

Faculty Senate Minutes #378

October 17, 2011

1:40 PM

Room 630 T

Present (37): Andrea Balis, Elton Beckett, Erica Burleigh, James Cauthen, Demi Cheng, Kathleen Collins, Virginia Diaz-Mendoza, James DiGiovanna, Mathieu Dufour, Janice Dunham, Jennifer Dysart DeeDee Falkenbach, Beverly Frazier, Terry Furst, Lior Gideon, Demis Glasford, Maki Haberfeld, Devin Harner, Richard Haw, Veronica Hendrick, Tim Horohoe, Shaobai Kan, Karen Kaplowitz, Anru Lee, Yu Ma, Vincent Maiorino, Evan Mandery, Roger McDonald, Sara Mcdougall, Mickey Melendez, Brian Montes, Catherine Mulder, David Munns, Richard Ocejo, Rick Richardson, Francis Sheehan, Staci Strobl, Patricia Tovar

Absent (12): Michael Alperstein, Jana Arsovska, Lyell Davies, Jay Gates, Laura Greenberg, Norman Groner, Kwando Kinshasa, Richard Li, David Munns, Raul Rubio, Manouska Saint Gilles, Denise Thompson

Invited Guest: Student Council President Whitney Brown

Agenda

1. Adoption of the agenda
2. Announcements & Reports
3. Adoption of Minutes #377 of the October 6, 2011, meeting
4. Invited guest: Ms. Whitney Brown, President, Student Council
5. Review of the agenda of the October 19 meeting of the College Council
6. Vacancy on the Faculty Senate and on the College
7. Proposal from the Faculty Senate ad hoc committee on the selection of CUNY Trustees
8. Proposal from the Faculty Senate ad hoc committee on sexual relationships between faculty members and students
9. Update on CUNY's Pathways Initiative and a draft proposal of the Common Core
10. Invited Guest: President Jeremy Travis

1. **Adoption of the agenda.** Approved.

2. **Announcements & Reports.** Noted.

Senator Janice Dunham reported as a member of the Ceremonial Occasions Committee that commencement ceremonies will be held at the Jacob Javits Center on Thursday, May 31st. Graduation awards ceremonies will take place on May 8 and May 9.

President Kaplowitz reported that Buildings and Grounds will be hosting a Celebration honoring Johnny Vasquez and MBJ Food Services on Friday, October 21, from noon to 3 pm. Senators lauded the work of MBJ and spoke about Johnny Vasquez' contributions to the John Jay community during the last 30 years. A Senator reported that students who were homeless or hungry were fed by Mr. Vasquez for free. A Senator suggested that the Faculty Senate should consider bestowing a plaque that reflects the sentiments of the Faculty Senate and present it at the event. This was agreed to and it was also agreed that Senate members would contribute whatever they chose to and that they need not contribute any money at all.

Senators asked whether the decision to not renew the MBJ contract was actually voted on by the Auxiliary Services Board and she was also asked which faculty members currently serve on the Auxiliary Services Board. President Kaplowitz said the three faculty members are Professors Carmen Solis, Susan Will, and Liza Yukins and that she would ask them this question.

Senator Nicholas Petraco and his spouse have just had their first child, Henry. Following Senate tradition, because Henry was born (or conceived while a parent was on the Senate), Henry was awarded Senator ex officio status, with voice.

3. **Adoption of Minutes #377 of the October 6, 2011, meeting** Approved: 36-0-1

4. **Invited guest: Ms. Whitney Brown, President, Student Council**

President Kaplowitz introduced Student Council President Whitney Brown and noted that Ms. Brown received a baccalaureate degree from John Jay in May and is now in the Masters of Public Administration Program. Ms. Brown expressed her appreciation to the Senate for inviting her and reported on the efforts of her administration to create a separate Graduate Student Council and to raise the graduate student activity fee by \$25. The last time the student activity fee for undergraduate and graduate students was increased was in 1988. President Kaplowitz said that John Jay's student activity fee is among the lowest of all CUNY colleges.

