

# CUNY's Pathways to Degree Completion Initiative

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Pathways Working Committee

Prepared for the Lehman College Senate Meeting  
October 12<sup>th</sup>, 2011

# Pathways Initiative

- June 27<sup>th</sup> 2011: CUNY Board of Trustees passed the resolution to create “Pathways to Degree Completion Initiative”, “designed to create a curricular structure that will streamline transfers and enhance general education across the university.”
- Three central elements:
  - (1) Gen Ed Framework: Made up of 2 components – (i) a “*Common Core*” (30 credits) which is common to all CUNY schools, and (ii) “*College Option*” (12 credits) which is specific to each CUNY senior college.
  - (2) Pathways to Largest Transfer Majors : To establish clear pathways for the largest transfer majors (identified as Accounting, Criminal Justice, Psychology, Business, Finance, Education, Biology, English Language and Literature, and Nursing), 3 to 6 courses in major or related fields will be identified and accepted as pre-requisites in all colleges that offer these majors.
  - (3) Full Course Transferability: “All courses taken for credit at an undergraduate CUNY college to be accepted for credit at every other CUNY college (though not necessarily as Gen Ed or major credit) regardless of whether a specific equivalency exists at the transfer college”

# Charge of Pathways Task Force

- The charge of the Task Force is to create a 30 credit “Common Core” “by establishing learning outcomes in multidisciplinary areas.”
- The Task Force is made up of:
  - (1) The *Steering Committee* which will “initiate and direct the process”, and;
  - (2) The *Working Committee* whose functions are to “advise on learning outcomes” and for “communicating information to and from the campuses.”

# The Steering Committee

- **Chair: Dean Michelle Anderson, CUNY School of Law**

## **Members:**

- Paul Attewell, Distinguished Professor of Sociology, Graduate Center
- Michael Barnhart, Professor of Philosophy, Kingsborough Community College
- Laird Bergad, Distinguished Professor of Latin American and Caribbean History, Lehman College, and Executive Director of the Center for Latin American, Caribbean and Latino Studies, Graduate Center
- Theodore Brown, Professor of Computer Science, Queens College, and Executive Officer, Doctoral Program in Computer Science, Graduate Center
- Katherine Conway, Associate Professor and Deputy Chairperson of Business Management, Borough of Manhattan Community College
- Edward Grossman, Professor of Mathematics, City College of New York
- Mona Hadler, Professor of Art, Brooklyn College
- Orlando Hernandez, Professor of Modern Languages, Hostos Community College
- Patricia Mathews-Salazar, Professor of Anthropology and Director of the Center for Ethnic Studies, Borough of Manhattan Community College
- Elizabeth Nunez, Distinguished Professor of English, Hunter College
- Neal Phillip, Professor of Chemistry and Chair of the Department of Chemistry and Chemistry Technology, Bronx Community College
- William Fritz, Provost, College of Staten Island
- Anne Lopes, Dean of Undergraduate Studies, John Jay College
- Elizabeth Beck, student, LaGuardia Community College
- Steven Rodriguez, student, City College of New York

# Pathways Working Committee

• **Chair:** Dean Michelle Anderson, CUNY School of Law

## **Members:**

- 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) Habersfeld, 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

## Pathways Working Committee (cont'd)

- 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



# Timeline for Summer/Fall 2011

- June 27, 2011: CUNY Board of Trustees passed resolution on efficient transfer system
- July 27, 2011: First Steering Committee Meeting
- August 2011: Second Steering Committee Meeting (8/19) and first Task Force Meeting (8/26)
- September 2011: Third Steering Committee Meeting (9/9) and Fourth Steering Committee Meeting (9/23)
- October 2011: Fifth Steering Committee Meeting (10/7), Second Task Force Meeting (10/14), and Disciplinary Committees for Largest Transfer Majors convene
- November 1, 2011: Draft Report and Recommendations for the 30 Credit Common Core to be distributed to the University Community online and invited for comments
- November 15, 2011: Comment period closes
- December 1, 2011: Steering Committee submits revised report and recommendations to Chancellor Goldstein

# Strategies for Gen Ed Framework

- At its meeting in mid-August, the Steering Committee considered and discussed the strengths and weaknesses of two primary strategies for restructuring the General Education framework, which are:
    - (1) Cross-curricular Learning Outcomes Approach: Develop cross-curricular learning goals first, then identify Common Core areas and credit allocation, then map cross-curricular learning outcomes onto multidisciplinary areas  
*(This approach expands on the Liberal Education and America's Promise (LEAP) model developed by AAC&U)*
    - (2) Specific Areas Learning Outcomes Approach: Identify Common Core areas and credit allocations first, then devise learning outcomes for each area
- By a vote of 9-5, the Steering Committee approved Approach #1.  
Why Approach #1? : “Focuses on student learning rather than course matching”***



# August Task Force Retreat

- At the August 26<sup>th</sup> Task Force retreat, the Task Force (both Steering Committee and Working Committee) broke into groups to focus on discussing and developing cross-curricular learning objectives.
  - Seven groups: most, but not all, drew on the AAC&U/LEAP's "Essential Learning Outcomes."

# The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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## ★ Knowledge of Human Cultures and the Physical and Natural World

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

*Focused by engagement with big questions, both contemporary and enduring*

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## ★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

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## ★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

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## ★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see [www.aacu.org/leap](http://www.aacu.org/leap).

