

## AGENDA

Academic Senate Meeting  
Date: Tuesday May 12, 2015  
Time: 3:10 p.m.  
Location: Room M-136

- I. Attendance
- II. Consideration of the minutes from the April 14, 2015 meeting (Attachment A)
- III. Communications from the Board of Trustees or any of its Committees  
Policies adopted by the Board of Trustees click on [http://policy.cuny.edu/manual\\_of\\_general\\_policy/](http://policy.cuny.edu/manual_of_general_policy/)
- IV. Communications from:
  - President Diane B. Call (Attachment B)
  - Senate Steering Committee Report (Attachment C)
- V. Monthly Reports of Academic Senate Standing and Special Committees
  - Committee on Bylaws—RESOLUTION (Attachment D and E)
  - Committee on Committees (Attachment F)
  - Committee on Curriculum—RESOLUTION (Attachment G)
- VI. Old Business
- VII. New Business
  - Mission Review Committee (Attachment H)
  - Report from General Education Task Force (Attachment I)

*Joel Kuszai, Secretary  
Academic Senate Steering Committee*

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**Queensborough Community College  
The City University of New York**

**MINUTES  
of the April 14, 2015  
Academic Senate**

President Diane Call called the seventh regularly scheduled meeting of the Academic Senate to order at 3:16 p.m.

**I. Attendance:**

54 votes were recorded at the time attendance was taken; 60 members of the Academic Senate cast votes during the meeting.

Absentees: Paul Marchese, Michel Hodge, Sasan Karimi, Gilmar Visoni, Chiung Chang, Georgina Colalillo, Wilma Fletcher-Anthony, Susan Jacobowitz, Alex Tarasko, Richard Yuster, Simran Kaur, Audrey Maroney, Dion Pincus, Georganne Albanese, SG President, SG Administrative VP, SG VP Evening Students, SG President Pro Tempore, SG VP PT Students

**II. Consideration of minutes of the March 10, 2015 meeting of the Academic Senate:**

A motion was made, seconded, and adopted 57-0-1 to approve the March 10, 2015 minutes as presented (see Attachment A of the April 14, 2015 Agenda). Abstention: Philip Pecorino. Did not vote: Isabella Lizzul, Michael Cesarano.

**III. Communications from President Call**

President Call referred to her written report (*Attachment B of the April 14, 2015 Agenda.*) For the full report, visit: [http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2014-15/April\\_2015/Attachment-B-PresidentsReport-4-14-15.pdf](http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2014-15/April_2015/Attachment-B-PresidentsReport-4-14-15.pdf)

**IV. Senate Steering Committee Report**

Chair Dr. Peter Bales referred to the written report (*Attachment C of the April 14, 2015 Agenda.*) For the full report, visit: [http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2014-15/April\\_2015/Attachment-C-SteeringCmteReport-4-14-15.pdf](http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2014-15/April_2015/Attachment-C-SteeringCmteReport-4-14-15.pdf)

**V. Monthly Reports of Standing Committees of the Academic Senate**

**A. Committee on Committees (*Attachment E of the April 14, 2015 Agenda*)**

A motion was made, seconded, and adopted 59-1-0 to approve the use of clickers (in lieu of paper ballot) for the election of Academic Senate committee membership (*Attachment E of the April 14, 2015 Agenda*). No vote: Anthony Kolios.

A motion was made, seconded, and adopted 59-0-1 to approve the Committee on Committee slate of candidates for Academic Senate committee membership (*Attachment E of the April 14, 2015 Agenda*). Abstention: Anthony Kolios.

**B. Committee on Curriculum (*Attachment F of the April 14, 2015 Agenda*)**

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**Department of Music**

**Revised Courses**

A motion was made, seconded, and adopted 58-0-0 to approve changes to MU-381, 382 Class Instruction in Percussion I, II in the Department of Music (*Attachment F of the April 14, 2015 Agenda*). Did not vote: Aithne Bialo-Padin, Edmund Clingan.

A motion was made, seconded, and adopted 60-0-0 to approve changes to MU-451, 452, 453, 454 Instrumental and Vocal Ensemble in the Department of Music (*Attachment F of the April 14, 2015 Agenda*).

A motion was made, seconded, and adopted 57-0-1 to approve changes to MU-471, 472, 473, 474 Percussion Ensemble in the Department of Music (*Attachment F of the April 14, 2015 Agenda*). Abstention: SG Executive VP. Did not vote: Jeanne Galvin, Barbara Blake-Campbell.

**Department of English**

**New Courses**

A motion was made, seconded, and adopted 59-0-0 to approve ENGL-263 Holocaust Literature as a new course in the Department of English (*Attachment F of the April 14, 2015 Agenda*). Did not vote: SG Programming VP.

A motion was made, seconded, and adopted 56-0-0 to approve ENGL-264 Graphic Genres as a new course in the Department of English (*Attachment F of the April 14, 2015 Agenda*). Did not vote: Edward Volchok, Julian Stark, SG Executive VP, SG Programming VP.

**Department of Speech Communication and Theater Arts**

**New Course**

A motion was made, seconded, and adopted 58-0-0 to approve TH-235 Stage Management as a new course in the Department of Speech Communication and Theater Arts (*Attachment F of the April 14, 2015 Agenda*). Did not vote: Monica Trujillo, SG Executive VP.

**Department of Engineering Technology**

**Revised and New Courses**

A motion was made, seconded, and adopted 57-0-0 to approve changes to and new courses within the Computerized Architectural & Industrial Design, A.A.S. program in the Department of Engineering Technology (*Attachment F of the April 14, 2015 Agenda*). Did not vote: Anthony Kolios, Edmund Clingan, SG Executive VP.

**Revised Program**

A motion was made, seconded, and adopted 54-0-1 to approve changes to the Computerized Architectural & Industrial Design, A.A.S. program in the Department of Engineering Technology (*Attachment F of the April 14, 2015 Agenda*). Abstention: Aithne Bialo-Padin. Did not vote:

113 Michael Cesarano, Anthony Kolios, Edmund Clingan, Lana Zinger, SG Executive VP.  
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116 **Department of Health, Physical Education & Dance**  
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118 **Revised and New Courses**  
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120 A motion was made, seconded, and adopted 58-0-0 to approve changes to and new  
121 courses within Visual and Performing Arts A.S. Degree Concentration in Dance in the  
122 Department of Health, Physical Education & Dance (*Attachment F of the April 14, 2015 Agenda*).  
123 Did not vote: Anthony Kolios, SG Executive VP.  
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125 **Revised Program**  
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127 A motion was made, seconded, and adopted 58-0-0 to approve changes to the Visual and  
128 Performing Arts A.S. Degree Concentration in Dance in the Department of Health, Physical  
129 Education & Dance (*Attachment F of the April 14, 2015 Agenda*). Did not vote: Anthony Kolios,  
130 SG Executive VP.  
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133 **Amendment to February 2015 Curriculum Committee Report**  
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135 “HI 115, a new course approved by the Senate on March 10, has changed its number to HI 132 because  
136 HI 115 was being used by an inactive History course” (*Attachment F of the April 14, 2015 Agenda*).  
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138 A motion was made, seconded, and adopted 58-0-0 to approve an amendment to the  
139 February 2015 Report of the Academic Senate Committee on Curriculum (*Attachment F of the*  
140 *April 14, 2015 Agenda*). Did not vote: Lana Zinger, SG Executive VP.  
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143 **C. Committee on Environment, Quality of Life and Disability Issues** (*Attachment G of the April 14,*  
144 *2015 Agenda*)  
145

