The College of Staten Island (CUNY)
Curriculum Proposal Guide
Office of the Provost/Curriculum Office
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https://www.csi.cuny.edu/academics-and-research/curriculum-office
718.982.2436

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NEW OR EXPERIMENTAL/TOPICS (5XX) COURSE

DEPARTMENT/PROGRAM:
CAREER LEVEL: UNDEGRADUATE OR GRADUATE
ACADEMIC LEVEL: REGULAR OR REMEDIAL
SUBJECT AREA:
PROPOSED COURSE NUMBER/LEVEL:
COURSE TITLE:
PREREQUISITE:
COREQUISITE:
PRE OR COREQUISITE:
CREDITS:
HOURS:
CATALOG DESCRIPTION:
LIBERAL ARTS AND SCIENCES: YES OR NO
GENERAL EDUCATION: If a course is being considered to satisfy general education requirements, the proposal will need the approval of both the UCC and the GEC before moving on to FS.
EFFECTIVE: Choose an item
ROLE IN CURRICULUM:
RATIONALE: Include when the course will be (every semester or every other semester) and the expected enrollment (how many students will register per semester.
SUBMISSION TO COMMITTEE CHAIR: MM/DD/YYYY sent to Committee Chair and Curriculum Office
APPROVAL: Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s)
CONSULTATION: Include (Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s)

REQUIRED FOR UNDERGRADUATE CURRICULUM AND GRADUATE STUDIES COMMITTEE SUBMISSION	
LEARNING OBJECTIVES	ASSESSMENT PLAN

REQUIRED FOR GENERAL EDUCATION SUBMISSION	
CSI GENERAL EDUCATION LEARNING OBJECTIVES[1]	ASSESSMENT PLAN

NOTE: A SAMPLE SYLLABUS OR COURSE OUTLINE IS REQUIRED FOR A NEW OR TOPICS COURSE SUBMISSION.

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[1] Please refer to the CSI General Education Goals on page 12 or the General Education Handbook available on the Curriculum Blackboard website (www.cuny.edu).

CHANGE IN EXISTING COURSE

FROM	USE STRIKETHROUGH FOR ~~CHANGES~~	TO	USE UNDERLINE FOR <u>CHANGES</u>
DEPARTMENT/PROGRAM		DEPARTMENT/PROGRAM	
COURSE NO. AND TITLE		COURSE NO. AND TITLE	
PREREQUISITE		PREREQUISITE	
COREQUISITE		COREQUISITE	
PRE OR COREQUISITE		PRE OR COREQUISITE	
CREDITS		CREDITS	
HOURS		HOURS	
CATALOG DESCRIPTION		CATALOG DESCRIPTION	
LIBERAL ARTS AND SCIENCES		LIBERAL ARTS AND SCIENCES	
GENERAL EDUCATION		GENERAL EDUCATION	
EFFECTIVE	N/A	EFFECTIVE	Choose an item

REQUIRED FOR UNDERGRADUATE CURRICULUM AND GRADUATE STUDIES COMMITTEE SUBMISSION	
LEARNING OBJECTIVES	ASSESSMENT PLAN

REQUIRED FOR GENERAL EDUCATION SUBMISSION	
CSI GENERAL EDUCATION LEARNING OBJECTIVES[2]	ASSESSMENT PLAN

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[2] Please refer to the CSI General Education Goals on page 12 or the General Education Handbook available on the Curriculum Blackboard website (www.cuny.edu).

NEW[3] DEGREE/MAJOR/MINOR/CERTIFICATE

DEPARTMENT/PROGRAM:
TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE:
REQUIREMENTS:
TOTAL CREDITS REQUIRED:
EFFECTIVE: Choose an item
RATIONALE:
SUBMISSION TO COMMITTEE CHAIR: MM/DD/YYYY sent to Committee Chair and Curriculum Office
APPROVAL: Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s)
CONSULTATION: Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s).

PROGRAM GOALS
UPON COMPLETION OF THIS PROGRAM, STUDENTS WILL BE ABLE TO:
Goal One:
Goal Two:
Goal Three:

CURRICULUM MAP: LIST COURSES OR CATEGORY OF COURSES REQUIRED AND IDENTIFY THE PROGRAM GOAL THEY FULFILL.
KEY: I=Introduction R= Reinforcement/Practice M=Mastery/Application A=Program-level assessment evidence collected
LIST COURSES/REQUIREMENT AREAS AND GOAL(S) THEY MEET

NOTE: A DEGREE MAP[4] IS REQUIRED WITH A NEW DEGREE/MAJOR/MINOR CERTIFICATE SUBMISSION.

