

## **BARUCH COLLEGE**

### **BARUCH COLLEGE EXECUTIVE COMMITTEE, FACULTY SENATE**

NOVEMBER 15, 2011

#### **ON PATHWAYS**

The Executive Committee of the Baruch Faculty Senate offers the following statement on the Common Core. Unanimously approved November 15, 2011.

The unfortunately truncated two week response period precluded this statement from going through the regular governance process. We provide our comments recognizing that they will remain the view of the Executive Committee until the entire Baruch Faculty Senate acts. We would have appreciated more time to address this very important issue.

Our first issue is the interconnectivity between Common Core Structure and the remainder of the Resolution on Creating an Efficient Transfer System. In particular, as several of the larger transfer majors are offered at Baruch it is difficult to develop a fully informed comment without some understanding of what is contained in the "...no fewer than three and no more than six courses that will be accepted as entry level courses for beginning the major or as prerequisites for such courses..."

Our second issue deals with proposed common core itself. We find it too rigid in the specification of credits instead of courses. We find the specifications of the learning outcomes of the flexible common core far too imprecise. We find omission of oral communication in the required common core difficult to understand in light of the persistent criticisms of the skills of our students.

Our third issue has to do with the 6-9-12 credits allocated to each senior college. It is our view that these numbers, as few as six and no more than twelve, are insufficient to establish a COMMON Baruch experience for our students. This will lead to a lack of consistency in the experiences of the graduates of Baruch.

Our fourth concern refers back to our first comment. The flexibility of the Common Core Structure proposal and the current unknowns regarding the remainder of the Pathways Proposal raises a very real prospect of different students in the same major having significant differences in preparation without significant differences in GPA. This will inevitably lead to confusion in the marketplace and could undermine Baruch's reputation for quality. The total Pathways project must ensure that the unconstrained student flexibility inherent in the proposal does not inadvertently compromise student success after graduation.