

York College

Spring 2012 Convocation

**“Engaging, Enhancing, Empowering
our Educational Enterprise”**

Pathways and Pathways to Pathways

A Selection of Documents

February 23, 2012

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General Education Requirements

General Education Requirements		
General Requirements		18-26
ENG125	Introduction to College Writing	4
CLDV101	Understanding Cultural Diversity	3
PE150	Fitness for Living	2
SPCH101	Oral Communication in Contemporary Society	3
Foreign Language (placement by Foreign Language Department)		0-8
Choose one of the following		
WRITE301	Research and Writing for the Major	3
WRITE302	Research and Writing for the Sciences, Mathematics, and Technology	3
WRITE303	Research and Writing for Professional Programs*	3
Choose one of the following		
CLDV201	Cultures and Societies of the World: Africa, Latin America and the Caribbean	3
CLDV202	Cultures and Societies of the World: the Far East and South East Asia	3
CLDV203	Cultures and Societies of the World: Asia and the Middle East	3
CLDV210	Western Civilization	3
Humanities		9
ENG200	Understanding Literature	3
History and Philosophy Choose one of the following		
HIST100	History of the Modern World Since 1815	3
HIST108	The Three Worlds: Europe, the Americas and the Third World in Modern Times	3
HIST113	The Birth of Europe	3

HIST201	Beginnings of the American People	3
HIST202	The Emergence of Urban America	3
HIST204	Contemporary America	3
HIST257	East Asia to the Nineteenth Century	3
HIST275	African History Until 1800	3
HIST276	African History From 1800 Until the Present	3
PHIL102	Beginning Informal Logic	3
PHIL103	Introduction to Philosophy	3
PHIL121	Beginning Deductive Logic	3
Fine and Performing Arts Choose one of the following		
FA104	Introduction to Fine Arts	3
FA150	Visual Design: Two Dimensional	3
FA152	Visual Design: Three Dimensional	3
FA155	Drawing I	3
FA264	Painting I	3
FA381	Photography I	3
MUS101	Introduction to Music	3
MUS110	Basic Theory I	3
MUS225	Computer Music I	3
MUS250	Afro-American Music in the United States	3
MUS253	History of Jazz	3
SPCH160	Fundamentals of Oral Interpretation: Prose and Poetry	3
TA110	Introduction to the Theatre	3
TA114	Stagecraft I	3
TA211	Basic Acting	3
TA215	Studies in Theatre Practice I	3
TA216	Studies in Theatre Practice II	3
TA217	Studies in Theatre Practice III	3

TA218	Studies in Theatre Practice IV	3
TA219	Studies in Theatre Practice V	3

Behavioral Science

Six credits from 2 disciplines outside the major chosen from the following courses

AAS101	Introduction to African-American Studies	3
AAS172	Introduction to Africa	3
ANTH101	Introduction to Cultural Anthropology	3
ANTH103	Introduction to Physical Anthropology and Archaeology	3
ECON102	Introduction to Microeconomics	3
ECON103	Introduction to Macroeconomics	3
POL101	Introduction to Politics	3
POL103	Politics and Government in the United States	3
PSY102	Introductory Psychology	3
SOC101	Introductory Sociology	3

Mathematics

Choose one of the following

MATH111	Introduction to Statistics and Probability	4
MATH115	Quantitative Methods for Decision Making	4
MATH121	Analytic Geometry and Calculus I	4
MATH150	Mathematics and Its Applications	4
MATH184	Analytic Geometry and Calculus I	4
MATH190	Computers in Modern Society	4

Natural Science

5-6

Non-Science and Non-Mathematics Majors

Six credits in any 2 disciplines chosen from the following

ASTR101	Introductory Astronomy: the Sun and Planets	3
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ASTR102	Introductory Astronomy: Stars, Galaxies and the Universe	3
ASTR140	Introductory Astronomy: Observations of the Sky	3
BIO110	Environmental Biology	3
BIO120	Environmental Biology	3
BIO130	Biology of the Brain and Behavior	3
CHEM120	Environmental Chemistry	3
CHEM121	Chemistry in Our Time	3
GEOL110	Man and the Earth	3
GEOL115	Energy, Resources and the Environment	3
GEOL120	Our Oceanic Environment	3
GEOL121	History of Life	3
GEOL140	Our Earth	3
HPEH110	Science Technology and Environment	3
Mathematics Majors		
five credits of any science courses that is acceptable by the respective science disciplines to fulfill their major requirements		
Science Majors		
five credits as stipulated by major discipline		
Total General Education		42-51
Remainder of credits in Major Requirements and Free Electives**		
Baccalaureate Total Credits		120

All courses included among the General Education Requirements are designated and taught as Writing Enhanced. Students are given an opportunity to engage in writing activities and complete assignments designed to develop their competence in reading, critical thinking, and

writing.

*Junior Level Writing Courses; Computer Competency required of all students entering the college in Fall 1996 and thereafter, including transfer students, except for second-degree students, who are exempt.

** Except for certain stipulated majors usually certified by outside agencies.

THE CITY UNIVERSITY OF NEW YORK
2011-2012 City Executive Budget
Preliminary Analysis – May 18, 2011

COMMUNITY COLLEGE HIGHLIGHTS

FY2011

- For the current fiscal year, the executive budget recommends city support for community colleges of \$256.6 million, an increase of \$1.6 million from the city preliminary budget. The executive budget provides an additional \$1.4 million for utilities costs and an increase in pensions of \$0.2 million.
- The executive budget recognizes an additional \$9.0 million in revenue in order to bring the revenue budget level with projected FY2011 collections.

FY2012

- The executive budget recommends support for the community colleges of \$236.4 million, which is \$20.2 million less than the current FY2011 budget. This diminution in funding comprises decreases of \$38.6 million, offset by increases of \$18.4 million.
- FY2012 reductions total \$38.6 million and include:
 - \$21.4 million in community college operating support from prior year reductions
 - \$16.0 million in new reductions (when annualized with current-year reductions, the total new PEG target for FY2012 is \$23.8 million)
 - \$1.2 million in local initiatives
- Year-to-year increases total \$18.4 million and consist of:
 - \$10.7 million for incremental pension costs (funded outside of CUNY's budget)
 - \$ 7.7 million for mandatory needs, including leases, utilities, and fringe benefits

Community College Funding by Source
(\$ millions)

	FY2011 Adopted	FY2012 State Adopted/City Executive	\$ Change from Base	% Change from Base
State Aid	185.0	176.7	-8.3	-4.5%
City Support	256.6	236.4	-20.2	-7.9%
Tuition & Other Revenue	250.2	262.3	12.1	4.8%
Total	691.8	675.4	-16.4	-2.4%

**Baccalaureate Enrollment at CUNY Senior Colleges by Type of Entry into
Current College of Enrollment: Fall 2010***

Current College of Enrollment	Type of Entry into Current College					
	Total		First-time Freshmen		Transfers	
	N	N est.	%	N est.	%	
Baruch	12,802	6,093	47.6	6,709	52.4	
Brooklyn	11,702	4,991	42.7	6,711	57.3	
City	11,682	6,813	58.3	4,869	41.7	
Hunter	14,514	7,874	54.3	6,640	45.7	
Lehman	8,810	3,503	39.8	5,307	60.2	
Queens	15,337	7,074	46.1	8,263	53.9	
York	7,019	3,937	56.1	3,082	43.9	
Professional Studies	861	0	0.0	861	100.0	
Senior College Total/Avg	82,727	40,285	48.7	42,442	51.3	

*Percentages are based on those whose entry type is known.



B.I.14 - RESOLUTION ON CREATING AN EFFICIENT TRANSFER SYSTEM

Explanation

The City University of New York experiences large student transfer flows among all of its undergraduate colleges. To enhance transfer students' progress toward degree completion, CUNY must insure that students' credits earned from any CUNY college transfer smoothly and efficiently to all other CUNY colleges.

New York State Education Law Section 6201 specifies that CUNY is one university and must have clear transfer paths and curricular alignment across its colleges. A unified General Education Framework for all colleges, including a set number of general education credits required across CUNY, will clarify the general education requirements that students must meet at any CUNY college, and will insure that general education credits will transfer to other CUNY colleges. Students will also benefit from greater clarity about which courses they should take for entry into their majors, no matter at which college the major is offered. Finally, students must be assured that electives they take at any college will transfer, with full credit, to any other college. Together, such policies will increase students' efficiency in progressing towards their degrees by reducing time to degree and credits acquired in excess of what is needed for graduation, saving resources for students themselves and for the larger CUNY community.

Integral to this resolution is CUNY's commitment to the highest academic standards and to the faculty's special responsibility for courses and curriculum. Also integral to this resolution is a commitment to providing colleges with the flexibility to maintain their distinctive identities and traditions.

Now be it

Resolved, that the portion of CUNY's General Education Framework that is common to all CUNY colleges, to be called the "Common Core," will total 30 credits. The other portion of CUNY's General Education Framework, the portion that is specific to each baccalaureate college, to be called the "College Option," will consist of an additional 12 credits.

All CUNY undergraduates will be required to complete the 30-credit Common Core in order to graduate with an A.A., A.S., or baccalaureate degree. All students who satisfactorily complete courses within the Common Core will be certified as having achieved partial or full completion of the Common Core, as appropriate, and that certification will transfer among all CUNY colleges.

All CUNY baccalaureate students will be required to complete 12 College-Option general education credits as well in order to graduate (except as specified below for students who transfer from associate- to baccalaureate-degree programs). College-Option general education credits will transfer as such among all CUNY baccalaureate colleges.

