

KINGSBOROUGH COMMUNITY COLLEGE
Spring 2026 Curriculum Committee Meeting II
 Tuesday, May 12, 2026
 3:00 P.M. – 5:00 P.M.
 Room A-212 (Tapestry Room)

MINUTES

Members Attending:

| | |
|------------------------------|--------------------------|
| Scott Cally (COM & Chair) | Jeffrey Lax (BUS) |
| Sharon Warren Cook (Provost) | Ryan McKinny (LA Rep) |
| Mark D'Alessandro (TAH) | John Mikalopas (PHY) |
| Anne Del Principe (ENG) | Kristin Polizzotto (BIO) |
| Jeffrey Delgado (LIB) | Michael Spear (HIS) |
| Sara Dillion (ART) | Rina Yarmish (MAT) |
| Don Hume (HPER) | |
| Tyronne Johnson (AHMHS) | |
| Amanda Kalin (Secretary) | |

Members Absent:

Guests:

| | |
|---------------------------------|-----------------|
| Avery Mullen (Registrar) | Denise Farrelly |
| Joan Zaloom (NUR) | Joanna Maulbeck |
| Reem Hussein (Student Member) | Seanna Carter |
| Sophia Turchin (Student Member) | Jacob Segal |

The meeting was called to order by Chairperson Cally at 3:04 pm. Attendance was taken by Secretary Kalin. Chairperson Cally noted that some items will be voted out of order, due to their relationship to other proposals on the Agenda or grouped together for voting purposes (block vote). The discussion and vote on the resolution on the Civic Engagement Requirement was the last meeting item. Chairperson Cally reviewed and held for vote the curriculum items on the Agenda (excluding the CE Resolution), all of which passed unanimously. Chairperson Cally presented for discussion and vote the resolution on the Civic Engagement Requirement. A motion was made and seconded to amend the resolution by substitution. The motion carried and the substituted resolution is included in the Minutes for the meeting. A motion was made and seconded to amend the newly substituted resolution, but was subsequently withdrawn. After discussion, the substituted resolution was called for vote and passed, with 10 (Yes), 5 (No), and 0 (Abstentions). Chairperson Cally noted that resolution and additional curricular items will be presented for vote at the June 2, 2026 College Council meeting.

INFORMATIONAL ITEMS:

Department of Mathematics and Computer Science

1. A.S. Mathematics - Update to Program Learning Outcomes

Liberal Arts

1. A.A. Liberal Arts - Update to Program Learning Outcomes

I. SPECIAL ACTIONS

N/A

| II. CHANGE IN DEGREE REQUIREMENTS | | | |
|---|--------------|---|--------------|
| Department of Business | | | |
| 1. A.S. Business Administration | | | |
| HEGIS: 5004.00 | | | |
| Program Code: 01050 | | | |
| Change: Degree Requirements | | | |
| FROM: | | TO: | |
| <u>CUNY CORE</u> | | <u>CUNY CORE</u> | |
| <u>REQUIRED CORE: (4 Courses, 12 Credits)</u> | 12 | <u>REQUIRED CORE: (4 Courses, 12 Credits)</u> | 12 |
| When Required Core courses are specified for a category, they are strongly suggested and/or required for the major. | | When Required Core courses are specified for a category, they are strongly suggested and/or required for the major. | |
| ENG 1200 - Composition I | 3 | ENG 1200 - Composition I | 3 |
| ENG 2400 - Composition II | 3 | ENG 2400 - Composition II | 3 |
| Mathematical and Quantitative Reasoning | 3 | Mathematical and Quantitative Reasoning | 3 |
| <i>Suggested: BA/MAT 2200 - Business Statistics**</i> | | <i>Suggested: BA/MAT 2200 - Business Statistics</i> | |
| Life and Physical Sciences* | 3 | Life and Physical Sciences* | 3 |
| <u>FLEXIBLE CORE (6 Courses, 18 Credits)</u> | 18 | <u>FLEXIBLE CORE (6 Courses, 18 Credits)</u> | 18 |
| When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One (1) course from each Group A to E and one (1) additional course from any group. | | When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One (1) course from each Group A to E and one (1) additional course from any group. | |
| A. World Cultures and Global Issues | | A. World Cultures and Global Issues | |
| It is recommended that students planning to transfer to Brooklyn College's BBA program take PHI 6800 - Ethical Problems in Business and Society | | It is recommended that students planning to transfer to Brooklyn College's BBA program take PHI 6800 - Ethical Problems in Business and Society | |
| B. U.S. Experience In Its Diversity | | B. U.S. Experience In Its Diversity | |
| C. Creative Expression | | C. Creative Expression | |
| D. Individual & Society | | D. Individual & Society | |
| ECO 1200- Macroeconomics * | | ECO 1200- Macroeconomics * | |
| ECO 1300- Microeconomics * | | ECO 1300- Microeconomics * | |
| E. Scientific World | | E. Scientific World | |
| <u>DEPARTMENT REQUIREMENTS (9 to 11 Courses, 29 to 35 Credits)</u> | 29-35 | <u>DEPARTMENT REQUIREMENTS (9 to 11 Courses, 29 to 35 Credits)</u> | 29-35 |
| ACC 1100 - Fundamentals of Accounting I | 4 | ACC 1100 - Fundamentals of Accounting I | 4 |

| | | | |
|---|-----------|---|-----------|
| ACC 1200 - Fundamentals of Accounting II | 4 | ACC 1200 - Fundamentals of Accounting II | 4 |
| BA 1100 - Fundamentals of Business | 3 | BA 1100 - Fundamentals of Business | 3 |
| BA 1200 - Business Law I | 3 | BA 1200 - Business Law I | 3 |
| BA 1400 - Principles of Marketing | 3 | BA 1400 - Principles of Marketing | 3 |
| BA 3100 - Organizational Behavior and Management | 3 | BA 3100 - Organizational Behavior and Management | 3 |
| BA 6000 - Introduction to Computer Concepts | 3 | BA 6000 - Introduction to Computer Concepts | 3 |
| ECO 1200 - Macroeconomics | 3 | ECO 1200 - Macroeconomics | 3 |
| ECO 1300 - Microeconomics | 3 | ECO 1300 - Microeconomics | 3 |
| | | | |
| AND | | AND | |
| | | | |
| IF ECO 1200 or ECO 1300 is taken to satisfy Pathways Flexible Core, THEN choose one (1) of the following courses. IF BOTH ECO 1200 and ECO 1300 are taken to satisfy Pathways Flexible Core, THEN choose two (2) of the following courses: | | IF ECO 1200 or ECO 1300 is taken to satisfy Pathways Flexible Core, THEN choose one (1) of the following courses. IF BOTH ECO 1200 and ECO 1300 are taken to satisfy Pathways Flexible Core, THEN choose two (2) of the following courses: | |
| | | | |
| BA 1300 – Business Law II or | 03 | | |
| BA 6100 – Spreadsheet Applications in Business or | 03 | | |
| BA 3300 - Business Communications or | 3 | BA 3300 - Business Communications or | 3 |
| ECO 1400 – Money and Banking or | 3 | ECO 1400 – Money and Banking or | 3 |
| ECO 2200 - Principles of Financial Management | 3 | ECO 2200 - Principles of Financial Management | 3 |
| | | | |
| <u>ELECTIVES:</u> | | <u>ELECTIVES:</u> | |
| 1 credit sufficient to meet required total of 60 credits for the degree | 1 | 1 credit sufficient to meet required total of 60 credits for the degree | 1 |
| | | | |
| <u>TOTAL CREDITS: 60</u> | 60 | <u>TOTAL CREDITS: 60</u> | 60 |
| | | | |
| NOTE: | | NOTE: | |
| *It is HIGHLY RECOMMENDED that students take both ECO 1200 and ECO 1300 to satisfy the Pathways Flexible Core courses. However, if neither course is used within the Pathways Flexible Core, both must be taken within the major and no optional courses will be required. | | *It is HIGHLY RECOMMENDED that students take both ECO 1200 and ECO 1300 to satisfy the Pathways Flexible Core courses. However, if neither course is used within the Pathways Flexible Core, both must be taken within the major and no optional courses will be required. | |
| | | | |
| Liberal Arts | | | |
| 1. A.A. Liberal Arts: Literary Studies Concentration | | | |
| HEGIS: 5649.00 | | | |
| Program Code: 01044 | | | |
| Change: Degree Requirements: Course Deletion | | | |
| | | | |
| FROM: | | TO: | |