146 **Anti-Bullying statement**  
147

148 A motion was made, seconded, and, after a friendly amendment to remove the first “whereas”  
149 from the resolution and the removal of brackets from the statement, was adopted 47-1-4  
150 approving the following resolution on anti-bullying (*Attachment G of the April 14, 2015 Agenda*).  
151 No vote: Shele Bannon. Abstentions: Kathleen Villani, Jeanne Galvin, Aithne Bialo-Padin,  
152 Edmund Clingan. Did not vote: Rosemary Zins, Tian Ren, Julia Carroll, Mangala Tawde, Jannette  
153 Urciuoli, Lana Zinger, John Luby, SG Executive VP.  
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155 **Resolution On Anti-Bullying At QCC**  
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157 Whereas, an official policy on bullying has yet to be established by the City University of New York,  
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159 Whereas, the QCC community, as represented by the Academic Senate, stands unified against bullying,  
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161 Therefore, be it resolved that this body endorses the following statement:  
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163 *Queensborough Community College is committed to providing a supportive, safe and positive*  
164 *environment in which bullying is unacceptable. Bullying is deemed as unacceptable behavior on any*  
165 *College property, or at any College function, or activity; or through the use of any electronic, digital or*  
166 *printed materials, whether or not such use occurs on College property.*  
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168 It is suggested this statement be featured prominently in the College Catalogue, all faculty, staff and  
169 student handbooks, and other publications as deemed necessary and proper by the President.  
170

171 Rationale:

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173 Absent an official policy issued by the City University of New York, this official statement by the Academic  
174 Senate affirming a stand against bullying may serve to raise awareness of and encourage further campus  
175 discussion on this crucial issue.  
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179 **VI. Old Business**

180 **NONE**

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183 **VII. New Business**

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185 Vice President Steele updated the Senate on the work of the General Education Task Force, including  
186 the fact that the group will be organizing fora for faculty to participate in discussions about the General  
187 Education outcomes in the Semester 2015.  
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190 The committee Effectiveness and Experience (CEES) Survey (*Attachment H of the April 14, 2015*  
191 *Agenda*).  
192

193 **A motion was made, seconded**, and after a friendly amendment removing information about the  
194 “type of faculty” (#2 under “Demographic information), the resolution was **adopted 43-1-3**  
195 approving the CEES survey to be administered by the Steering Committee of the Academic  
196 Senate (*Attachment H of the April 14, 2015 Agenda*). No vote: Ann Tullio. Abstentions: David  
197 Humphries, Bob Rogers, Belle Birchfield. Did not vote: Rosemary Zins, Tian Ren, Isabella Lizzul,  
198 Edmund Clingan, Julia Carroll, Mangala Tawde, Jannette Urciuoli, Charles Neuman, Lana Zinger,  
199 John Luby, SG Executive VP, SG Treasurer, SG VP Programming.  
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201 The meeting was adjourned at 4:44PM

202

203 Respectfully Submitted,

204 Joel Kuszai

205 Secretary, Steering Committee of the Academic Senate



**President's Report  
to the  
Academic Senate**

**May 12, 2015**

**Enrollment Update**

***Summer and Fall Academic Advisement & Registration Update***

- Academic advisement for students is well underway. Efforts to encourage continuing student advisement include postcards, email, social media, flat screens on campus, and phone outreach. Please encourage those students required to meet with an academic adviser to do so as soon as possible. New Student Advisement and Registration began on April 9<sup>th</sup> - the earliest we have ever started. Advisement is taking place across all Academies. Registration-ready students are being invited to advisement through Hobsons CRM technology.
- The Enrollment Management team activities are fully focused on reaching our new and continuing enrollment targets for Fall 2015. Applications for freshmen continue to be level, at QCC and University-wide. Therefore, Enrollment Management has put together a high-tech, high touch plan focused on conversion activities. Highlights include personalized emails from Admissions and the Academies, direct mail postcards, and a phone call campaign. Transfer admits and deposits appear healthy and the Transfer Evaluation team has put together a new process to assist our International students with the evaluation of their foreign credentials. To date, we have over 150 new freshmen and 120 new transfer direct admits.
- New this year in Advisement/Registration: New students will meet with their Academy Advisers, as usual, but they will not be registered into their classes by their advisers. Instead, they will proceed from advisement to a registration lab staffed by their peers (Tiger Advisers). There will be also be a Queensborough Academy Adviser on hand for any issues that may arise. Students will learn how to register themselves as new students, and in doing so, will have taken an important and exciting first step towards their success at QCC!
- The ***STEM Waivers*** is an initiative funded by the Mayor to encourage interest in STEM and degree completion. As of April 29, 2015, over nine hundred STEM waiver applications have been approved for Summer 2015. The students have been approved to enroll in 1024 STEM courses. Funding is limited and no additional applications will

be approved for Summer I, however, applications will continue to be approved for Summer II.

### **Starfish Update**

The Starfish Early Alert system is open through the end of the semester. As of April 28, 416 faculty in 952 course sections have reached 7,055 students through Starfish. This yielded 21,359 flags, kudos and referrals. Sixty percent of the alerts were flags (for attendance or academic performance); 28% were kudos (primarily “keep up the good work”), and 12% were referrals. Of all referrals, a third have been for general tutoring in the Math Learning Center. A quarter of them have been for general tutoring at the Student Learning Center. Eighteen percent (18%) of referrals were directed to the Academic Literacy Center and 16% of referrals were directed to the Campus Writing Center.

### **Retention Management Team**

- With representation from multiple administrative offices and two Academic Senate committees, the Retention Management Team requests and analyzes student performance data from a holistic perspective, and takes action or recommends changes to support increased student success. The Team is monitoring the effects of the changes implemented upon recommendation of the group last spring, namely tighter readmission criteria and elimination of the Academic Alert (Pre-probation) status. Preliminary data indicate the outreach program for students on probation, launched in Spring 2014 and expanded in Fall 2014, is having a positive impact on student retention. The Team is collaborating with the Enrollment Management Team and the Academics Strategic Planning group to develop a “roadmap” or targeted timeline for intentional action by students and outreach from administrative support services. The timeline starts before students enroll and tracks their progress beyond graduation.

### **Students in the News**

- **2015 Student Government Elections have concluded** and the Student Government Executive Board for the coming academic year includes: Mr. Ricky Panayoty (President), Ms. Jodi-Ann Grant (Exec. Vice President), Ms. Shriromani Sukhwa (Admin. Vice President), Mariya Picache (Programming Vice President), Mr. Issac Ayisi (Treasurer), Ms. Maryam Hira (V.P. of Part-Time Students), Ms. Tulasha Thapa (V.P. of Evening Students), Mr. Michael Rawls, William Dennehy, Obafemi Crosland, and Ms. Theodota Terpsopolous (Student Senators). Congratulations to our newest student leaders!
- The national and highly competitive **Jack Kent Cooke Scholarship** is the largest private scholarship available to community college students in the country. Eligibility criteria are rigorous, and include sustained academic excellence, financial need, and a demonstrated record of leadership and service to others. Scholarship Recipients as CC graduates receive up to \$40K a year for 2-3 years to continue their studies at a senior college for their baccalaureate degrees. Of the millions of students enrolled in more than 1200 community colleges in the US, many hundreds of applications are submitted, and only 85 scholarships are awarded nationwide. Three Queensborough Community

College students were named Jack Kent Cooke Scholars! We are proud of and congratulate Kyle Chin How, Sylvia Salamone and Daysi Proano—as well as their faculty mentors in and outside of the classroom!