Ms. Brown noted that only 28 of the almost 50 student clubs were able to receive funding this semester as a result. In fact, only \$75,000 was available to distribute to student clubs during the fall semester. She added that there is a disparity between undergraduate and graduate

students in terms of their participation in activities and use of services funded by the student activity fee. The current student government is trying to change the structure to include a graduate student council separate from an undergraduate student council. She also reported that discussions are taking place about the possibility of separating the commencement awards event so that there would be a dedicated awards ceremony for the graduate students. Other discussions are about ways to improve the graduate student lounge.

President Kaplowitz asked if there are any ways for the Faculty Senate or for the faculty, in general, to be helpful to the student government. Ms. Brown enthusiastically spoke about the need for faculty to serve as chaperons at many of the events being held by the Student Council. When several Senators questioned the need for chaperons for adult students, Ms. Brown explained this is CUNY policy, not John Jay policy, and that John Jay must follow the policy.

Ms. Brown reported that the Student Council is holding several events this month and invited the faculty to attend. The events include: Student Matters Meeting: Where Does Your Money Go? on Thursday October 20 at 1:30 pm in Room 2200N; Healthy Relationship Work Shop: on October 26 at 1:30 pm in Room 2200.04; Fright Fest on October 28 (departure time is 3:00 pm) and sign up is on October 20 at 2 pm in Room 3128N; Professional Membership Raffle: the deadline is October 31 for submission of a self-nomination letter; MJB Farewell Party on November 1 from 6-8 pm in the NH Cafeteria; Student Council Meeting on November 2 at 1:30 pm in Room 2200.04; Graduate MetroCard Raffle on November 2 at 4-6 pm in the Graduate and Professional Studies Room 410T; Resume Building Workshop on November 9 at 1:30 pm in the Student Government Conference Room (New Building); Student Matters Meeting on November 15 at 1:30 pm in the Multi-Purpose Room; Mountain Top Broadway Show on November 17 at 7 pm for which signup is on November 10 in Room 3128N; Healthy Relationship Workshop on November 17 at 1:30 pm in room 2200.04; Graduate Metro Card Raffle on December 7 from 4-6 pm in the Graduate and Professional Studies Department 410T; Verbal Assertion (open mike) on December 8 from 7-10 pm in the Gerald Lynch Theatre (tentative location); Healthy Relationship Workshop on December 14 at 1:30 pm in Room 2200.04; and Holiday Reception on December 14 from 6 -9 pm in the Multi-purpose Room.

5. Review of the agenda of the October 19 meeting of the College Council

The Senate reviewed the proposed changes to the Model Course Syllabus which are being proposed by the Undergraduate Curriculum and Academic Standards Committee (UCASC). The Senate decided to propose the following changes at the College Council meeting: the addition of language at the beginning of the model syllabus stating that the information on the model syllabus is required but is the minimum information required and that additional information and additional requirements may be added by each faculty member; the addition of language about turnitin.com or any other plagiarism detection software if the instructor uses it; a revision of the language about learning outcomes to make the language clearer and closer to that usually used for example by changing the phrase "five course outcomes . . ." to "five

learning outcomes for your course that maps . . . “; a revision of the term “office hours” to language that is more flexible than what that term entails perhaps language such as “hours and methods of providing guidance to students.” The fifth change was to add the effective date of these changes to the proposal to make clear when the model syllabus goes into effect.

6. Declaration of a vacancy on the Faculty Senate and on the College Council and decision as to what action, if any, to take

Senator Nicholas Petraco has written to say he must resign from both the Senate and College Council with great reluctance because of the duties of fatherhood required by the birth of his first child. The Senate declared the Faculty Senate seat vacant and decided to leave it vacant. The Senate then elected Senator DeeDee Falkenbach, who is currently an alternate member of the College Council, to fill the College Council seat that Professor Petraco has held.

7. Proposal from the Faculty Senate Ad Hoc Committee on the Selection of CUNY Trustees: Senator Sara McDougall (Chair), Veronica Hendrick, Staci Strobl, and Karen Kaplowitz [Attachment A]

Senator Sara McDougall reported that in doing its research, the Ad Hoc Committee discovered that a bill is pending in the NYS Legislature to create an 11-member screening committee to vet and recommend CUNY and SUNY Trustees. This is Bill Number A00159 [Attachment A]. The Committee recommended that the Senate endorse this bill, convey its endorsement to the University Faculty Senate (UFS); and ask the UFS to both endorse the bill and lobby for passage of it when it lobbies in Albany on behalf of CUNY. A Senator moved that the ad hoc committee members contact the sponsors of the bill in order to obtain more information for the Senate before the Senate votes on whether to endorse the bill. The motion was adopted.

