

**QUEENSBOROUGH COMMUNITY COLLEGE**

**CITY UNIVERSITY OF NEW YORK  
CURRICULUM COMMITTEE**

**To:** Emily Tai, Academic Senate Steering Committee

**From:** Philip A. Pecorino, Chairperson, Committee on Curriculum

**Date:** August 20, 2012

**Subject: ANNUAL Report 2011-2012 PATHWAYS**

**CC:** C. Williams, College Archives

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**COMMITTEE MEMBERS**

M. Chauhan (Committee Secretary, Chemistry)

D. Klarberg (Biology and Geology)

D. McKay (Library)

K. Pearl (History)

P. Pecorino (Committee Chairperson, Social Sciences)

M. Santoro (Foreign Languages and Literature)

R. Yuster (ECET)

J. Matiminu and Rene Yang (student members)

A. Corradetti (Ex-Officio, President's Designee, Office of Academic Affairs)

C. Dowlah (ex officio, Steering Committee Designee, Social Sciences)

The Committee is submitting this separate report to the Academic Senate on Activities related to the CUNY BOT Policy on Transfer and actions of the CUNY Chancellery related thereto.

**Acknowledgements:**

The Committee wishes to thank the QCC Office of Academic Affairs for a number of ways in which it has supported the work of the committee this year related to the PATHWAYS resolutions and actions of the chancellery.

The Committee also thanks the interim President, Dr. Diane Bova Call, for the support extended to the committee in a variety of ways in consideration for the work related to the PATHWAYS resolutions and actions of the chancellery. In particular, reassigned time and technical support were given to the Committee. The Committee has made extensive use of the technologies in its operations including: basic communications to the Committee and the faculty community, use of the Blackboard LMS for Committee documents and archives, use of netbooks for documents transfer and reading, use of software as service (SASE) cloud technology for document storage and retrieval by committee members. There was an enormous amount of files generated in relation to the work of the committee this academic year and without the technologies the handling of all the information would have been much more difficult and time consuming and expensive.

The Committee appreciates the burdens placed on academic departments and faculty by the PATHWAYS resolutions and actions of the chancellery. It expresses its gratitude for their efforts to meet the imposed and unreasonable set of deadlines for the submission of materials related to PATHWAYS.

The Committee also thanks the Academic Steering Committee for their understanding and support throughout the year and their continuing support as the College deals with consequences of the PATHWAYS resolutions and actions of the chancellery.

The Chairperson of the Committee thanks the Committee members for their work this academic year and in the annual leave period and their willingness to continue on for another academic year to assist the College in dealing with the consequences of the PATHWAYS resolutions and actions of the chancellery. In particular the contribution of Professor Devin McKay is to be noted for the work of managing a large number of documents and organizing them and systematizing them for presentation to the Committee and to the College Community. Dena Arthur Corradetti is also to be commended for his forthrightness and support and his work of faithfully and accurately presenting the work of the QCC faculty and this Committee to the administration and the College Community.

**Response to the CUNY BOT Policy on Transfer: The PATHWAYS resolutions:**

**SPECIAL NOTICE:**

As of the start of the Fall 2012 semester the Committee on Curriculum has not approved of any course nominations for the CUNY Common Core.

As of the start of the Fall 2012 semester the Committee on Curriculum has not approved of any changes in QCC Degree programs to have them conform to the CUNY PATHWAYS policy and guidelines of the CUNY OAA.

The Committee has received over 220 course nominations for the CUNY Common Core and has reviewed all degree programs and received rearrangements or revisions of the AA and a few AS programs. It has NOT taken an action on any of them while it awaits responses from the QCC community to the items that are posted on the QCC website at <http://www.qcc.cuny.edu/pathways/index.html> .

Here is the communication announcing the items are available for review.

***From:*** Pecorino, Philip

***Sent:*** Monday, June 18, 2012 2:48 PM

***To:*** \_Academic Senate; \_Adjuncts; \_Faculty (Including CLT's); \_HEOs

***Subject:*** \*\*QCC Pathways submissions of QCC Course Nominations and possible AA and AS Degree program requirement reconfigurations

*Colleagues:*

*The Committee on Curriculum has received BUT NOT YET ACTED ON proposals(nominations) for course submissions for the CUNY Common Core categories and for possible changes or rearrangements of our AA and AS degree program requirements . The Committee is now submitting those items to the college community for your review. We await your comments, suggestions, criticisms, and questions. The committee will review and respond to what we receive and do so before entering into final deliberations before acting on any motion to submit the items to the QCC Academic Senate for its consideration for sending the items to the CUNY Office of Academic Affairs.*

While the Committee is processing the response to the posting of the items submitted for review the following is a preliminary finding:

AAS programs---All of QCC AAS programs appear to be consistent with the PATHWAYS requirements as all the liberal arts and science courses involved have been submitted for consideration for inclusion in the Common Core.