- For the second year, the CUNY Community College Prize essay winner for the **2015 David A. Garfinkel Essay Scholarship** is a Queensborough student, Joshua Cruz, who was mentored by Prof. Adam Leudtke. The topic this year: *How have the New York Courts addressed equal human rights for the LGBT community?* This contest is open to all students at CUNY & SUNY community colleges across the State. Joshua's essay was selected after careful review by members of the court staff at the NYS Court of Appeals, with a final selection made by Former Chief Judge Judith S. Kaye. Our congratulations to Joshua and his mentor. As an award winner, Joshua, his family and Dr. Leudtke have been invited to attend the May 5 Law Day ceremony in Albany at the NYS Court of Appeals.
- At the annual **NYC Queens Borough hearing** on April 15, 2015, two QCC students testified before Queens Borough President Melinda Katz, members of the CUNY Board of Trustees, Chancellor Milliken, and members of the Chancellery on programs that have contributed to their college success. Soha Farooqui, a member of the Barnes and Noble Impact Team spoke of her beneficial experiences as an intern in the Asian Social Justice Program of the Kupferberg Holocaust Resource Center and Archives as well as the QCC Art Gallery. Kyle Chin How testified about his experiences as a vice president of our student government, Secretary of the Steering committee of the University Student Senate, the 2015 NY Model State Senate, the QCC Mock Trial Team, and his establishment of a student organization, Talk Out Loud, that focuses on leadership development and communications skills to help students overcome fear of public speaking.
- QCC students Ms. Cassandra Gaubert, Mr. Sterio Nika, and Mr. Geovanni Mieses have been named **2014-2015 America Needs You (ANY) Fellowship Award winners**. Fellows earn up to \$2,500 over the course of two years in professional development grants, access 2 summer internships at prestigious companies and organizations, receive individualized support from a Mentor Coach, obtain in-kind services and products such as free business attire and subsidized test preparation, and network with leading industry professionals.
- On Friday, April 17th, eleven QCC students attended the 23rd Annual Statewide CSTEP Student Conference with 7 of them presenting research projects developed with their faculty mentors. Four of the QCC students won in their respective research categories. Congratulations to Mr. Stephan Smith, Ms. Elsa Rosario, Mr. Eddie Fernandez, and Ms. Joselin Vargas. Mr. Smith won 1st place in the category of Biology 1 as did Mr. Fernandez in category of Chemistry 1 and Ms. Vargas in the category of Medical Health & Wellness. Ms. Rosario came in 2nd place in the category of Biology 1. A special thank you to Ms. Francesca Berrouet, Director of CSTEP, and faculty members Dr. Paris Svoronos (Chemistry) and Dr. Sharon Lall-Ramnarine (Chemistry), Dr. Patricia



Schneider (Biological Sciences & Geology Dept.), and Dr. Sunil Dehipawala (Physics Dept.) for their work to prepare our students for their scholarly presentations.

- On May 11, the QCC of the Phi Theta Kappa International Honor Society (Lambda Sigma) held its annual induction ceremony. In total, 122 students were inducted into this prestigious organization of bright academic scholars during the 2014-2015 academic year. Many thanks to both Dr. Emily Tai and Dr. Paris Svoronos for all of their hard work and support with this special group of students.

### **Financial Aid/Scholarships/Grants**

- ***CUNY Thomas Tam Scholarship*** is available for all CUNY undergraduate students with an award of \$1,000. Please encourage eligible students to apply for this opportunity as the deadline date to apply is *Tuesday, June 30th*. Additional information and eligibility requirements can be found at [www.aaari.info](http://www.aaari.info).
- ***The 2015-2016 Federal Application for Federal Student Aid (FAFSA)*** is currently available on-line for students and families to begin the application process now. Although the priority filing deadline was Monday, April 20th, please encourage students who have not already completed it to do so *as soon as possible* to ensure timely processing and disbursement of their financial aid award packages for the upcoming 2015-2016 academic year.
- ***The Carroll and Milton Petrie Foundation*** awarded QCC a three-year grant, of up to \$100,000 per year, for three years, to provide one-time, emergency grants to students in good standing with short-term financial emergencies to enable them to remain in school, rather than being forced to leave or drop out. The college completed the first year of the grant on December 31, 2014 and successfully awarded \$100,000 to Queensborough students in need. As of March 31, 2015 the college has awarded \$55,068 for the second year of the grant which runs through December 31, 2015. Ms. Veronica Lukas, Executive Director of Student Financial Services, will be sending periodic e-mail reminders to the college community outlining the grant eligibility and encouraging faculty and staff to refer students to apply. Ms. Denise Scalzo, Associate Director of Student Financial Services, will serve as the Grants Manager for this campus initiative. Please refer students with short-term financial emergencies to Ms. Scalzo at your earliest convenience. Additional information can be found at [www.qcc.cuny.edu/scholarships](http://www.qcc.cuny.edu/scholarships).
- Please encourage our students to avail themselves of the valuable and free resources through the ***QCC Single Stop Program***. A list of the services provided include (but are not limited to) financial benefits screening, financial counseling, legal assistance, tax preparation services and more. Additional information can be found on their website at [www.qcc.cuny.edu/singlestop](http://www.qcc.cuny.edu/singlestop).

## Faculty Awards and Opportunities

- Congratulations to four colleagues who have been awarded the *Chancellor's Research Fellowships* for 2015-16: Dr. Caf Dowlah (Social Sciences/Economics), Dr. Urszula Golebiewska (Biological Sciences and Geology), Dr. Amy Traver (Social Sciences/Sociology) and Dr. Haishen Yao (Mathematics and Computer Science).
- Faculty interested in focusing on their research and scholarship during the summer can find support and collegiality in CETL's workshop "*Writing Your Article in 12 Weeks.*" Based on Princeton University professor Wendy Belcher's popular book of the same title which dedicates one chapter to each of the 12 weeks, this intensive workshop series will offer a structure as well as specific strategies for completing all the tasks required in writing a journal article—from forming an argument to identifying an appropriate journal to refining the article's structure to writing the abstract. The "12 weeks" of the CETL series will actually be 12 intensive days: every MWF from 10 – 4pm throughout the month of June. The June workshop is limited to 20 participants. Interested faculty should send a brief statement of commitment to all sessions of the series as well as an overview of the article/text to be written during the workshop to Jane E Hindman by May 11th, 2015. Accepted participants will be notified by May 18th. Questions should be directed to [jhindman@qcc.cuny.edu](mailto:jhindman@qcc.cuny.edu) or (718) 281-5082.