In addition, all associate-degree students, including A.A.S. students, who transfer to baccalaureate programs will be required to complete the receiving college's College-Option general education credits as follows:

- 1) Students who transfer with 30 or fewer total credits from any college (including non-CUNY regionally accredited colleges) will be required to earn a maximum of 12 of the receiving college's College-Option general education credits;
- 2) Students who transfer with more than 30 total credits from any college (including non-CUNY regionally accredited colleges) but without an associate degree will be required to earn a maximum of 9 of the receiving college's College-Option general education credits;
- 3) Students who transfer with an associate degree from any college (including non-CUNY regionally accredited colleges) will be required to earn a maximum of 6 of the receiving college's College-Option general education credits.

Thus, in order to receive the A. A. or A. S. degree, students will be required to complete a total of 30 general education credits (the Common Core), and in order to receive the baccalaureate, students will be required to complete a total of 36 to 42 general education credits depending on the students' transfer status. Further, no matter how many CUNY colleges any of these students attend, if a student transfers from one CUNY college to another, all general education course credits of all types will be accepted as general education credits of that type without further evaluation, and be it further

Resolved, that the Chancellor, in consultation with the Council of Presidents, the University Faculty Senate, and the University Student Senate, will convene a Task Force of faculty, students, and academic administrators, with faculty members predominant, and charge it with recommending to the Chancellor a structure for the Common Core by December 1, 2011.

The Task Force will develop the broad disciplinary or interdisciplinary areas constituting the Common Core for the University, as defined by learning outcomes. It will also identify the number of credits to be allocated to each such area. Within these guidelines, the Task Force may make more specific recommendations regarding individual associate- and baccalaureate-degree programs, such as Science, Technology, Engineering, and Mathematics (STEM) programs.

The Task Force will consist of a steering committee, including balanced representation from the college sectors, as well as a working committee, including representatives from all undergraduate colleges and all large-enrollment disciplines. The steering committee will have the authority to establish subcommittees consisting of Task Force members and others in various fields and areas of expertise as needed, and be it further

Resolved, that after the Task Force has advanced its recommendations and the Chancellor has approved the structure of the Common Core, all CUNY undergraduate colleges will specify individual courses for this Core. These courses must meet the approved learning outcomes. Working with the colleges, the University Office of Academic Affairs will facilitate the expeditious review and approval of all courses proposed for the Common Core with the assistance of a CUNY-wide committee, appointed by the Chancellor, and consisting predominantly of faculty, to ensure that all learning outcomes are satisfied.

Any course or disciplinary area that is required of all students and is not specifically required for a student's major must fall within the Common Core or College-Option courses.

The Common Core will apply to all A.A., A.S., and baccalaureate degrees. By New York State Education Department regulations, A.A.S. degrees contain fewer liberal arts credits than do A.A. or A.S.

degrees. However, liberal arts requirements for A.A.S. degrees will be drawn from the courses approved for the Common Core such that A.A.S. students will receive partial certification for completion of the Core. If an A.A.S. student transfers to an A.A., A.S., or baccalaureate program, that student will need to complete the remainder of the 30-credit Core.

To insure that students in all degree programs have adequate information to plan their academic paths, colleges will clearly identify courses that are part of the Common Core or are College-Option courses, and all of these courses will be widely publicized by the University, and be it further

Resolved that each college will submit for the approval of the Chancellor by April 1, 2012, its plan for implementation of the General Education Framework, and be it further

Resolved, that clear pathways be created for the largest transfer majors. The Chancellor, in consultation with the Council of Presidents, the University Faculty Senate, and the University Student Senate, will convene relevant disciplinary committees consisting predominantly of faculty. By May 1, 2012, each such disciplinary committee will recommend for approval to the University Office of Academic Affairs no fewer than three and no more than six courses that will be accepted as entry-level courses for beginning the major, or as prerequisites for such courses, by all colleges offering those majors, and by Fall 2013 these courses must be offered and their status as major-entry courses widely publicized at each college offering the major, and be it further

Resolved, that all courses taken for credit at an undergraduate CUNY college be accepted for credit at every other CUNY undergraduate college, regardless of whether a specific equivalency exists at the transfer college, to an extent consistent with grade requirements and residency rules at the transfer colleges, and be it further

Resolved, that students transferring from outside CUNY will have their courses evaluated expeditiously and will receive credits for general education, major, and elective courses if those courses meet the appropriate learning outcomes, and be it further

Resolved, that as an additional component of improving transfer, an appeals mechanism will be established by the Chancellor for undergraduate students who wish to appeal denial or restriction of transfer credit, and be it further

Resolved, that all possible technological assistance be brought to bear on providing the colleges with academic information about their transfer applicants, and on providing students and their advisors with information about the transferability and major-requirement status of courses, and be it further

Resolved, that all of these pathways policies and processes, including the Common Core, be reviewed and evaluated each year for three years beginning in 2013, and every three years thereafter, to modify them as necessary to improve them or to meet changing needs.



Welcome >> Academics >> Current Initiatives >> Pathways to Degree Completion >> Planning Process

Pathways to Degree Completion

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PLANNING PROCESS

CONTACT US

For more information or to submit a comment, please email pathways@mail.cuny.edu

June 2011	CUNY Board of Trustees approves resolution on creating an effective transfer system <pdf>.
July 2011	First Steering Committee meeting (meeting agenda <pdf>, meeting summary <pdf>, PowerPoint <pdf>).
August 2011	Second Steering Committee meeting (meeting agenda <pdf>, meeting summary <pdf> [corrected], Standing Rule #1 <pdf>). First Task Force meeting (Steering Committee and Working Committee: meeting agenda <pdf>, meeting summaries <pdf>, PowerPoint <pdf>).
September 2011	Third Steering Committee meeting (meeting agenda <pdf>, meeting summary <pdf>, draft cross-curricular learning outcomes <pdf>). Fourth Steering Committee meeting (meeting agenda <pdf>, meeting summary (revised 10.11.11) <pdf>, 3- and 4-credit issue brief <pdf>, STEM issue brief <pdf>, breadth of areas issue brief <pdf>, history issue brief <pdf>, foreign languages issue brief <pdf>).
October 2011	Fifth Steering Committee meeting (meeting agenda <pdf>, meeting summary <pdf>). Second Task Force meeting (Steering Committee and Working Committee: meeting agenda <pdf>, meeting summary <pdf> [revised October 20], PowerPoint presentation <pdf>, approved Common Core structure <pdf>). Sixth Steering Committee meeting (meeting agenda <pdf>, meeting summary <pdf>). Seventh Steering Committee meeting (meeting agenda <pdf>, meeting summary <pdf>). Disciplinary committees convene and begin work concerning largest transfer majors (Biology <pdf>, Business <pdf>, Criminal Justice <pdf>, English <pdf>, Nursing <pdf>, Psychology <pdf>, and Teacher Education <pdf>).
November 1, 2011	Draft Report and Recommendations on the Common Core distributed to the University community and posted online. Comments invited.
November 16-18, 2011	Comment period closes. Comments compiled and organized. Steering Committee meets to review comments and consider resulting modifications (meeting summary <pdf>, draft revisions-in-progress <pdf>).
Late November 2011	Steering Committee meets to finalize report and recommendations.
December 2011	Revised report and recommendations regarding the 30-credit Common Core structure submitted to Chancellor Goldstein. Disciplinary committees provide updates on work concerning largest transfer majors. Chancellor Goldstein accepts recommendations regarding the 30-credit Common Core structure.
April 1, 2012	Each college will submit for the Chancellor's approval its plan for implementation of the General Education Framework.
May 1, 2012	Disciplinary committees will recommend for approval no fewer than three and no more than six courses that will be accepted as entry-level courses for beginning the major, or as prerequisites for such courses, by all colleges offering those majors.
Fall 2012	Colleges begin submitting courses for approval for the Common Core.
May 2013	Student appeals system established and training begins for fall 2013 implementation.
Fall 2013	Courses designated as major-entry courses must be offered at the colleges and their status as major-entry courses must be widely publicized at each college offering the major.
2013 forward	All of the Pathways policies and processes, including the Common Core, must be reviewed and evaluated each year for three years beginning in 2013, and every three years thereafter. Modifications will be made as necessary to improve them or to meet changing needs.

December 1, 2011

Dear Colleagues:

Thank you for the coordinated campus responses to the draft structure of the Common Core submitted on November 15. They contained constructive and specific recommendations that we compiled and posted on the Pathways website two weeks ago.

The Steering Committee of the Pathways Task Force considered each of these campus responses carefully and seriously. We also reviewed each of the faculty senate, faculty council, disciplinary council, and departmental resolutions and statements submitted to the Pathways email address or posted on the University Faculty Senate website. On Friday, November 18, the Committee met and used the feedback to revise the structure of the Common Core. The responses and recommendations from the campuses and others were spirited, complex, and at times contradictory. Many of the concerns and conflicts noted in these responses echoed those in our own discussions over the past several months, and the Steering Committee appreciated the opportunity to reconsider them.

On Monday, November 21, the Committee posted a summary of the November 18 meeting and a copy of our revisions-in-progress on the Pathways website. The ensuing email discussions on the Steering Committee's work widened to include perspectives from the Pathways Working Committee and across the Task Force. The Steering Committee met again on Monday, November 28, to finish its review of campus feedback and to develop final recommendations for the Chancellor.

Attached is a copy of the final recommendations. As a result of campus feedback, it differs in several ways from the October 31 Common Core draft structure. This letter will highlight the major issues raised in the coordinated campuses responses and other feedback we reviewed, and describe how the Steering Committee responded to that feedback.