| CUNY CORE | | CUNY CORE | |
|---|-----------|---|-----------|
| REQUIRED CORE: (4 Courses, 12 Credits) | 12 | REQUIRED CORE: (4 Courses, 12 Credits) | 12 |
| When Required Core courses are specified for a category, they are strongly suggested and/or required for the major. | | When Required Core courses are specified for a category, they are strongly suggested and/or required for the major. | |
| ENG 1200 - Composition I | 3 | ENG 1200 - Composition I | 3 |
| ENG 2400 - Composition II | 3 | ENG 2400 - Composition II | 3 |
| ± Mathematical & Quantitative Reasoning | 3 | ± Mathematical & Quantitative Reasoning | 3 |
| ± Life and Physical Sciences | 3 | ± Life and Physical Sciences | 3 |
| FLEXIBLE CORE: (6 Courses, 18 Credits) | 18 | FLEXIBLE CORE: (6 Courses, 18 Credits) | 18 |
| When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline.</i> | | When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline.</i> | |
| A. World Cultures and Global Issues | | A. World Cultures and Global Issues | |
| B. U.S. Experience In Its Diversity | | B. U.S. Experience In Its Diversity | |
| C. Creative Expression | | C. Creative Expression | |
| D. Individual & Society | | D. Individual & Society | |
| ± E. Scientific World | | ± E. Scientific World | |
| ± Plus another course selected from any Group A – E | | ± Plus another course selected from any Group A – E | |
| DEGREE REQUIREMENTS: (6 Courses, 18 Credits) | 18 | DEGREE REQUIREMENTS: (6 Courses, 18 Credits) | 18 |
| Courses used to satisfy the Major requirements <u>cannot</u> be used to also satisfy the Concentration requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core. | | Courses used to satisfy the Major requirements <u>cannot</u> be used to also satisfy the Concentration requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core. | |
| Art or | 03 | Art or | 03 |
| Media and Film Studies or | | Media and Film Studies or | |
| Music or | | Music or | |
| Theatre | | Theatre | |
| AND | | AND | |
| Speech | 03 | Speech | 03 |
| AND | | AND | |