## Queensborough's Assessment Institute

- Offered twice a year, the Assessment Institute for faculty supports faculty orientation and experience with assessment of student learning outcomes. As in four previous semesters, a cohort of faculty worked on course assessments over February and March. Twelve faculty members from various disciplines and departments, joined 78 other faculty from previous semesters, who have attended the institute, developed assessment plans, carried out the assessment, and reported findings and recommendations, for possible action by their departments. All the course assessment reports of these 90 faculty who have participated in the institute may be accessed at <http://www.qcc.cuny.edu/assessment/ai.html>. Our thanks to the faculty for their continuing supporting of the effort to assess student learning.

## General Education Assessment Task Force

- The Task Force has submitted an interim report to the Senate Steering Committee, summarizing its activities during 2014-15 and outlining the work for the coming Academic Year. The Task Force is collecting artifacts for June 2015 scoring according to the rubrics developed for QCC Educational Outcomes #1, Communication, and #2, Analytical Reasoning. Artifacts are being submitted by 36 faculty members for 41 courses; every academic department is participating.
- In parallel, 48 faculty members who are participating in the High Impact Practices evaluation project, will be submitting artifacts from 33 HIP course sections. All of the artifacts in the HIPs project will be scored using the Analytical Reasoning rubric created by the General Education Assessment Task Force. Thus the College will have a significant sample of student work across curricula for an initial assessment of how well students are meeting two of our most critical Educational Outcomes.

## **General Education and Assessment**

- Queensborough has been selected to attend the 25th Association for the American Colleges and Universities' (AAC&U) Institute on General Education and Assessment in Edmond, OK in June. Six faculty members will participate: Andrea Salis (OAA/HPED), Amy Traver (Social Sciences), Simran Kaur (Biology and Geological Sciences), Tanya Zhelezcheva (English), Kostas Stroumbakis (Math and Computer Science), and Franca Ferrari (Speech, Communication and Theatre Arts). These faculty are part of the grant-funded AAC&U campus-based research project- Advancing Underserved Student Success Through Faculty Intentionality in Problem-Centered Learning.

## **FY 16 Budget Update**

- QCC's 2015–16 (FY 16) Resource Planning and Allocation process is now underway. Our Resource Planning and Allocation process includes the development and review of budget proposals consonant with the College's Strategic Plan and the University Master Plan. Budget proposals are developed at the department level and then advanced for consideration by the appropriate vice president. The process will include a review of the FY 16 budget plan by the Academic Senate Budget Advisory Committee, the Budget Subcommittee of the College Planning and Budget committee, and the College Advisory Planning Committee. These reviews are already taking place to improve the budget preparation and College approval process timeline to provide departments with preliminary operating budgets in early July, however, we still expect to receive a final FY 16 budget from the University later in the Summer after the City enacts its FY 16 budget.

## **BTECH Update**

- After returning from the SAP University Alliance workshops on ERP, faculty from both the Business and Engineering Technology departments were eager to share their experiences. At the Business Department Advisory Committee meeting held in April, faculty joined the SAP head of the University Alliance program and Vice President Ward in discussing skills needed in the technology and software development fields. Business faculty, such as Anthony Kolios and Wendy Ford, who attended the workshop, were instrumental in explaining some of the software application modules our faculty will be able to incorporate into their technology, business, accounting, and marketing classes. In addition, development has begun on the week long summer session for 9th and 10th grade students. The objective of the session will be to combine reading, writing, research, marketing and programming skills in an competitive sales exercise using social media.

## **Upcoming Events**

- Barbara Rothman, a former QCC faculty member will discuss her book "No Road For Me To Africa" in the Kupferberg Holocaust Resource Center and Archives on Thursday, May 14<sup>th</sup> at 6 pm. The book, a compilation of letters, postcards and notes translated from Yiddish and Polish, documents the life and correspondence of the Bermans, a Jewish family of tailors in Warsaw during the Second World War and relatives of Ms. Rothman.

- On Thursday, June 4th at 1 pm the Art Gallery will open an exhibit: ***New Mankind*** – a collection of outdoor sculptures donated by artist Wenzhi Zhang. The series, created by Ms. Zhang, an artist and professor at Guangzhou Academy of Fine Arts in China will become the foundation for the permanent outdoor display around the Gallery and Oakland Building.
- On Sunday, June 7, 2015 at 1 pm, the KHRCA will present a lecture, ***Refuge Denied: The St. Louis Passengers and the Holocaust***. The lecture will be conducted by Dr. Scott Miller from the United States Memorial Holocaust Museum. Dr. Miller will speak about the ordeal of the Jewish passengers on the refugee ship St. Louis. More than nine hundred Jewish refugees boarded the St. Louis in Hamburg, Germany, hoping to escape escalating oppression by the Nazi government, but most of them were turned away by other countries and forced to fall under the Nazi grip.
- ***Queensborough's 54<sup>th</sup> Commencement Ceremony*** will be held on Friday morning, May 29, 2015. Our Grand Marshal is Dr. Joe Culkin. The academic procession will be led by Dr. Paris Svoronos (Faculty marshal) and Ms. Bonnie Cook (HEO marshal). Dr. Adam Luedtke will lead the AA candidates, Dr. Chantal Damas will lead the AS candidates and Dr. Nina Sarkar will lead the AAS candidates. Faculty members and HEOs are encouraged to participate in this event, which is so very meaningful to our graduates and their families.

**STEERING COMMITTEE OF THE ACADEMIC SENATE  
QUEENSBOROUGH COMMUNITY COLLEGE, CUNY  
MONTHLY REPORT  
May 12, 2015**

All positions in the QCC Academic Senate and its committees are currently filled.

The Steering Committee would like to welcome all the new Senators beginning their three year terms.

This afternoon, Cheryl Spencer of the Nursing Department and chair of the Committee on Committees will be conducting elections for next year's Steering Committee that has a one year term, and for next year's Committee on Committees that consists of staggered three year terms.

Stephen Hammel of the Business Department and chair of the Bylaws Committee will be presenting resolutions today regarding the charge of the Publications Committee and a resolution on "Electronic Voting" that will clarify that electronic voting is permitted under certain circumstances as proscribed by *Robert's Rules of Order*.

The Steering Committee will be putting forward a resolution for the creation of a Mission Committee whose task, timeline and composition were mutually agreed upon by all those who attended the Meeting of the College Advisory Planning Committee (CAPC) on April 24, 2015.

The Steering Committee remains in consultation with President Call and her Administration regarding shared governance as it applies to the Honor's Program and the High Impact Activities.

The Steering Committee is endeavoring to support the Curriculum Committee as it exercises its charge in regard to the creation of BTech. It is our unequivocal position that the Curriculum Committee and the BTech Committee can work together to make BTech the best it can be and a success.

QUEENSBOROUGH COMMUNITY COLLEGE

The City University of New York

ACADEMIC SENATE

COMMITTEE ON BYLAWS

To: Dr. Joel Kuszai, Secretary, Academic Senate Steering Committee  
From: Stephen W. Hammel, Esq., Chair, Committee on Bylaws  
Subject: Changes to the Bylaws of the Academic Senate related to membership and charge of The Committee on Publications  
Date: April 27, 2015

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The Committee on Bylaws has meet, considered and voted to send the following bylaws changes to the Academic Senate for consideration;

The Committee on Publications has respectfully requested the following changes to the Bylaws of the Academic Senate, Article VII, Section 24:

**FROM:**

Section 24. The Committee on Publications

The Committee on Publications shall consist of six (6) members of the instructional staff and four (4) students. Three of the student members (the three (3) editors of the major student publications – the student newspaper, the student literary magazine and the year book) may vote only on issues pertaining to the student publications each represents; the fourth student member votes on all issues.