Credit Allocations in the Required Core

The October 31 draft structure of the Common Core included seven credits for English Composition, four credits for Mathematical and Quantitative Reasoning, and four credits for Life and Physical Sciences. In their coordinated campus responses, many colleges suggested that the Required Core include six instead of seven English Composition credits. Some of those colleges also argued for a reduction from four to three credits in Mathematical and Quantitative Reasoning and Life and Physical Sciences. Some colleges asked that the mixture of three- and four-credit courses, with nine courses overall, be changed to ten, three-credit courses so as to maximize breadth of exposure to different areas of learning.

Many colleges, however, were silent on the question of credit allocations in the Required Core, and one college articulated a strong argument in favor of the 7-4-4 allocation for English, math, and science. Currently at CUNY, four-credit courses in math and science predominate at some senior and community colleges, while three-credit courses predominate at others.

The Pathways Task Force had considered both a 7-4-4 model for the Required Core and a 6-3-3 model in its deliberations over the previous few months. At meetings of both the Steering Committee and the full Task Force, the vote between the 7-4-4 model and the 6-3-3 model was very close. Based on the varied feedback received from the campuses on the issue, members of the Pathways Task Force concluded that those close and divided votes were likely representative of similar divisions across the wider CUNY community.

Despite the lack of consensus on the issue, the Steering Committee had to designate credits allocated to the Required Core. After a range of extended dialogues, the Committee decided that the 6-3-3 model gave the campuses and students more flexibility. As a result, the Steering Committee decided to revise the Required Core from 15 credits (seven credits of English Composition, four credits of Mathematical and Quantitative Reasoning, and four credits of Life and Physical Sciences) to 12 credits (six credits of English Composition, three credits of Mathematical and Quantitative Reasoning, and three credits of Life and Physical Sciences). This revision allowed an increase in the Flexible Core credits from 15 to 18.

Variant for Mathematical and Quantitative Reasoning and Life and Physical Sciences

When the Pathways Task Force considered a 6-3-3 model for the Required Core in its earlier discussions, some colleges requested flexibility regarding the possibility of offering four-credit Life and Physical Sciences courses. The Committee received a similar request regarding a one-credit variant for Mathematical and Quantitative Reasoning courses from the CUNY Math Discipline Council early in the process. Because the Board of Trustees' resolution granted the Pathways Task Force the option to make specific recommendations for STEM students, the Steering Committee decided to recommend a variant in the Required Core for both of these areas. Under this variant, colleges would be required to offer sufficient three-credit courses for students to satisfy both the Mathematical and Quantitative Reasoning and the Life and Physical Sciences areas in the Required Core. Thereafter, colleges would also be allowed to offer four-credit courses to satisfy these areas, particularly for students planning to major in these fields.

Proscription Against Multiple Courses in One Discipline

A number of colleges objected to the proscription in the Flexible Core against taking more than one course in any particular discipline. Some also requested that, whatever provision emerged, it explicitly include interdisciplinary areas. Colleges argued that removing the one-course restriction would allow more flexibility for course sequencing in the Flexible Core, particularly in the study of foreign languages. In light of these requests, the Steering Committee modified the restriction so that a student may now take "no more than two courses in any discipline or interdisciplinary area" of the Flexible Core.

Science and Technology

Some campuses requested additional opportunities for students to study science and technology. When the Pathways Task Force considered a 6-3-3 model for the Required Core in its earlier deliberations, it approved, both at the Steering Committee level and at the Task Force level, the addition of a fifth area of the Flexible Core entitled, "Scientific World," which would allow

students the option of taking two science courses as part of their general education studies, and would allow the Flexible Core to comfortably offer a range of courses related to technology and an understanding of technology in a social context. Having restructured the Required Core to a 6-3-3 model, the Steering Committee decided to add a fifth category to the 18-credit Flexible Core entitled, "Scientific World." Because there were now five areas and 18 credits in the Flexible Core, the Steering Committee decided that students would complete six three-credit courses in five areas.

Foreign Languages

Some colleges requested that the structure mandate the study of foreign languages in the Required Core. Others suggested adding a new area to the Flexible Core devoted to foreign languages or to foreign languages and some other field. Others argued that campuses should be able to continue to require foreign languages through proficiency requirements.

Colleges at CUNY do not uniformly require foreign languages in their general education curricula. As a result of this current diversity, and because adding foreign languages to the Required Core would decrease flexibility for the campuses, the Steering Committee declined to require foreign language study.

The Committee also noted that, because of the revision of the disciplinary restriction from one course to two, the Common Core structure would not prevent a college from requiring up to two courses in foreign language study as part of a student's first 30 credits of general education. A college could choose to mandate that all students who begin at that college take a language proficiency test and, if a student does not demonstrate the requisite language proficiency, the college could require the student to take two foreign language courses under the World Cultures and Global Issues area. Students who demonstrate the requisite foreign language proficiency, however, could take any course in that area of the Flexible Core. Similarly, if a senior college wanted to do so, it could use its College Option credits to mandate two foreign language courses for all transfer students who did not demonstrate the requisite level of proficiency.

Speech/Oral Communications

Some colleges requested that the structure mandate the study of speech and oral communications in the Required Core. Others suggested adding a new area in the Flexible Core devoted to communications or to communications and some other field. Others argued that campuses should be able to continue to require communications through proficiency requirements.

As with foreign languages, colleges at CUNY do not uniformly require speech or oral communications in their general education curricula. As a result of this current diversity, and because adding communications to the Required Core would decrease flexibility for the campuses, the Steering Committee declined to do so. However, the Committee added communications to several categories in the Flexible Core to increase its overall presence.

Under the Common Core, communications is now listed in four of the five areas of the Flexible Core. In addition, the Common Core structure does not prevent a college from requiring a

course in speech communications. A college could choose to mandate that all students who begin there take a speech proficiency test and, if a student does not demonstrate the requisite proficiency, the college could require the student to take a speech course somewhere in the Flexible Core. Similarly, if a senior college wanted to do so, it could use its College Option credits to mandate a speech course for all transfer students who did not demonstrate the requisite level of proficiency.

History

Some colleges requested that the Common Core mandate the study of history. Colleges at CUNY do not uniformly require history in their general education curricula. As a result of this current diversity, and because requiring history would decrease flexibility for the campuses, the Steering Committee declined to require history.

In the Common Core structure, history is featured in numerous areas of the Flexible Core: World Cultures and Global Issues, U.S. Experience in its Diversity, Individual and Society, and Scientific World. The Common Core structure does not prevent a college from requiring a course in history. A college could choose to mandate that all students who begin there take a history course within the Flexible Core. Similarly, if a college wanted to do so, it could use its College Option credits to mandate a history course for all transfer students who had not already completed one.

Editorial Suggestions

The Steering Committee reviewed dozens of editorial suggestions regarding language of the Common Core structure, including the text of specific learning outcomes. The Steering Committee accepted all suggestions that enhanced clarity, meaning, or rigor.

Suggestions Beyond the Task Force's Jurisdiction

A number of colleges included in their coordinated campus responses specific requests to change the June 27, 2011, CUNY Board of Trustees *Resolution on Creating an Efficient Transfer System*. For example, some requested that, contrary to the resolution, the Common Core consist of 32 to 36 (or more) credits. Others requested that a senior college be allowed to impose its 12 College Option credits on all transfer students, regardless of how many credits they had accumulated at other campuses. Others objected to the timeframe established by the resolution, and requested greater time for consideration and implementation. The Steering Committee determined that these requests were beyond the jurisdiction of the Pathways Task Force as defined by the Board of Trustees *Resolution*.

A number of colleges also requested that the Pathways Task Force certify that specific courses or sequences of courses meet the learning outcomes of certain areas, or that specific programs be exempted from the requirements of the Common Core. Again, these requests were beyond our jurisdiction. A cross-CUNY committee will be charged with evaluating the courses that colleges submit to fulfill the learning outcomes of the areas of the Common Core, and the Office of

Academic Affairs has indicated that it will entertain requests for waivers of the Core requirements at a later date.

Closing

As Chair of the Pathways Task Force, I would like to thank the Task Force members, both the Steering Committee and Working Committee members, for their diligence and hard work. It was a privilege to work with such a talented and dedicated group of faculty and students across the disciplines and the campuses of the City University of New York. I also want to express my appreciation to the faculty, staff, and students on the campuses for their contributions to the dialogue that helped the Task Force in its work.

Using a consultative process, the Pathways Task Force has developed a rigorous and detailed structure for the first 30 credits of general education at CUNY. Each of us who helped develop the Common Core structure shares a powerful commitment to excellence in undergraduate education and a deep hope that CUNY students will thrive at our colleges, inspired by the engaged learning that they will receive in our general education courses.


Sincerely,

Michelle J. Anderson
Dean and Professor of Law
CUNY School of Law
CUNY Pathways Task Force Chair

Outline of Pathways Initiative

30-Credit Common Core: All CUNY undergraduates enrolled in A.A., A.S., or baccalaureate degree programs will complete a 30-credit common core. A Task Force of faculty, students, and academic administrators, with faculty members predominant, will propose broad disciplinary or interdisciplinary areas defined by learning outcomes and recommend the number of credits to be allocated to each broad area. All undergraduate CUNY colleges will select individual courses that meet the learning outcomes in the areas specified by the Task Force.

12-Credit College Option: Baccalaureate colleges will require 12 additional general education credits. All students who start at baccalaureate colleges as freshmen will be required to complete college-specific requirements. Students who transfer from a CUNY associate program or from a non-CUNY regionally accredited college associate-degree program will be required to complete all or a portion of these requirements, depending on the total number of credits accumulated prior to transfer.