# September Steering Committee Meetings:

## Learning Goals Identified

- Primary objective of September 9<sup>th</sup> meeting was to create cross-curricular learning goals
- The “Essential Learning Goals” were revised and accepted at September 23<sup>rd</sup> meeting

**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 tradition, 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 Nature 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**

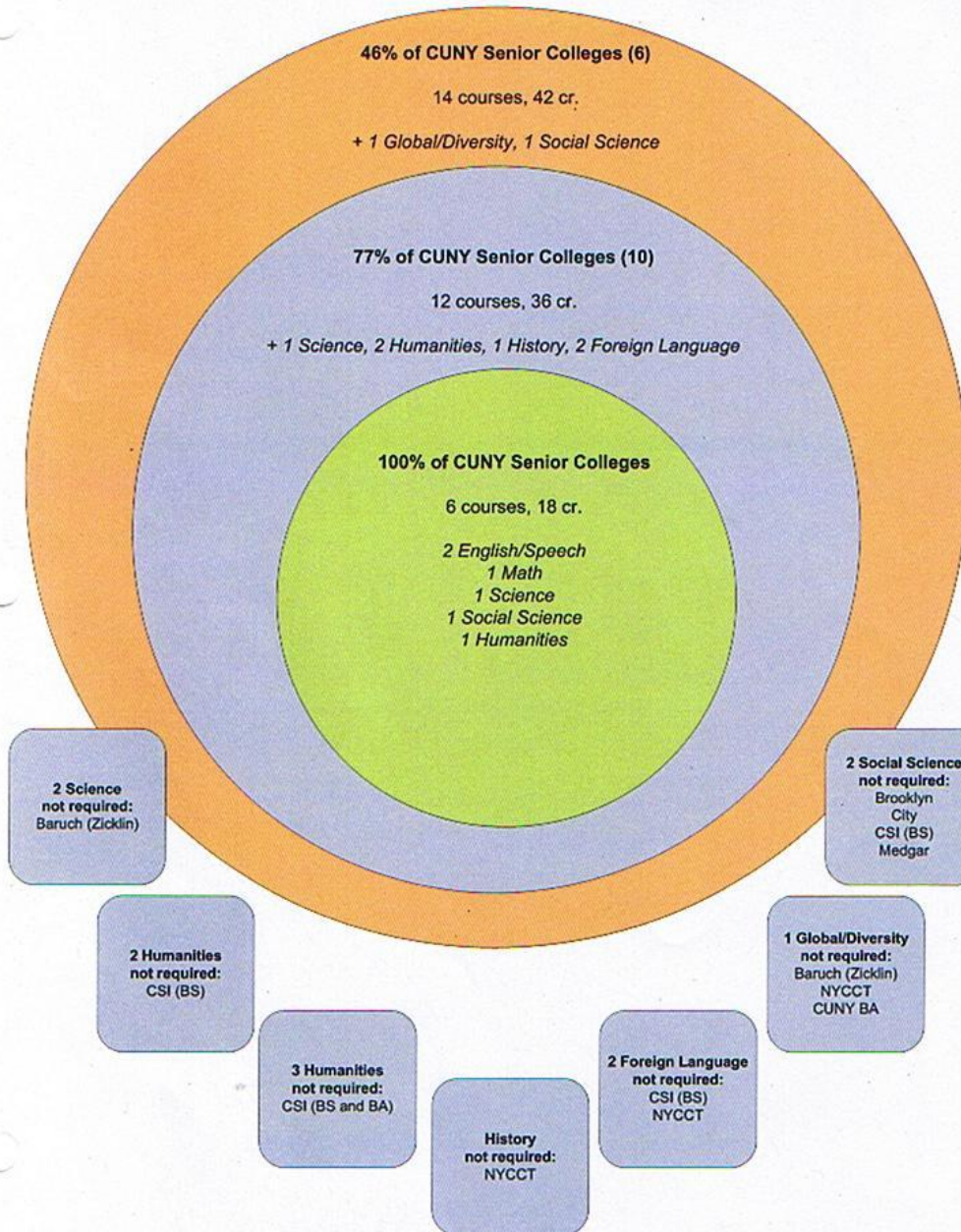
- Ethical reasoning
- Awareness of and engagement with local, national, and global issues
- Intercultural knowledge and competence

# Identifying Common Core Areas

- With cross-curricular learning goals broadly defined, the next task for the Steering Committee involved identifying common core areas.
- Dean Anderson has stated that the steering committee hopes that the broad learning goals that have been identified “can help the Task Force shape the development of specific learning outcomes for the multidisciplinary areas of the Common Core once the Task Force has identified them.”



# Common General Education Components CUNY Senior Colleges





# Oct 7th Steering Committee Meeting: Proposed “Common Core” Structure

- **Required Courses: (15 credits)**
  1. *English Composition*: 7 credits
  2. *Mathematical and Quantitative Reasoning*: 4 credits
  3. *Natural and Physical Sciences*: 4 credits
- **Flexible Common Core Credits (15 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.

# Pathways Task Force: Agenda for Oct 14<sup>th</sup> Retreat

- To discuss the *structure of the Common Core* and *learning outcomes for the Common Core areas* ( to be drafted by the Steering Committee )

# The Disciplinary Committees

- By now all CUNY faculty should have received an email from Chancellor Goldstein which states:

“The next phase of this work is to establish, CUNY-wide, the first three to six courses that lead into the largest transfer majors. The 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 first majors to be the subject of this work are: Accounting and Related Services; Biology; General Business Administration, Management and Operations; Criminal Justice and Corrections; English Language and Literature; General Finance and Financial Management Services; Nursing; Psychology; General Teacher Education and Professional Development.”