The Committee on Publications shall:

- Recommend to the Academic Senate policies and procedures pertaining to College publications.
- Receive information on all publications associated with the College or bearing the College name, and report this information to the Academic Senate.
- Serve as an advisory group for publications associated with the College.
- Serve as an editorial board for the Queensborough Community College Newsletter, Community Calendar, faculty handbooks, and other publications of this nature.

**TO:**

Section 24. The Committee on Publications

The Committee on Publications shall consist of six (6) members of the instructional staff and three (3) students.

The Committee on Publications shall:

- Recommend to the Academic Senate policies and procedures pertaining to College publications including the college website.
- Receive information on the college website and all publications associated with the College or bearing the College name, and report this information to the Academic Senate.
- Serve as an advisory group for the college website and publications associated with the College.
- Serve as an editorial board for the Queensborough Community College Newsletter, Community Calendar, the Faculty Handbook and other handbooks, and other publications of this nature.

**RATIONALE:**

The Bylaws Committee believes that these amendments will help the Committee on Publications better execute their duties and responsibility while permitting student involvement through membership and voting. Furthermore, by including the QCC website explicitly as a publication it gives the Publications Committee greater flexibility.

QUEENSBOROUGH COMMUNITY COLLEGE

The City University of New York

ACADEMIC SENATE

COMMITTEE ON BYLAWS

To: Dr. Joel Kuszai, Secretary, Academic Senate Steering Committee  
From: Stephen W. Hammel, Esq., Chair, Committee on Bylaws  
Subject: Changes to the Bylaws of the Academic Senate under; Committees, Section VII, Section 2(c), related to the drafting of a resolution allowing the use of electronic voting by Senate Committees.  
Date: April 27, 2015

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The Committee on Bylaws has meet, considered and voted to send the following bylaws changes to the Academic Senate for consideration;

The Bylaws Committee recommends that the following additional language be added to the Bylaws of the Academic Senate under;

Committees, Section VII, Section 2(c), related to the drafting of a resolution allowing the use of electronic voting by Senate Committees;

Senate Committees may use electronic voting for Committee resolutions, recommendations or other deliberative matters, as long as the following requirements are fulfilled;

- a. compliance with Robert's Rules of Order, relating to electronic voting in order to provide, at a minimum, simultaneous aural communications between all meeting participants.
- b. compliance with open meeting laws pursuant to New York State V. Perez.
- c. compliance with all other committee meeting regulations provided for under this section.

**RATIONALE:**

The Bylaws Committee acknowledges that technology has improved numerous aspects of our lives, including the ability to attend meetings electronically. We note that face to face meetings are most preferable, however we believe that in certain circumstances, electronic voting can be very beneficial to the college's committee work. Our most important concern was that everyone involved in an electronic meeting be able to freely contribute to that discussion. Should a committee believe that they are able to accomplish that goal, than we believe it should be embraced as another beneficial use of technology.



QUEENSBOROUGH COMMUNITY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK

Report to the Academic Senate

April 20<sup>th</sup>, 2015

From: Dr. Cheryl Spencer, Chairperson of the Committee on Committees

To: Joel Kuszai, Secretary of the Academic Senate Steering Committee

cc: Mr. David Moretti, Dr. Peter Bales, Dr. Emily Tai, Dr. Philip Pecorino, Prof. Jeffrey Schwartz, Dr. Julia Carroll and Prof. Constance Williams

**Monthly Report of the Committee on Committees for April 2015**

This report details the Committee on Committees' activities for April 2015.

**Petitions to Select Assignments on Standing Committees**

At the April 14<sup>th</sup> meeting of the Academic Senate, the Committee on Committees' 2015-18 ballots for membership on the eighteen standing committees of the Academic Senate was approved. There were no write-in candidates. **Please note:** After the ballots were approved, Dr. Lana Zinger resigned from the Committee on Curriculum. The Committee on Committees elected Dr. Emily Tai to this committee.

**Committee on Committees Election at the May Academic Senate Meeting**

The terms of three members of the Committee on Committees will expire in May: Aithne Bialo-Padin, Julia Carroll and I. At the May 12<sup>th</sup> meeting of the Academic Senate nominations and a vote for new members will be conducted. After the Senate elects three new members to the Committee on Committees, the Committee on Committees will meet to elect a new chairperson and secretary. Here is the current membership of the Committee on Committees.

Name	Rank	Department	Term Ends
Bialo-Padin, Aithne	Lecturer	History	2015
Carroll, Julia (Secretary)	Associate Professor	Academic Literacy	2015
Spencer, Cheryl (Chair)	Associate Professor	Nursing	2015
Boccio, Dona	Professor	Mathematics	2016
Jankowski, Jeffrey	Associate Professor	Social Sciences	2016
Sarno, David	Associate Professor	Chemistry	2016
Jue, Chung	Associate Professor	Biology	2017
Mooney, Christine	Associate Professor	Business	2017
Murley, Jean	Associate Professor	English	2017

Respectfully submitted,

*Cheryl Spencer*

Cheryl Spencer, PhD

Chairperson, Committee on Committees

**Committee on Committees 2015-16 Standing Committees**

**2015-2016 Committee on Academic Development & Elective Programs (9 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Lopez-Jantzen, Nicole	History	2018
Mohess, Neera	Library	2018
Shekoyan, Vazgen	Physics	2018
Francis, Leslie	Business	2017
Berry, Emily	HPED	2017
Jacobowitz, Susan	English	2017
Hemraj-Benny, Tirandai	Chemistry	2016
McLaughlin, Susan	Biological Sciences & Geology	2016
Moore, Ryan	Social Sciences	2016

**2015-2016 Committee on Admissions (6 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Chiu, Kwai Bon	Mathematics	2018
Gordon, Emily	Academic Literacy	2018
Dahlke, Steven	Music	2017
Weber, Dolores	Nursing	2017
Banks, Kimberly	English	2016
Uriciuoli-Treue, Jannette	Student Affairs	2016

**2015-2016 Committee on Assessment & Institutional Effectiveness (9 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Ferrari-Bridgers, Franca	Speech Communication	2018
Goldenberg, Joseph	Mechanical	2018
Schiebe, Mark	English	2018
Alizadeh, Changiz	Mathematics/Comp Science	2017
Colalillo, Georgina	Nursing	2017
Dehipawala, Sunil	Physics	2017
Kaur, Simran	Biology	2016
Meltzer, Linda	Business	2016
Salis, Andrea	HPED	2016

**2015-2016 Committee on Awards & Scholarship (6 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Lall, Sharon	Chemistry	2018
Rothman, David	Academic Literacy	2018

*Academic Senate Agenda—May 12, 2015—Attachment F*

Bannon, Shele	Business	2017
Muchita, George	Career Services	2017
Park, Kee	Mechanical Engineering	2016
Roblodowski, Christopher	Biological Sciences & Geology	2016

