

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

Updated September 2021

Updated December 2022

Table of Contents

Introduction	p.
Members of the College Senate Curriculum Committee	p.
Steps on How to Complete a Course Proposal	p.
Review checklist of Common errors	p.
Presentation to the College Senate Curriculum Committee	p.
Guidelines for an Informational Item and an example	p.
Guidelines for an Informational item for courses no longer offered	p.
Guidelines for Informational items for Articulation Agreements	p.
What are the guidelines of a Liberal Arts Course	p.
What is Pathways and the Required Core	p.
1Review Guidelines for Pathways Course Submissions	p.
Recommendations for Designing Departmental Curriculum Committees	p.
LaGuardia's Core Competencies and Abilities- Sample language	p.
Best practices to support transfer for course proposals	p.
How to find your Library Liaisons	p.
College Senate Curriculum Committee Chair Duties	p.
Curriculum Framework Template	p.
Deadlines for Submission	p.

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. A non-voting member of Advisement was added to the Committee with approval of the Senate in 2021. 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 Reps to the CWCC 2022- 2023

Chairperson of College Senate Curriculum Committee: Debra Engel

<u>Department</u>	<u>Chairperson</u>	<u>Committee Member (alternate)</u>
<i>Business and Technology</i>	Michael Napolitano	Jennifer Arroyo (Andrea Irias)
<i>Counseling</i>		Lynne Alston- Jackson (Kyoko Toyama)
<i>Education and Language Acquisition</i>	Arthur Lau	Tomonori Nagano (Bede McCormack)
<i>English</i>	Irwin Leopando	Christine Marks (Terry Cole)
<i>Health Sciences</i>	Phil Gimber	Michele Mills (May Tom)
<i>Humanities</i>	Vera Albrecht	Poppy Slocum (Andrew McFarland)
<i>Library</i>	Silvia Lin Hanick	Ian McDermott (Alexandra Rojas)
<i>Math, Engineering And Computer Science</i>	Abderrazak Belkharraz Idrissi	Hassan El Houari (Gordon Crandall)
<i>Natural Sciences</i>	Maria Entezari	Dilrukshan Wijesinghe (Christopher Farley)
<i>Social Science</i>	Bojana Blagojevic	Alex Welcome (Choon Shan Lai)
<i>Adult and Continuing Education</i>	Sunil Gupta (VP)	David Housel (Chandana Mahadeswaraswamy)
<i>Registrar</i>		Derwent Dawkins
<i>Advising</i>		Joshua Goldblatt, Laura Barski
<i>President of SGA</i>		TBA

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 website under governance (<https://www.laguardia.edu/cwc/>) and on the sharepoint site.
- 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 program courses 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 Departmental 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, equipment, software or space, please pre-submit the proposal to Academic Affairs through your department chair **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 course number (unless a change in course number is the revision requested). 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 or the Curriculum website. 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 11-13.

Page two: Complete all of the boxes.

- Catalog description: Write a concise description (please observe character limitations).
- Course type: indicate if the course is required in a program(s), is an elective in a program (identify the program) or is part of the general education curriculum. Make sure that the program it is required for is aware

and agrees.

- Check if the course is or will be submitted for pathways. A Pathways course **must** be a liberal arts course. Please remember that a 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 and indicate the category.
- Course is Closed To: Examples of responses: “All students not meeting the pre/co requisites” *or* “all students not enrolled in Program X”.
- Course Replaces: if it is not replacing a course, write “None”
- Core Competencies and Abilities: Indicate if the course has been identified on a 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 make sure that the competencies are reflected in the grading standards, in the objectives and are labeled.**

Page three:

- Basic skills: check if English or Mathematics proficiency is required. Do not check if college level English or Mathematics courses are required as prerequisites or corequisites.
- Indicate which courses are prerequisites, corequisites or pre/corequisites. Please be accurate since these will be entered into the college catalog. Please list the highest level course that has prerequisites embedded. For example, you should not list ENG 101 and ENG 102 since ENG 102 has the prerequisite of ENG 101 embedded.