| | | | |
|--|----------|--|----------|
| Literature and Writing or | 03 | Literature and Writing or | 03 |
| Philosophy | | Philosophy | |
| AND | | AND | |
| U.S. Politics or | 03 | U.S. Politics or | 03 |
| U.S. History | | U.S. History | |
| AND | | AND | |
| Psychology or | 03 | Psychology or | 03 |
| Sociology | | Sociology | |
| AND | | AND | |
| World History or | 03 | World History or | 03 |
| Anthropology or | | Anthropology or | |
| World Languages and Cultures | | World Languages and Cultures | |
| LITERARY STUDIES CONCENTRATION (3 Courses, 9 credits) | 9 | LITERARY STUDIES CONCENTRATION (3 Courses, 9 credits) | 9 |
| Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core. | | Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core. | |
| ENG 3000 - Introduction to Literature | 03 | ENG 3000 - Introduction to Literature | 03 |
| AND | | AND | |
| Select two (2) from the following courses for a total of six (6) credits. | 06 | Select two (2) from the following courses for a total of six (6) credits. | 06 |
| ENG 3100 - Classical and Biblical Literature | | ENG 3100 - Classical and Biblical Literature | |
| ENG 3200 - World Literature | | ENG 3200 - World Literature | |
| ENG 3300 - Introduction to Literary Studies | | ENG 3300 - Introduction to Literary Studies | |
| ENG 3500 - Modern European Literature | | ENG 3500 - Modern European Literature | |
| ENG 4000 - Short Fiction | | ENG 4000 - Short Fiction | |
| ENG 4200 - Poetry | | ENG 4200 - Poetry | |
| ENG 4300 - Drama | | ENG 4300 - Drama | |
| ENG 4800 - American Environmental Literature | | ENG 4800 - American Environmental Literature | |
| ENG 6300 - Shakespeare Survey | | ENG 6300 - Shakespeare Survey | |
| ENG 6600 - Literature and Psychology | | | |
| ENG 6700 - Women and Literature | | ENG 6700 - Women and Literature | |

| | | | |
|---|-----------|--|-----------|
| ENG 6800 - Gothic and Horror Fiction | | ENG 6800 - Gothic and Horror Fiction | |
| ENG 6900 - Caribbean Literature | | ENG 6900 - Caribbean Literature | |
| ENG 7000 - Sexuality and Literature | | ENG 7000 - Sexuality and Literature | |
| ENG 7300 - Themes in American Literature I: Beginnings to 1865 | | ENG 7300 - Themes in American Literature I: Beginnings to 1865 | |
| ENG 7400 - Themes in American Literature II: 1865 to Present | | ENG 7400 - Themes in American Literature II: 1865 to Present | |
| ENG 7700 - The Roots of African-American Literature | | ENG 7700 - The Roots of African-American Literature | |
| ENG 7800 - Contemporary African-American Literature | | ENG 7800 - Contemporary African-American Literature | |
| | | | |
| ELECTIVES: 3 credits sufficient to meet required total of 60 credits. | 3 | ELECTIVES: 3 credits sufficient to meet required total of 60 credits. | 3 |
| | | | |
| TOTAL CREDITS: 60 | 60 | TOTAL CREDITS: 60 | 60 |
| | | | |
| Note: | | Note: | |
| | | | |
| World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. | | World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. (Excluding the Spanish Concentration). | |
| For concentrations other than General, it is recommended that you speak with your academic advisor. | | For concentrations other than General, it is recommended that you speak with your academic advisor. | |
| | | | |
| III. NEW COURSES | | | |
| N/A | | | |
| IV. PATHWAYS | | | |
| Department of English | | | |
| 1. ENG 7300 - Themes in American Literature I: Beginning to 1865 <i>(Included with Change in Existing Course Submission)</i> | | | |
| Flexible Core: U.S. Experience in its Diversity (Group B) | | | |
| | | | |
| 2. ENG 7400 - Themes in American Literature II: 1865 to Present <i>(Included with Change in Existing Course Submission)</i> | | | |
| Flexible Core: U.S. Experience in its Diversity (Group B) | | | |

Committee Discussion and Vote:

1. Discussion and Vote: Civic Engagement Graduation Requirement

***** INFORMATIONAL ITEMS FOR COLLEGE COUNCIL *****

V. CHANGES IN EXISTING COURSES

Department of English

1. ENG 7300 - Themes in American Literature I: Beginning to 1865

Change: Course Title and Description

FROM:

Themes in American Literature I: Beginning to 1865

TO:

American Literature: Beginnings to Emancipation

FROM:

A survey of American literature and literary history from early America through the Civil War, focusing on the historical, philosophical, religious and literary forces that shaped American life.

TO:

The course will cover American literature prior to the Civil War, including colonial narratives, early American poetry, and the emergence of major movements like Puritanism, Enlightenment, Romanticism, and Transcendentalism. This course examines how American identity, culture, and society having been reflected in the changing literature of the nation.

