

Queens College Guidelines for Submission of a Pathways Course (12/16/2025)

It is recommended that you contact the Co-Chairs of the General Education Council, Christine Ramadhin (christine.ramadhin@qc.cuny.edu) and Yan Sun (yan.sun@qc.cuny.edu) before you start the process of developing a new course or submitting an existing course for Pathways approval. Please also advise your departmental Chair and Curriculum Committee that you wish to propose a course for Pathways.

There are two types of Pathways courses – College Option, and Common Core. Both types of proposals must be vetted by the General Education Council to make sure that the Student Learning Outcomes are properly defined and detailed in the proposal and syllabus.

Templates for the submission of Pathways courses can be found here:

<https://www.qc.cuny.edu/academics/academic-senate/curriculum-changes/>

Note that there is one document to download for each type of proposal, which includes two parts—(1) a proposal template and (2) a syllabus template. Please follow the guidelines in the syllabus template carefully when you are preparing or modifying your syllabus for submission. Syllabi for existing courses should be thoroughly revised if they do not currently reflect the Student Learning Outcomes for the Pathways category for which they are being proposed.

Note also that all submissions must be in the form of two files—one for the proposal, and the second for the syllabus. The syllabus should look exactly like the one that would be distributed to students when the course is taught.

Preparing a Proposal

To prepare a proposal:

1. Pick the one designation you are going for. You'll need to look at the **Pathways Student Learning Outcomes (SLOs)**.
2. Review the syllabus for the course to make sure course activities support claims that the course will achieve the required set of **Pathways SLOs** for the designation. Be sure to indicate how students will be assessed for various course activities, and be sure the syllabus states how course grades are computed.
3. Strategy: Don't explain how important the course is, but rather tell how the students will achieve the SLOs, cross-referencing the syllabus in meaningful ways. ("The {assignment, activity, or test} will be graded on how well students demonstrate {assessment criterion}."). There should be one assessment per Student Learning Outcome at a minimum, and it should be readily apparent from the proposal and the syllabus which outcomes are met by which assignments, and how they are assessed. The blank field next to each relevant learning outcome in the proposal should be used to explain the assignments and course activities that will address that learning outcome.
4. Submit the proposal to the Co-Chairs of the General Education Council, Christine Ramadhin (christine.ramadhin@qc.cuny.edu) and Yan Sun (yan.sun@qc.cuny.edu) who will provide feedback for any necessary revisions.

Timeline for approval: Proposals are first submitted to the General Education Council, which meets and reviews them monthly. Proposals approved and forwarded to the UCC by the first of every month will be reviewed at that month's UCC meeting, and, if approved, considered by the Senate the following month. The CCCRC meets twice per semester, and Common Core Proposals are forwarded to them after Senate approval. The approval process takes several months—Common Core courses initially proposed in a given semester will likely not get full approval until the following semester, with implementation the semester following that. If you propose a course in Fall, full approval will generally be possible only for courses offered the following Fall.