Dual-Joint degree programs—these await a rearrangement or revision by the senior college partners

AA degree programs –the one generic QCC AA program has now been rearranged in a proposed new format and no fewer than ten (10) concentrations have been submitted that will guide students in their selections of courses providing more cohesion than in the past for the QCC AA degree program.

AS degree programs--- as of the time of this report, these still being reviewed by academic departments. The Committee has received comments on what has been posted and will be considering them as it proceeded to its final actions, but something has happened that has presented a major challenge to the completion of the basic plan.

Courses nominated for the new CUNY Common Core-- over 220 course nominations were submitted. As of this report either there are no courses or the courses have been recalled by the Departments of English and Speech and two sets of proposals from the Department of Foreign Languages and Literature. This situation results from a series of communications from the CUNY Office of Academic Affairs on the matter of the limiting of contact hours for courses in the Common Core which go beyond what was set out by the CUNY BOT in its policy and in the Task Force report mandated by that policy and accepted by the Chancellor on December 1, 2011.

The Committee on Curriculum has attempted to act in good faith and in keeping with the policies, principles and traditions of the College and the Committee including: shared governance, professional responsibilities and academic freedom. This has proven challenging due to the PATHWAYS resolutions and actions of the chancellery. The Committee has attempted to preserve the academic value and integrity of the academic programs and courses at the College. The Committee has observed what has been the response at QCC and believed that we were close to reaching a conclusion that would have accomplished our common goal and would have preserved nearly all of what we have in our well crafted courses and degree programs. But something has now placed that in doubt.

### **QCC and Governance Process**

On February 2, 2012 the Committee sent the following communication to the QCC Faculty:

**From:** Pecorino, Philip

**Sent:** Thursday, February 02, 2012 10:35 AM

**To:** \_Faculty (Including CLT's)

**Subject:** QCC and processing CUNY Pathways Course Nominations and Degree Program Changes

Colleagues:

*While recent communications from CUNY administration concerning Pathways provide an outline of the Chancellery's processes and procedures, they do not determine the final outcomes of the curricular changes mandated in the BOT resolution. There are several items in these communications that violate the University's commitment to shared governance at the university level and the college level in dictating curricular changes and limitations and restrictions on course offerings and manner of instruction. There are several items in the recent guidelines that appear to need substantive clarification, if not revision or elimination. Nevertheless, and most notably, the Chancellery has communicated at least three times that all Pathways Common Core course nominations and degree programs*

*changes are to be evaluated and approved by the governance bodies at each college and then sent on to CUNY Academic Affairs and then to the CUNY BOT committee on academic matters and then to the BOT as are all academic matters.*

*At Queensborough, this means that all course nominations and degree program changes must first be approved by academic departments and then by the Academic Senate Committee on Curriculum and then by the Academic Senate. After Senate approval, they will be sent to the Pathways coordinators here at Queensborough, and then on to the CUNY administration's committees for the review of course nominations and to the CUNY OAA for the degree program change review process and then on to the BOT committee on academic matters and then to the CUNY BOT.*

*Queensborough's Committee on Curriculum has agreed that the courses nominated for the Pathways Common Core must be three **credits** as mandated by the Task Force Report mandated by the BOT and accepted by the Chancellor but also that they need to conform to QCC precedents, BOT policy and NY SED regulations. The committee will send its recommendations regarding the CUNY PATHWAYS Common Core course nominations and degree program changes to the Academic Senate. The Committee on Curriculum will operate within these guidelines, and will deliver to the Senate the current configurations for 3 **credit** courses and any others that conform to the NY SED requirements while recognizing that each Common Core area must have at least one course with no credit bearing prerequisites. 3 **credit** courses with four hours or five or even six hours all currently exist at QCC, and, therefore the most appropriate configuration of hours and credits rests with academic departments to decide on grounds of effective pedagogy and student needs.*

