriculum & co-curriculum, from making simple connections among ideas & experiences to synthesizing & transferring learning to new, complex situations within & beyond the campus.

Our Core Competencies are communicated via three abilities:

Written -- is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.

Oral -- serves to negotiate meaning with others, impart knowledge clearly, foster understanding, and/or influence opinion.

Digital -- is the ability to create, evaluate, present, and communicate using a range of digital technologies. It requires one to manipulate and adapt digital media in order to effectively express ideas to others. For our purposes, digital communication emphasizes multi-media forms of expression, such as text, image, and/or video, as well as various platforms for digital interaction, including discussion threads, instant messaging, and social media.

Sample Language for Course Objectives

The following are examples of how competencies and abilities can be condensed into one sentence in **Instructional Objectives.** You do not have to condense them this way.

Integrative Learning, Oral, Written, Digital:

Enable students to use digital media/compose essays (written reports, a research paper, lab reports)/construct and deliver oral presentations that integrate ideas from curricular and co-curricular assignments/activities.

Inquiry and Problem Solving Competency- Oral, Written Digital Abilities:

Introduce students to strategies for building inquiry-based research question and problem-solution reasoning in digital/written/oral projects.

Global Learning Competency- Oral, Written, Digital Abilities:

Provide students with an opportunity to research and digitally present/compose essays/orally present on a global psychosocial issue experienced by Black people in the U.S. and in other countries.

Additional Sample Language (Poppy Slocum- Humanities)

Performance Objectives

Integrative Competency

Synthesize curricular and co-curricular ideas and experiences for the transfer and application of learning within and beyond the classroom.

Describe how values and ethics directly influence the communication process as well as personal, academic, and professional endeavors.

Inquiry and Problem Solving Competency

 Create persuasive and well-reasoned arguments that are appropriate to the topic and purpose.

Identify, frame, and offer solutions to various moral problems like poverty, abortion, social justice, or animal rights.

Demonstrate knowledge of in-depth information from multiple relevant sources to answer questions in the field of communication studies.

Global Competency

Explain how diverse cultural perspectives on communication are shaped within global contexts.

Digital Ability

Demonstrate effective use of digital capacities to advance content and purpose of communication.

Written Ability

Demonstrate effective writing skills to advance content and purpose of communication.

Oral Ability

Demonstrate effective oral presentation skills to advance content and purpose of communication.

Demonstrate the students' developing oral communication abilities in an oral presentation about ethics.

For more information on the college assessment process and rubrics please see the College Assessment page.

Competency and Ability rubrics can be found at:
https://www.laguardia.edu/uploadedFiles/Main_Site/Content/Academics/Docs/Core-Competency-Communication-Ability-Rubrics.pdf

BEST PRACTICES TO SUPPORT TRANSFER FOR NEW COURSE PROPOSALS

Prepared by the College Senate Ad-Hoc Committee on Transfer

Spring 2017

1. **Research Existing Courses at CUNY and other four-year colleges**
   - ❏ Course Title: Does a course exist in four-year colleges with the same title as the course at a first or second year level that you are proposing?
   - ❏ Credits: How many credits does the course carry at four-year colleges?
   - ❏ Outcomes: What content and skills does the course include at four-year colleges?
2. **Create an easy to understand and generic course title**
   - ❏ Registrars at four-year colleges often glance at community college course titles to confirm that the four-year college already has the course. Even if your course will diverge from the content or focus of a similar course at four-year college, use a similar or generic title in order to increase the likelihood of transferability.
3. **Confirm Transferability**
   If a four-year college confirms course transferability prior to community colleges approving courses, there is a greater likelihood that other colleges will accept the course when one of our students transfers to their school.

   - ❏ Contact LaGuardia's Office of Transfer Services to identify if your program already has an articulation agreement with four-year colleges. Contact information for the Office of Transfer Services is below.
   - ❏ Contact the following people at four-year colleges to confirm transferability:
     - ❏ Four-year college faculty in a program that already holds an articulation agreement with your program, option or major.
     - ❏ College registrar's offices at multiple four-year colleges (start with schools that often work with LaGuardia such as York College, City Tech, Medgar Evers, and Lehman)
   - ❏ Questions to ask when contacting people at four-year colleges:
     - ❏ Can you confirm that this course will transfer as a specific course rather than transfer as "unassigned credit"?
4. **Note on Capstone Courses**
   - ❏ Special attention should be given to capstone course proposals since capstones often do not transfer unless the capstone matches an elective required by a student's major at a four-year college.

