

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](#) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

Title of Proposal	Modified Program Goals
Date	September 11, 2023 (second submission – revisions in red)
Major or Minor	Minor
Proposer's Name	Kerin E. Coughlin
Department	Law & Paralegal Studies
Date of Departmental Meeting in which proposal was approved	June 1, 2023
Department Chair Name	Concetta I. Mennella
Department Chair Signature and Date	<i>Concetta Mennella</i>
Academic Dean Name	Maureen Archer-Festa
Academic Dean Signature and Date	<i>Dean Archer-Festa</i>
Brief Description of Proposal (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body.)	<p>We have revised our program goals in several notable ways:</p> <p>First, we have combined certain goals that overlapped, reducing total from six to four.</p> <p>In addition, we have replaced certain lower order thinking skills with higher order, such as:</p> <ul style="list-style-type: none"> • “<u>Relate</u> the evolving role, responsibilities, and ethical obligations of paralegals/legal assistants to the delivery of legal services ...” in place of “<u>Describe</u> the evolving role... in the delivery of legal services...” • “<u>Analyze</u> the American legal system ...” rather than “<u>Explain</u> the basic principles...” • “<u>Locate</u>, analyze, and <u>integrate</u> print and electronic sources of law” instead of “<u>Locate</u>, <u>read</u>, evaluate and analyze print and electronic sources of law...” • “<u>Discern</u> the special and complex issues involved in advocacy and litigation...” in place of “<u>Recognize and appreciate</u> special and complex issues...” <p>Further, we have endeavored to align the goals more closely with the NYCCT mission and General Education Learning Outcomes. For example:</p> <ul style="list-style-type: none"> • “Analyze the American legal system and the principles and procedures that apply to legal questions, including

	<p>a focus on New York jurisprudence” requires court knowledge, which is an <u>applied skill</u>, facilitates <u>problem-solving</u>, developed through <u>place-based learning</u> (all elements of the NYCCT mission), and imbues <u>civic knowledge</u>, among other Gen Ed outcomes.</p> <ul style="list-style-type: none"> • “Discern the special and complex issues involved in advocacy and litigation and relate them to representation of clients” requires <u>inclusion, respect, and open-mindedness</u> that are nurtured by the City Tech community (NYCCT mission), and require Gen Ed skills of <u>inquiry and analysis</u>, and <u>intercultural knowledge and competency</u>.
<p>Brief Rationale for Proposal (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body).</p>	<p>These proposed revised program goals are more closely aligned with the NYCCT mission and educational goals, and General Education Learning Outcomes. Further, they reflect more advanced approaches to learning taxonomies, and promote higher level thinking skills. In addition, they are measurable by an ongoing systematic assessment process and can be used for continual program improvement, thus they will render the assessment processes required for periodic reapproval by our program’s accrediting body, the American Bar Association (ABA), more effective and efficient. Finally, these revised goals bring our program more closely in line with ABA Guideline G-201 which requires: “The program must have clearly defined measurable goals and explicit objectives stated in terms of the educational results to be achieved. ... These goals must reflect:</p> <ol style="list-style-type: none"> 1. Consistency with the general principles of ethical legal practice as promulgated by appropriate authorities in the relevant jurisdiction. 2. Responsiveness to the needs of the constituency that the program seeks to serve, and a recognition that the program should qualify the graduates to contribute to the advancement of the paralegal profession. 3. Sensitivity to emerging concepts of the role of the paralegal in the effective delivery of legal services in both the private and public sectors.” <p>The following assessment methods (<i>italicized</i>) can be used to measure achievement of each of these goals:</p> <ul style="list-style-type: none"> • Relate the evolving role, responsibilities, and ethical obligations of paralegals/legal assistants to the

	<p>delivery of legal services and the development and expansion of access to legal services: <i>exams, quizzes, oral presentations, graduate surveys</i></p> <ul style="list-style-type: none"> Analyze the American legal system and the principles and procedures that apply to legal questions, including a focus on New York jurisprudence. <i>exams, quizzes, research memoranda, practical assignments (such as LAW 1103 Civil Law summons and complaint, and LAW 2303 Family Law divorce documents)</i> Locate, analyze, and integrate print and electronic sources of law, and communicate how they apply to legal questions using written, oral, and visual means. <i>case briefs, research memoranda, oral arguments, graduate surveys</i> Discern the special and complex issues involved in advocacy and litigation and relate them to representation of clients. <i>capstone paper, practical assignments (such as 4800 Advanced Legal Research litigation drafting assignment and trial brief, and 4703 Immigration Law citizenship documents), graduate surveys</i> <p>These program goals are assessable through the methods listed above for accreditation purposes because they enable us to satisfy the requirements of the American Bar Association (ABA) which approves our program, to conduct “regular assessment of the extent to which [our] program meets its stated goals and objectives.” (Guideline G-301.E) The ABA evaluates the adequacy of our assessment by such criteria as “the quality of the assessment instruments and methodology,” “the frequency with which assessment is conducted,” and “the degree of participation, such as the response rate on surveys.” (G-301.F) These program goals are also assessable through the methods listed above for General Education purposes, because the methods enable us to measure such Gen Ed competencies as Civic Engagement (for example, exams and quizzes), Ethical Reasoning (exams, quizzes, oral presentations), Information Literacy (case briefs), and Writing (research memoranda, capstone paper). These program goals are also assessable for purposes of measuring advancement of the College Mission, including such elements as “applied skills” (case briefs, practical assignments), a “multi-disciplinary approach” (research memoranda, capstone paper) and “open-mindedness” (research memoranda, practical assignments).</p>
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Proposal History (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list).	First submission: August 29, 2023 Second submission (revised per Sept. 7, 2023 guidance of Curriculum Committee): September 11, 2023
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Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

ALL PROPOSAL CHECK LIST

Completed CURRICULUM MODIFICATION FORM including:	
• Brief description of proposal	X
• Rationale for proposal	X
• Date of department meeting approving the modification	X
• Chair's Signature	X
• Dean's Signature	X
Evidence of consultation with affected departments List of the programs that use this course as required or elective, and courses that use this as a prerequisite.	N/A
Documentation of Advisory Commission views (if applicable).	N/A
Completed Chancellor's Report Form .	N/A

EXISTING PROGRAM MODIFICATION PROPOSALS

Documentation indicating core curriculum requirements have been met for new programs/options or program changes.	N/A
Detailed rationale for each modification (this includes minor modifications)	

Current Program Goals	Proposed Revised Program Goals
<ul style="list-style-type: none"> • Describe the evolving role, responsibilities, and ethical obligations of paralegals/legal assistants in the delivery of legal services and the development and expansion of access to legal services. • Explain the basic principles of the American common law system with particular attention to the structures and jurisdiction of the Federal and New York court systems. • Use appropriate legal terminology in all forms of written, oral, and visual communication. • Locate, read, evaluate and analyze both print and electronic sources of law, and apply them to issues requiring legal analysis. • Draft basic legal documents related to the required courses in the associate degree. • Recognize and appreciate special and complex issues involved in advocacy and litigation in relation to both the required and elective baccalaureate level courses. 	<ul style="list-style-type: none"> • Relate the evolving role, responsibilities, and ethical obligations of paralegals/legal assistants to the delivery of legal services and the development and expansion of access to legal services. • Analyze the American legal system and the principles and procedures that apply to legal questions, including a focus on New York jurisprudence. • Locate, analyze, and integrate print and electronic sources of law, and communicate how they apply to legal questions using written, oral, and visual means. • Discern the special and complex issues involved in advocacy and litigation and relate them to representation of clients.