*As for degree program revisions, the Committee on Curriculum takes the same basic position, namely that the Committee will send its recommendations to the Academic Senate for what it concludes will be acceptable to the Academic Senate and then, should the Senate adopt the recommendations, for forwarding to the central CUNY Pathways units for review and then to the BOT. Such degree program configurations should conform to QCC precedents, BOT policy and NY SED regulations. The Committee on Curriculum will accept and prepare for transmission to the Senate current configurations of pre and co requisites and any similar requisites for courses submitted for the Common Core and for the major and concentration areas of the degree programs. Academic judgments as to those structures are made within the academic departments. The Committee on Curriculum respects the Academic Freedom of faculty within the academic departments to express their best academic judgments.*

*The final arbiter of what is sent from our College to CUNY will be the Academic Senate. Current planning is to have the Senate receive both Common Core Course Nominations and Degree Program Changes in time for the May 2012 Senate Meeting.*

Unfortunately, it now appears that it may no longer be the case that the QCC Governing Body, the Academic Senate, will be the final arbiter of what is to be sent to the Chancellery. Interim President Diane Call has on several occasions stated that she reserves the right to review anything adopted by the Academic Senate and to send forward only what she thinks the Chancellery wants to receive. The Committee on Curriculum will communicate further with the Office of Academic Affairs and the President during the fall of 2012 to determine just what the process is to be at QCC with the processing of our Pathways course nominations and degree program changes. The Committee members will be confronting the situation that if the Committee decisions and those of the Senate are not to be decisive of the policy of the College as set out in the QCC Governance Plan, then there may be no need for the Committee to take further actions on the Pathways items.

The President has already sent forward for review many, but not all, of the courses nominated for the Common Core without their being approved by either the Committee on Curriculum or the Academic Senate. QCC faculty serving on the CUNY committees reviewing the nominations are reporting significant variations in the understanding of the faculty on those committees as to the nature of what they are reviewing. Some think that the items have been approved by local governance. It appears that none of the CUNY review committees were

informed of the status of the QCC nominations by their committee chairpersons nor were they informed by CUNY and some on the review committees believe the nominations were approved by governance.

The Committee on Curriculum has acted consistent with the governance process of the College and CUNY and acting in the best interests of the students of the College. Committee members have unanimously agreed to dedicate themselves to the exercise of their best academic judgments operating with academic freedom to express and act on those judgments. The Committee has insisted that there be evidence in support of claims concerning the effectiveness of course and program structures. The Committee has been cognizant of what exists elsewhere in CUNY and outside of CUNY as far as course and programs structures and content. In addition the Committee is aware of most, if not all, correspondence and documents related to the PATHWAYS resolutions and actions of the chancellor.

For the first time in its history the Committee has had occasion to deny proposals submitted by academic departments and on the basis that they were not in the best interests of the students of this College. This has occurred in the context of QCC faculty in those departments admitting to the committee that the proposals were accepted within the departments and forwarded to the Committee in order to appease their chairpersons who were in turn acting to appease the President of the College who appears to have been acting in accord with directives from the CUNY Chancellor.

This has all been occasioned by the various issuances of guidelines by the CUNY Office of Academic Affairs concerning the contact hours for courses in the Common Core.

### **PATHWAYS and Contact Hours in Courses in PATHWAYS CUNY COMMON CORE**

THE CUNY BOT passed the policy now known as PATHWAYS in June of 2012. They included this resolution:

*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.*

For implementation the CUNY BOT Policy included this resolution:

***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 Pathways Task Force Report on Common Core Structure with Final Recommendation to the Chancellor City University of New York was issued on December 1, 2011. It mentioned only credits for courses in the common core and not hours and not contact hours. This omission is reported by members of the Task Force as a deliberate decision recognizing the variety of practices and circumstances at the various CUNY colleges. The recommendations were accepted by and disseminated by the Chancellor at the end of 2011 with no mention of a restriction on contact hours for courses in the Common Core.

The CUNY Office of Academic Affairs has issued a number of communications on the impact of the CUNY BOT PATWHAYS Policy and in particular on the hours and credits for course in the Common Core. They have not been consistent. In November of 2011 there was this letter from CUNY Executive Vice Chancellor Alexandra Logue sent to the faculty at Kingsborough Community College (**emphasis added**) :

Dear Professor,

Thank you for taking the time to send a message to the Pathways mailbox. We at the central office greatly appreciate all of the important feedback that we are receiving from faculty, staff, and students throughout CUNY.