Contacts at LaGuardia for Support Developing Transferable Course Proposals

LaGuardia Office of Transfer Services

Location: Room B215

Phone: (718) 482-5185

Email: transfer@lagcc.cuny.edu

College Senate

Ad-Hoc Committee on Transfer

Dr. Ana Lucia Fuentes (co-chair) lfuentes@lagcc.cuny.edu

Dr. Choon Shan Lai (co-chair) clai@lagcc.cuny.edu

LIBRARY LIAISONS

Please see the Library website at:

https://library.laguardia.edu/services/liaisons/

for Programmatic Liaisons

Deadlines for submissions to College Senate Curriculum Committee 2019-2020

*Last Day to Submit to Dean Miller and Debra Engel, Chair of CSCC (electronically), Registrar and Library (paper copies)	**Last Day to submit Revised electronic copy to Debra Engel, Chair of CSCC (incorporating all suggested revisions)	***CSCC Meeting Date. Bring original signed copies to meeting when presenting.	Final paper and electronic Copy Due to Debra Engel, Chair of CSCC (incorporating all edits and signatures from the CSCC meeting)	College Senate Meeting	Last day for CUNY Academic Report Submission	CUNY Board of Trustees Meeting
		9/12/19 Welcome and orientation				
9/05/19	9/09/19	**9/19/19**	9/23/19	10/02/19	10/28/19	12/16/19
9/12/19	9/16/19	**9/26/19**	9/27/19	10/02/19	10/28/19	12/16/19
9/26/19	9/30/19	**10/10/19**	10/14/19	10/30/19	12/09/19	02/03/20
10/10/19	10/14/19	**10/24/19**	10/25/19	10/30/19	12/09/19	02/03/20
10/24/19	10/28/19	**11/07/19**	11/11/19	11/20/19	12/09/19	02/03/20
11/07/19	11/11/19	**11/21/19**	11/25/19	12/11/19	02/10/20	03/30/20
11/21/19	11/25/19	**12/05/19**	12/06/19	12/11/19	02/10/20	03/30/20
1/06/20	1/08/20	**01/16/20**	1/21/20	2/05/20	03/30/20	05/18/20

1/23/20	1/27/20	**02/06/20**	2/10/20	3/11/20	03/30/20	05/18/20
1/30/20	2/03/20	**02/13/20**	2/18/20	3/11/20	03/30/20	05/18/20
2/27/20	3/03/20	**03/12/20**	3/16/20	4/01/20	05/11/20	06/29/20
3/12/20	3/16/20	**03/26/20**	3/27/20	4/01/20	05/11/20	06/29/20
4/17/20	4/20/20	**04/30/20**	5/01/20	05/06/20	05/11/20	06/29/20
4/23/20	4/27/20	**05/07/20**	5/11/20	05/27/20	09/07/20	10/26/20
5/7/20	5/11/20	**05/21/20**	5/22/20	05/27/20	09/07/20	10/26/20

*For Initial Submission, proposals need to be approved by Departmental Curriculum first and be ready for signoff by the Department, Library and Registrar

** Chair of CSCC will distribute electronic copies to all CSCC members, provided that all edits are complete.

***Agenda of CWCC meeting will include only proposals for which Chair of CWCC has received fully signed paper copies

APPENDICES

APPENDIX A: CURRICULAR FRAMEWORK TEMPLATE

Program/Degree	**Program/Degree**
Current	**Proposed**
Pathways Common Core	**Pathways Common Core**
A. Required Core: 12 credits	**A. Required Core: 12 credits**
English: 6 credits	**English: 6 credits** ENG101 English Composition I (ENA101 or ENC101 depending on placement scores) ENG102 Writing through Literature
Mathematical and Quantitative Reasoning: 3 credits	**Mathematical and Quantitative Reasoning**: 3 **credits** MAT107 Mathematics & The Modern World MAT115 College Algebra & Trigonometry (MAT117 Algebra & Trigonometry depending on placement scores) MAT120 Elementary Statistics (MAT119 depending on placement scores)
Life and Physical Sciences: 3 credits *Select one of the following:*	**Life and Physical Sciences: 3 credits** *Select one of the following:* SCB101 Topics in Biological Sciences SCB206 Introduction to Neuroscience SCC101 Topics in Chemistry SCC 102 Chemistry of Photography SCP101 Topics in Physics SCP105 Life in the Universe SCP140 Topics in Astronomy

