

**College of Staten Island
Guide for Preparing Curriculum Proposals
Office of the Registrar
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Curriculum Coordinator
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1. Format for Change in Existing Course Proposal:

FROM:

COURSE: (e.g., ENS 249 Measurements and Laboratory Instruments)

PREREQUISITES :

COREQUISITES :

PRE OR COREQUISITES :

CREDITS:

HOURS:

CATALOG DESCRIPTION:

REQUIREMENT DESIGNATION: LIBERAL ARTS: Yes [] No []

COURSE ATTRIBUTE: e.g., Writing Intensive, WAC, etc.

GENERAL EDUCATION COMPONENT*: Not applicable or Required, Flexible, or College Option (e.g., Required: Life and Physical Sciences (RLPR) or Flexible: World Cultures and Global Issues (FWGR) or College Option: TALA)

TO:

COURSE: Course includes Subject Area, Number and Title

PREREQUISITES :

COREQUISITES :

PRE OR COREQUISITES :

CREDITS:

HOURS:

CATALOG DESCRIPTION:

REQUIREMENT DESIGNATION: LIBERAL ARTS: Yes [] No []

COURSE ATTRIBUTE: e.g., Writing Intensive, WAC, etc.

GENERAL EDUCATION COMPONENT: Not applicable/Required/Flexible/College Option*

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET: Please use a table format and refer [to Course Objectives](#) for examples.

ROLE IN CURRICULUM: What role will the course play in the College's and Program's curriculum?

RATIONALE: Give a brief argument of why the course is needed; whenever possible, explain this in terms of assessment -- either student learning outcomes which indicate the change is needed, or program-level assessment which points to the change. Where appropriate, cite APR (Self-Study), external reviewers' comments, accreditation requirements, or Annual Assessment Reporting which supports this change.

SUBMISSION TO COMMITTEE CHAIR: Please indicate date that proposal was submitted to the Committee Chair (Provost, Dean(s), or faculty designee) and the Curriculum Office.

APPROVAL: Please indicate department(s), Chair(s)/faculty/committee (s) and date(s), CUNY Core Committee (when applicable)

CONSULTATION: Please indicate department(s) or program(s) that were consulted about the proposed course, with names and date(s). Please refer to the [Consultation in the Curriculum Process Report](#).

EFFECTIVE: Semester/Year. Proposals are not approved until they have been voted on by the CUNY Board of Trustees and have appeared in a Chancellor's Report.

*Required: English Composition (RECR), Mathematical & Quantitative Reasoning (RMQR), Life and Physical Sciences (RLPR); Flexible: World Cultures and Global Issues (FWGR), U.S. Experience in its Diversity (FUSR), Creative Expression (FCER), Individual and Society (FISR), and Scientific World (FSWR); College Option: Social Scientific Analysis (social science), Textual, Aesthetic, and Linguistic Analysis (TALA), Contemporary World (cont world), Pluralism and Diversity (P&D), Science lab co-requisite with Life and Physical Sciences (RLPR), Science lab co-requisite with Scientific World (FSWR), 114-Level Language Courses

2. Format for New or Topics Course Proposal:

DEPARTMENT/PROGRAM: e.g., World Languages and Literatures

CAREER: Undergraduate Graduate

ACADEMIC LEVEL: Regular Compensatory Development Remedial

SUBJECT AREA: e.g. Spanish

COURSE NUMBER: Assigned by Registrar's office; please indicate level (e.g., 2XX)

COURSE TITLE:

CATALOG DESCRIPTION:

PREREQUISITES :

COREQUISITES :

PRE OR COREQUISITES :

CREDITS:

CONTACT HOURS:

LIBERAL ARTS: Yes No

COURSE ATTRIBUTE: e.g. Writing Intensive, WAC, etc.

GENERAL EDUCATION COMPONENT*: Not applicable or Required, Flexible, or College Option (e.g., Required: Life and Physical Sciences (RLPR) or Flexible: World Cultures and Global Issues (FWGR) or College Option: TALA)

SCHEDULING: How often will the course be scheduled and will it be added to existing courses or will it replace an existing course? Was it previously a topics course?