Unfortunately, we are not certain that we understand your concern. Your message appears to express a worry about reduced student hours in the classroom. However, **Pathways will in no way diminish the total number of hours that any student must spend in the classroom in order to obtain his or her degree.** It is true that at some colleges students will be taking fewer general education credits than their predecessors have, but in those future cases the students will also be taking additional elective credits—the total number of credits (and thus the total classroom hours) for a degree will remain the same. Further, the quality of all courses—those satisfying general education, major, and elective requirements—is under the control of the faculty, and we know that the faculty will ensure that the quality of all instruction continues to increase at CUNY.

If you have an additional concern that we have not understood correctly, please let us know. Thank you again.

Sincerely,  
Lexa Logue  
Alexandra W. Logue  
Executive Vice Chancellor and University Provost  
City University of New York

Since this communication there have been several communications that indicate that CUNY OAA was now interpreting or issuing directives that would limit the courses in the Common Core to three credits and three hours of contact time with faculty.

Here is a communication from CUNY OAA that would permit expansion of the credits in Science and Mathematics courses

#### *Pathways Possibilities for More Science Credits*

- *Minimum required science (6 credits total):*
  - *3 credits from the “Life and Physical Sciences” category (includes active learning in science) in the Common Core*
  - *3 credits from the “Scientific World” category in the Common Core*
- *Additional science content at a campus’s discretion:*
  - *All colleges can link together the “Life and Physical Sciences” and “Scientific World” courses as corequisites, for a combined required 6-credit/6-hour science course that can have any proportion of lecture and lab that the college wishes*
  - *All colleges can offer a STEM variant to the Common Core in which any student may take a full lab course of 4 or more credits (and any number of course hours) instead of the “Life and Physical Sciences” course noted above (for a total of 7 or more credits of science)*
  - *All colleges can require a 2<sup>nd</sup> course of 3 credits from “Scientific World,” and can also require that that 2<sup>nd</sup> course be a more advanced version of the 1<sup>st</sup> course taken in “Scientific World” (for a total of 9 required credits of science, with 3 of those credits beyond the introductory level)*
  - *All colleges can offer electives to accompany Common Core courses (e.g., an elective lab to accompany a required lecture course).*

- *Senior colleges only can offer, or require, additional credits of science as part of the College Option, with the courses consisting of any proportion of lecture and lab that the college wishes, and any hours that the college wishes (for a possible total of 7 or more required credits of science)*

*Notes:*

- 1) *For all courses, students can be placed into particular course levels depending on their previous experience/knowledge.*
- 2) *The above assumes that the courses all meet the specified learning outcomes.*

But again here is a somewhat conflicting key passage in the missive from CUNY OAA to the CUNY BOT on May 18, 2012:

*"With certain exceptions for science and mathematics courses, Common Core courses must be three credits and three contact hours (the hours that the entire class meets regularly with the instructor). However, please note that there is no restriction on faculty workload credit for teaching a particular course. There are frequent occasions in which the amount of faculty workload credit is larger or smaller than the number of contact hours for a given course. Factors affecting the number of faculty workload credits include class size, the amount of work that a faculty member must do for a particular course, and whether or not a course is co-taught. Given the extent and range of such valid factors, and that such factors are entirely specific to a particular campus, decisions on how much faculty workload to assign to a given course are left up to a campus. That practice predates Pathways, and it will continue when Pathways is implemented.*

*Finally, it should be noted that students may meet with the instructor other than as an entire class (e.g., in the instructor's office hours), or may have an on-campus course-related assignments that do not involve meeting as a group with the instructor (e.g., time spent in a science or language laboratory), and these hours are not considered contact hours. Thus, the Pathways restriction of the Common Core courses to three credits and three contact hours does not include language laboratory time or the time that a student spends receiving one-on-one or small-group instruction from the instructor."*

This communication can be taken as permitting courses that are:

- 3 credits with 3 lecture hours and 1 recitation hour
- 3 credits with 3 lecture hours and 2 or 3 science laboratory hours
- 3 credits with 2 lecture hours and 2 or 3 science laboratory hours
- 3 credits with 2 lecture hours and 2 or 3 language laboratory hours

where it is understood that during the non-lecture hours the instructor is working with students one-on-one or in small groups. At QCC the Committee on Curriculum accepts this as permitting the practices of many CUNY units including those at QCC.

