CSI Pathways Implementation Plan: April 1, 2012, Submission to CUNY
March 20, 2012

General Principles

The mission, vision, and values of the College of Staten Island are grounded in a commitment to rigorous undergraduate programs based on the liberal arts and sciences tradition. The mission emphasizes the strength of our diversity, a commitment to foster civic mindedness and to nurture responsible citizens for our city, country, and the world. In addition, CSI faculty have developed a set of General Education Goals that express the knowledge, skills, and abilities that they have deemed most important for students to attain as a result of their undergraduate programs. These include broad intercultural knowledge, knowledge of the physical and natural world, critical and creative thinking, quantitative and mathematical reasoning, writing and oral communication and performances, information and technological literacy, ethical judgment and personal development, and social responsibility and civic engagement.

Based on these ideals and goals, The College of Staten Island has adopted some general principles that will guide its implementation of the Common Core and College Option. These general principles respond to the requirements laid out on the December 13, 2011, memo to explain:

- the institution’s plan for determining how the structure and content of the College Option will be developed;
- review of existing courses for inclusion into the Common Core;
- reformulation of courses to meet the credit requirements and/or learning outcomes specified in the Common Core framework, and/or development of new courses as needed.

These general principles also explain the procedures to be used for submitting courses for inclusion into the Common Core. Among these general statements, we affirm as the foundation of our process our commitment to abide by the principles of governance established in the College of Staten Island bylaws.

I. Guidelines for the April 1 Response Deadline

To the greatest extent possible, CSI’s governing bodies shall strive to be consistent with the vision that the CSI faculty had when it created the current General Education Curriculum in its efforts to meet the requirements of Pathways. Towards this end, the following guidelines will be followed:

- Courses for inclusion in the Common Core will be submitted by the department and/or Program Director and will be reviewed by the General Education Committee for compliance with Pathways rules, to ensure that they cover learning outcomes specified by Pathways, to ensure compliance with CSI’s own Pathways structure and to ensure that CSI’s General Education Goals are met. Courses that have been modified as well as new courses need to be submitted to the Undergraduate Curriculum Committee. Courses will then be reviewed by the Faculty Senate, and subsequently will be transmitted to the appropriate CUNY Pathways Review Committee.

- Courses for inclusion in the College Option will be submitted by the department and/or Program Director to the General Education Committee. Courses that have been modified along with new courses also need to be submitted the Undergraduate Curriculum Committee. After approval by the Faculty Senate, new courses will have to be submitted to the Chancellor’s report as per current practice but will not need to be reviewed by any CUNY Pathways committee.

- To the greatest extent possible, map current courses and requirements (including the Pluralism and Diversity and overlays) onto the Pathways structure. Changes will be made when there is a compelling reason to update the current courses.
CSI Pathways Implementation Plan: April 1, 2012, Submission to CUNY
March 20, 2012

- All courses in the Common Core will be 3 credit, 3 hours (with the exception of some STEM variant courses for science majors).

- Several courses (e.g. science courses in I.C, Life and Physical Sciences; I.E, Scientific World and writing courses in I.A English Composition) will have 1 credit, 2 hour labs in the College Option.

- A guiding principle for the College Option will be to fill gaps in offerings in the common core noted in numerous Pathways discussions related to foreign languages, lab science, performance-based arts courses, literature, and speech.

II. Ongoing Discussions Concerning the College Option and Structure for the Common Core.

The following issues are currently being discussed in the General Education Committee. The mission, vision, and values of the College and its General Education Goals should guide any decisions made about the structure and content of the CSI College Option. Any decision on these matters will be subject to the final review and approval of the governing bodies of CSI.

Among the issues being discussed are:

- Whether all students should be expected to demonstrate proficiency at the first language level in the Common Core. This may be accomplished by requiring that any student not already at the first proficiency level take as their 6th course in the Flexible Core a 3 credit, 3 hour language course in Area II.A (World Cultures and Global Issues). A student already meeting this proficiency level may take their sixth course from any of the five areas of the Flexible Core, so long as the prohibition against taking more than two courses with the same prefix is not violated in the Flexible Core.