Baccalaureate college direct entrants	42	30	12
Associate college direct entrants	30	30	N/A
Associate to Baccalaureate transfers			
≤ 30 credits	42	30	12
> 30 credits but no associate degree	39	30	9
associate degree	36	30	6

Course Transfer

General Education: If a student transfers from one CUNY college to another, all general education course credits of all types will be accepted as general education credits of that type without further evaluation.

Major: Clear pathways will be created for the largest CUNY transfer majors. Disciplinary committee will recommend for approval no fewer than three and no more than six courses that will be accepted as entry-level courses for beginning the major, or as prerequisites for such courses, by all colleges offering those majors.

Electives: All courses taken for credit at an undergraduate CUNY college will be accepted for credit at every other CUNY undergraduate college, regardless of whether a specific equivalency exists at the transfer college.

NonCUNY Transfers: Students' courses will be evaluated expeditiously and students will receive credits for general education, major, and elective courses if those courses meet the appropriate learning outcomes.

Common Core Structure

Final Recommendation to the Chancellor
City University of New York Pathways Task Force
December 1, 2011

Preamble

General education at the City University of New York (CUNY) should provide students with well-rounded knowledge, a critical appreciation of diverse cultural and intellectual traditions, an interest in relating the past to the complex world in which they live today, and the ability to help society create a fresh and enlightened future. General education allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and other symbol systems effectively and creatively. It must also develop students’ intellectual curiosity and commitment to lifelong learning.

The purpose of the first thirty credits of the Common Core of general education at CUNY is to develop a broad range of knowledge and skills, and to build a solid intellectual foundation upon which students can engage in more sophisticated study and analysis at successively higher levels as they complete their degrees. This document is designed to provide a structure for those first thirty credits.¹

I. Required Core (12 credits)

A. English Composition: Six credits

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.

¹ This structure is designed to evolve over time. As the CUNY Board of Trustees *Resolution on Creating an Efficient Transfer System* indicates: “All of these pathways policies and processes, including the Common Core, [will] be reviewed and evaluated each year for three years beginning in 2013, and every three years thereafter, to modify them as necessary to improve them or to meet changing needs.”

B. Mathematical and Quantitative Reasoning: Three credits

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.

C. Life and Physical Sciences: Three credits

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 laboratory² 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.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences³ courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. All Flexible Core courses must meet the following three learning outcomes. 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.

² "Laboratory" may include traditional wet labs, simulations, or field experience.

³ "Liberal arts and sciences" courses are defined by the New York State Education Department. <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>.

A. World Cultures and Global Issues

A course in this area must meet at least three of the following additional learning outcomes. 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.

B. U.S. Experience in its Diversity

A course in this area must meet at least three of the following additional learning outcomes. 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.

C. Creative Expression

A course in this area must meet at least three of the following additional learning outcomes. 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.

D. Individual and Society

A course in this area must meet at least three of the following additional learning outcomes. 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.

E. Scientific World

A course in this area must meet at least three of the following additional learning outcomes. 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.

Variant for the Required Core

A college cannot require a student to take a four-credit course to satisfy any area of the Common Core. In the Required Core, a college must offer enough three-credit courses for all students to satisfy the areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Thereafter, however, a college may choose to offer optional, four-credit math or science courses to satisfy one or both of these areas.⁴ The college submitting such a four-credit course must certify that it satisfies a major degree requirement. The four-credit course would then fulfill the three-credit requirement of “Mathematical and Quantitative Reasoning” or “Life and Physical Sciences,” and it would also count toward degree requirements, as appropriate. If a student takes a four-credit course but decides not to enter a program in which the course counts toward a degree, the course would still satisfy the three-credit requirement in the Required Core, and the additional credit would count as elective credit.

⁴ This variant does not apply to the Flexible Core, or to other fields of study. The CUNY-wide Committee tasked with reviewing and approving courses proposed for the Common Core will not approve any four-credit math or science courses until after the submitting college has had approved a sufficient number of three-credit math and science courses for students’ general education.

Essential Learning Goals

The City University of New York

Preamble

General education at the City University of New York (CUNY) should provide students with well-rounded knowledge, a critical appreciation of diverse cultural and intellectual traditions, an interest in relating the past to the complex world in which they live today, and the ability to help society create a fresh and enlightened future. General education must also develop students' intellectual curiosity and commitment to lifelong learning. The purpose of the first thirty credits of the Common Core of general education at CUNY is to expose students to a broad range of knowledge and skills described below, enabling them to engage in more sophisticated study and analysis at successively higher levels as they complete their degrees.

Knowledge of Diverse Cultures and the Physical and Natural World

- Through study drawing upon the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Intellectual and Practical Skills

- Inquiry and analysis
- Written, oral, and visual communication
- Critical reading and critical thinking
- Mathematical and quantitative literacy
- Cultural and aesthetic literacy
- Research, technological literacy, and information literacy
- Collaborative and creative problem solving
- Ability to integrate knowledge from diverse sources and methods of inquiry

Social Awareness

- Ethical reasoning
- Awareness of and engagement with local, national, and global issues
- Intercultural knowledge and competence

Common Core Guidelines

Office of Academic Affairs, City University of New York

January 24, 2012

Colleges have flexibility in choosing courses for the eight areas of the Common Core, but courses must be three credits and three hours (with a limited exception for math and science courses described below), and they must fulfill the requisite learning outcomes for the areas for which they are submitted. Courses must also be submitted for only one curricular area of the Common Core.

- **Number and type of courses to be submitted for each area.**
 - Colleges can decide how many courses to submit for each of the eight curricular areas, with one constraint: If they elect to offer four-credit courses in science and math under the STEM exception, they must first insure that they have sufficient three-credit courses available in these fields that students can freely take them. Colleges should plan to offer sufficient three-credit, three-hour courses/sections such that all students wishing to fulfill general education requirements in that way may do so beginning Fall 2013.
 - Colleges can create their own specific requirements within curricular areas by limiting course offerings within areas, e.g., colleges could require American History by submitting only American History courses for the U.S. Experience in its Diversity area.
 - Similarly, colleges could require foreign languages by mandating that students who do not meet specified proficiency levels would have to take a foreign language course in World Cultures and Global Issues. Those students who met the proficiency requirements could take other courses the college submitted to fulfill learning outcomes in this area. However, note that, independent of proficiency level, all students have to take a course from this area.
 - Colleges can specify the curricular area from which students must take their sixth course in the Flexible Core. This would enable them, if they chose, to require students to take two foreign language courses or to take two courses in other fields.
 - Colleges also have the option of submitting many courses drawn from a wide range of disciplinary or interdisciplinary fields for particular areas within the Common Core. In subjects with strong sequencing, such as math, colleges must insure that they have courses available at sufficient levels that each student can take courses appropriate to his or her level of knowledge and skill.
 - Although colleges have a variety of options regarding the courses that they submit and require for the Common Core, they must accept for full Common Core course credit whatever a student has taken for the core at any other CUNY college.
 - Colleges can choose their own means of generating course submissions, either leaving it up to individual faculty members, groups of faculty, or departments to submit courses

to the CUNY-wide Common Core Course Review Committee, or deciding on an overall course development strategy through a college-wide committee or some other means. In all cases, courses must be approved by campus governance before being submitted for formal approval to the CUNY-wide Committee and to the central Office of Academic Affairs.

- **Student course selection.**
 - Colleges may develop college-wide requirements, as outlined above, but they may not authorize departments to require particular Common Core courses for particular majors or degree programs. The Common Core is designed as an opportunity for students to gain broad knowledge and to explore different fields and academic approaches. If particular courses were mandated for particular majors or degree programs, students would be locked in early to particular academic tracks and would be hampered if they changed majors or degree programs. Many undergraduates change majors as they take classes in subjects not available to them in high school or realize the depth and intellectual interest of fields presented at the college level.
 - Although departments cannot mandate that students take particular Common Core courses as parts of degree programs or majors, or as prerequisites for them, they can recommend particular Common Core classes to students as being especially valuable or appropriate for those planning on entering their fields.
- **Four- and three-credit math and science courses.**
 - According to New York State Education Department guidelines, three-credit three-hour science courses, as will be included in the Common Core, may be any distribution of lecture, laboratory, and discussion that a college wishes.
 - Colleges may offer four-credit math and science courses if they first offer sufficient three-credit courses in these fields such that students can take three-credit courses if they so choose. Those courses offered for four credits must be part of the relevant majors or degree programs.
 - If students do not apply the four-credit courses toward a major or degree program, the fourth credit will be accepted as elective credit.
- **Waivers from Common Core requirements.**
 - Colleges can request waivers from Common Core requirements when meeting the requirements would violate specific licensing or accreditation standards for particular degree programs or majors. Waiver requests will be closely examined to insure that the Common Core could not be accommodated.
 - Waiver requests should be sent to Pathways@mail.cuny.edu with "Waiver Request" in the subject line. Colleges can also request an informal review of whether Common Core requirements could be accommodated in light of mandatory major or degree program requirements (mandatory here means required by specific licensing or accreditation standards).
- **Course submission process.**

- A SharePoint interactive form will be available on the web for course submissions. The form is modeled on one previously developed at Queensborough Community College. The form requires course developers to specifically state how the planned course will meet the designated learning outcomes for the area. All forms from a given college should be submitted by a single designated staff or faculty member at that college.
- Courses will be reviewed by a Common Core Course Review Committee made up entirely of tenured faculty members. Subcommittees for each of the eight Common Core curricular areas will review courses submitted in those areas.
- Courses may be submitted for an informal review by the Common Core Course Review Committee at any stage of the campus review process.
- **College Option credits.**
 - Senior colleges do not need to submit College Option credits to the Course Review Committee. This committee will review only courses submitted for the Common Core. Senior colleges may deploy their College Option credits as they wish.
 - If a student transfers after completing College Option credits, the receiving college must accept those credits as College Option credits and may not require the student to complete additional College Option credits.
 - If a college chooses to require different College Option credits for students in particular majors, the college may not require students who change majors after completing College Option credits to complete additional College Option credits.