Relating the Pathways initiatives and the matter of hours and credits in courses here are the **compelling** authorities as recognized by the QCC Committee on Curriculum:

	Directive	Source	Compelling
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			<b>Authority</b>
<b>COMMON CORE COURSES</b>	Defined by Learning Outcomes	CUNY BOT Pathways Task Force	<b>CUNY BOT</b>
	30 credits in Common Core	CUNY BOT	<b>CUNY BOT</b>
	Common Core Categories	Pathways Task Force	<b>CUNY BOT</b>
	Common Core Course in one category only	CUNY Office of Academic Affairs	
	Common Core Course must be 3 credits 3 hours	CUNY Office of Academic Affairs	
<b>MAJORS/ CONCENTRATIONS</b>	Courses in Major/Concentration cannot have prerequisites in Common Core	CUNY Office of Academic Affairs	
	Major/Concentration cannot have specific courses required that are in Common Core	CUNY Office of Academic Affairs	
	3 hrs in Laboratory work /wk for 15 weeks = 3 credits	CUNY Office of Academic Affairs	
	3 hrs in Laboratory work /wk for 15 weeks = 1 credit	NY SED-commissioner Fed. HEOA article 600.2 Title IV SUNY transfer req	<b>NY SED-commissioner Fed. HEOA article 600.2 Title IV</b>
<b>PROGRAMS</b>	3-6 Most Common Courses in most popular majors to be offered at all CUNY colleges	CUNY BOT	<b>CUNY BOT</b>
	I class lecture hour/week + 2 hours work for 15 weeks =150minutes/week =2250 min/semester=1 credits	NY SED-commissioner Fed. HEOA article 600.2 Title IV SUNY transfer req	<b>NY SED-commissioner Fed. HEOA article 600.2 Title IV SUNY transfer req</b>
	3 lab hrs/week=150 minutes=2250 min/semester=1 credits	NY SED-commissioner Fed. HEOA article 600.2 Title IV SUNY transfer req	<b>NY SED-commissioner Fed. HEOA article 600.2 Title IV SUNY transfer req</b>
	3 studio hrs/week=150 minutes=2250 min/semester=1 credits	NY SED-commissioner Fed. HEOA article 600.2 Title IV SUNY transfer req	<b>NY SED-commissioner Fed. HEOA article 600.2 Title IV SUNY transfer req</b>
	1 conference hr/week=50 minutes=750 min/semester=0-.33 credits	NY SED-commissioner Fed. HEOA article 600.2 Title IV SUNY transfer req	<b>NY SED-commissioner Fed. HEOA article 600.2 Title IV SUNY transfer req</b>

From the Senate Steering Committee the Committee on Curriculum charge includes the following:

The Committee on Curriculum is responsible to comment, where needed, on QCC's fulfillment of Middle States Accreditation Standards, especially Standards 11 and 12:

*Standard 11-The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.*



Standard 12: *The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

This being the case all matters related to PATHWAYS and all new courses and course changes need to be reviewed in light of relation to Standards 11 and 12. The need for evidence to support claims about the effectiveness of course content and temporal structures is made more critical in light of these standards particularly the need to demonstrate proficiency in oral communication.

## **FOREIGN LANGUAGES**

The Committee has a request from the Department of Foreign Languages and Literature that is reported to have “received a majority of faculty votes FOR approval of re-submitting the new elementary language courses (e.g., LANG 101, LANG 102) as 3-credit courses so that they might be included in the Pathways program.” The request is in effect to remove one contact hour from the basic courses. It is nearly without precedent for the Committee to refuse such a request from a QCC academic department. Nevertheless, this request is presented in the midst of highly unusual circumstances that stand against that tradition of acceptance of a department’s request.

Apart from this request some of the members of this committee have been contacted by some of the faculty in the Department that believe such a reduction is not in the best interests of the students. They report agreeing to the request so as to support their department chairperson who has been persuaded by the College President and Provost to make these reduction requests. They report their hope that members of the Committee on Curriculum will “do the right thing” and reject their request. The Committee has also received the communication from the Chair of the Curriculum Committee at the Department of Foreign Languages (see below) reporting that “Foreign Language faculty at QCC are still of the unanimous opinion that the transition to elementary language courses of only 3 credits each is not pedagogically sound, nor will it serve the best interests of Queensborough students to receive a less-qualitative education in foreign languages.”

It is clear that were it not for the PATHWAYS actions of the CUNY Chancellery this request would not be put forward. Here is a typical rationale, in its entirety, for the basic courses in Foreign Languages now submitted to the Committee on Curriculum:

Rationale –FREN 101 is being proposed as a new first-semester language course fulfilling Pathways learning objectives and the Common Core guidelines.