**2015-2016 Committee on Bylaws (6 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Altimari, Michael	Biological Sciences/Geology	2018
Holden, Todd	Physics	2018
Bruzewicz, Derek	Chemistry	2017
Hammel, Stephen	Business	2017
Sinclair, Alicia	HPED	2016
Sutton, Elizabeth	Nursing	2016

**2015-2016 Committee on Computer Resources (9 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Damas, M. Chantale	Physics	2018
Lau, Matthew	English	2018
Wentrack, Kathleen	Art & Design	2018
Cesarano, Michael	Speech Communication	2017
Drini, Merlinda	Engineering Technology	2017
Moody, Anissa	Social Sciences	2017
Makalanda, Lucian	Mathematics	2016
Rome, Barbara	Nursing	2016
Shahar, Jed	Academic Literacy	2016

**2015-2016 Committee on Continuing Education (6 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Metaxas, Mike	Engineering Technology	2018
Rosa, Mary Ann	Nursing	2018
Carmona, Naydu	Biological Sciences	2017
Vogel, Rosanne De Joseph	Speech Communication	2017
Raya, Eladia	Foreign Languages	2016
Robertson, Rommel	Social Sciences	2016

**2015-2016 Committee on Course & Standing (9 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Aikas, Rosie-Marie	Social Sciences	2018
Fragopoulos, George	English	2018
Mauro, Hayes	Art & Design	2018
Nguyen, Andrew	Biology	2017

Academic Senate Agenda—May 12, 2015—Attachment F

Shin, Jun	Chemistry	2017
Warsi, Jilani	Academic Literacy	2017
Capozzoli, Gina	Student Affairs	2016
Armstrong, Daniel	HPED	2016
Sarkar, Nina	Business	2016

**2015-2016 Committee on Cultural & Archival Resources (9 Members)**

Name	Department	Term Ends
Gilleaudeau, John	Social Sciences	2018
Katz, Zivah Perel	English	2018
Lizzul, Isabella	HPED	2018
Khomyak, Nataliya	Mathematics	2017
Kim, Mi-Seon	Library	2017
Lynch, Barbara	Speech Communication	2017
Danielsson, Sarah	History	2016
Osorio, Jose	Foreign Languages	2016
Petersen, Joan	Biological Sciences & Geology	2016

**2015-2016 Committee on Curriculum (9 Members)**

Name	Department	Term Ends
Borrachero, Aranzazu	Foreign Languages	2018
Volchok, Edward	Business	2018
Wallach, Patrick	Mathematics	2018
Bonous-Smit, Barbara	Library	2017
Klarberg, David	Biological Sciences	2017
Zinger, Lana	HPED	2017
Bayer, Tina	Nursing	2016
Carroll, Julia	Academic Literacy	2016
Chauhan, Moni	Chemistry	2016

**2015-2016 Committee on eLearning (9 Members)**

Name	Department	Term Ends
Blick, William	Library	2018
Kokkinos, Dimitrios	Physics	2018
Namdar, Hamid	Engineering Technology	2018
Childers, Jodie	English	2017
Kim, Kwang Hyun	Mathematics	2017
Saur, Barbara	Nursing	2017
Gadura, Nidhi	Biological Sciences	2016
Kolack, Kevin	Chemistry	2016
White, Eileen	Speech Communication	2016

**2015-2016 Committee on Environmental, Quality of Life & Disability Issues (9 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Hull, Dominic	Chemistry	2018
Lai, Wei	Foreign Languages	2018
Ye, Weier	Academic Literacy	2018
Anderst, Leah	English	2017
Danzi, Sara	Biological Sciences	2017
Lee, Jung Joon	Art & Design	2017
Beck, Sheila	Library	2016
Kinneary, Patricia	Nursing	2016
Murolo, Sebastian	Business	2016

**2015-2016 Committee on Library (6 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Chang, Joanne Chiung Wen	Music	2018
Timbilla, James	Biological Sciences	2018
Loeffler, Helmut	History	2017
Scandaliate, Lisa	Art Gallery	2017
Carey, Diane	Speech Communication	2016
Wei, Sujun	Chemistry	2016

**2015-2016 Committee on Publications (6 Members)**

<b>Name</b>	<b>Department</b>	<b>Term Ends</b>
Maloy, Jennifer	Academic Literacy	2018
Ford, Wendy	Business	2018
Alves, Kathleen Tamayo	English	2017
Armendariz, Raul	Physics	2017
Golebiewska, Urszula	Biology	2016
Nangra, Danny	Engineering Technology	2016

**2015-2016 Committee on Student Activities (6 Members)**

Bentley, Lawrence	Nursing	2018
Sexton, Danny	English	2018

King, Carolyn	Mathematics/Comp. Science	2017
Luedtke, Adam	Social Sciences	2017
Garcia, Susan	HPED	2016
Ostrowe, Linda	Student Affairs	2016

**2015-2016 Committee on Vendor Services (6 Members)**

Name	Department	Term Ends
<b>Li, Lixu</b>	<b>Mathematics</b>	<b>2018</b>
<b>Tokke, Cheryl</b>	<b>Business</b>	<b>2018</b>
Burgers, Johannes	English	2017
Sideris, Paul	Chemistry	2017
Honey, Larissa	Social Sciences	2016
Pecinka, Kathleen R.	Nursing	2016

**2015-2016 Committee on WID WAC (6 Members)**

Name	Department	Term Ends
<b>Jimenez, Christopher</b>	<b>Speech Communication</b>	<b>2018</b>
<b>Ambruso, Kimberly</b>	<b>Nursing</b>	<b>2018</b>
Gray, Peter	English	2017
Gayle, Marvin	Engineering Technology	2017
Berkhout, Bjorn	Music	2016
Garbin, Daniel	Mathematics	2016

**2015-2016 Committee on Ceremonial Occasions (3 Members)**

Name	Department

**Self-Nominated Alternate Candidates**


**QUEENSBOROUGH COMMUNITY COLLEGE  
CITY UNIVERSITY OF NEW YORK  
CURRICULUM COMMITTEE**

**To:** Peter Bales, Academic Senate Steering Committee  
**From:** Aránzazu Borrachero, Chairperson, Committee on Curriculum  
**Date:** April 27, 2015

**Subject: Monthly Report**

The Committee on Curriculum has voted to send the following recommendations to the Academic Senate:

1. Two revised courses
2. Two revised programs

**1. Revised Courses**

**DEPARTMENT OF SOCIAL SCIENCES**

**ECON101-Introduction to Macroeconomics**

**FROM:**  
ECON-101: Introduction to Macroeconomics

~~A study of factors determining national output, income, employment, and prices; the impact of government spending, taxation, and monetary policy; the banking system; economic growth; international trade.~~

**TO:**  
ECON-101: Introduction to Macroeconomics

This course presents the fundamentals of Economics with a focus on the behavior of the aggregate economy. Major topics include national income accounting, economic growth, business cycles, unemployment, inflation, aggregate demand and supply, and macroeconomic equilibrium of income and expenditures. The course also covers fiscal and monetary policy, and issues in international trade and finance.

**ECON-102: Introduction to Microeconomics**

**FROM:**  
ECON-102-Introduction to Microeconomics

~~A study of the determination of prices and the distribution of income under various market conditions; government intervention in the market; a comparison of different types of economic systems.~~

**TO:**  
ECON-102 Introduction to Microeconomics

This course presents the fundamentals of Economics with a focus on the behaviors of consumers and producers, and government regulations that affect the dynamic interaction between buyers and sellers in an economy. Major topics include consumer choice theory, production, and profit maximization of firms operating under various market structures, such as Perfect Competition, Monopolistic Competition, Oligopoly and Monopoly. The course also covers the labor market and wage determination under varying market conditions.

