

**SPECIAL LIMITED AGENDA MEETING  
OF  
QUEENS COLLEGE ACADEMIC SENATE**

**MARCH 29, 2012**

**The meeting will come to order:**

Chair Roberta Brody called the meeting to order at 3:46 p.m.

- **Guest Speaker**

Chair Brody introduced Professor Kenneth Lord, Chair of the Undergraduate Curriculum Committee, Queens College. Professor Lord outlined the structure of the Pathways Implementation Plan, explaining the three components: Required Core; Flexible Common Core and College Option. Professor Lord then explained the Implementation Plan and the various committees that will be submitting recommendation to the Senate. (Including but not limited to WISC, WAQ, AQRAC, GEAC). Professor Lord introduced Professor Chris Vickery, Chair of the Ad Hoc Committee; he thanked all the committee members who worked hard on creating the Implementation Plan.

- **Committee Report**

- i. Undergraduate Curriculum Committee Pathways Implementation Report

- i. MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC:

“To accept the UCC Pathways Implementation Report for the Academic Senate dated- March 29, 2012”

Debate followed. Chair Brody asked the Senate to limit their remarks to 5 minutes. No objections.

- ii. MOTION: Duly made by Professor Alexander Reichl and seconded:

To Substitute the “Resolution on Transfer Students at Queens College” in place of the Report”

Debate was open on whether to make amendments to the UCC Implementation Report. There were no amendments.

Debate was open on whether to make amendments to the Substitute Resolution. There were no amendments.

Debate was open on whether or not to substitute the second motion for the first.

- iii. MOTION: Duly made by Senator Jonathan Heller and seconded:

“To call the question”

Motion iii. passed. (yes 32 no 8, abstention 4)

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iv. MOTION: Duly made:

To Substitute the “Resolution on Transfer Students at Queens College” in place of the Report

Motion iv. failed. (yes 14, no, 27, abstention 0 )

v. MOTION: Duly made by Senator James Robinson and seconded:

“To call the question”

Motion v. failed. (yes 24, no 15, abstention 0)

Debate followed.

vi. MOTION: Duly made by Parliamentarian Dave Fields:

“To call the question”

Motion vi. passed unanimously.

vii. MOTION: Duly made by Chair Brody:

“To accept the UCC Pathways Implementation Report for the Academic Senate dated- March 29, 2012”

Motion vii. passed. (yes 32, no 8, abstentions 4)

**UCC Pathways Implementation Report for Academic Senate 3/29/2011**

**REQUIRED CORE (4 COURSES)<sub>8</sub>**

Composition I (3 cr.)

ENGL 110

Composition II (3 hr., 3 cr.)

1 course from a list recommended by WAQ to the UCC and to the Senate

Math/Quant Reasoning (3 hr., 3cr.)

1 course from a list recommended by AQRAC to the UCC and to the Senate

Life and Physical Sciences (3 hr., 3 cr.)

1 course from a list recommended by GEAC to the UCC and to the Senate

**FLEXIBLE COMMON CORE (6 COURSES)<sub>8</sub> ALL COURSES ARE 3 HR., 3 CR.**

Unless it would require a student to take an extra FCC course, all students must complete two FCC courses from disciplines in the Arts and Humanities division, and two FCC courses from disciplines in the Social Sciences division.

World Cultures and Global Issues

Any course, from any department, that meets the three common learning outcomes required of all Flexible Common Core courses, plus the appropriate subset of learning outcomes specific to the particular area, plus the first two characteristics of all current Queens College General Education Perspectives courses at Queens College must be used for these requirements. Courses are recommended by GEAC to the UCC and to the Senate.

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U.S. Experience in its Diversity

Creative Expression

Individual and Society

Scientific World

## COLLEGE OPTION

0 credits<sup>7</sup>

*Students who complete the college option at another senior college*

3 credits<sup>7</sup>

*Students who complete 9 credits of the college option at another senior college*

6 credits<sup>7</sup>

*Students who transfer to QC with an Associate's Degree or complete 6 credits of the college option at a another senior college*

9 credits<sup>7</sup>

*Students who transfer to QC with 31+ credits or complete 3 credits of the college option at a senior college*

12 credits<sup>7</sup>

*Students who transfer to QC with fewer than 31 credits; QC Native students*

None

One Literature course<sup>1</sup> from a list recommended by GEAC to the UCC and to the Senate

One Language course<sup>2</sup> from a list recommended by GEAC to the UCC and to the Senate  
One Literature course<sup>1</sup> from a list recommended by GEAC to the UCC and to the Senate

One Science<sup>6</sup> course from a list recommended by GEAC to the UCC and to the Senate