B. Flexible Core: 18 credits	B. Flexible Core: 18 credits
	Select one course from each of the five flexible core categories AND one additional course from any flexible core category
World Cultures and Global Issues	*World Cultures and Global Issues*
	US Experience its Diversity
US Experience its Diversity	
	Creative Expression
Creative Expression	
	Individual and Society
Individual and Society	
	Scientific World
Scientific World	
	Students are advised to select one Urban Study course to complete college requirement. To complete the degree requirements from the Flexible Core, students are advised to select courses from the recommended course selections listed on the program website. Note: Student can select only two courses from any one discipline.
Program core: 30 credits	**Program core: 30 credits**
Total: 60 Credits	**Total 60 Credits**

APPENDIX B: EXAMPLE OF COMPLETED CURRICULAR FRAMEWORK

Writing and Literature AA Degree **Creative Writing Track** (Current)	**Writing and Literature AA Degree** **Creative Writing Track** (Proposed)
PATHWAYS COMMON CORE: 30 CREDITS	**PATHWAYS COMMON CORE: 30 CREDITS**
A. <u>Required Core: 12 credits</u>	**A. Required Core: 12 credits**
English: 6 credits ENG101 Composition I (ENA101 or ENC101 depending on placement scores) ENG102 Writing through Literature	**English: 6 credits** ENG101 Composition I (ENA101 or ENC101 depending on placement scores) ENG102 Writing through Literature

Mathematics and Quantitative Reasoning: 3 credits
Select one of the following courses:
MAT107 Mathematics and the Modern World
MAT115 College Algebra and Trigonometry
MAT117 Algebra and Trigonometry
   (depending on placement scores)
MAT119 Statistics with Elementary Algebra
   (depending on placement scores)
MAT120 Elementary Statistics
	Mathematics and Quantitative Reasoning: 3 credits
	Select one of the following courses:
	MAT107 Mathematics and the Modern World
	MAT115 College Algebra and Trigonometry
	MAT117 Algebra and Trigonometry
	   (depending on placement scores)
	MAT119 Statistics with Elementary Algebra
	   (depending on placement scores)
	MAT120 Elementary Statistics

Life and Physical Sciences: 3 credits *Select one of the following courses:* SCB101 Topics in Biological Sciences SCB206 Introduction to Neuroscience SCC101 Topics in Chemistry SCC102 Chemistry of Photography SCP101 Topics in Physics SCP105 Life in the Universe SCP140 Topics in Astronomy	**Life and Physical Sciences: 3 credits** *Select one of the following courses:* SCB101 Topics in Biological Sciences SCB206 Introduction to Neuroscience SCC101 Topics in Chemistry SCC102 Chemistry of Photography SCP101 Topics in Physics SCP105 Life in the Universe SCP140 Topics in Astronomy
B. <u>Flexible Core: 18 credits</u> *Select **<u>one</u>** course from each of the five flexible core categories and **<u>one additional</u>** course from any flexible core category (World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual and Society, Scientific World). You may select only <u>two</u> courses from any one discipline.* *To complete the degree requirements from the Flexible Core, students are advised to select courses from the recommended course selections listed in this program guide.*	**B. <u>Flexible Core: 18 credits</u>** *Select **<u>one</u>** course from each of the five flexible core categories and **<u>one additional</u>** course from any flexible core category (World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual and Society, Scientific World). You may select only <u>two</u> courses from any one discipline.* *To complete the degree requirements from the Flexible Core, students are advised to select courses from the recommended course selections listed on the program website. Note: Student can only select only two courses from any one discipline.*
PROGRAM CORE: 30 CREDITS	**PROGRAM CORE: 30 CREDITS**
~~**Counseling** 0~~ ~~New Student Seminar~~ ~~**Humanities**~~ ~~HUA101 Introduction to Art~~	