**Rationale:** The revisions are necessary in order to provide more accurate and updated descriptions of the courses to reflect the actual content covered in the classes. The previous course descriptions were more than 20 years old and significantly dated.

**2. Revised Programs**

**DEPARTMENT OF BUSINESS**

**A.A.S., Computer Information Systems (CIS)**

**General rationale:**

The existing program offered two CIS majors (Microcomputer Applications Software, and Computer Programming). The proposed program is a single major of Computer Information Systems. Creating a single track for CIS majors enables a more extensive set of required core courses which will better prepare our students for employment and/or college transfer. The revisions to existing courses reflect changes to technology and industry directions. A new course CIS102 will replace BU502. A new course CIS 251 will replace BU 504 and BU 509. All the Computer Information Systems courses have been given a new prefix: CIS.

**FROM:**

Course no.	Course title	Common core category	Credits
<b>General education core requirements</b>			
EN-101	English Composition I	I.A	3
EN-102	English Composition II	I.A	3
MA-260 <i>or</i> MA-321 <i>or</i> MA-128	Pre-calculus & Elements of Calculus for Bus. Students Mathematics in Contemporary Society Calculus for Technical and Business Students	I.B	4
	Humanities elective	II.A-D	3
	Laboratory science	I.C	4
ECON-101 <i>or</i> ECON-102	Introduction to Macroeconomics Introduction to Microeconomics	I.D	3
	Social Sciences or History elective (HI-100 series)	IIA, B, D or E	3
<b>Subtotal</b>			<b>22-23</b>
<b>Requirements for the major</b>			
BU-101	Principles of Accounting I	NA	4
BU-201	Business Organization and Management	NA	3
BU-203	Principles of Statistics	NA	3
BU-500	Introduction to Microcomputer Applications	NA	3
BU-509	Projects in Data Processing	NA	3
BU-520	Introduction to Computer Programming for Business	NA	3
<b>Subtotal</b>			<b>19</b>
Track A	<b>Computer Programming</b>		
BU-502	COBOL Programming	NA	3
BU-504	Systems Analysis and Design with Business Applications	NA	3
BU-521	Business Programming with Objects	NA	4
BU-522	Business Programming with Visual Languages	NA	3
BU-529	Application Programming for Mobile Devices	NA	3
BU-532	Microcomputer Operating Systems and Utility Software	NA	3
	Business elective	NA	2-3
<b>Subtotal</b>			<b>18-19</b>
Track B	<b>Microcomputer Applications Software</b>		
BU-508	Database Management Systems	NA	3



BU-530	Spreadsheet Applications	NA	3
BU-532	Microcomputer Operating Systems and Utility Software	NA	3
BU-537	Data Security for Business	NA	3
BU-534	Local Area Network Management	NA	3
BU-859	Desktop Publishing (Software)	NA	3
	Business elective	NA	3-4
<b>Subtotal</b>			<b>18-19</b>
<b>Total credits required</b>			<b>60</b>

TO:

Course no.	Course title	Common core category	Credits
<b>General education core requirements</b>			
EN-101	English Composition I	I.A	3
EN-102	English Composition II	I.A	3
MA-260 <i>or</i> MA-321 <i>or</i> MA-128*	Pre-calculus & Elements of Calculus for Bus. Students Mathematics in Contemporary Society Calculus for Technical and Business Students	I.B	3-4
	Humanities elective	II.A-D	3
	Laboratory science	I.C	4
ECON-101 <i>or</i> ECON-102	Introduction to Macroeconomics Introduction to Microeconomics	I.D	3
	Social Sciences or History elective (HI-100 series)	II A, B, D or E	3
<b>Subtotal</b>			<b>22-23</b>
<b>Requirements for the major</b>			
BU-101	Principles of Accounting I		4
BU-201	Business Organization and Management		3
BU-203	Principles of Statistics		3
CIS-101	Introduction to Microcomputer Applications		3
CIS-102	Computer Programming Fundamentals for Business		3
CIS-152	Computer Programming for Business I		3
CIS-153	Microcomputer Operating Systems & Utility Software		3
CIS-201	Local Area Network Management		3
CIS-208	Database Management Systems		3
CIS-251	Analysis and Design of Systems Projects		3
<b>Subtotal</b>			<b>31</b>
<b>Electives (Select 6 to 8 Credits)</b>			
CIS-202	Computer Programming for Business II		3
CIS-203	Object Oriented Programming for Business		3
CIS-204	Web Design		3
CIS-205	Introduction to Information Systems Management		3
CIS-206	Spreadsheet Business Applications		3
CIS-252	Application Development for Mobile Devices		3
CIS-254	Data Security for Business		3
	Free Elective		0-1
<b>Subtotal</b>			<b>6-7</b>
<b>Total credits required</b>			<b>60</b>

\* Students intending to transfer to complete a Bachelor's degree should consult with advisor to take either MA-260 or MA-128

**Revised Courses:**

**1. ~~BU-520 Introduction to Computer Programming for Business~~**

**From:**

**~~BU-520 Introduction to Computer Programming for Business~~**

2 class hours 2 laboratory hours 3 credits

Introduction to algorithm development and computer programming for business applications in higher-level languages. Problem-solving and hierarchy chart development; flowcharting and pseudocode fundamentals. Input and output statements, conditional and unconditional control statements, the case structure, looping statements, string and numeric functions, arrays, sequential files.

**To:**

**CIS 152 Computer Programming for Business I**

2 class hours, 2 laboratory hours, 3 credits

Prerequisite: CIS 102

Introduction to algorithm development and computer programming for business applications in higher-level languages. Problem-solving and hierarchy chart development; flowcharting and pseudocode fundamentals. Input and output statements, conditional and unconditional control statements, the case structure, looping statements, string and numeric functions, arrays, sequential files.

**Rationale:** The programming classes BU520 (CIS 152) and BU521 (CIS 203) are sequence classes so the course title and number has been modified to represent that the BU521 (CIS 203) course material is at a more advanced level than the BU520 (CIS 152) course material. It is intentional that the course be taught using a “higher-level” programming language, which is commonly used in today’s software development environments.

**2. ~~BU-524 Business Programming with Objects~~**

**From:**

**~~BU-524 Business Programming with Objects~~**

2 class hours 4 laboratory hours 4-credits

Prerequisite: ~~BU-520~~

This course provides an introduction to object-oriented programming methods using the C++ programming language. The object approach supports the development of independent and reusable software components for building complex applications. Using these techniques results in shorter development time, more robust applications, and greater programmer productivity.

**To:**

**CIS 203 Object Oriented Programming for Business**

2 class hours 3 laboratory hours 3 credits

Prerequisite: CIS-152 and MA-010 or satisfactory score on the Mathematics Placement Test

This course provides an introduction to object-oriented programming methods using the Object Oriented programming language. The object approach supports the development of independent and reusable software components for building complex applications. Using these techniques results in shorter development time, more robust applications, and greater programmer productivity.