It is also clear that such a reduction in contact hours being requested by the Department of Foreign Languages is opposed by the experienced academics with students such as we have at CUNY and at QCC (see the statement of the CUNY Council on World Language Study-see attachment below). The Council reports that “. A representative and principled review of foreign language requirements in peer institutions –local, regional and national—reveals that not only is foreign language study a requirement in itself, but that 4- and 5-hour/credit courses are the norm (see Attachment B below) as it is currently within the CUNY system, especially in the community colleges.” (see Attachment B below)

It is significant that the QCC Department of Foreign Languages and Literature has not argued in support of its own request that:

- the reduction is in the best interests of our students

- retention rates will not be adversely impacted
- retention rates will improve
- the course would now be identical in temporal structure to most such courses throughout the USA.
- it has data to support claims of improvement in pedagogy presented by such a reduction
- it has data to support claims of improvement in retention by such a reduction.
- It has cogent arguments to counter the position of CUNY Council on World Language Study in opposition to such a reduction in contact hours

The members of the Committee on Curriculum are members of a college faculty who have Academic Freedom to render their best academic judgments on matters that the US Supreme Court has declared include: who is to teach, what is to be taught, how it is to be taught and to whom it is to be taught. This being the case this matter before the Committee is one that calls for the exercise of that freedom and the rendering of the best academic judgments as to what is in the best interests of the students of this college and their learning.

It has long been the practice of this Committee to exercise Academic Freedom and respect the principles of professional conduct for professional educators and to exercise their fiduciary responsibility for student welfare and to “cause no harm” to students and base academic judgments on the best information, practices, principles and experiences and to bring benefit to students. The members of the current Committee on Curriculum have tenure to protect their exercise of Academic Freedom. The Committee will act and render a judgment as is its practice and its responsibility towards our students and our colleagues.

## **ENGLISH**

We have a report from colleagues in the Department of English. They report that the department faculty are being asked to consider approval for what in effect is to remove one contact hour from the basic English courses EN-101, 102, and 103 by substituting three new courses for them in the CUNY Common Core which courses have the recitation hour removed. It is nearly without precedent for the Committee to refuse such a request from a QCC academic department. Nevertheless, this request is presented in the midst of highly unusual circumstances that stand against that tradition of acceptance of a department’s request.

Apart from this request some of the members of this committee have been in communication with some faculty in the Department that believe such a reduction is not in the best interests of the students. They report agreeing to the request so as to support their department chairperson who has been persuaded by the College President and Provost to make these reduction requests. They report their hope that members of the Committee on Curriculum will “do the right thing” and reject their request.

It is clear that were it not for the PATHWAYS actions of the CUNY Chancellery this request would not be put forward. It is also clear that such a reduction is opposed by the experienced academics with students such as we have at CUNY and at QCC. Please see the statement (Attachment A) of the CUNY English Discipline Council below.

It is significant that the Department of English has **not** yet argued in support of its request that:

- the reduction is in the best interests of our students

- retention rates will not be adversely impacted
- retention rates will improve
- the course would now be identical in temporal structure to most such courses throughout the USA.
- it has data to support claims of improvement in pedagogy presented by such a reduction
- it has data to support claims of improvement in retention by such a reduction.
- It has cogent arguments to counter the position of the CUNY English Discipline Council in opposition to such a reduction in contact hours

The members of the Committee on Curriculum are members of a college faculty who have Academic Freedom to render their best academic judgments on matters that the US Supreme Court has declared include: who is to teach, what is to be taught, how it is to be taught and to whom it is to be taught. This being the case this matter before the Committee is one that calls for the exercise of that freedom and the rendering of the best academic judgments as to what is in the best interests of the students of this college and their learning.

It has long been the practice of this Committee to exercise Academic Freedom and respect the principles of professional conduct for professional educators and to exercise their fiduciary responsibility for student welfare and to “cause no harm” to students and base academic judgments on the best information, practices, principles and experiences and to bring benefit to students. The members of the current Committee on Curriculum have tenure to protect their exercise of Academic Freedom. The Committee will act and render a judgment as is its practice and its responsibility towards our students and our colleagues.

## **SPEECH**

The Department of Speech, Communication and Theatre Arts has not submitted any courses for the CUNY Common Core as of the submission of this report. The Committee is aware that Middle States Standard 12 states: *The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

The Committee has seen efforts to preserve the requirement in Speech where it currently exists in the current QCC AA and AS programs. It is hoped that the academic departments who are stakeholders in the AS programs will continue their cooperation with those efforts.

There is concern that the Department may submit requests for revisions of the SP 211 course or a substitute for it that reduces the contact hours that faculty have with their students.

