



ESF Minor Curriculum Change Proposal Form

Committee on Curriculum - ESF Faculty Governance
Office of Instruction & Graduate Studies

Date: January 4, 2022
Department: Chemical Engineering
Curriculum Title: BS. Chemical Engineering

For Minor Changes in existing curriculum (check all that apply):

- | | |
|-------------------------------------------------------|--------------------------------------------------------------------|
| <input type="checkbox"/> revised courses | <input type="checkbox"/> change in total cr. hrs. |
| <input type="checkbox"/> new course sequence | <input type="checkbox"/> new program objectives* |
| <input checked="" type="checkbox"/> new courses added | <input type="checkbox"/> new accreditation/assessment requirements |

*See SUNY Guidelines

1. Rationale for Change

Please provide an explanatory narrative outlining the rationale for the change, and the impacts of this change on the learning outcomes of the curriculum:

Adding the DEISJ as a required General Education component in the curriculum as mandated by SUNY.

2. Institutional Impact:

Changes from existing condition:

Anticipated Enrollment or Enrollment Change:

Faculty or Staffing Requirements:

Technology, Computing Resources, and Classroom Resource Demands:

Change in Accreditation Requirements:

Changes to Assessment Plan:

Library Resource Requirements:

3. Catalog Narrative:

Please attach to this proposal form a copy of the current catalog description in MS Word format, with revisions shown in "track changes".

Chemical engineering is a versatile program and one of the most broadly-based engineering disciplines. Its field of practice covers the development, design, and control of processes and products that involve molecular change, both chemical and biological, and the operation of such processes. Because many of

the products that sustain and improve life are produced by carefully designed and controlled molecular changes, the chemical engineer serves in a wide variety of industries. These industries range from chemical and energy companies to producers of all types of consumer and specialty products including pharmaceuticals, textiles, pulp and paper, polymers, advanced materials, and solid-state and biomedical devices. Careers are available in industry, government, consulting, and education. Areas of professional work include research and development, operations, technical service, product development, process and plant design, market analysis and development, process control, and pollution abatement. The chemical engineering degree program prepares students for professional practice in chemically related careers. Chemical engineering graduates are expected to attain the following capabilities at or within a few years of graduation: apply the fundamentals of science and engineering to solve important chemical engineering problems in industry, government or academic settings; communicate effectively and demonstrate the interpersonal skills required to lead and/or participate in interdisciplinary projects; apply life-long learning to meet professional and personal goals of their chosen profession, including graduate study; articulate and practice professional, ethical, environmental and societal responsibilities, and value different global and cultural perspectives. The curriculum consists of a number of categories of courses. The general education component, which is required of all ESF students, broadens the students' perspectives on global and societal issues, an important component of any education. Students also take a number of courses in math and the basic sciences—chemistry and physics, (and biology)—to provide the background for the courses that prepare students for engineering practice. The engineering courses cover a variety of topics in chemical engineering. Some selective courses have been placed in the curriculum as elective for students wishing to enter into the pulp and paper industry. Students may be admitted to the chemical engineering program as first-year students with appropriate science backgrounds from their high school or as transfer students at any level with accommodations for coursework requirements.

4. Curriculum Transition Plan:

Please provide a narrative description of your plan for transitioning from your existing curriculum to the proposed new curriculum. Please provide specific dates for implementing curriculum changes, overlap periods where old and new curricula may exist simultaneously, and final phase out of old curricula. Please also include impacts and mitigating considerations for transfer students and students in mid-program during implementation, impacts of changes in semester delivery of existing courses, addition of new courses within a particular semester, etc.

5. Approval Signatures:

Signatures below, or attached letters, indicate that the affected departments, programs or units have been notified of this proposal and have had an opportunity to assess the impact of the proposal on their respective units. If departments did not respond to your notification, you may wish to document your effort to contact them.

Affected Academic Department(s) or Program(s):

Department/Program 1

Name of Chair/Program Director

Chair Signature

Date

Or letter attached

Department/Program 2

Name of Chair/Program Director

Chair Signature

Date

Or letter attached

Department/Program 3

Name of Chair/Program Director

Chair Signature

Date

Or letter attached

[If more/ess than three Departments/Programs, please add/delete lines as appropriate.]

Other Units

Library Director

Date

Or letter attached

Computing and Network Services

Date

Or letter attached

Physical Plant

Date

Or letter attached

Forest Properties

Date

Or letter attached

Environmental Health and Safety

Date

Or letter attached

Admissions

Date

Or letter attached

Other

Date

Or letter attached

Other

Date

Or letter attached

Office of the Provost

Signature below, or attached letter, indicates that the Provost either a) agrees that there is no need for additional resources from the College; or b) indicates willingness to provide the extra support to the department.

Provost Signature

Date

Or letter attached

6. Proposer Information and Department Chair Affirmation:

Contact Person:

Name: _____ Department: _____

Email: _____ Phone: _____

This proposal has been reviewed and approved by the sponsoring Department. Affected departments have been notified and given the opportunity to provide feedback. Department resources are or will be made available to support this curriculum revision, or a plan is in place to meet the resource needs as identified in the Institutional Impacts section of this proposal (see Section 2, above) .

Name: _____ Date: _____
Department Chair (or designated curriculum representative)

Signature: _____ Or letter attached
Department Chair (or designated curriculum representative)

7. Final Approvals:

Curriculum Committee

Date

Faculty Governance

Date

Provost

Date