8. Proposal from the Faculty Senate Ad Hoc Committee on Sexual Relationships between Faculty and Students: Senators Staci Strobl (Chair), David Munns, Francis Sheehan, and Karen Kaplowitz [Attachment B]

The ad hoc committee proposed that instead of the Senate drafting language for a proposed policy, the Senate write a letter to the CUNY Chancellor proposing that CUNY's policy be changed from its current recommendation that faculty and students not engage in sexual relations to a prohibition of sexual relations between faculty and students. The Senate approved this proposal by a vote of 24-1-10. The Senate then considered a draft letter written by the ad hoc committee. Senators asked that the letter be amended to make its language more in keeping with the language of the Yale University policy [Attachment B] on this subject.

9. Update on CUNY's Pathways Initiative and a draft proposal of a Common Core
[Attachment C, D]

President Kaplowitz distributed a handout, "Education for Justice: the General Education Curriculum of John Jay College of Criminal Justice" [Attachment C], which had been approved by the College Council in May 2011 and which reduced John Jay's general education curriculum from 59 credits to 47 credits. This 47 credit general education core will now have to again be revised because the CUNY Pathways General Education initiative, mandated by the CUNY Board of Trustees in June 2011, limits all senior colleges to a 42 credit gen ed curriculum. She then briefed the Senate about the CUNY Pathways Initiative. On November 1, the Pathways Steering Committee and Working Group will release a proposal for the 30-credit core proposal, which will be mandated for all community and senior colleges and is requesting that it receive all comments by November 15. Each senior college will decide what the remaining 12 gen ed credits will be. The Chancellor will then announce the final 30-credit core structure on December 1.

Last week, on October 10, the Pathways Steering Committee issued a preliminary proposed structure of the common core [Attachment D]. It has been unofficially communicated by several members of the Pathways Steering Committee that they expect that the November 1 version of the Structure of the Common Core will be the same or very similar to this October 10 draft proposal.

The 14-member Pathways Steering Committee – 10 faculty members, two students, and two campus administrators – includes Dean Anne Lopes of John Jay; the approximately 40-member Working Group, comprised almost entirely of faculty members, includes John Jay Professors Maki Haberfeld and Lisandro Perez.

President Kaplowitz explained that in addition to these two committees, nine additional committees have been established: 80th Street has identified the nine majors that most students who transfer from one college to another are enrolled in and there has just been created a committee for each of these majors. Each committee is charged with identifying the three to six courses that all students in that major must take so as to facilitate student transfer. Three of John Jay's majors are part of these nine and a John Jay faculty member is on each of these three committees: Maki Haberfeld is a member of the Criminal Justice major committee and, in fact, is chairing the committee; Jennifer Dysart is a member of the Psychology major committee; and Allison Pease is a member of the English major committee. After these committees finish their work, other committees will be formed for other majors to do the same work; eventually this work will be done for all the majors.

President Kaplowitz also reported that Professional Staff Congress (PSC) Vice President Steve London has written to her asking to come to our Senate to discuss a proposed PSC lawsuit against the University in response to the Pathways Initiative; the Senate concurred with the Executive Committee's decision to invite VP London to the next Senate meeting.

When asked on what basis a lawsuit would be filed, President Kaplowitz explained that about 15 years ago, the PSC and the UFS filed an Article 78 legal action against the University. An Article 78 is a legal claim that an entity, in this case CUNY, violated its own bylaws or policies by abrogating the faculty's prerogatives in terms of curriculum. The case was Polishook v. CUNY. Irwin Polishook was the then president of the PSC; the other named plaintiff was Professor Sandi Cooper who was (and is once again) the Chair of the University Faculty Senate (UFS). This case was litigated and eventually a settlement agreement was reached which was voted on and approved by the CUNY Board of Trustees.