ENROLLMENT: What is the expected enrollment and on what is the expectation based? Is this course open to non-majors? Please provide the mean enrollment for the past academic semesters for courses in this discipline if available.

CAPACITY: Indicate suggested capacity for the proposed course.

EQUIPMENT: Indicate if equipment is required for the course.

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE MET: Please use a table format and refer [to Course Objectives](#) for examples.

ROLE IN CURRICULUM: What role will the course play in the College's or Program's curriculum?

RATIONALE: Give a brief argument of why the course is needed; whenever possible, explain this in terms of assessment -- either student learning outcomes which indicate the change is needed, or program-level assessment which points to the change. Where appropriate, cite APR (Self-Study), external reviewers' comments, accreditation requirements, or Annual Assessment Reporting which supports this change.

SUBMISSION TO COMMITTEE CHAIR: Please indicate date that proposal was submitted to the Committee Chair (Provost, Dean(s), or faculty designee) and the Curriculum Office.

APPROVAL: Please indicate Department(s), Chair(s)/faculty/committee(s) and date(s); CUNY Core Committee (when applicable).

CONSULTATION: Please indicate department(s) or program(s) that were consulted about the proposed course and name(s) and date(s). Please refer to the [Consultation in the Curriculum Process Report](#).

EFFECTIVE: Semester/Year. Proposals are not approved until they have been voted on by the CUNY Board of Trustees and have appeared in a Chancellor's Report.

PLEASE ATTACH A SAMPLE SYLLABUS OR A COURSE OUTLINE:

*The General Education Component Choices are:

Required: English Composition (RECR), Mathematical & Quantitative Reasoning (RMQR), Life and Physical Sciences (RLPR)

Flexible: World Cultures and Global Issues (FWGR), U.S. Experience in its Diversity (FUSR), Creative Expression (FCER), Individual and Society (FISR), and Scientific World (FSWR)

College Option: Social Scientific Analysis (social science), Textual, Aesthetic, and Linguistic Analysis (TALA), Contemporary World (cont world), Pluralism and Diversity (P&D), Science lab co-requisite with Life and Physical Sciences (RLPR), Science lab co-requisite with Scientific World (FSWR), 114-Level Language Courses

3. Format for Proposal to Convert an Existing Topics Course into a Regular Course

DEPARTMENT/PROGRAM: e.g., World Languages and Literatures

CAREER: Undergraduate Graduate

ACADEMIC LEVEL: Regular Compensatory Development Remedial

SUBJECT AREA: e.g. Spanish

COURSE NUMBER: e.g. SPN 316 (Assigned by Registrar's office; please indicate level, e.g., 2XX)

COURSE TITLE:

CATALOG DESCRIPTION:

PREREQUISITES :

COREQUISITES :

PRE OR COREQUISITES :

CREDITS:

CONTACT HOURS:

LIBERAL ARTS: Yes No

COURSE ATTRIBUTE: e.g. Writing Intensive, WAC, etc.

GENERAL EDUCATION COMPONENT*: Not applicable or Required, Flexible, or College Option (e.g., Required: Life and Physical Sciences (RLPR) or Flexible: World Cultures and Global Issues (FWGR) or College Option: TALA)

SCHEDULING: How often will the course be scheduled and will it be added to existing courses or will it replace an existing course?

ENROLLMENT: What is the expected enrollment and on what is the expectation based? Is this course open to non-majors? Please provide the mean enrollment for the past academic semesters for courses in this discipline if available.

CAPACITY: Indicate suggested capacity for the proposed course.

EQUIPMENT: Indicate if equipment is required for the course.

COURSE OBJECTIVES AND EXAMPLES EVIDENCE THAT OBJECTIVE CAN BE

MET: Please use a table format and refer [to Course Objectives](#) for examples.