One Language course<sup>2</sup> from a list recommended by GEAC to the UCC and to the Senate  
One Literature course<sup>1</sup> from a list recommended by GEAC to the UCC and to the Senate

One Science course<sup>6</sup> from a list recommended by GEAC to the UCC and to the Senate

One Language course<sup>2</sup> from a list recommended by GEAC to the UCC and to the Senate  
One Literature course<sup>1</sup> from a list recommended by GEAC to the UCC and to the Senate

One additional course from the following list:

A Literature Course<sup>1</sup> as defined above

A Language Course<sup>2</sup> as defined above

A Science Course<sup>6</sup> as defined above

A Flexible Common Core Course

A Life and Physical Sciences Course

A Synthesis Course<sup>4</sup> from a list recommended by GEAC to the UCC and to the Senate

## CONTINUATION OF THE CURRENT WRITING INTENSIVE REQUIREMENT

3 courses from a list which are designated as Writing Intensive (W) courses, recommended by WISC to the UCC and to the Senate

<sup>1</sup> A "Literature" course is one which satisfies the criteria for a Reading Literature (RL) course under the Perspectives requirements currently in effect at the College.

<sup>2</sup> A "Language" course must meet the learning objectives of the Language Area proposed by Queens College as an added FCC area in its November 15, 2012 response to the CUNY Pathways Steering Committee:

Students will be able to:

- Understand and use the concepts and methods of a discipline or interdisciplinary field.
- Gather, interpret, and assess information from various sources, and evaluate arguments critically.
- Solve problems, support conclusions, or defend insights.

Courses must meet at least two of the following additional learning outcomes.

Students will be able to:

- Differentiate types of language and appreciate their structures.
- Appreciate what is lost or gained in translations among languages.
- Relate language, thought, and culture.
- Compare natural languages, formal languages, and logic.
- Understand the processes involved in learning languages.

<sup>4</sup> Synthesis courses should offer a culminating experience either in one discipline or across the disciplines. They should offer opportunities for rich intellectual experiences that allow students to integrate knowledge and make connections across cultural,

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philosophical, scientific, artistic, political, or other issues, while advancing their critical and creative abilities. Synthesis courses should be open to all advanced students, regardless of their major. (- *Synthesis guidelines approved by the Academic Senate*)

5 1. Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge acquired; that is, how questions are asked and answered;

2. Position the discipline(s) in the liberal arts curriculum and the larger society;

(*Areas Requirements report approved by Academic Senate March 2006*)

6 Courses that contribute to the goal of understanding the methods, content, and role of the natural sciences should include familiarity with a body of knowledge in the physical or biological sciences, successful study of the methods of science, including the use of observation, the formation of hypotheses and the testing of models, experience and awareness of the impact of science on modern society.

(*NS Perspectives Requirements for General Education at Queens College, March 2006*)

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

1) Students who transfer with 30 or fewer total credits from any college (including non-CUNY regionally accredited colleges) will be required to earn a maximum of 12 of the receiving college's College-Option general education credits;

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

3) Students who transfer with an associate degree from any college (including non-CUNY regionally accredited colleges) will be required to earn a maximum of 6 of the receiving college's College-Option general education credits.

Thus, in order to receive the A. A. or A. S. degree, students will be required to complete a total of 30 general education credits (the Common Core), and in order to receive the baccalaureate, students will be required to complete a total of 36 to 42 general education credits depending on the students' transfer status. Further, no matter how many CUNY colleges any of these students attend, if a student transfers from one CUNY college to another, all general education course credits of all types will be accepted as general education credits of that type without further evaluation. -(*B.I.14 - RESOLUTION ON CREATING AN EFFICIENT TRANSFER SYSTEM, Board of Trustees of The City University of New York on June 27, 2011*)

8 A college cannot require a student to take a four-credit course to satisfy any area of the Common Core. In the Required Core, a college must offer enough three-credit courses for all students to satisfy the areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Thereafter, however, a college may choose to offer optional, four-credit math or science courses to satisfy one or both of these areas. The college submitting such a four-credit course must certify that it satisfies a major degree requirement. The four-credit course would then fulfill the three-credit requirement of "Mathematical and Quantitative Reasoning" or "Life and Physical Sciences," and it would also count toward degree requirements, as appropriate. If a student takes a four-credit course but decides not to enter a program in which the course counts toward a degree, the course would still satisfy the three-credit requirement in the Required Core, and the additional credit would count as elective credit. (December 1, 2011 report)

MOTION: Duly made:

"To adjourn"

The Special Limited Meeting of the Academic Senate adjourned at 5:16pm. The next Special meeting of the Academic Senate is April 5, 2012.