- Whether all BA students and those BS students who are in degree programs that currently require language proficiency should be expected to demonstrate language proficiency at the second language level in the College Option by taking a foreign language course. Students already meeting this requirement may chose from electives (details to be determined).

- Whether we should advocate for all BA students and BS students that currently have language requirements to complete a third level of language proficiency, as is now the case, but that under Pathways the third level may be integrated into requirements associated with the major if a department so chooses.

- Whether all students should complete two 1 credit, 2 hour lab courses in the College Option tied to science courses in the Required Core I.C (Life and Physical Science) and the Flexible Core II.E (Scientific World).

- Whether all students should complete a 1 credit, 2 hour writing lab in the College Option tied to an English Composition course in the Required Core I.A (English Composition) and/or select a writing intensive course from a list of four-credit courses that currently meet the Textual, Aesthetic, and Linguistic Analysis (TALA) requirement.

- Whether all students should complete a course in the College Option chosen from a list of literature and arts courses, including those courses that are non-liberal arts and sciences performance-based courses. The requirement might be labeled “TALA” to avoid the problems associated with the “Creative Expression” label for a thematic area of the Flexible Core, which some find problematic.
CSI Pathways Implementation Plan: April 1, 2012, Submission to CUNY
March 20, 2012

- Whether all STEM BS students should complete a 3 credit, 4 hour lab science course in the College Option.

- Whether there should be BA, BS Science/Technology, and BS Humanities tracks in the College Option.

- Whether all students should complete a literature course in the College Option unless completed in the Common Core. Students already meeting this requirement may chose from electives that may include arts courses (details to be determined).

- Whether all students should complete a total of 9 credits at the 200-level in the Common Core combined with the College Option. Courses on the 200-level may be expected to require a minimum prerequisite of ENG 111 and, where appropriate, ENG 151.

- Whether there will be a General Education capstone course required for all students.

Other requirements outlined in the December 13, 2011, memo are addressed in the headers below.

Provision for Courses without Prerequisites for Each Area of the Common Core and Appropriate Placement Strategies

CSI’s general education requirements currently include 100 level and 200 level courses in each area of the core. These are currently tiered to meet the needs of remedial students, students who have passed the CUNY assessment tests, and more advanced students who are ready for courses that require ENG 111 and beyond as prerequisites.

Tiered Requirements in Each Core Area

100 Level Courses
Each area of the current general education requirements includes 100 level courses without prerequisites or that require proficiency at the level of the CUNY assessment tests. For mathematics courses, this may be equivalent to non-credit bearing mathematics courses.

Courses for Students with Remedial Needs
A select few of these 100 level courses meet the needs of students who have been admitted to CUNY and who can matriculate, but who do not yet have proficiency in writing and reading and/or in math at the level of the CUNY assessment tests. Students who are classified as remedial in two of the three areas can matriculate, provided that they have completed Immersion or other requirements. Students who are classified as double fail in math can also matriculate, provided that they have completed Immersion requirements. The 100 level courses that do not stipulate passing the CUNY assessment tests enable such students to enroll in credit-bearing classes and to progress to more advanced requirements as they remove their remedial needs.

200 Level Courses
Each area also includes more advanced courses, and these are either courses that are appropriate to STEM areas or are courses on the 200 level accessible to all students who have completed a minimum prerequisite of ENG 111 and, in some cases, ENG 151 and/or other courses in some of the current general education areas.
Although there are tiered systems of prerequisites in the 100 and 200 level courses, there are sufficient numbers of 100 level courses that can be converted from our current requirements and that do not have prerequisites to provide access and to meet the needs of all students.

Process for Conversion
A list of current General Education courses can be found here:

http://www.csi.cuny.edu/catalog/undergraduate/3544.htm

CSI will review the learning outcomes of selected current general education courses and convert appropriate courses to 3 credit 3 hour courses. This will be accomplished through the standard governance and curricular development process, outlined in the bylaws. Appropriate courses will be mapped onto the most suitable area of the Common Core through review of learning outcomes, submitted to the faculty senate, and then to the appropriate Pathways Review Committee.