President Kaplowitz said her understanding is that the pending PSC lawsuit will allege that that settlement agreement has been breached by the imposition of a 42-credit general education limit by the Board of Trustees and a final determination of that new general education curriculum by the Chancellor. President Kaplowitz said that in a different forum she had asked VP London what remedy the PSC plans to ask the court to grant and that he had said he is not at liberty to say because the lawsuit had not yet been filed. The plaintiffs of this lawsuit are Barbara Bowen, President of the PSC; Sandi Cooper, Chair of the UFS; and Terrence Martell, Vice Chair of the UFS and Chair of the Faculty Senate of Baruch College. However, Professors Cooper and Martell are not suing in their official capacities but rather as individuals.

10. Invited Guest: President Jeremy Travis

President Travis discussed the move to the new building and the November 2 ceremony marking the opening of the building. John Jay's new building represents 25% of all construction taking place at CUNY. President Travis also talked about the launch on February 29 of a capital campaign to raise what he called "serious money." He announced that the amount of research funding at John Jay has tripled and that private philanthropy is up. President Travis discussed the position of the College in the larger firmament and talked about how to pitch fundraising and private giving. He discussed the success of the Vera Fellowship project and its results at the College. He described himself as a translator who introduces ways to engage a potential donor. He said he would like the faculty to start thinking of their own philanthropic role and announced that Professor Emerita Betsy Gitter will be heading a faculty giving initiative. President Travis spoke about faculty engagement and the roles of emeritus/emera faculty members as well as alumni, students and professional staff.

Senators asked about his decision to add 26 CUNY Public Safety Officers which will change the culture of the College. President Travis discussed the dynamics of our campus and the external forces that have contributed to the need to make changes to the way we provide security. He discussed risks and preparedness in terms of these changes and spoke of our collective responsibility and the need for infrastructure to be in place to address the balance issue. The opportunity to implement the introduction of Public Safety Officers came through discussions about funding and staffing for the new building. He discussed the present student coverage, noting that he likes having student safety officers. However, he suggested that the decision to

have Public Safety Officers on campus will now move the College toward having a more professional, permanent security force.

Senators suggested that this decision takes a professional development opportunity away from students and that it now represents an additional cost in times of budgetary strain. President Travis suggested that a discussion with VP Pignatello would serve to answer questions about the decision to use CUNY peace officers and the impact it will have. He said he really does not know the answers to the questions that are being asked. President Kaplowitz spoke of her surprise and dismay that this major decision was made with no consultation and without transparency or openness. Various Senators suggested a difference in the behavior of the newly hired Public Safety Officers that is not consonant with the professional behavior observed among our student security staff (talking on their cell phones, showing common courtesy toward faculty, changing procedures regarding the entrance into library). President Travis again suggested a meeting with VP Pignatello, to whom Security reports.

The meeting was adjourned at 4:15 pm.

Submitted by Virginia Diaz-Mendoza
Recording Secretary

ATTACHMENT A

Agenda Item #7: The Method of Selecting CUNY Trustees

This item was submitted by the Faculty Senate ad hoc committee on the selection of CUNY Trustees: Sara McDougall (chair), Veronica Hendrick, Staci Strobl, and Karen Kaplowitz. The charge to this ad hoc committee was to research and to recommend to the Senate proposals the Senate could make regarding improvements in the methods by which CUNY trustees are selected. The committee, having discovered that a bill on this issue is pending in the NYS Legislature, has reviewed the provisions of the bill and is recommending that instead of developing its own proposals, the Senate endorse this bill and recommend to the University Faculty Senate that it, too, endorse this legislation and lobby for its passage.

Motion:

That the Faculty Senate endorse Bill A00159/S 5321 and ask that the University Faculty Senate also voice its support for the bill and lobby for it.

Explanation:

Currently CUNY trustees are appointed by the mayor and the governor. This bill calls for an eleven member independent commission to evaluate the qualifications of all candidates considered for appointment to CUNY (and SUNY) boards of trustees.

BILL NO A00159

SAME AS Same as S 5321

SPONSOR Cahill (MS)

COSPNSR Perry, Schroeder

MLTSPNSR Lupardo

Amd Ed L, generally

Creates independent commissions to interview and recommend trustee candidates to the state university, CUNY and the community colleges.