~~Unrestricted electives: 3 credits~~ ~~*A second Creative Writing or Genre course may be substituted for an elective course in the major*~~ **English: ~~9 credits~~** ~~ENN198 Creative Writing Workshop~~ ENG289 Introduction to Literary Study ENG295 World Literatures in English (capstone)	**English: 12 credits** **ENF101: First Year Seminar for Writing and Literature** **ENN198 Introduction to Creative Writing** ENG289 Introduction to Literary Study ENG295 World Literatures in English (capstone)
Creative Writing: 3 credits *Select one course from the following:* 3 ENG271 Poetry Workshop ENG274 Creative Non-Fiction Workshop ENG276 Fiction Workshop ENG277 Creative Writing New Media Workshop	**Creative Writing: 3 credits** *Select one course from the following:* 3 ENG271 Poetry Workshop ENG274 Creative Non-Fiction Workshop ENG276 Fiction Workshop ENG277 Creative Writing New Media Workshop
Genre: 3 credits *Select one of the following courses*: 3 ENG260 The Novel ENG265 The Drama ENG270 Introduction to Poetry	**Genre: 3 credits** *Select one of the following courses:* 3 ENG260 The Novel ENG265 The Drama ENG270 Introduction to Poetry
Literature Survey: 6 credits *Select two of the following courses:* 6 ENG290 British Literature Survey I ENG291 British Literature Survey II ENG292 American Literature Survey I ENG293 American Literature Survey II	**Literature Survey: 6 credits** *Select two of the following courses:* 6 ENG290 British Literature Survey I ENG291 British Literature Survey II ENG292 American Literature Survey I ENG293 American Literature Survey II
Electives: 3 credits *Select one of the following courses:** 3 ENG/ELL110 English Grammar and Syntax ENG220 Seminar in Teaching Writing ENG225 Afro-American Literature ENG235 Cultural Identity in American Literature ENG247 The Woman Writer ENG248 Latino/Latina Writing in the United States ENG261 Literature of Difference ENG266 Shakespeare ENG269 Contemporary Black American Fiction ENG288 Writing and Literature Major Internship ENN191 Art, Politics and Protest ENN240 Literature of the City	**Electives: 3 credits** *Select one of the following courses:** 3 ENG/ELL110 English Grammar and Syntax ENG220 Seminar in Teaching Writing ENG225 Afro-American Literature ENG235 Cultural Identity in American Literature ENG247 The Woman Writer ENG248 Latino/Latina Writing in the United States ENG261 Literature of Difference ENG266 Shakespeare ENG269 Contemporary Black American Fiction ENG288 Writing and Literature Major Internship ENN191 Art, Politics and Protest ENN240 Literature of the City **Unrestricted electives: 3 credits** *A second Creative Writing or Genre course may be substituted for an elective course in the major*
Total: 60 Credits	**Total: 60 Credits**

APPENDIX C: EXAMPLE OF A COMPLETED COURSE PROPOSAL FORM

SEE FOLLOWING PAGES

<table>
<tr><td rowspan="2">COURSE PROPOSAL FORM</td><td>TYPE OF PROPOSAL</td></tr>
<tr><td>☐ PERMANENT
☐ EXPERIMENTAL</td></tr>
</table>

PROPOSING DEPARTMENT:	

SECOND DEPARTMENT FOR JOINT PROPOSAL:	

COURSE TITLE:
(maximum 50 characters & spaces)

COURSE NUMBER Contact Registrar's Office for designated course number	
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	

COURSE ABBREVIATION:
(maximum 20 characters & spaces)

COURSE STATUS	☐ NEW ☐ REVISED

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:

☐ TITLE CHANGE
☐ CATALOG DESCRIPTION
☐ NUMBER OF CREDITS
☐ NUMBER OF HOURS
☐ PREREQUISITES
☐ COREQUISITIES
☐ INSTRUCTIONAL OBJECTIVES
☐ PERFORMANCE OBJECTIVES
☐ GRADING STANDARDS
☐ LIBRARY ARTICULATION
☐ COMPUTER SOFTWARE ARTICULATION
☐ CORE COMPETENCIES
☐ OTHER:
Please specify:

CREDITS	
PER WEEK:	
CLASSROOM HOURS	
LAB HOURS	
STUDENT HOURS	
FACULTY HOURS	

DO THE LAB HOURS REPRESENT FACULTY HOURS?
☐ YES ☐ NO

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

LIBERAL ARTS	**URBAN STUDIES**
☐ YES ☐ NO	☐ YES ☐ NO

CATALOG DESCRIPTION: (maximum of 500 characters & spaces)

The course description should provide students with a description of the course content and methodology. The reading level of the course should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

Course is Required for:
(e.g.: students in the Occupational Therapy program)

Will this course be submitted for Pathways:

☐ YES
☐ NO

Was the course experimental?