If you are submitting a 200 level course, please consider what prerequisite 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 corequisites.

Additional pre/pre-co/corequisites: indicate any other **non-course requirements** such as certifications, number of credits completed, successful candidacy, permission of department, etc.

- Degree map: indicate if the change will require a revision to the existing degree map

Page four:

- Start date: 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.
- Approved class size: if in doubt, confirm with the dean/registrar. **Class size changes must be approved by the Provost.**
- Indicate the number of sections per year that will be offered and the estimated number of students that will be served per year.
- Add a brief rationale to be included in the Academic Report. Include the *what* and *why* regarding any changes or additions. Make sure all checked areas on page one are addressed.
- Provide information about any grants, accreditation, professional requirements etc. that required the course to be developed or revised.
- Grading Standards: When recording assignments, list each type of assessment e.g. 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.

If you include a grade for participation, please make sure you indicate how participation is measured in the weekly outline.

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.

For Instructional and Performance Objectives, it is best if you can use active learning words such as those that are listed (not an exhaustive list).

It should be clear to the student how performance will be assessed, e.g. through a research paper, oral presentation, and so on.

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. Use

the same terminology for assignments as 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. Give them at least a week to review.

Page eleven:

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

ADDITIONAL INFORMATION

- All course proposals **must be signed** off by the 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 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 be approved by the departmental curriculum committee before being submitted for consideration to the College Senate Curriculum.**
- All new or revised **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.
- When possible, the proposers should present their items to the College Wide Committee at the date and time provided by the Chair of the Committee. A brief introduction as to the rationale of revision or development of the course/program etc. should be provided.

Review checklist for Course Proposal (common errors) 11/2022

Start the process early to make sure your changes are approved in time for the next academic year!

❖ Use the **newest** version of the course proposal form found under governance (<https://www.laguardia.edu/cwc/>) and on the Sharepoint site (contact your departmental reps) Please carefully follow the prompts in the form.

❖ **Page One:** If the course is revised, use the existing current course proposal to fill in all fields not being changed. Clearly indicate which fields have changed, check the boxes and discuss them in the rationale on page 4. _____

The registrar should assign a course code/number for new courses. _____

An increase in credits or faculty hours or new equipment needs to be approved by the Provost via the department chairperson prior to presenting the course. _____

If the course is new, submit a curricular framework to outline where the course fits in. (unless the course is being submitted for pathways and discuss it in rationale) _____

❖ **Page Two:** If you are not revising the description, make sure that it exactly matches the catalog/course proposal. _____

Course type- choose one and provide documents _____

If you are assessing the core competencies/abilities, then the grading standards, the course objectives and course outline should include those assignments that address the competencies/abilities. _____

❖ **Page Three:** For basic skills, check “Proficiency” in the top boxes _____

Make sure the pre/co reqs are accurate/appropriate and don’t have embedded or hidden pre/co-reqs _____

Does this course change your degree map? _____

❖ **Page Four:** Does the rationale answer the why of the changes listed on the first page. Be specific. _____

❖ **Page Five:** Objectives should be measurable. _____

The number of objectives is commensurate with the course credits _____

Identified Competencies/Abilities should be addressed with the method _____

of assessment. (paper, project, oral presentation etc)

❖ **Page Seven:** Include enough detail for a first-time instructor in the weekly outline. List the week; topic/subtopic and then the assessment for example - Exam #1

In the weekly outline, make sure each assignment in the grading standards is identified and has the same terminology.

❖ **Pages Nine-Ten:** Meet with the Library to obtain the newest editions of materials and collaborate on purchases.

❖ **Page Eleven:** Make sure that all names and dates are indicated. The dates should be the same and be the date of departmental approval.

*****For more detailed information please see the Curriculum Handbook**

GUIDANCE 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.”