ASSESSMENT: Include a paragraph stating what course-based assessment processes were used to examine the course when it was taught as a topics course, and how this assessment is reflected in the proposal for the regular course (Are there differences between the proposed topics version and proposed regular version of the course as a result of what was learned through the assessment process? If not, how did assessment confirm the appropriateness of the original topics course proposal?) Examples appear below.**

ROLE IN CURRICULUM: What role will the course play in the College's or Program's curriculum?

RATIONALE: Give a brief argument of why the course is needed; whenever possible, explain this in terms of assessment -- either student learning outcomes which indicate the change is needed, or program-level assessment which points to the change. Where appropriate, cite APR (Self-Study), external reviewers' comments, accreditation requirements, or Annual Assessment Reporting which supports this change.

SUBMISSION TO COMMITTEE CHAIR: Please indicate date that proposal was submitted to the Committee Chair (Provost, Dean(s), or faculty designee) and the Curriculum Office.

APPROVAL: Please indicate Department(s), Chair(s)/faculty/committee (s) and date(s); CUNY Core Committee (when applicable).

CONSULTATION: Please indicate department(s) or program(s) that were consulted about the proposed course and name(s) and date(s). Please refer to the [Consultation in the Curriculum Process Report](#).

EFFECTIVE: Semester/Year. Proposals are not approved until they have been voted on by the CUNY Board of Trustees and have appeared in a Chancellor's Report.

*The General Education Component Choices are:

Required: English Composition (RECR), Mathematical & Quantitative Reasoning (RMQR), Life and Physical Sciences (RLPR)

Flexible: World Cultures and Global Issues (FWGR), U.S. Experience in its Diversity (FUSR), Creative Expression (FCER), Individual and Society (FISR), and Scientific World (FSWR)

College Option: Social Scientific Analysis (social science), Textual, Aesthetic, and Linguistic Analysis (TALA), Contemporary World (cont world), Pluralism and Diversity (P&D), Science lab co-requisite with Life and Physical Sciences (RLPR), Science lab co-requisite with Scientific World (FSWR), 114-Level Language Courses

**Some sample statements for "ASSESSMENT" item above:

1. ASSESSMENT: The course was taught as a topics course twice since its approval, in Spring 2013 and Fall 2013. Review of the final examination and the midterm papers in the Fall 2013 course indicated that students may need a higher ENG composition prerequisite than was originally proposed. As a result, the department has decided that the regularized course will be proposed with a prerequisite of ENG 151 where the topics proposal listed ENG 111.
2. ASSESSMENT: The course was taught twice as a topics course since its approval, in Spring 2013 and Fall 2013. Review of student outcomes on the final examinations in both course sections showed expected levels of mastery of calculation of [something important in the discipline]. The course was originally designed to improve student performance on calculation of [this something], which the department had found through exit surveys was lower than desired. This was considered a positive outcome. As a result, the course is proposed to be regularized without any substantive changes to the original proposal.

4. Format for Change in Degree/Minor/Certificate Proposals

Directions: Please use this format below as a guide. Not all items listed may be applicable to your proposal. Information in the “from” section must match the current information in the online [Catalog](#) . The information changing in the “from” section must use the strike through font (e.g, ~~example~~). This is a change from the brackets that were previously required. In the “to” section all new information must be underlined. Arial Font Size 11 is recommended.

Change in Degree/Minor/Certificate Proposal:

PROGRAM: e.g. Political Science BA

NYSED PROGRAM CODE: Provided by the Curriculum Office

FROM:

REQUIREMENTS:

ELECTIVES:

TOTAL NUMBER OF CREDITS:

TO:

REQUIREMENTS:

ELECTIVES:

TOTAL NUMBER OF CREDITS:

ROLE IN CURRICULUM: What impact will this change have on the College’s and/or Program’s curriculum?

PROGRAM GOALS: Program Goals are required for all Undergraduate and Graduate Degree, Minor and Certificate Programs.