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[3] New degree programs must also be approved by the Institutional Planning Committee (IPC). Please contact the President's Office x2400 for more information.

[4] Please refer to the Degree Map sample on page 13.

CHANGE IN EXISTING DEGREE/MAJOR/MINOR/CERTIFICATE

FROM: USE STRIKETHROUGH FOR ~~CHANGES~~	TO: USE UNDERLINE FOR <u>CHANGES</u>
DEPARTMENT/PROGRAM:	DEPARTMENT/PROGRAM:
TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE:	TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE:
REQUIREMENTS:	REQUIREMENTS:
TOTAL NUMBER OF CREDITS:	TOTAL NUMBER OF CREDITS:

EFFECTIVE: Choose an item
RATIONALE:
SUBMISSION TO COMMITTEE CHAIR: MM/DD/YYYY sent to Committee Chair and Curriculum Office
APPROVAL: Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s)
CONSULTATION: Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s)

PROGRAM GOALS
UPON COMPLETION OF THIS PROGRAM, STUDENTS WILL BE ABLE TO:
Goal One:
Goal Two:
Goal Three:

CURRICULUM MAP: LIST COURSES OR CATEGORY OF COURSES REQUIRED AND IDENTIFY THE PROGRAM GOAL THEY FULFILL.
KEY: I=Introduction R= Reinforcement/Practice M=Mastery/Application A=Program-level assessment evidence collected
LIST COURSES/REQUIREMENT AREAS AND GOAL(S) THEY MEET

NOTE: A DEGREE MAP[5] IS REQUIRED WITH A NEW DEGREE/MAJOR/MINOR CERTIFICATE SUBMISSION.

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[5] Please refer to the Degree Map sample on page 13.

WITHDRAWN COURSE

DEPARTMENT/PROGRAM:
COURSE NUMBER AND TITLE:
RATIONALE:
APPROVAL: Department (s)/Program(s) Click here to enter a date
CONSULTATION: Department(s)/Program(s) Click here to enter a date
EFFECTIVE: Choose an item
SUBMISSION TO COMMITTEE CHAIR: MM/DD/YYYY sent to Committee Chair and Curriculum Office
APPROVAL: Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s)
CONSULTATION: Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s)

COMMON CORE COURSE REVIEW SUBMISSION

All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits.	STEM variant courses do not need CCCRC approval. However, departments/programs are required to submit Learning Outcomes, explained in the General Education Handbook[6] to the General Education Committee.
COLLEGE	COLLEGE OF STATEN ISLAND
COURSE NUMBER AND TITLE	
DEPARTMENT(S)/PROGRAM(S)	
DISCIPLINE	
CREDITS	3
CONTACT HOURS	
PREREQUISITES (IF NONE, ENTER N/A)	
COREQUISITES (IF NONE, ENTER N/A)	
CATALOG DESCRIPTION	Click or tap here to enter text
SPECIAL FEATURES (E.G., LINKED COURSES)	N/A
INDICATE THE STATUS OF THE COURSE BEING NOMINATED	Choose an item
CUNY COMMON CORE LOCATION	
REQUIRED CORE: Choose an item.	FLEXIBLE CORE: Choose an item.
IF THERE IS A CHANGE TO THE COURSE TITLE, WHAT IS THE NEW COURSE TITLE?	
IF THERE IS A CHANGE TO THE COURSE DESCRIPTION, WHAT IS THE NEW COURSE DESCRIPTION?	
IF THERE IS A CHANGE OF THE PREREQUISITE AND/OR COREQUISITES, WHAT ARE THE NEW PRE OR COREQUISITES?	

RATIONALE:
SUBMISSION TO COMMITTEE CHAIR: MM/DD/YYYY sent to Committee Chair and Curriculum Office
APPROVAL: Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s)
CONSULTATION: Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s)

LEARNING OUTCOMES[7]: QUESTIONS	LEARNING OUTCOMES: RESPONSES
PLEASE REFER TO PAGE 10-12	

NOTE: A SAMPLE SYLLABUS OR COURSE OUTLINE IS REQUIRED WITH THIS SUBMISSION, 5 PAGES MAX RECOMMENDED.