Award/Degree	Minimum Total Credits for Award	Minimum Proportion of Content	Minimum Number of Credits in LAS
Associate in Arts (A.A.)	60	3/4	45
Associate in Science (A.S.)	60	1/2	30
Associate in Applied Science (A.A.S.)	60	1/3	20
Associate in Occupational Studies (A.O.S.)	60	0	0
Bachelor of Arts (B.A./A.B.)	120	3/4	90
Bachelor of Science (BS),	120	1/2	60
Bachelor of Science in Education (B.S. in Ed.)	120		
Most specialized baccalaureate degrees (e.g., B.Arch., B.B.A., B.E., B.F.A., B.I.D., B.M./Mus.B., B.P.S., and B.Tech.)	120	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

[Department Expectations: Curriculum | New York State Education Department](#)

11/04/2022

INFORMATIONAL ITEMS

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 (e.g. initiation of an entrance exam), articulation agreements, 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.

Templates for common informational items can be found on the college senate curriculum committee website

Examples of Informational Item Memos

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

Memorandum

To: College Senate Curriculum Committee

From: Humanities Department

Date: October 19th, 2022

Re: Courses no longer offered

The following courses will no longer be offered:

Course Code	Course Title	Rationale	Effective Date
HUC130	Introduction to Media Literacy	Course content is integrated into the revised course HUC120 Introduction to Media Studies	Fall 2023
HUN180	Introduction to Intercultural Communication	This course will be replaced by the new course HUC205 Intercultural Communication	Spring 2024

Memorandum

To: College Senate Curriculum Committee

From: Dionne Miller Ph.D., Associate Dean for Academic Affairs

Date: November 17, 2022

Re: Articulation Agreement for Proposed Liberal Arts Social Science and Humanities - Health Humanities Option

The attached articulation agreement (details summarized in the table below) has been negotiated for the proposed Health Humanities track in the Liberal Arts Social Science and Humanities A.A.

Sending Institution	Fiorello H. LaGuardia Community College, CUNY
Sending Institution Department	Liberal Arts
Sending Program and award	Liberal Arts Social Science and Humanities A.A.
Receiving Institution	New York Institute of Technology (NYIT)
Receiving Institution Department	College of Arts and Sciences
Receiving Institution Program and Award	Interdisciplinary Studies with Medical Humanities concentration B.A./B.S.
Effective Date	Fall 2023

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

English

- ENG101 English Composition I (ENA101 depending on placement scores)
- ENG102 Writing through Literature
- ENG259 Technical Writing

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
- MAT123 Modern Problem Solving

Life and Physical Sciences

- SCB101 Topics in Biological Science
- 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

Flexible Core Courses

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/>

Review Guidelines for Department Curriculum Committees: Pathways Course Submissions

Prepared by: Associate Dean Dionne Miller

June 2021

Department curriculum committees should review the common core submission in the following areas.
(You should also share this checklist with the faculty submitter.)

1. Has the faculty member completed the [Common Core submission form](#)? ___Y ___N

2. Has the faculty member provided a syllabus of **no more than 5 pages**? ___Y ___N
Omit course policies etc. if space is needed – the focus should be on describing course activities and assignments in sufficient detail. Include the college name on the syllabus. Submitters may attach a separate document describing major course assignments that does not count toward the 5-page limit.

3. Does the course meet the New York state definition of liberal arts and sciences? ___Y ___N
All courses in the Common Core must be liberal arts and sciences courses, as defined by New York State
<http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#>) Based on the course content, committees should determine whether a course meets the definition of liberal arts and sciences.

4. Does the course fit for the Common Core category selected (Scientific World, Individual and Society, etc.)? ___Y ___N
Review the course description and instructional/performance objectives from the course proposal to answer this question.

5. ***Review the course activities and assignments: do they support the [Student Learning Outcomes](#) (SLOs) of the Common Core category selected? [See notes at the end of this document.](#)** ___Y ___N
(The SLOs for each category can also be found in the Common Core Submission form)

6. Review the Common Core Submission Form for accuracy of course information:
 - a. The course prefix and number is correct ___Y ___N
 - b. The course title matches the current approved version ___Y ___N
 - c. The discipline area is indicated ___Y ___N
 - d. The course credits and contact hours match the current approved version ___Y ___N
 - e. The course pre- and corequisites match the current approved version ___Y ___N

f. The course description matches the current version in the course proposal/catalog ____Y ____N

Review Guidelines for Department Curriculum Committees: Pathways Course Submissions (p. 2 of 2)

***Item 5 is the most common reason for denial/needs review decisions:**

- Ensure that the syllabus and the explanation of the course assignments and activities in the Common Core Submission form provide sufficient detail and reinforce each other.