General Education at CUNY: Pathways Possibilities*

All Courses

CUNY's new general education framework (part of the Pathways initiative) has two parts: the Common Core for all colleges (30 credits) and 6-12 additional credits for baccalaureate programs, selected at the senior colleges' choice (the College Option). Common Core details, including the specified rigorous learning outcomes--all of which were designed by a 55-person Task Force including 47 faculty--are available at <http://www1.cuny.edu/mu/academic-news/files/2011/12/CommonCoreStructureFinalRec.pdf>. All courses in the Common Core must be 3 credits and 3 hours except as specified below. College Option courses do not have that restriction. However, senior colleges should be mindful, in designing their College Option, that whatever they require of their students should be easily transferable to other colleges. Another overriding principle is that all colleges should design the structure of their general education requirements so as to be as straightforward and comprehensible as possible.

The Common Core and the College Option were designed to ensure rigorous and transferable study across the colleges while retaining sufficient flexibility for colleges to sustain and develop their distinctive academic identities. With that in mind, following are some of the many possibilities that specific colleges have for framing their general education requirements within the new general education structure:

- Colleges will choose which courses to propose for each of the three required areas, as well as the five flexible areas, of the Common Core; courses will be accepted for all of these areas based on the courses' ability to satisfy the requisite learning outcomes, not based on the disciplines of which they are a member.
- By definition, baccalaureate colleges will make entirely their own choices for the courses for the College Option.
- Colleges can choose which courses to offer in each category of the Common Core, as well as in the College Option, so as to limit, or expand, the range of types of courses to which their students are exposed. For example, a college might decide to offer only foreign language courses in the World Cultures and Global Issues area, thus essentially requiring all of that college's students to take a foreign language course.
- Colleges can link a course in one of the areas of the Common Core with a course in another one of the areas of the Common Core, making them co-requisites. For example, a course in the "Life and Physical Sciences" category could be linked to a course in the "Scientific World" category, with one of them being a 3-credit lab course and the other a 3-credit lecture course (as long as transfer students do not have to take any additional general education courses as a result of this linkage).

- The Common Core requires that students take six 3-credit courses from 5 areas in the flexible core. Colleges can specify from which area the sixth course must be taken.
- Colleges can also require that the sixth course be a more advanced version of one of the other five. In this way a college could, for example, require that a student take two semesters of foreign language as part of the Common Core (note that the College Option credits are another possibility for additional foreign language study).
- As part of their College Option, colleges that offer baccalaureate programs could require all students, including transfer students, to take a specific course such as, for example, a foreign language course or a laboratory science course.
- For both the Common Core and the College Option, colleges can specify that students take certain courses if they have not already done so or have not shown proficiency in a certain area. For example, a college could specify that a student who did not already have a certain level of proficiency in a foreign language would have to take a foreign language course in the World Cultures and Global Issues area of the Common Core; those students who were proficient would take something else. As another example, a college could specify that a student who had not already taken American History must take American History in the U.S. Experience in Its Diversity area of the Common Core, and if the student had taken American History, then the student would take something else. As still another example, a college with baccalaureate programs could specify that any baccalaureate student who had not already taken two lab science courses must take more lab science as part of the College Option.
- For both the Common Core and the College Option, a college can submit only courses that conform to a certain theme, as long as those courses satisfy the requisite learning outcomes. For example, a college could decide that all of its general education courses would have some relationship to justice or to New York City or to technology.
- A college can offer a required 3-credit course as part of the Common Core and can develop an accompanying elective of one or more credits to complement the required course. Baccalaureate colleges can use their College Option credits to require the complementary course, instead of having that course be an elective.
- Colleges can set “overlay” requirements for students as long as those requirements, by themselves, do not result in students having to take any additional courses. For example, a college might set a requirement that each student has to take four writing intensive courses and then designate many courses, across the curriculum, including many courses in the Common Core, as writing intensive courses. Students who took those courses would then be satisfying both the general education and the writing intensive requirements of that college.
- Although the Pathways Task Force decided not to recommend that the Common Core include performing arts because New York State does not count such courses towards the required minimum number of liberal arts and sciences credits for college degrees (see <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>), senior colleges can, if they wish, require such courses as part of their College Option.
- Some colleges with associate degree programs may wish to combine noncredit, remedial coursework with credit-bearing coursework. Such combinations will necessarily result in courses with more hours of meeting time than they have credits. The guidelines for such courses within the Common Core are still being determined.

Additional Options for Science, Technology, Engineering, and Mathematics Courses

- Currently, CUNY colleges follow a wide range of practices regarding math and science general education requirements. Some colleges currently require 4-credit (or more) math and science courses of all students. Other colleges currently require 3-credit, non-laboratory courses in these areas for non-majors. CUNY's new General Education Framework continues to give campuses considerable latitude in these matters, although it does require that each student, at a minimum, take two three-credit courses concerning science, and at least one, additional, three-credit course focused on mathematical or quantitative reasoning.
- The Common Core requires all students to take a 3-credit course in "Life and Physical Sciences" which can consist of lecture (with active learning experiences), lab, or both. (The amount of credit for a course depends on the total amount of work that a student does for a course, inside and outside of class, not the type of class instruction for the course.) Therefore a 3-credit, 3-hour course can be a laboratory course if the faculty design it as such.
- A college can offer a STEM Variant for the "Life and Physical Sciences" category. Assuming sufficient 3-credit/3-hour courses are available to meet students' needs, a college can also offer other science or math courses that are part of a STEM major, that any student can take, and that are more than 3 credits or 3 hours (e.g., under the STEM variant, 3-credit/4-hour, 4-credit/4-hour, 4-credit/5-hour, 4-credit/6-hour, 5-credit/6-hour, courses can all be offered). These alternative courses must, of course, meet the learning outcomes specified for this category of the Common Core.

*For questions concerning these and other possibilities, please contact the Pathways mailbox, (pathways@mail.cuny.edu).

Science examples
@ other University

(31)

City College

BA students must take two natural science courses, one with an interactive component. Courses without interactive component are offered for 3 credits and 3 hours.

See: <http://www1.ccny.cuny.edu/current/gened/perspective-courses.cfm>

Examples of courses without interactive component:

- CHEM 10000, Chemistry and Society, 3 credits/3 hours. The fundamental principles of chemistry and their application to social issues.
- EAS 10100, The Atmosphere, 3 credits/3 hours. An introduction to the processes and phenomena of our atmosphere.
- MED 10000, Introduction to Drug Abuse and Addiction, 3 credits/3 hours

Penn State

Penn State offers many non-lab courses that fulfill their natural science gen ed requirement.

See: http://bulletins.psu.edu/bulletins/bluebook/general_education.cfm?section=knowledge2

Examples:

- AAA S 105, Environments of Africa: Geology and Climate History, 3 credits
 - “Faculty lectures will comprise -30% of the course, and student presentations - 20%, with the remainder of the time devoted to in-class collaborative exercises.”
- EARTH 101, Natural Disasters: Hollywood vs. Reality, 3 credits
 - “A typical topic will be covered in three weeks (six class meetings) with approximately 50 percent of the time (in class) allotted to group activities and discussion; lecturing by the faculty will involve approximately 25 percent of the time, with the remaining 25 percent of the time used for video and Web-based presentations.”
- CHEM 101, Introductory Chemistry, 2-3 credits
 - “The 3-credit version usually involves a laboratory component.”
- BIOL 011, Introductory Biology I, 3 credits
 - “The target audience is students who are majoring in biology-related fields, such as some of Agriculture (not biology majors). This serves as a foundation course for students who require a solid grounding in the fundamentals of biology before

taking more advanced courses in their major. The course will serve as breadth course in biology for non-science majors, fulfilling a three-credit GN requirement.”

University of Michigan

University of Michigan offers 3-credit science courses that fulfill the Natural Sciences breadth requirement for general education.

See:

http://www.lsa.umich.edu/cg/cg_subjectlist.aspx?termArray=w_12_1870&cgtype=ug&allsections=true

<http://www.lsa.umich.edu/bulletin/chapter3>

Examples:

- **BIOLOGY 107 - Evolution of Life, 3 credits**
 - This course is intended for students not concentrating in the sciences and will provide an introduction to the concepts and processes of biological evolution. The course consists of three 50-minute lectures per week.
- **BIOLOGY 118 - AIDS and Other Health Crises, 3 credits**
 - This course is designed for non-science concentrators with little or no background in the sciences. The course consists of two 90-minute lectures per week.
- **CHEM 109 - Natural Science: Bridging the Gaps, 3 credits**
 - An interdisciplinary, team-taught introduction to the scientific method, involving subject matter from physics, chemistry, astronomy, geology, biology, and ethics. Demonstrations provide nearly hands-on experience with relevant phenomena.

UC Irvine

A number of courses with 4 quarter hours (equivalent to a 3 semester hour course) may fulfill general education requirements.

See:

<http://www.editor.uci.edu/catalogue/intro/intro.13.htm>

<http://www.editor.uci.edu/catalogue/11-12Catalogue.pdf>

Examples:

- **Bio 1A, Life Sciences, 4 quarter hours (equivalent to 3 semester hours), Lecture, three hours.** Designed to introduce nonmajors to the basic concepts of modern biology.

Discussion of evolutionary biology, ecology, molecular biology, and genetics. Open to nonmajors only.