Placement Practices
Current placement practices with the CUNY assessment tests are adequate to inform advisement and placement. According to current policy, students are advised in the Office of Academic Advising through the 45th degree credit or, if they declare a major prior to the 45th degree credit in the department of their major. Appropriate codes are placed in their records to ensure correct placement in either 100 or 200 level courses in the general education curriculum and a successful registration experience. Current coding on the general education courses will be revised where appropriate and transferred to the Pathways matrix for those courses submitted for review.

Plans for Changing General Education Requirements Linked to Particular Majors
Program coordinators will review current requirements and revise those as needed. CSI will follow its standard governance procedures for approving these revisions, to include:

- Review by the CSI Undergraduate Curriculum Committee;
- Review by the Faculty Senate;
- Forwarding to CUNY for the Chancellor’s report.

Plans for Changing Web Sites and other Related Information Related to General Education
The catalog is currently maintained by the curriculum coordinator, who will make all changes as courses and degree program revisions are approved. Changes entered on this level are automatically updated on the catalog web site and all linked information. Checklists will be developed to reflect Pathways requirements and disseminated to advisors and students. Promotional and recruitment materials that include reference to degree and general education requirements will be updated.

Plans for Ensuring Broad Dissemination to the Campus Community/Informing Advisors, Other Interested Employees and Students of New Requirements
CSI will disseminate information to the campus community in the following ways:

- A Pathways web site at http://www.csi.cuny.edu/pathways/index.html. This site contains general information about the Pathways project from CUNY, as well as CSI-specific information on models that are being proposed and discussed in the General Education Committee. A discussion board is linked to the site.
- Provost’s remarks to the Faculty Senate, which can be accessed at http://www.csi.cuny.edu/administration/academicaffairs/presentations.html.
- Email communications on a regular basis with the campus community.
• Workshops for faculty and professional advisors to inform faculty of new requirements and use of appropriate tools in DegreeWorks to track those following Pathways as opposed to current general education requirements.
• Workshops for new students at CSI's mandatory New Student Orientations about Pathways requirements and use of appropriate tools in DegreeWorks to track their progress.
• Advisor sessions with new and continuing students on the use of DegreeWorks to track progress through Pathways and to disseminate checklists recording each student’s progress.
• Workshops for transfer students focusing on use of DegreeWorks to track their progress.
• Sessions with advisors to disseminate checklists for Pathways requirements for transfer students.

Timeline

The following chart illustrates the tasks, people who are responsible, and implementation timeline for completing the task.

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and Adoption of College Option and Common Core Requirements (where Pathways allow for individual campus determinations)</td>
<td>Provost to facilitate work of Curriculum Committees and Faculty Senate</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Review of current general education courses and learning outcomes</td>
<td>Departmental Chairpersons and/or Program Directors to facilitate work of the faculty</td>
<td>Spring-Fall 2012</td>
</tr>
<tr>
<td>Revision of selected current general education courses to meet Pathways requirements</td>
<td>Departmental Chairpersons and/or Program Directors to facilitate work of the faculty</td>
<td>Spring-Fall 2012</td>
</tr>
<tr>
<td>Submission to undergraduate curriculum committee</td>
<td>Co-Chairs of the Undergraduate Curriculum Committee and Departmental Chairpersons and/or Program Directors</td>
<td>August-September 2012</td>
</tr>
<tr>
<td>Submission to general education curriculum committee</td>
<td>Chair of General Education Committee and Departmental Chairpersons and/or Program Directors</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Submission to Faculty Senate</td>
<td>Chairs of General Education Committee and of the Undergraduate Curriculum Committee</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Final Submission of sufficient courses to meet Pathways requirements and to be available for fall 2013 enrollment to Appropriate Pathways Committee</td>
<td>Office of Academic Affairs</td>
<td>December 2012</td>
</tr>
<tr>
<td>Technical tasks, including updating catalog, DegreeWorks, Advising Checklists, Web sites, recruitment materials, etc.</td>
<td>Registrar Office of Academic Advising</td>
<td>Spring 2012-Summer 2013</td>
</tr>
</tbody>
</table>