CSI General Education Goals

Preamble: To develop foundations for life-long learning, promote engagement with important local and global issues, and foster intellectual knowledge, practical skills, and ethical judgment, we propose the following as the College of Staten Island's General Education Goals, **not as a substitute for our distribution requirements**, but as an opportunity to broaden the scope of general education throughout the College.

Knowledge	**Intercultural Knowledge** • knowledge of human cultures through study in the social sciences, humanities, histories, languages, the arts, science and mathematics • engagement with overarching questions, both contemporary and enduring • analyzing and addressing transnational issues, including the role of the United States in the world • skills and knowledge that support effective and appropriate interaction in a variety of cultural contexts **Knowledge of the Physical and Natural World** • knowledge of the physical and natural world through study in the sciences, mathematics, social sciences, humanities, and the arts • addressing important real-world questions, both contemporary and enduring • engagement with global issues • exposure to the experimental method of science
Skills	**Critical and Creative Thinking** • capacity to adapt knowledge, skills and responsibilities to new settings and questions • analytical and statistical reasoning, including computational thinking • exploration of issues, ideas, artifacts, and/or events before accepting or formulating an opinion or conclusion • creativity and innovation **Quantitative and Mathematical Reasoning** • mathematical reasoning • complex problem solving • solving quantitative problems from an array of contexts and situations • understanding and creating arguments supported by quantitative evidence **Written and Oral Communication and Performance** • capacity to understand, develop and express ideas through writing and speech in clear, grammatical and appropriate ways • ability to present ideas using **a variety of texts**, information, styles, images **and performances** • producing effective communications while working individually or collaboratively • responsible and effective use of technological communications tools **Information and Technological Literacy** • application of knowledge in real-world settings • ability to determine the need for information • ability to recognize appropriate technological and other informational tools, and use them effectively and ethically • ability to identify, locate, evaluate, effectively and ethically use and share information
Ethics	**Ethical Judgment and Personal Development** • ability to assess ethical values and the social context of issues • application of different ethical perspectives and consideration of the ramifications of alternative actions • an open and aware attitude toward the self and others and awareness of the ethical dimensions of human action whether individual or collective • critical engagement with issues such as beliefs, race, class, ethnicity, gender, ability, and sexuality, both locally and globally **Social Responsibility and Civic Engagement** • civic knowledge and engagement, both local and global • principled participation in activities of personal and public concern • engagement with global issues, including the role of the United States in the world • exposure to service-based learning

Approved by the General Education Committee: 2/14/2011, 4/11/2011, 5/9/2011, 10/3/2011; Approved by the Faculty Senate: 10/20/2011.

I. English Composition
A course in this area must meet all of the following learning outcomes. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

II. Mathematical and Quantitative Reasoning:
A course in this area must meet all of the following learning outcomes. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

III. Life and Physical Sciences:
A course in this area must meet all of the following learning outcomes. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory[9] investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

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[8] This document is adapted from "Common Core Structure: Final Recommendation to the Chancellor," accepted by Chancellor Goldstein in December 2011.
[9] Laboratory" may include traditional wet labs, simulations, or field experience.

The Flexible Common Core features six liberal arts and sciences courses[11], with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

<u>**All Flexible Core courses must meet the following three learning outcomes**</u>. A student will:
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

I. World Cultures and Global Issues
A course in this area must meet <u>at least three of the following additional learning outcomes</u>. A student will:
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

II. U.S. Experience in its Diversity
A course in this area must meet <u>at least three of the following additional learning outcomes</u>. A student will:
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.

Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

III. Creative Expression
A course in this area must meet <u>at least three of the following additional learning outcomes</u>. A student will:
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

IV. Individual and Society

A course in this area must meet <u>at least three of the following additional learning outcomes</u>. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

V. Scientific World

A course in this area must meet <u>at least three of the following additional learning outcomes</u>. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Year One - First Semester		Year One - Second Semester	
Course Number & Title	**Credits**	**Course Number & Title**	**Credits**
Total Credits:	**15**	**Total Credits:**	**15**

Year Two - First Semester		Year Two - Second Semester	
Course Number & Title	**Credits**	**Course Number & Title**	**Credits**
Total Credits:	**15**	**Total Credits:**	**15**

Year Three - First Semester		Year Three - Second Semester	
Course Number & Title	**Credits**	**Course Number & Title**	**Credits**
Total Credits:	**15**	**Total Credits:**	**15**

Year Four - First Semester		Year Four - Second Semester	
Course Number & Title	**Credits**	**Course Number & Title**	**Credits**
Total Credits:	**15**	**Total Credits:**	**15**

GLOSSARY OF TERMS

Academic Level: Indicate if the course is regular or remedial. For the most part, the majority of the Undergraduate and Graduate course offerings, the level is Regular.