TITLE OF BILL: An act to amend the education law, in relation to trustees of the state university of New York, city university of New York, and community colleges

PURPOSE: This bill establishes an eleven member independent commission, which shall evaluate and consider the qualifications of candidates for appointment to SUNY and CUNY and SUNY Community College Board of Trustees.

SUMMARY OF PROVISIONS: This bill directs the nominating commission to consider the certain characteristics as important considerations for potential trustee candidates. Section 350 of the Education Law is amended to add two new subdivisions defining the "Commission" and "Candidate."

Section 352 of the Education Law is amended to add four new sections that define the

organization of the SUNY Commission, functions of the SUNY Commission, rules of the SUNY Commission and the confidentiality of the proceedings and records of the SUNY Commission.

Section 6203 of the Education Law is amended to add four new sections that define the organization of the CUNY Commission, functions of the CUNY Commission, rules of the CUNY Commission and the confidentiality of the proceedings and records of the CUNY Commission.

Section 6301 of the Education Law is amended to add five new subsections that define the SUNY Community College Independent Commission, Regional Commissions, Candidates, local appointing authority and regional appointing authority.

Section 6306 of the Education Law is amended to add four new sections that define the organization of the SUNY Community College Commission, functions of the SUNY Community College Commission, rules of the SUNY Community College Commission and the confidentiality of the proceedings and records of the SUNY Community College Commission.

Section 6310 of the Education Law is amended to add four new sections that define organization of the Regional Commission, functions of the Regional Commission, rules of the Regional Commission and the confidentiality of the proceedings and records of the Regional Commission.

JUSTIFICATION: SUNY, CUNY and New York State community colleges are governed by boards of trustees, the majority of whose members are politically appointed either by the Governor, the Mayor of the City of New York or by local legislators.

Over the years, many trustee appointments have been made based on political alliances rather than the qualifications and real connections to public higher education. This has created at times real and potential conflicts of interest and political influence that have interfered with the ability of trustees to responsibly carry out their duties.

Strong universities and community colleges deserve trustees who are selected based on their vision for the future, their commitment to public higher education and the skills they bring to the job. Boards of trustees dedicated solely to the university or community college, not the agendas of government officials, are essential for the success of the state's public university systems and community colleges.

The creation of a nonpartisan advisory, independent nominating commission to recruit and screen trustee appointments to the boards of our state's public higher education institutions will help mitigate such political influence and interference from government officials. As a result, actions taken by trustees will more likely be in the best interests of our universities and community colleges instead of the interests of government officials.

ATTACHMENT B

Agenda item #8. Sexual Relationships between Faculty and Students

Yale University Policy on Teacher-Student Consensual Relations

The integrity of the teacher-student relationship is the foundation of the University's educational mission. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between teacher and student must be protected from influences or activities that can interfere with learning and personal development.

Whenever a teacher is or in the future might reasonably become responsible for teaching, advising, or directly supervising a student, a sexual relationship between them is inappropriate and must be avoided. In addition to creating the potential for coercion, any such relationship jeopardizes the integrity of the educational process by creating a conflict of interest and may impair the learning environment for other students. Finally, such situations may expose the University and the teacher to liability for violation of laws against sexual harassment and sex discrimination.

Therefore, teachers (see below) must avoid sexual relationships with students over whom they have or might reasonably expect to have direct pedagogical or supervisory responsibilities, regardless of whether the relationship is consensual. Conversely, a teacher must not directly supervise any student with whom he or she has a sexual relationship. Undergraduate students are particularly vulnerable to the unequal institutional power inherent in the teacher-student relationship and the potential for coercion, because of their age and relative lack of maturity. Therefore, no teacher shall have a sexual or amorous relationship with any undergraduate student, regardless of whether the teacher currently exercises or expects to have any pedagogical or supervisory responsibilities over that student.