For example, **instead of** “through writing assignments, students will gather, interpret, and assess information from a variety of sources and points of view” **say** “in three in-class essays (10% each) and the final research essay (25%), students will....”. Be as specific as possible about the activity(ies) and/or assignment(s) that fulfills the SLO.

- Ensure that the assignments that fulfill the SLOs are given sufficient weight so that the student must complete them successfully in order to pass the course
- Note that the syllabus should be a separate document

Faculty are encouraged to review the Pathways [website](#) for resources including guidelines, procedures, and sample submissions.

RECOMMENDATIONS FOR DEPARTMENTAL CURRICULUM COMMITTEES

- Chairs of the departmental committee and the representative and alternate to the College Senate Curriculum Committee should be appointed according to departmental practice.
- 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 pages 7 and 8).
- Course Proposals that may include course content from other academic departments or are cross-listed with other departments should be discussed with the Chair from the involved department.
- Courses that are included in other curriculum listings must be discussed with the involved Program Directors and Departmental Chairpersons as necessary.
- 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. Departments should try to have all disciplines represented on the committee.

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:
<https://www.laguardia.edu/assessment/>.

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 Committee on Transfer

Alexa Duque and Misun Dokko, Co-Chairs

LIBRARY LIAISONS

Please see the Library website at:

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

for Programmatic Liaisons

COLLEGE SENATE CURRICULUM CHAIR DUTIES

Qualifications:

- Tenured full-time faculty
- Excellent written and oral communications skills.
- Strong management and organizational skills with an ability to set and meet deadlines.
- Detail-oriented and ability to keep accurate and well-organized records.

Preferred qualifications:

- Familiarity with managing SharePoint sites.
- Experience with curriculum governance processes at either the departmental or collegewide level.

Job Duties:

- Orient all new members of the Curriculum Committee and be available as a resource to each Departmental Committee.
- Log in all items received by departments for curriculum approval.
- Meet with the Associate Dean for Academic Affairs on a weekly or as needed basis to prepare/ suggest edits for items to be presented at the Curriculum meeting. In addition, discuss any changes/improvements to the Curriculum process and develop tools to facilitate business.
- Meet and/or email the course proposer and Departmental Curriculum Rep to go over any edits of submitted documents.
- Prepare for and run the College Senate Curriculum Committee Meetings.(12-14 times per year) Prepare the agenda for each Curriculum meeting; send it to the Committee members and Chairs at least 5 days prior to the meeting and post to the “everyone group” at least 1-2 days prior to the meeting.
- Send the packet of edited items to be reviewed, to the Curriculum Committee and Department Chairs at **least** 5 days prior to the meeting. Ensure that all curriculum items have the appropriate signatures.
- Review, edit and send the minutes from the prior Curriculum meeting for Committee approval at the upcoming Curriculum meeting at least 5 days prior to the meeting.
- Ensure that the course proposers make the necessary edits from the Curriculum meetings and prepare the edited items for the College Senate Consent Calendar. Prepare the agenda for the Senate Consent Calendar and send it to the Senate Chair and Senate Secretary at least one week prior to the scheduled Senate meeting.
- Attend the Senate Meetings to answer any questions that the Senators may have. Any items that are requested to be removed from the consent calendar need at least 24 hours’ notice prior to the Senate meeting. Arrange for the course proposer to attend the Senate meeting to answer any concerns of the Senate for any items that are removed.
- Upload approved consent calendar items to the Curriculum SharePoint site.
- Answer email requests for information from the College Community on a timely basis.
- Collaborate with the Associate Dean for Academic Affairs and the Executive Assistant to the Dean to prepare and review all Academic and CAPP reports for timely submission throughout the academic year.