Approval: Please indicate the department(s) chairperson's name and/or the program(s) director name and the date(s) of the approval.
Career: Indicate if this course is offered at the Undergraduate or Graduate level.

Committee Chair: Chair or the relevant Faculty Senate curriculum committee:

> Undergraduate Curriculum Committee (UCC)
> General Education Committee (GEC)
> Graduate Studies Committee (GSC)

Consultation: Please include department(s) or program(s) or representative(s) that were consulted on the proposal. All proposals requiring consultation should be sent to the department and/or program affected 30 days prior to the date of the curriculum meeting.

Course Attribute: Examples: Zero Textbook, Writing Intensive, Major Gateway.

Course Number: The number that is assigned to a course. This number is assigned by the Registrar's Office. When a department or program submits a new course proposal, they must indicate the level the course (e.g., 1XX, 2XX, 3XX, etc.).

Degree Map Legend: (EC):English Composition (MQ):Mathematical & Quantitative Reasoning (LP):Life & Physical Sciences (SW):Scientific World (US):US Experience in Its Diversity (WG):World Cultures & Global Issues (IS):Individual & Society (CE):Creative Expression Arts (CW):Contemporary World (PD):Pluralism & Diversity (TALA):Textual Aesthetic & Linguistic Analysis (M):Major (CO):College Option (RLA):Liberal Arts (RNL): Non-Liberal Arts

Degree Map: A 2, 3, 4, or 5 year; 4-, 6-, 8-, 10-semester suggested course sequence.

Department or Program: Where the proposal originates or is consulted on.

<u>**General Education Requirement Designations**</u>:
Required Core:
English Composition (RECR) (EC)
Mathematical and Quantitative Reasoning (RMQR) (MQ)
Life and Physical Sciences (RLPR) (LP)
Flexible Core:
World Cultures and Global Issues (FWGR) (WG)
U.S. Experience in Its Diversity (FUSR) (US)
Individual and Society (FISR) ((IS)
Creative Expression (FCER) (CE)
Scientific World (FSWR) (SW)
College Option:
College Option Liberal Arts and Science (COPR) (CO)

College Option Non-Liberal Arts and Science (COPN)
Social Scientific Analysis (social science)
Textual, Aesthetic, and Linguistic Analysis (TALA)
Laboratory Sciences
Contemporary World (cont. wrld.)
Pluralism and Diversity (p&d)
114-Level Language
Science Technology Engineering and Mathematics (STEM)

Liberal Arts and Sciences Designation: Indication of whether or not a course is Liberal Arts and Sciences or Non-Liberal Arts and Sciences. Please refer to the NYSED Policy on Liberal Arts and Sciences for more information. The follow designations are used in the College Catalog, CUNYfirst, and DegreeWorks.

Undergraduate Liberal Arts and Sciences (RLA)
Undergraduate Non-Liberal Arts and Sciences (RNL)
College Option Liberal Arts and Sciences (COPR)
College Option Non-Liberal Arts and Sciences (COPN)
Graduate Liberal Arts and Sciences (GLA)
Graduate Non-Liberal Arts and Sciences (GNL)

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

Submission to Committee Chair: Please list the date of when the proposal was submitted to the Chair of the Committee MM/DD/YYYY

STEM Variant or STEM Waiver or STEM Course: Course offered by one of the STEM disciplines that satisfy one or more of the Common Core areas of Life and Physical Sciences, Mathematical and Quantitative Reasoning, or Scientific World. STEM courses do not need to be approved by the Common Core Course Review Committee as satisfying an individual area of the Pathways Common Core.

Rationale: Give a brief description of the change; 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. When appropriate, cite APR (Self-Study), external reviewers' comments, accreditation requirements, or Annual Assessment Reporting, which supports the change.

Topics Course: An experimental course offered by a Department or Program for a maximum of three semesters. Only require Undergraduate Curriculum or Graduate Studies Committee approval. If/when course is regularized, assessment of the course must be provided.