Current configuration:

### **SP-211 Speech Communication**

*4 class hours 3 credits*

*Prerequisite: High School Recommendation/minimum score 65 + ELA Regents.*

Study of oral communication and its role in contemporary society. Emphasis on listening, interpersonal communication, small group decision-making, and public speaking. Informative and persuasive speaking.

Should the department submit proposed changes or a substitute course for SP 211 for the Common Core that reduces the contact hours that faculty have with students to support their instruction, as previously communicated to all QCC faculty, the Committee on Curriculum will insist as it always does on the rationale

supported by data and comparative studies of similar course elsewhere. Without a compelling argument with supporting evidence the Committee will find it a challenge to approve of such changes or substitutions that the Committee believes will weaken the integrity and effectiveness of instruction.

## **MATHEMATICS**

The Department of Mathematics and Computer Sciences has produced courses with structures that preserve the instructional framework prior to the passage of the PATHWAYS policy.

## **PHYSICAL SCIENCES**

The three departments of physical science have each nominated for the Common Core a course that has 3 credits and 3 hours and along with that several courses with additional hours or credits.

## **FINAL REMARKS**

It is repeated that the Committee on Curriculum has attempted to act in good faith and in keeping with the policies, principles and traditions of the College and the Committee including: shared governance, professional responsibilities and academic freedom. This has proven challenging due to the PATHWAYS resolutions of the CUNY BOT and actions of the Chancellery. The Committee has attempted to preserve the academic value and integrity of the academic programs and courses at the College. The Committee has observed what has been the response at QCC and believed that we were close to reaching a conclusion that would have accomplished our common goal and would have preserved nearly all of what we have in our well crafted courses and degree programs. But something has now placed that in doubt and that something are the actions of the chancellery and the behavior of faculty in several QCC academic departments to approve or acquiesce to academic proposals that are not supported by their best academic judgments but result from concerns other than the welfare of students and the most effective pedagogies.

## **Attachment A. ENGLISH**

### **English Discipline Council**

#### **Statement on 3 credit/3 hour revision for composition:**

The CUNY English Discipline Council rejects the recent suggestion that composition courses be revised as 3 contact hours/3 credits. The dominant pattern of these courses across the university is 4 hours/3 credits—both current and past practice as well as best practice. This configuration is an established feature of colleges' budgets and curricula. Other disciplines depend upon this model to prepare students adequately for the challenges of academic writing in their undergraduate careers. To reduce contact hours would be to deny students the benefits of individualized instruction, to diminish the amount of writing they do during the semester, and to undermine established pedagogic practices within CUNY. The current design is essential to first- year writers and facilitates transfer.

## **ENGLISH DISCIPLINE COUNCIL** *THE CITY UNIVERSITY OF NEW YORK*

2 March 2012

Alexandra W. Logue

Office of the Executive Vice Chancellor and University Provost

535 East 80<sup>th</sup> Street

New York, NY 10075

Dear Executive Vice Chancellor Logue,

The English Discipline Council thanks you for your memo of 20 February 2012, concerning the maintenance of current practices regarding faculty workload credit for contact hours. We appreciate the opportunity to continue offering students individualized instruction in their first year at CUNY, so critical to their retention and success in their academic careers.

We strongly support consistency of learning experiences across all CUNY colleges. The dominant pattern of composition courses throughout the university is 3 credits/4 contact hours. This current and best practice is necessary to accomplish seamless transferability and to meet the learning outcomes of the two English composition courses under the required core; 3 credits/4 contact hours must be instituted at CUNY campuses where this allocation does not currently exist.

This commitment will foster CUNY-wide student success and retention. English composition is foundational, providing students with the competencies they need to succeed in all courses across the curriculum. The fourth contact hour enables students to meet one-on-one with faculty to improve their reading, writing, and research skills, thereby providing individual attention, a recognized component of student retention. By raising passing rates and thus reducing course repetition, the fourth contact hour on all campuses will increase retention and shorten time to graduation.

To ensure the consistency that the Pathways Initiative seeks, all colleges must provide students with a fourth contact hour in both their composition courses.

Sincerely,

Cristina L. Alfar, Chair  
English Discipline Council

## **Attachment B FOREIGN LANGUAGE and LITERATURE**

**Sent:** Friday, August 17, 2012 4:49 PM

**To:** Pecorino, Philip

**Cc:** Corradetti, Arthur; Ellis, Lorena; Ansani, Antonella

**Subject:** Resubmission of new FL courses as 3 credit: German

As Chair of the Curriculum Committee at the Department of Foreign Languages, after recent consultation with the entire full-time faculty of the department, and after having received a majority of faculty votes FOR approval of re-submitting the new elementary language courses (e.g., LANG 101, LANG 102) as 3-credit courses so that they might be included in the Pathways program, I am hereby re-submitting the three documents each for GERM 101 and GERM 102 for consideration by the QCC Curriculum Committee.