2. ENG 7400 - Themes in American Literature II: 1865 to Present

Change: Course Title and Description

FROM:

Themes in American Literature II: 1865 to Present

TO:

American Literature: Reconstruction to Present

FROM:

A survey of American literature and literary history from the late 19th century to the present, examining works that depict urbanization, immigration, class conflict, and social change.

TO:

The course focuses on movements and voices in American literature from the Reconstruction Era to the present day through diverse literary works, including novels, short stories, poetry, and essays. Themes such as the American Dream, social justice, immigration, race and ethnicity, gender roles, and the impact of technology will be examined within their historical and cultural contexts.

Department of History, Philosophy and Political Science

1. PHI 6700 - Political Philosophy

Change: Course Description

FROM:

TO:

| | |
|--|--|
| <p>This course provides students with a broad and solid theoretical grasp of political problems. As a result, students who take the course will be better positioned to make educated and adequate choices in the innumerable political situations of everyday life. The course relies on conceptual analysis, reading and interpreting texts, and writing clearly and effectively. The result is an enhanced ability to think critically, understand sophisticated and nuanced political discourse, and intervene in it for the sake of civic engagement and communal life.</p> | <p>This course is an examination of foundational concepts and problems of political philosophy: the individual, society, and the state; law, legitimization of authority, and political power; freedom and servitude; wealth and poverty; autonomy and technology. We review the work of political thinkers such as Aristotle, Hobbes, Marx, Foucault, bell hooks, Frantz Fanon, and others.</p> |
|--|--|

Department of Mathematics and Computer Science

1. MAT 1500 - Calculus I

Change: Prerequisite

FROM:

TO:

| | |
|---|---|
| <p>Prerequisite(s): MAT 1400 with a grade of "C" or higher AND MAT 1000</p> | <p>Prerequisite(s): 1) MAT 1400 with a grade of "C" or higher; AND 2) Either MAT 9010, 9B0, or 900 with a grade of "C" or higher or Department Permission; AND 3) MAT 1000</p> |
|---|---|

VI. COURSE WITHDRAWALS

Department of English

1. ENG 6600 - Literature and Psychology

Department of History, Philosophy and Political Science

1. HIS 3200 - Modern China

2. HIS 6300 - History of Religion

3. HIS 6500 - Introduction to Modern Ideologies

Meeting adjourned at 4:15 PM

Respectfully submitted,

Amanda Kalin (Curriculum Committee Secretary)

Resolution to Suspend the Mandatory Civic Engagement Degree Requirement for Two Years While Affirming the Importance of Civic Engagement

Whereas, the college recognizes that civic engagement is an important component of an educated and informed citizenry; and

Whereas, curricula across many academic disciplines already provide students with the knowledge, analytical skills, communication abilities, and ethical perspectives necessary to participate meaningfully in civic life; and

Whereas, higher education plays a crucial role in preparing students to understand social issues, evaluate public information, and make informed decisions about community participation; and

Whereas, students often develop an appreciation for civic engagement through coursework, academic discussions, research, and exposure to diverse perspectives without the need for a specific mandated activity; and

Whereas, students should have the autonomy to determine how and when to apply their education to civic engagement activities in ways that align with their interests, schedules, and personal responsibilities; and

Whereas, opportunities for civic engagement can continue to be offered through voluntary programs, service-learning courses, student organizations, internships, and community partnerships;

Be it **RESOLVED**, that the Curriculum Committee recommends a two-year suspension of the Civic Engagement requirement as a mandatory degree requirement; and

Be it further **RESOLVED**, that the college continue to support and promote civic engagement as a valuable educational and community activity through optional courses, co-curricular opportunities, and institutional initiatives; and

Be it further **RESOLVED**, that the Civic Engagement requirement shall be permanently discontinued unless the college develops and adopts an institution-wide framework, as outlined/recommended/suggested in the Appendix, intended to support identified Civic Engagement activities and learning outcomes; and

Be it further **RESOLVED**, that the institution reaffirm its commitment to equipping students with the knowledge, skills, and critical thinking necessary to understand civic issues and to choose to participate in civic engagement throughout their lives.