- Bio 5, Introduction to Molecular Biology, 4 quarter hours (equivalent to 3 semester hours). Lecture, three hours. Molecules of life, with emphasis on medical applications. Open to nonmajors only.
- Earth System Science 1, The Physical Environment, 4 quarter hours (equivalent to 3 semester hours)

University of Wisconsin, Madison

Students must complete one natural science course with a laboratory component for 4-5 credits, or two 3-credit science courses.

See: http://pubs.wisc.edu/ug/geninfo_study_ger.htm#breadth

Examples of non-lab courses:

- ASTRON 104 - Our Exploration of the Solar System, 3 units
- ATM OCN 100 - Weather and Climate, 3 units
- BIOLOGY 101 - Animal Biology, 3 units
- GEOG 120 - Global Physical Environments, 3 units

Science and General Education at CUNY: Pathways Possibilities

CUNY's new, first, general education framework (part of the Pathways initiative) has two parts: the Common Core for all colleges (30 credits) and 6-12 additional credits for baccalaureate programs at the senior colleges' choice (the College Option). Common Core details, including the specified rigorous learning outcomes, all of which were designed by a Task Force comprised primarily of 47 faculty, are at <http://www1.cuny.edu/mu/academic-news/files/2011/12/CommonCoreStructureFinalRec.pdf>.

Here are some of the ways that science is or can be included as part of CUNY's new General Education Framework:

- The Common Core requires all students to take a 3-credit course in "Life and Physical Sciences" which can consist of lecture, lab, or both.
- The Common Core also requires all students to take a 3-credit course in the category "Scientific World."
- A college can require a second course in "Scientific World."
- A college can offer a STEM Variant for the "Life and Physical Sciences" category (i.e., assuming 3-credit courses are available, a college can also offer 4-credit science courses that are part of a STEM major and that any student can take).
- A college can also offer a required 3-credit lecture course for "Life and Physical Sciences," with an elective of 1 or more credits of accompanying laboratory work.
- Science departments can offer courses in any of the five flexible areas of the Common Core; courses will be accepted for these areas based on the courses' ability to satisfy the requisite learning outcomes, not based on the disciplines of which they are a member.
- Colleges can choose which courses to offer in the "Life and Physical Sciences" and "Scientific World" categories so as to limit, or expand, the range of types of science courses to which their students are exposed.
- Colleges can link together one or more pairs of courses in the "Life and Physical Sciences" and "Scientific World" categories, making them corequisites, with, as just one example, one of them being a 3-credit lab course and the other a 3-credit lecture course (as long as transfer students between CUNY colleges do not have to take any additional general education courses as a result of this linkage).
- Baccalaureate programs, as part of their College Option, can require all students, including transfer students, to take a science course (lecture, lab, or both).
- For both the Common Core and the College Option, colleges can specify that students take certain courses if they have not already done so. So, e.g., a college with baccalaureate programs could specify that any student who had not already taken two lab science courses must take more lab science as part of the College Option.

There is currently a wide range of practice at CUNY campuses, with some colleges requiring extensive lab science for all students, and other colleges—including some senior colleges—requiring none. CUNY's new General Education Framework continues to give campuses considerable latitude in these matters, although it does require that each student, at minimum, take two three-hour courses concerning science.

Students' Frequently Asked Questions Concerning The Proposed Common Core for General Education at CUNY

Why does CUNY need a Common Core?

- The CUNY colleges differ in their general education requirements, which means transfer students are often required to fulfill new requirements. This makes it hard for students to graduate on time and within the usual credit limit.
- CUNY is a single university and students should be allowed to move within the system. At every senior college over 50% of the graduates entered that college as a transfer student.

What is included in the draft Common Core structure?

- The Pathways Task Force has recommended a draft structure for the 30-credit Common Core. It includes requirements in English Composition, Mathematical and Quantitative Reasoning, and Science. The Core also includes 15 credits in thematic areas, including: World Cultures, U.S. Experience in its Diversity, Creative Expression, and Individual and Society.
- Colleges will have much flexibility in choosing courses for the different areas of the Common Core and students will have flexibility as well. Many existing general education courses are likely to fit within the new structure.
- Not included in the Common Core are the additional 12 credits of General Education that each senior college will offer (the College Option), for a total at those colleges of 42 credits of General Education, consistent with national norms.

What about foreign language requirements?

- Any college may require a foreign language course as part of the Common Core and senior colleges may require additional language courses as part of their College Option (see above).
- Students are free to pursue further study of foreign languages through a major, minor, or elective credit.

What about writing requirements?

- The draft Common Core includes a full 7 credits of English Composition. In addition, colleges may require students to complete "Writing Intensive" courses.

Will quality be reduced as a result of the Common Core?

- No. Areas of the Common Core will be defined by learning outcomes, ensuring that each course is rigorous. Every Common Core course will require students to use high-level critical thinking skills and to produce well-reasoned written or oral arguments.
- A faculty committee will review courses submitted for the Common Core to ensure high standards.

How will the Common Core benefit students?

- Students will be guaranteed that Common Core credits will transfer if they move to another CUNY college and that they will not face additional general education requirements in areas they have already completed. This will save them time and money.
- Learning outcomes will help students chart their progress and achieve at high levels.
- The reduced size of general education at most senior colleges should increase electives – and freedom of choice – for students.

How can my voice be heard?

- Submit questions, concerns, or suggestions to: pathways@mail.cuny.edu by November 15.

The City University of New York
Pathways Psychology Majors Committee

Working Draft

Proposed Starter Courses in Psychology
(revised Feb. 17, 2012)

Initial caveat: The committee recognizes that the Psychology major affords students with a multitude of ways of fulfilling major requirements, reflecting the myriad goals that students may have in taking the Psychology major. The only required courses that all colleges share are Introductory Psychology, Psychological Statistics, and Research Methods. The latter 2 courses, all committee members agreed, are better left as junior-level courses, given the preparation that many students need to successfully complete these challenging courses. As a result, the committee sought other options that could be recommended to students at the community colleges that would productively contribute to the Psychology major. The challenge is that, apart from Introductory Psychology, none of the courses taught at the colleges are universally **required** by all colleges' Psychology major programs. In addition, some major programs restrict the content areas of courses that students may apply to the major to reflect the particular specializations in Psychology that different colleges in the CUNY system have (thanks, in part, to the Consortial model in divvying out the Psychology doctoral programs to different campuses.) **Thus, the proposal developed by the Pathways Psychology Majors Committee should be viewed by advisors and students alike as "Starter courses" that will be accepted toward the major at all colleges, but should not be interpreted as courses that are required for the Psychology major by all colleges.** Students will continue to be advised to consult in advance the specific major requirements for the Psychology major program of the college(s) to which they may be considering transferring.

Psychology Proposal : Discussed and agreed-upon at the end of the Committee's February 17th meeting is as follows:

Component 1) Introductory Psychology

Component 2) **Either** Abnormal Psychology **or** Personality Psychology (It is recommended that students take at least one, and students may choose to take both, but not all campuses will apply both of these courses to the psychology major . . . to be specified in the final draft of the proposal.)

Component 3) **Either** a Child Development **or** Lifespan Development course. (It is recommended that students take one of these courses, but not both, as some programs will not apply both toward the Psychology major.)

Rationale: Based on the TIPPS sheets provided indicating course equivalencies across campuses, all of the courses in this proposal currently exist in some form that appears to be “workably transferable” into the Psychology major program at different colleges. The specific rationale for **Component 2** reflects the fact that some programs have a restriction that students may apply *either* Abnormal *or* Personality Psychology, *but not both*, toward the major. Thus, the Pathways recommendation would be for students to take *one* of these 2 courses at the community college level unless they verify in advance that the Psychology major program at the senior college to which they wish to apply will accept *both* courses into the major. A similar logic applies to **Component 3**: some psychology programs will accept as transfer credit into the major the completion of *either* Child Development *or* Lifespan Development, *but not both*. Again, if students wish to take both courses, they should verify in advance whether or not the Psychology major program to which they wish to apply will apply both courses toward the major.

PROS: Recommended components 2 and 3 are considered to better represent a cross-section of approaches in Psychology, as the Abnormal/Personality option emphasizes individual differences, whereas the Child/Lifespan option emphasizes common processes.

CONS: The primary challenge with this proposal is also its strength. While including some form of Developmental Psychology specifies greater breadth in the Beginner courses, there is no one version of Developmental Psychology that is taught at all colleges, and no one form that is accepted in all Psychology major programs (i.e., some only accept Child Psychology as contributing toward the major, others only accept Lifespan Development). These differences reflect the differing specializations among the Psychology major programs across CUNY. For this proposal to be workable, Pathways would need to accept that these recommended courses come with a list of the specific schools that will accept (and those that will not accept) that version of the course as contributing toward the major. The other option would be to develop a single course that pulls learning objectives from both Child and Lifespan that would be accepted in all colleges’ major programs. The committee found such a course to be pragmatically untenable, given the specialized purposes that Child Development and Lifespan Development serve for different programs around CUNY. In addition, while the Kingsborough CC catalog includes a course on Child and Adolescent Development, it is not regularly offered.

The following includes a list of the specific learning objectives associated with each of the courses included in this proposal:

❖ **Component 1: Introduction to Psychology**

After taking this course students will be able to:

1. Analyze and evaluate research methods that make Psychology a science, including the advantages and disadvantages of each research method, as well how they are complimentary.
2. Articulate and assess ethical views and their underlying premises with regards to both research and therapy.
3. Understand basic psychological theories, principles, and concepts.
4. Explain how individual differences influence beliefs, values, and interactions with others.
5. Apply psychological concepts and principles to their own lives and experiences.