☐ YES
☐ NO

Course is Closed to:
(e.g.: All students not meeting the pre/pre-co/corequisites)

This Course Replaces:
(If it is not a replacement course, write "none".)

Are core competencies and abilities assessed? Yes ☐ No ☐

Competencies.	Abilities.
☐ Inquiry and Problem Solving	☐ Written Communication
☐ Integrative Learning	☐ Oral Communication
☐ Global Learning	☐ Digital Communication

Basic skills &/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none ENA099):			
Mathematics (e.g., none MAT098):			
ESL (e.g., none ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list- e.g., if ENG102 is a prerequisites, do no list ENG101.

Prerequisites	Pre/Corequisites	Corequisites

Additional Pre/Pre-Co/Corequisites:
Specify Pre/Pre-Co/Corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

This course will first be offered in : (e.g., Fall 2018)	Proposed maximum class size:

Provide a brief rationale for the proposed course or course revisions.

How many sections per year will this course be offered?	Estimated # of students per year:

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)

☐ **FALL**

☐ **SPRING**

Grading standards:
Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assignment. For example: 3 written quizzes at 10% each = 30%.

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

CATEGORY	%
Total	**100%**

Indicate if the course is being developed for a grant. If so, provide relevant details.

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow:

During this course, the instructor expects to:

enable…
familiarize…
introduce...
provide the student with...
reinforce...

List of instructional objectives:
During this course, the instructor expects to:

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course, students will be able to:

analyze ...   identify….
compare and contrast…   illustrate…
compute…   interpret…
define …   locate…
describe…   prepare…
draw…   solve…
explain…   write..

List of performance objectives:
At the conclusion of this course, students will be able to:

INSTRUCTIONAL OBJECTIVES:	PERFORMANCE OBJECTIVES:

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam". If a course is designed for a 6 - week session only, the outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam".

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE: (CONTINUED):

COURSE OUTLINE: (CONTINUED):

LIBRARY / FACILITIES ARTICULATION

Please give author, tittle, edition, publisher and date for each book; title and publisher for each periodical tittle. Provide ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection, or recommended for purchase.

#1 TEXTBOOK (S): (Specify STATUS at the end of each entry.)	
AUTHOR (S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
eBook ISBN:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase
AUTHOR (S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
eBook ISBN:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase
AUTHOR (S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
eBook ISBN:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase

#2 ADDITIONAL BOOK (S) TO SUPPORT THIS COURSE: (Specify STATUS at the end of each entry.)	
AUTHOR (S):	
TITLE :	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
eBook ISBN:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase
AUTHOR (S):	
TITLE :	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
eBook ISBN:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase
AUTHOR (S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
eBook ISBN:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase

#3 SUBSCRIPTION DATABASES

NAME :	
PUBLISHER:	
STATUS: (CHECK ONE)	☐ Subscribing ☐ Recommend

NAME :	
PUBLISHER:	
STATUS: (CHECK ONE)	☐ Subscribing ☐ Recommend

NAME :	
PUBLISHER:	
STATUS: (CHECK ONE)	☐ Subscribing ☐ Recommend

#5 MEDIA ITEMS: (CD's, DVD's, streaming video etc.) (Specify STATUS at the end of each entry.)

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase

TITLE:	
DISTRIBUTOR:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase

TITLE:	
DISTRIBUTOR:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase

TITLE:	
DISTRIBUTOR:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase

#4 PERIODICALS: (NEWSPAPERS, MAGAZINES, JOURNALS, YEARBOOKS) (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new periodicals. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

PERIODICAL TITLE :	
PUBLISHER:	
ISSN:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase
AVAILABLE IN DATABASE (S)	

PERIODICAL TITLE :	
PUBLISHER:	
ISSN:	
STATUS: (CHECK ONE)	☐ In Collection ☐ Recommend for purchase
AVAILABLE IN DATABASE (S)	

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	
TYPE FACULTY PROPOSER'S NAME AND OBTAIN INITIALS	

Append additional page if necessary:

APPROVAL PAGE:
For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER(S)	DEPARTMENT(S)	DATE

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)	DEPARTMENT(S)	DATE

DEPT'L REPRESENTATIVE (S) TO COLLEGE SENATE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE

Chair of College Senate Curriculum Committee

_____   Date   /   /