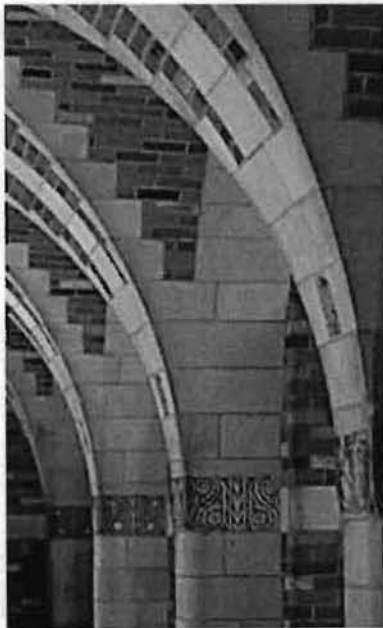
Teachers or students with questions about this policy are advised to consult with the University's Title IX Coordinator, the Title IX Coordinator of his or her school, the department chair, the appropriate dean, the Provost, or one of his or her designees. A student or other member of the community may lodge a formal or informal complaint regarding an alleged violation of this policy with the University's Title IX Coordinator, with the Title IX Coordinator of his or her school, or with the University-wide Committee on Sexual Misconduct.

Violations of the above policies by a teacher will normally lead to disciplinary action. For purposes of this policy, "direct supervision" includes the following activities (on or off campus): course teaching, examining, grading, advising for a formal project such as a thesis or research, supervising required research or other academic activities, serving in such a capacity as Director of Undergraduate or Graduate Studies, and recommending in an institutional capacity for

admissions, employment, fellowships or awards. "Teachers" includes, but is not limited to, all ladder and non-ladder faculty of the University.

It also includes graduate and professional students and postdoctoral fellows and associates only when they are serving as part-time acting instructors, teaching fellows or in similar institutional roles, with respect to the students they are currently teaching or supervising. "Students" refers to those enrolled in any and all educational and training programs of the University.

Additionally, this policy applies to members of the Yale community who are not teachers as defined above, but have authority over or mentoring relationships with students, including athletic coaches, supervisors of student employees, advisors and directors of student organizations, Residential College Fellows, as well as others who advise, mentor, or evaluate students.



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Education for Justice: the General Education Curriculum of John Jay College of Criminal Justice