1. UNDERGRADUATE AND GRADUATE DEGREE/MINOR/CERTIFICATE PROGRAMS PROPOSALS:

- a. Please provide the program’s learning goals and a curriculum map which demonstrates alignments between these goals and the program’s curriculum. For additional information, see OIRA’s “CSI Guidelines for Curricular Mapping,” available at www.library.csi.cuny.edu/assessment/resources.html.

Program Goals: Upon completion of this program, students will be able to:

Goal 1: State the assessable goal.

Goal 2: State the assessable goal.

Goal 3: State the assessable goal.

Courses or Course Groups	Program Goals		
	Goal 1	Goal 2	Goal 3
CRS 101	I	I	I, A
CRS 102	I, R, A	I, R, A	I, R
CRS 201	etc.		
Content Group 1			
Content Group 2			
Electives			

KEY: I: Introduction R: Reinforcement / Practice M: Mastery / Application A: Program-level assessment evidence collected

- b. **FOUR-YEAR PLAN (Undergraduate programs ONLY):** Please attach a Four-Year Sample Academic Plan for the revised program. Existing plans are available via the Center for Academic Advisement and Student Success, at www.csi.cuny.edu/academicadvisement/plans.html.

RATIONALE: Give a brief argument of why the change is needed; whenever possible, explain this in terms of assessment -- either student learning outcomes which indicate the change is needed, or program-level assessment which points to the change. Where appropriate, cite APR (Self-Study), external reviewers’ comments, accreditation requirements, or Annual Assessment Reporting which supports this change.

SUBMISSION TO COMMITTEE CHAIR: Please indicate date that proposal was submitted to the Committee Chair (Provost, Dean(s), or faculty designee) and the Curriculum Office.

APPROVAL: Please indicate Department(s), Chair(s)/faculty/committee (s) and date(s)

CONSULTATION: Please indicate department(s) or program(s) that were consulted about the proposed course and name(s) and date(s). Please refer to the [Consultation in the Curriculum Process Report](#)

EFFECTIVE: Semester/Year. Proposals are not approved until they have been voted on by the CUNY Board of Trustees and have appeared in a Chancellor’s Report.

Format for Withdrawn Courses

Directions: Please use this format below as a guide. Not all items listed may be applicable to your proposal. Information in this proposal must match the current information in the online [Catalog](#).

List the course number and title of all courses to be withdrawn

COURSE NUMBER and TITLE:

RATIONALE: Why are you withdrawing this course? Whenever possible, explain this in terms of assessment - either student learning outcomes which indicate the change is needed, or program-level assessment which points to the change. Where appropriate, cite APR (Self-Study), external reviewers' comments, accreditation requirements, or Annual Assessment Reporting which supports this change.

Example:

FR 303 Readings in French Literature

RATIONALE: This course has been replaced by two courses covering specific historical periods. The Department's recent APR and external reviewers' comments both advocated for this change.

Glossary of Terms

Academic Level: Indicate if the course is Regular, Compensatory, Development, or Remedial.

Career: Indicate if this course is Undergraduate or Graduate.

Course Attribute: Does this course have an attribute? (e.g., Writing Intensive or WAC)

Course Number: The course number will be assigned by the Registrar's Office. The course level should be indicated (e.g., 1XX, 2XX, 3XX, etc.)

Department: The Department(s) or Program(s) offering the course

General Education Component: Indicate if the course fits the Required Core, Flexible Core, College Option. If the course does not fill a General Education Component please indicate Not Applicable. Courses in the Required Core are: English Composition, Mathematics, or Science. Courses in the Flexible Core are: World Cultures, U.S. Experience in Its Diversity, Creative Expression, Individual and Society, or Scientific World. Courses in the College Option are: Social Scientific Analysis (social science), Textual, Aesthetic, and Linguistic Analysis (TALA), Contemporary World (cont world), Pluralism and Diversity (P&D), Science lab co-requisite with Life and Physical Sciences (RLPR), Science lab co-requisite with Scientific World (FSWR), 114-Level Language Courses.

Subject Area: e.g., Spanish (SPN)

Requirement Designation: Indication of whether or not a course is Liberal Arts.