

The President reported that the CUNY Pathways Project Task Force is underway with the College represented by Professor Michael Barnhart on its Steering Committee. Future committees are being formed to work on the transfer of disciplinary courses throughout CUNY colleges. The number of our students and graduates transferring to senior CUNY colleges is very high, and their ability to transfer credits within disciplines and **GED** is very important. For example, in the Accounting major 162 of our students have transferred to Baruch and 181 to Brooklyn; 95 of our Criminal Justice students have transferred to John Jay and 301 of our Business students to Brooklyn College.

In the area of developmental education, it is vital that the College make progress, especially due to changes in financial aid regulations. The chancellor is deeply concerned about this issue, as the number of Kingsborough students not completing the developmental sequence by the time they have earned 30 non-developmental credits is among the lowest in CUNY. Although this is true for a variety of reasons, the College must streamline and improve the Developmental Education sequence as a high priority. The College expects funding from the Center for Economic O

Barnhart, and Eben Wood. The alternates whose ~~year~~ terms expire are Profs. Robert Cowan and Anthony Alessandrini.

III. New Business

A. Prof. Wood extended an invitation to the college community to attend the upcoming Roundtable on Brooklyn Development on Thursday, October 13 from 5:30-9:00 PM. It will include several distinguished ~~scholarly~~ panelists and will be catered by the Kingsborough culinary arts program.

B. Prof. Barnhart reported on the status and progress of the CUNY Pathways Project. He stated that it currently appears that the project will have less impact on Kingsborough's curriculum and course structure than might be feared, and that they will remain essentially intact.

The Pathways Project was initiated by the CUNY Board of Trustees this past June to institute a consistent GenEd core curriculum throughout CUNY; and to solve the transfer problem of articulation inconsistencies and needlessly repeated courses for