Foreign Language faculty at QCC are still of the unanimous opinion that the transition to elementary language courses of only 3 credits each is not pedagogically sound, nor will it serve the best interests of Queensborough students to receive a less-qualitative education in foreign languages. However, we do not want to prevent students who want and need to learn world languages from being able to choose the appropriate courses in Fall 2013, and therefore hope that the re-submissions will meet with the approval of the committee.

Further e-mails will follow for each language we offer.

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### CUNY Council on World Language Study Statement on 4 hour/3 Credit Courses in Foreign Languages

CUNY Council on World Language Study supports the preservation of 4 contact hour/3 credit courses in foreign language classes that are currently offered on several CUNY college campuses and supports the inclusion of such courses in the Flexible Common Core on campuses where this practice has been the rule. Such a policy respects both the spirit of the Pathways initiative and the tradition of faculty stewardship over curricular matters.

*Pathways'* intended increase in academic rigor across CUNY goes hand in hand with our profession's increasing expectations in foreign language learning. Linguistic proficiency is only one of the goals established by our professional organization; substantial cultural and interdisciplinary content and critical thinking are integrated into language courses at all levels. CUNY FL faculty has been on the cutting edge of these developments and is aware of the amount of student engagement necessary to meet these complex, interrelated goals; furthermore, CUNY FL faculty is keenly aware of the constraints on students --both personal and institutional-- that cause a critical amount of learning to take place in the classroom. It is, therefore, essential that each college's faculty determine how best to meet the goals of foreign language study in the Pathways structure given the specific circumstances on individual campuses.

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# **CUNY Council on World Language Study**

## ***The LOTE Discipline Council of the City University of New York***

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May 15, 2012

Board of Trustees

City University of New York

Dear Trustee:

After careful consideration and considerable research, the CUNY Council on World Language Study (CCWLS) and the undersigned Chairs of departments that include foreign languages respectfully request a waiver for 4-hour/4-credit foreign language courses so that they may be included in the World Cultures and Global Issues component of the Flexible Common Core, provided that other 3-hour/3-credit courses are available to meet the requirement in that thematic category. As you may know, the MLA's 2007 Report on Foreign Languages and Higher Education asserts that the need to understand foreign languages and cultures is one of the main imperatives that higher education must address in order to maintain relevance with the times. In recent months, a panel headed by former Secretary of State Condoleezza Rice and former NYC Schools Chancellor Joel Klein reported that shortages in foreign language speakers imperil economic prosperity and national security; as a remedy, it recommended Common Core standards that include foreign language study. A representative and principled review of foreign language requirements in peer institutions—local, regional and national—reveals that not only is foreign language study a requirement in itself, but that 4- and 5-hour/credit courses are the norm (see attachment), as it is currently within the CUNY system, especially in the community colleges. Given the particular nature of foreign language learning and its abiding centrality in General Education curricula, the CCWLS has expressed from the outset reservations with respect to its limited and marginal presence in the Pathways framework. Nevertheless foreign languages departments, working with the CCWLS, have made genuine efforts to reconcile the Pathways model to their specific circumstances on each campus. In some ways they have succeeded, such as in integrating the general and area-specific learning outcomes, but adjustment to three credits in all courses remains a concern for many reasons:

- language type (less commonly taught languages pose exceptional challenges),
- class size and student/faculty ratio,
- student preparedness across CUNY,
- institutional and/or faculty resources,
- transferability to and from institutions outside the CUNY system,
- CUNY students' future eligibility for graduate work.

These factors warrant that departments and college curriculum committees determine whether more than 3 hours/credits be allotted to foreign language study for effective achievement of

both the traditional and new learning goals.  
As we put forward this request for a variance to foreign language courses submitted to the World Cultures and Global Issues, we join the English Discipline Council in petitioning that a waiver for 4-hour/4-credit credit courses not be limited to Mathematics and the Sciences.

Sincerely,

Alicia Ramos

Cc (via e-mail):

Matthew Goldstein, Chancellor

Alexandra Logue, Executive Vice Chancellor

Julia Wrigley, Associate University Provost

Barbara Bowen, President, PSC-CUNY

Sandi Cooper, Chair, University Faculty Senate