❖ **Component 2: Abnormal Psychology or Personality Psychology**

Abnormal Psychology : After taking this course students will be able to:

1. Understand the rationale of categorizing behavior as "normal" or "abnormal" and how views of the causation and treatment of mental illnesses have changed over time.
2. Demonstrate understanding of how major theoretical approaches, such as the biological, psychoanalytic, and cognitive, address the development, categorization, diagnosis, and treatment of mental illnesses
3. Demonstrate understanding of the purposes and processes of clinical assessment and diagnosis based on presenting symptoms and other relevant information and recognize the benefits and disadvantages of making diagnoses in today's world
4. Identify treatment options and the process used to select appropriate treatments as well as the current practical, legal, social, and ethical concerns regarding the treatment of the psychologically ill in modern society

Personality Psychology: After taking this course students will be able to:

1. Identify, understand and critically evaluate the central theories and concepts in personality psychology.
2. Analyze hypotheses and research findings relating to achieving valid, reliable theories of personality from multiple conceptual perspectives.
3. Apply the theoretical concepts in personality psychology to human behaviors.
4. Understand the ways personality can be assessed and the challenges that measurement can present.
5. Examine cultural, gender and individual differences in the study of personality psychology.

❖ **Component 3: Child Development or Lifespan Development**

Child Development: After taking this course students will be able to:

1. Critically evaluate the major theories of child development and demonstrate understanding of their influence on the field of psychology and other related fields.
2. Critically analyze the significance of the physical, cognitive, social and emotional domains in the process of child development.
3. Describe the specific research methodologies used to study child development, demonstrate understanding of the benefits and limitations of research in laboratory and non-laboratory settings, and critically evaluate relevant research.
4. Examine cultural, gender and individual differences in the study of child development psychology.
5. Gain insight into childhood and apply knowledge learned to current issues in child development and to their own life experiences.

Lifespan Development: After taking this course students will be able to:

1. Critically evaluate the major theories of lifespan development and demonstrate understanding of their influence on the field of psychology and other related fields.
2. Critically analyze the significance of the physical, cognitive, social and emotional domains in the process of lifespan development.
3. Describe the specific research methodology used to study lifespan development, demonstrate understanding of the benefits and limitations of research in laboratory and non-laboratory settings, and critically evaluate relevant research.
4. Examine cultural, gender and individual differences in the study of lifespan development.
5. Gain insight into behavior and apply knowledge learned to current issues in lifespan development and to their own life experiences.

Pathways General Education Implementation At York College

1. Pathways Steering Committee Participation

D. Swoboda, H. Ruttenberg, W. Divale - Work Completed

2. Pathways Popular Major Committee Participation

D. Chirico, R. Clovey - Work Completed (tentatively)

3. Pathways CUNY Liaison

P. Meleties – Appointed, began work

4. Pathways CUNY Common Core Course Committee Representatives

Nominated, Accepted, began work

A. Required Core (12crs)

A1. English Composition – 6crs

A2. Mathematical and Quantitative Reasoning – 3crs

A3. Life and Physical Sciences – 3crs

C. Haller;

L. D’Alotto

T. Paglione

B. Flexible Core (18crs)

B1. World Cultures and Global Issues

B.2 US Experience in its Diversity

B.3 Creative Expression

B.4 Individual and Society

B.5 Scientific World

F. Salek

W. Divale

T. Amrhein

M. Flynn

M. Macneil

Recommendation

1. Create a YC Committee to approve Common Core courses to be submitted to the CUNY Pathways Common Core Committee

- a) YC Committee Members should chairs of departments participating in general education (or their delegates) and one of the co-chairs of the YC gen ed revision
- b) The YC committee should review courses for compliance with Pathways learning outcomes before recommending submission to CUNY Common Core Committee and to YC Governance (Curriculum and Senate)

2. Academic Departments and the co-chair of the gen ed revision should re-design or develop existing or new courses to submit to the YC Common Core committee for approval

- a) The adaptation of the existing (or new courses) should be in compliance with the Pathways learning outcomes

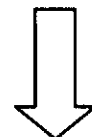
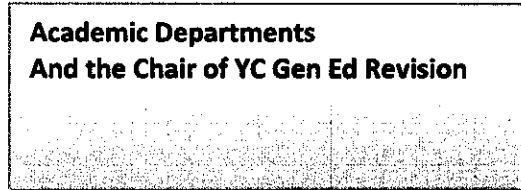
- 3. Courses Approved by the YC Common Core Committee should be submitted to YC Governance and the CUNY Pathways Common Core Committee**

- 4. The YC Common Core Committee should also make recommendations for the 12 credit college option**

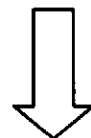
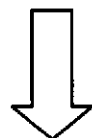
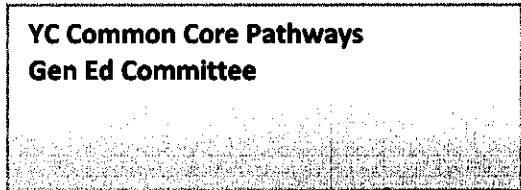
- 5. Academic Departments and the co-chair of the gen ed revision should re-design develop courses to be submitted to the YC Common Core committee. When the courses are approved they should be submitted to the YC governance**

YC Pathways Implementation

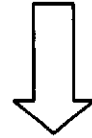
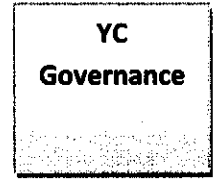
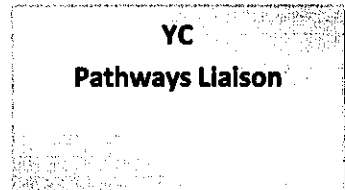
Redesign and develop courses for the
YC Common Core Pathways Gen Ed Committee



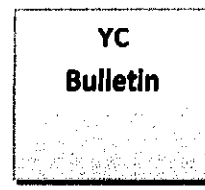
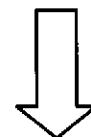
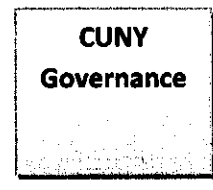
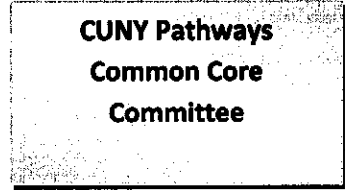
Approves courses to be submitted to the
CUNY Pathways Common Core Committee
and the YC Governance
Review and recommendation should be completed
Within two weeks



Submits YC Common Core Courses
To CUNY Pathways Common Core
Committee



Reviews and approves
YC Common Core courses



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TASK FORCE: WORKING COMMITTEE

The Pathways Task Force will create the 30-credit Common Core by establishing required credits and learning outcomes in broad disciplinary/interdisciplinary areas. The Task Force's Steering Committee will initiate and direct the process and will be advised by a larger Working Committee with broad representation from CUNY's Colleges.

The Working Committee is composed of the following distinguished individuals:

- Emily B. Anderson, Professor and Chairperson, Department of Social Sciences and Human Services, Borough of Manhattan Community College
- Martin Braun, Professor of Mathematics and Director of Freshman Year Initiative, Queens College
- Charlotte Brooks, Assistant Professor of History, Baruch College
- Donal Byard, Associate Professor of Accounting, Baruch College
- Peter Catapano, Associate Professor of History, New York City College of Technology
- Alex Couzis, Professor and Chairman, Department of Chemical Engineering, The City College of New York
- Ashley Dawson, Associate Professor and Chairperson, Department of English, College of Staten Island
- William Divale, Professor of Anthropology, York College
- Emmanuel Egbe, Professor of Business, Medgar Evers College
- Eva Fernandez, Associate Professor of Linguistics & Communication Disorders, Queens College
- James Freeman, Professor and Chairperson, Department of Social Sciences, Bronx Community College
- Andrea Gabor, Professor of Journalism, Baruch College
- Maria (Maki) Haberfeld, Professor and Chair, Department of Law, Police Science and Criminal Justice Administration, John Jay College of Criminal Justice
- Dene Hurley, Assistant Professor of Economics and Business, Lehman College
- Yehuda Klein, Associate Professor of Economics, Brooklyn College
- David Lieberman, Professor and Chairperson, Department of Physics, Queensborough Community College
- Keming Liu, Professor of English, Medgar Evers College
- Alan Lyons, Professor of Chemistry, College of Staten Island
- Robert Melara, Professor and Chairperson, Department of Psychology, The City College of New York
- Luis Montenegro, Professor and Chairperson, Department of Physics and Technology, Bronx Community College
- Gloria Nicosia, Professor and Chairperson, Department of Communications and Performing Arts, Kingsborough Community College
- Lisandro Perez, Professor and Chairperson, Department of Latin American and Latina/o Studies, John Jay College of Criminal Justice
- Rolando Perez, Associate Professor of Spanish, Hunter College
- Jonathan Peters, Professor of Finance, College of Staten Island
- Shirley Raps, Professor and Chairperson, Department of Biological Sciences, Hunter College
- Margaret Reilly, Professor of Nursing, Queensborough Community College
- Howard Ruttenberg, Professor of Philosophy, Department of History and Philosophy, York College
- Kim Sanabria, Professor, Department of Languages and Cognition, Hostos Community College
- Patricia Schneider, Professor of Biological Sciences and Geology, Queensborough Community College
- David Smith, Professor and Chairperson, Department of Entertainment Technology, New York City College of Technology
- Jeffrey Suzuki, Associate Professor of Mathematics, Brooklyn College
- Debra Swoboda, Associate Professor of Psychology, York College
- Valerie Taylor-Haslip, Associate Professor of Health Sciences, LaGuardia Community College
- Lynn M. Thomson, Professor of Theatre, Brooklyn College
- Scott White, Associate Professor, Library, LaGuardia Community College
- Esther Wilder, Associate Professor of Sociology, Lehman College
- José Luis Morín, Vice President of Academic Affairs and Provost, The New Community College
- Jennifer Fernandez, Student Government President, Kingsborough Community College
- Liliete Lopez, CUNY Coalition of Students with Disabilities, Queens College

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TRANSFER MAJORS COMMITTEES

Consistent with the resolution <pdf> approved by the Board of Trustees at its meeting of June 27, 2011, the Pathways initiative will establish the first three to six courses that lead into the largest transfer majors at CUNY. The board's resolution specifies that recommendations for these courses are to be made by May 1, 2012, to the Office of Academic Affairs, by relevant disciplinary committees.