47 credits in 6 clusters

<p>Reasoning & Communication 21 credits</p> <p><i>Essential Knowledge: familiarity with</i></p> <ul style="list-style-type: none"> •mathematical skills •at least one language other than English <p><i>Reasoning, Analysis and Critical Thinking:</i></p> <ul style="list-style-type: none"> •formulate questions •distinguish between evaluative and factual statements •gather & analyze data using quantitative & qualitative methods •sort, prioritize, and structure evidence •solve problems through evidence-based inquiry •apply informal and formal logic in problem-solving, analysis, and developing arguments <p><i>Communication:</i></p> <ul style="list-style-type: none"> •listen effectively •express oneself clearly in forms of written and spoken English •target an audience •work collaboratively •maintain self-awareness and critical distance •use technologies to construct and disseminate knowledge •use common academic and workplace software <p><i>Research and information Literacy:</i></p> <ul style="list-style-type: none"> •understand how information is generated and organized •conduct effective Internet and database searches •comprehend and discuss complex materials •critically evaluate information •understand plagiarism, cite sources •use information effectively and responsibly 	<p>The Justice Core 9 credits*</p> <p>Themes:</p> <p>100 - Justice and the Individual [FYS] 200 - Struggles for Justice and Equality in the United States 300- Justice in a Global Context 400 -Capstone in the major</p> <p><i>Essential Knowledge: familiarity with</i></p> <ul style="list-style-type: none"> •issues and institutions of justice •the history, cultures, social, political, and economic institutions of the U.S. •global interdependence <p><i>Reasoning, Analysis & Critical Thinking</i> <i>Communication</i> <i>Research and Information Literacy</i></p> <p><i>Ethical practice:</i></p> <ul style="list-style-type: none"> •articulate the ethical dimensions of personal, academic, social, economic, and political choices •use cross-cultural knowledge •communicate and collaborate with people of diverse age, class, ethnicity, gender, nationality, race, religion, and sexuality <p><i>Civic engagement:</i></p> <ul style="list-style-type: none"> •develop the habits of introspection, personal and civic responsibility, and communication •be informed and responsible citizens of the world <p><i>Intellectual maturity:</i></p> <ul style="list-style-type: none"> ▪ persist in the face of obstacles; ▪ navigate ambiguity and disagreement •cultivate self-understanding •cultivate curiosity and embrace learning as a life-long process <p><i>*Credits in the core satisfy requirements in other clusters.</i></p>	<p>The Creative Dimension 6 credits</p> <p><i>Essential Knowledge: familiarity with</i></p> <ul style="list-style-type: none"> •formative ideas and works in the arts and humanities •artistic work as a form of inquiry, problem solving, and pleasure <p><i>Reasoning, Analysis and Critical Thinking</i> • <i>Communication</i> <i>Research and Information Literacy</i> <i>Creativity</i></p> <ul style="list-style-type: none"> •understand the role of creativity in all fields of inquiry and expression •develop their own creativity <p><i>Intellectual Maturity</i></p> <hr/> <p>Learning from the Past 6 credits</p> <p><i>Essential Knowledge: familiarity with</i></p> <ul style="list-style-type: none"> •formative ideas and works in the arts, humanities, mathematics, natural sciences, and social sciences •U.S. and world history •global interdependence <p><i>Reasoning, Analysis and Critical Thinking</i> • <i>Communication</i> <i>Research and Information Literacy</i> <i>Intellectual Maturity</i></p> <hr/> <p>The Natural and Physical World 7 credits</p> <p><i>Essential Knowledge: familiarity with</i></p> <ul style="list-style-type: none"> •formative ideas and works in mathematics & science •science and scientific reasoning <p><i>Reasoning, Analysis and Critical Thinking</i></p> <hr/> <p>Self, Culture, and Society 7 credits</p> <p><i>Essential Knowledge: familiarity with</i></p> <ul style="list-style-type: none"> •formative ideas and works in the humanities and social sciences •the history, cultures, social, political, and economic institutions of the U.S. •global interdependence •habits and choices that create and maintain wellness <p><i>Reasoning, Analysis and Critical Thinking</i> • <i>Communication</i> <i>Research and Information Literacy</i> <i>Personal Development and Social Responsibility</i></p>
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ATTACHMENT C

ATTACHMENT D

Agenda Item #9: Pathways Gen Ed

On June 27, 2011, the CUNY Board of Trustees approved a Resolution creating a framework for the creation of a new General Education Curriculum to improve transfer from among the CUNY colleges. This General Education Curriculum is set at a maximum of 42 credits, of which 30 credits are to be required at all the CUNY colleges with an additional but maximum of 12 credits to be decided upon by each senior college. The 30-credit common core is to have a structure as well as learning outcomes recommended to the Chancellor by a CUNY Steering Committee appointed by the Chancellor. There is also a Working Group, appointed by the Chancellor, comprising at least two faculty members from each CUNY college.

The Pathways Steering Committee agreed on October 7, and posted on October 10, its preliminary draft recommendation of the following structure for the 30-credit Common Core at CUNY; this recommendation was made to the Pathways Working Committee. The Steering Committee and the Working Committee are to jointly attend an all-day meeting on October 14. The final draft of the structure of the common core as well as of the learning outcomes will be released on November 1 with an open comment period which will end on November 15.

Proposed Structure of the Common Core as of October 10, 2011

English Composition: 7 credits

Mathematical and Quantitative Reasoning: 4 credits

Natural and Physical Sciences: 4 credits

Flexible Common Core Credits: five, 3-credit, liberal arts courses for 15 credits in the following four areas, with at least one course from each area and no more than one course in any particular discipline:

- 1. World Cultures**—courses drawn from foreign languages, anthropology, history, political science, economics, world literature, and other fields addressing global cultures.
- 2. U.S. Experience in its Diversity**—courses drawn from history, political science, economics, sociology, U.S. literature, and other fields addressing the U.S. experience in its diversity.
- 3. Creative Expression**—courses drawn from the fine arts, creative writing, communication, music, theater, and other fields addressing creative expression.
- 4. Individual and Society**—courses drawn from anthropology, philosophy, psychology, religion, computer science and other fields addressing the relationship between the individual and society.