Justification

Civic engagement has always been historically valued at Kingsborough Community College, helping students understand social issues, participate in community life, and develop a sense of responsibility toward society. The college formally adopted the Civic Engagement requirement in 2011, implemented in 2013, mandating that students complete at least one civic engagement experience before graduation, either through a course, course component, or approved activity.

While fostering civic participation remains essential, temporarily suspending the requirement will allow the college to evaluate whether the mandate remains necessary for achieving its intended educational outcomes. The college's curriculum already fulfills its mission to provide students with the knowledge to understand civic issues and the skills to participate meaningfully in civic life. Many students develop this understanding and engagement through coursework, discussions, research, and exposure to diverse perspectives without a

separate mandated activity. In practice, the outcomes the requirement seeks to achieve are already embedded in students' academic experiences.

Students manage multiple responsibilities beyond academics, such as employment, family obligations, and personal commitments. Requiring a specific civic engagement experience can create unnecessary logistical and administrative burdens without substantially enhancing learning outcomes. Providing students the flexibility to decide if, when, and how to participate empowers students to engage in ways that fit their individual circumstances.

Suspending the mandate for two years would not diminish the college's commitment to civic engagement. Voluntary opportunities—through courses, internships, student organizations, and community partnerships—can continue to provide meaningful and impactful experiences. Encouraging rather than requiring participation preserves the college's dedication to preparing students for civic life while offering flexibility and choice.

This proposal also paves the way for future consideration of a different college-wide requirement, should the institution wish to establish a framework that promotes another important but currently under-emphasized educational outcome.

For these reasons, the Curriculum Committee urges the college to temporarily suspend the mandatory Civic Engagement requirement for two years while continuing to support and promote voluntary civic engagement opportunities. Doing so will uphold Kingsborough's historical commitment to civic learning, provide students with the knowledge and skills to engage thoughtfully in their communities, respect student autonomy, and strengthen the overall educational experience for all students.

Appendix

Civic Engagement Framework: Activities, Learning Outcomes, and Oversight

The college recognizes that any college-wide Civic Engagement degree requirement must include ongoing planning, coordination, review, and adequate financial support.

A Civic Engagement framework shall include clearly defined activities, learning outcomes, organized implementation, and appropriate faculty and administrative support necessary for meaningful student participation.

Civic Engagement Activities

- The Civic Engagement Framework shall consist of six organized and coordinated Civic Engagement Activities designed to support Civic Engagement Learning Outcomes.
- Activities shall be developed with a realistic expectation of sustainable external funding and institutional support.
- The framework shall be sufficient to serve approximately 6,000 students across the college community.
- Civic Engagement opportunities shall be available to day, evening, weekend, and online students.
- Activities shall include appropriate coordination, staffing, faculty participation, and procedures for recording and verifying student completion for credit.

Civic Engagement Learning Outcomes

Civic Engagement activities shall support the following learning outcomes:

- Understanding civic and community issues
- Developing informed decision-making skills
- Strengthening communication and collaboration abilities
- Encouraging responsible participation in civic and community life

Civic Engagement Oversight Committee

- The Civic Engagement Framework shall be administered by a Civic Engagement Oversight Committee consisting of six faculty members and appropriate administrative representation as determined by Academic Affairs.
- Committee service shall not include release time unless supported through external funding.
- The committee shall oversee the coordination, implementation, review, and reporting of Civic Engagement activities and learning outcomes.
- The committee shall submit a report every two years to the Curriculum Committee and the Instructional Committee, which shall report to the College Council regarding participation, effectiveness, funding, and outcomes.