The following faculty will serve on committees for biology, business, criminal justice, English, nursing, psychology, and teacher education:

Chair: William Kelly, President, Graduate Center

Jennifer Adams, Assistant Professor of Teacher Education, Brooklyn College (Chair, Committee on Teacher Education)

Alice Akan, Lecturer of Nursing, Lehman College

Lakshmi Bandlamudi, Professor of Psychology, LaGuardia Community College

Stéphane Boissinot, Associate Professor of Biology, Queens College

Grace Russo Bullaro, Associate Professor of English, Lehman College

Felix Cardona, Assistant Professor of Criminal Justice, Hostos Community College

Donna Chirico, Associate Professor and Chair of Psychology Department, York College

Soon Chun, Professor of Business, College of Staten Island

Howard Clampman, Professor and Deputy Chair of the Business Department, Bronx Community College

Ron Clare, Assistant Professor of Criminal Justice, Borough of Manhattan Community College

Robert Clovey, Assistant Professor of Accountancy, York College

Audrey Cohen, Associate Professor of Business Administration, Kingsborough Community College

Katherine Conway, Associate Professor and Deputy Chairperson of Business Management, Borough of Manhattan Community College

Joseph Culkin, Chairperson of Social Sciences, Queensborough Community College

Jay Dahya, Professor of Finance, Baruch College

Candy Dato, Associate Professor of Nursing, New York City College of Technology (Chair, Committee on Nursing)

Paquita Davis-Friday, Associate Professor of Accountancy, Baruch College

Mary Dawson, Associate Professor of Biology, Kingsborough Community College

Jennifer Dysart, Associate Professor of Psychology, John Jay College of Criminal Justice

Emmanuel Egbe, Professor of Business, Medgar Evers College

Duncan Faherty, Associate Professor of English, Queens College

Jonas Falik, Professor and Chair of the Business Department, Queensborough Community College

Wen Juan Fan, Professor of Education and Language Acquisition, LaGuardia Community College

Patricia Ferdinand, Professor of Biology, Medgar Evers College

Mary Foote, Associate Professor of Teacher Education, Queens College

Kathleen Forestieri, Professor of Accounting, LaGuardia Community College

Marjorie Garrido, Professor of Psychology, Bronx Community College

James Giordano, Professor of Business, LaGuardia Community College

Mario Gonzalez-Corzo, Associate Professor of Business Administration, Lehman College

Edward Goodman, Associate Professor of Finance, LaGuardia Community College

Amy Haas, Professor of Accounting, Kingsborough Community College

Maria (Maki) Haberfeld, Professor of Criminal Justice, John Jay College of Criminal Justice (Chair, Committee on Criminal Justice)

Glen Hass, Professor of Psychology, Brooklyn College

Neal Hitzig, Professor of Accounting and Information Systems, Queens College

Hildegard Hoeller, Professor of English, College of Staten Island

Frimette Kass-Schraibman, Associate Professor of Business, Brooklyn College

Laura Kates, Assistant Professor of Teacher Education, Kingsborough Community College

John Kim, Professor of Accounting, Hunter College

Charles Kramer, Professor and Chair of the Biology Department, College of Staten Island (Chair, Committee on Biology)

Robert Lanson, Associate Professor of Psychology, Queens College

Seth Lipner, Professor of Law, Baruch College (Chair, Committee on Business)

Mary Ellen McMorrow, Professor of Nursing, College of Staten Island

Robert Melara, Chairperson of Psychology, The City College of New York

Michael Miranda, Assistant Professor of Psychology, Kingsborough Community College

Martha Nadell, Associate Professor of English, Brooklyn College

Jacqueline Nichols, Chair of the Nursing Department, Borough of Manhattan Community College

Benjamin Ortiz, Associate Professor of Biology, Hunter College

Mahatapa Palit, Associate Professor of Business Administration, Borough of Manhattan Community College

Allison Pease, Associate Professor and Chair of the English Department, John Jay College of Criminal Justice

Juergen Polle, Associate Professor of Biology, Brooklyn College

Jane Poulsen, Associate Professor of Sociology, Queensborough Community College

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Vincent Prohaska, Associate Professor of Psychology, Lehman College
Rosemary Quinn, Chairperson of Business and Information Systems, Bronx Community College
Linda Reesman, Professor and Chair of the English Department, Queensborough Community College
Sarah Salm, Professor of Biology, Borough of Manhattan Community College
Lorraine Sanders, Associate Professor of Nursing, Hunter College
Cynthia Scarinci, Assistant Professor of Accounting, College of Staten Island
Mona Seiler, Professor of Business, Queensborough Community College
Susan Semel, Professor and Chair, Department of Secondary Education, The City College of New York
Randi Shane, Assistant Professor of Psychology, Bronx Community College
Patricia Spradley, Assistant Professor of Teacher Education, Queensborough Community College
Charles Stone, Associate Professor of Finance, School of Professional Studies and Brooklyn College
Nan Sussman, Professor of Psychology, College of Staten Island
Rachel Theilheimer, Professor of Teacher Education, Borough of Manhattan Community College
James Tolan, Associate Professor of English, Borough of Manhattan Community College
Edward Volchok, Associate Professor of Business Administration, Management and Operations, Queensborough Community College
Janice Walters, Assistant Professor of Psychology, Borough of Manhattan Community College
Barbara Webb, Associate Professor of English, Hunter College
Joshua Wilner, Professor of English, The City College of New York (Chair, Committee on English)
Josh Wolfson, Chairperson of the Accounting Department, Borough of Manhattan Community College
Jason Young, Associate Professor of Psychology, Hunter College (Chair, Committee on Psychology)
Susan Young, Professor of English, LaGuardia Community College
Anne Zissu, Associate Professor of Business, New York City College of Technology

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CONSULTATION & DISCUSSIONS

Although efforts to improve student pathways to the degree receive continual attention at CUNY, the most recent studies and ideas for potential change have been the subject of numerous consultations and discussions at the University beginning in fall 2010. In addition to multiple conversations between members of the central Office of Academic Affairs and the University Faculty Senate Executive Committee, the following consultations have taken place to date:

October 2010

- Academic Council
- Council of Presidents
- Council of Presidents-Academic Affairs Committee
- Financial Management Conference

November 2010

- Academic Council
- Administrative Council
- Board of Trustees
- Board of Trustees Committee on Academic Policy, Program, and Research (CAPPR)
- Budget Working Group
- Council of Presidents-Academic Affairs Committee
- Lehman College Senate
- Transfer Information Council (TIPPS Council)

December 2010

- Academic Council
- Chancellor's Cabinet
- Computer Science Discipline Council
- Council of Chief Student Affairs Officers
- Council of Presidents
- Council of Presidents-Academic Affairs Committee
- Coordinated Undergraduate Education (CUE) Committee
- Math Discipline Council
- Transfer Coordinators Council
- University Faculty Senate Plenary
- University Student Senate Executive Committee
- University Student Senate Plenary

January 2011

- Academic Council
- Administrative Council
- Council of Presidents
- Council of Presidents-Academic Affairs Committee
- Council of Chief Student Affairs Officers
- Enrollment Council

February 2011

- Academic Council
- Administrative Council
- Baruch College Faculty Senate
- Board of Trustees
- CAPPR
- City College Faculty Senate
- Council of Presidents
- CUE Committee
- Hunter College Faculty Senate
- Math Discipline Council
- University Faculty Senate Governance Leaders
- University Faculty Senate Plenary

March 2011

- Academic Council
- Administrative Council
- Borough of Manhattan Community College Department Chairs
- City College Faculty Senate
- City College Faculty Senate Executive Committee

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College of Staten Island General Education Committee
Council of Presidents-Academic Affairs Committee
Council of Presidents Annual Retreat
Faculty Governance Leaders/Board of Trustees/Chancellery Dinner
Hunter College Faculty Personnel & Budget Committee
Lehman College Faculty Senate Committees
Queens College Academic Senate, P&B Committee, Undergraduate Curriculum Committee, and General Education Committee
Queensborough Community College Faculty Conference

April 2011

Academic Council
CAPPR
Community College Student Forum
Council of Presidents
Council of Presidents--Academic Affairs Committee
Discipline Council for Biology, Biochemistry, Chemistry, and Physics
Office of Admission Services/CUNY Transfer Workshop
Senior College Student Forum
University Faculty Senate General Education Committee

May 2011

Academic Council
Annual CUNY General Education Conference
Brooklyn College Faculty Council
Community College Caucus of the University Faculty Senate
Council of Presidents
CUNY Council on World Language Study
CUNY-wide Webinar on Creating Pathways to Degree Completion at Public Universities
John Jay College General Education Steering Committee
University Faculty Senate Plenary

In the coming weeks and months, additional discussions will take place across the University. As more venues are scheduled, we will update this space. Please check back.

In the meantime, members of the CUNY community are invited to share their thoughts about creating efficient degree pathways via this online comment form >>