Summer duties:

- Update the Curriculum SharePoint site with all items from the past academic year including: course proposals, curriculum agendas, curriculum minutes and informational items
- Meet with the Associate Dean for Academic Affairs as needed to facilitate upcoming business.
- Prepare the Deadlines for Submission for the upcoming academic year including due dates for course proposal submission, schedule of curriculum meetings, senate meeting schedule and deadlines for the academic/CAPPR report.
- Contact the Departmental Chairs regarding curriculum departmental representatives/alternates and prepare the list
- Prepare the comprehensive academic year list of items passed and distribute it to all Committee Members/Chairpersons/ Associate Dean for Academic Affairs /Chair of the Senate.
- Collaborate with the Associate Dean for Academic Affairs and the Executive Assistant to the Dean to prepare and review the Academic and CAPPR reports for timely submission in August.
- Update the Curriculum Handbook to insure accuracy of all forms and information.

Please use the following template (download from <https://www.laguardia.edu/cwc/>) for revisions to the program framework

LaGuardia Community College, CUNY

Curriculum Framework Template

Program Title:

NYSED Program Code*:

Revision:

Effective:

Rationale:

Name of department curriculum chair

Signature of department curriculum chair

Date approved by department curriculum committee

**Dean will provide*

<p>Program Name and Degree Current PATHWAYS COMMON CORE</p> <p>A. REQUIRED CORE: 12 credits</p> <p>English: 6 credits</p> <p>ENG101/ENA101 English Composition I (depending on placement scores)</p> <p>ENG102 Writing through Literature OR ENG259 Technical Writing – delete the choice not applicable)</p> <p>Mathematical and Quantitative Reasoning: 3 credits* (If applicable, include the specific math course(s) required for your major)</p> <p>Life and Physical Sciences: 3 credits* (STEM programs only: include the specific LPS course required for your major)</p> <p>B. FLEXIBLE CORE: [redacted] credits</p> <p>AA, AS programs: <i>Select one course from each of the five flexible core categories AND one additional course from any flexible core category</i> AAS programs: <i>Select three courses from the flexible core categories below: only one course may be selected from each category.</i> (Delete label and instruction that is not applicable)</p> <p>World Cultures and Global Issues US Experience in its Diversity Creative Expression Individual and Society Scientific World</p> <p><i>Students are required 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</i></p>	<p>Program Name and Degree Proposed PATHWAYS COMMON CORE</p> <p>A. REQUIRED CORE: 12 credits</p> <p>English: 6 credits</p> <p>ENG101/ENA101 English Composition I (depending on placement scores)</p> <p>ENG102 Writing through Literature OR ENG259 Technical Writing – delete the choice not applicable)</p> <p>Mathematical and Quantitative Reasoning: 3 credits* (If applicable, include the specific math course(s) required for your major)</p> <p>Life and Physical Sciences: 3 credits* (STEM programs only: include the specific LPS course required for your major)</p> <p>B. FLEXIBLE CORE: [redacted] credits</p> <p>AA, AS programs: <i>Select one course from each of the five flexible core categories AND one additional course from any flexible core category.</i> AAS programs: <i>Select three courses from the flexible core categories below: only one course may be selected from each category.</i> (Delete label and instruction that is not applicable)</p> <p>World Cultures and Global Issues US Experience in its Diversity Creative Expression Individual and Society Scientific World</p> <p><i>Students are required 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</i></p>
---	---

website. Note: Student can select only two courses from any one discipline.

PROGRAM CORE: credits

First Year Seminar course title and course code

Course Code and Title [Capstone]

Total 60 Credits

***For a list of approved courses, go to:
<https://www.laguardia.edu/Pathways/>**

website. Note: Student can select only two courses from any one discipline.

PROGRAM CORE: credits

First Year Seminar course title and course code

Course Code and Title [Capstone]

Total 60 Credits

*** For a list of approved courses, go to:
<https://www.laguardia.edu/Pathways/>**