**Rationale:** The programming classes BU520 (CIS 152) and BU521 (CIS 203) are sequence classes so the course title and number has been modified to represent that the BU521 (CIS 203) course material is at a more advanced level than the BU520 (CIS 152) course material. It is intentional that the course be

taught using a “higher-level” programming language, which is commonly used in today’s software development environments. The change in credits brings the course into line with other major courses.

### **3. ~~BU-524 Web Page: Design and Applications~~**

**From:**

**~~BU-524 Web Page: Design and Applications~~**

2 class hours 2 laboratory hours 3 credits

Offered as needed

Prerequisite: ~~BU-532~~

This course introduces Web Page Design principles and concepts, provides hands on experience utilizing Web page authoring software, employs Scripting Programming Languages for data manipulation, and prepares students for developing business applications deployed on the World Wide Web (WWW).

**To:**

**CIS 204 Web Design**

2 class hours 2 laboratory hours 3 credits

Offered as needed

Prerequisite: CIS-153 and MA-010 or satisfactory score on the Mathematics Placement Test

This course introduces Web Page Design principles and concepts, provides hands on experience utilizing Web page authoring software, employs Scripting Programming Languages for data manipulation, and prepares students for developing business applications deployed on the World Wide Web (WWW).

**Rationale:** The course title has been changed to reflect the fact that the course is not restricted to Web Page design.

### **4. ~~BU-512 Introduction to Information~~**

**From:**

**~~BU-512 Introduction to Information Systems and Technologies~~**

2 class hours 2 laboratory hours 3 credits

Introduction to how today’s businesses use ever-changing technology to operate, compete, and do business. Students will learn the differences between the major types of hardware, software, and network solutions that meet business needs. Students will learn why familiarity with today’s information systems has become indispensable for tomorrow’s business leaders due to the rapid developments in Information technology (IT).

**To:**

**CIS 205 Introduction to Information Systems Management**

2 class hours 2 laboratory hours 3 credits

Prerequisite: For CIS majors only: CIS 101 and MA-010 or satisfactory score on the Mathematics Placement Test

Introduction to how today’s businesses use ever-changing technology to operate, compete, and do business. Students will learn the differences between the major types of hardware, software, and network solutions that meet business needs. Students will learn why familiarity with today’s information systems has become indispensable for tomorrow’s business leaders due to the rapid developments in Information technology (IT).

**Rationale:** The course title has been changed to reflect the systems focus of the course, and the prerequisite for CIS majors has been added to ensure students have the fundamental understanding of desktop applications.

## **5. ~~BU-530~~ Spreadsheet Applications**

**From:**

### **~~BU-530 Spreadsheet Applications~~**

~~2 class hours 3 laboratory hours 3 credits~~

~~Prerequisite: BU-500~~

~~Spreadsheet design; types of keyboard entries permitted and graphs; use of built-in statistical and financial functions; absolute references and named ranges; database functions and commands for sorting and querying; spreadsheet consolidation and combination; templates; macros. Advanced statistical, financial, and database functions. Use of data tables, logical functions and formulas; lookup tables; advanced graphing techniques, programming macros.~~

**To:**

### **CIS 206 Spreadsheet Business Applications**

2 class hours 3 laboratory hours 3 credits

Prerequisite: CIS 101 and MA-010 or satisfactory score on the Mathematics Placement Test

Students will apply spreadsheet concepts to real-world business situations and strengthen their ability to analyze business problems, examine alternative solutions, and implement solutions using software. Topics include spreadsheet design, efficient/effective data handling, computational analysis, decision support, graphs, templates and macros, advanced statistical, financial, and database functions, use of data tables, logical functions and formulas and lookup tables.

**Rationale:** While the course content remains the same, we have shifted the focus of the material from “skills and techniques” to real-world business problem solving. This change will allow us to better prepare our students for the expectations of the business community. Redundant and ancillary topics were also removed from the description. The course prefix and number have been changed to reflect the course’s position in the curriculum. The course title has been changed to reflect the new focus on business problem solving.

### **New courses**

#### **1. CIS-102: Programming Fundamentals for Business**

**Prerequisites:** None

**Hours and credits:** 2 class hours, 2 laboratory hours – 3 credits

**Course description:** Introduction to algorithmic thinking, problem solving and computer fundamental programming for business applications. Use of hierarchy chart development, flowcharting, pseudo-code and computer language statements for program development. “Python” will be utilized for hands-on experience in developing, writing, running and debugging computer code.

**Rationale:** This course will be offered every semester (Fall and Spring). As computer technology changes rapidly the need of curricula updates become urgent. This course is a response to such a need and a necessity to align the CIS curriculum with those in CUNY and elsewhere. The projected enrollment is from 40 to 50 students per semester.

#### **2. CIS-251: Analysis and Design of Systems Projects**

**Prerequisites:** CIS-208 and CIS-152 and MA-010 or satisfactory score on the Mathematics Placement Test

**Hours and credits:** 2 class hours, 2 laboratory hours – 3 credits

**Course description:** Students use all previously learned data processing concepts and techniques in this laboratory course to design and implement a complete data processing application package for common business needs, such as payroll, inventory management, accounts receivable files, and

management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Design.

**Rationale:** This course will be offered every semester (Fall and Spring). While student will have learned the technical skills to develop systems solutions to focused business problems as a prerequisite, this course applies those capabilities in an actual project development environment. The environments include defining client requirements, documenting same, producing prototypes, and the actual systems solution.

**Summary of Prerequisites and Co-Requisites based on new numbering system**

**1. CIS Required Courses**

New Course Number	Prerequisite(s)
CIS 101	
CIS 102	
CIS 152	CIS 102
CIS 153	CIS 101
CIS 201	CIS 153
CIS 208	CIS 101
CIS 251	CIS 208 and CIS 152

**2. CIS Elective Courses**

New Course Number	Prerequisite(s): MA-010 or satisfactory score on the Mathematics Placement AND
CIS 202	CIS 152
CIS 203	CIS 152
CIS 204	CIS 153
CIS 205	CIS 101*
CIS 206	CIS 101
CIS 252	CIS 202 or CIS 203
CIS 254	CIS 201

\* Prerequisite applies only to CIS students

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**QCC/John Jay – Dual/Joint Degree Program A.S. in Accounting for Forensic Accounting (QCC) Leading to the B.S. in Economics: Forensic Financial Analysis (John Jay College of Criminal Justice)**

**General rationale:** Several course changes are proposed in order to conform with the course changes that have already been instituted by John Jay College. The new degree program at John Jay College was approved by the UCASC in the Spring of 2014 and will be launched in the Fall of 2015.

The name of the degree program at John Jay changes from “B.S. in Economics” to “B.S. in Fraud Examination and Financial Forensics”.

**Requirements for the Major:**

The addition of BU-104, Intermediate Accounting I and the requirement of BU-111, Computer Applications in Accounting, are needed to align with required courses in the major at John Jay. (John Jay College added three new courses in accounting to the curriculum.)

CIS-101, Introduction to Microcomputer Applications has been added to the requirements for the major because it is a prerequisite for BU-111, Computer Applications in Accounting.

**General Education Core Requirements:**

The recommendations of SP-211, Speech Communication, in category IIB, PHIL-130, Ethics: Theories of the Good Life, in category IID and SOCY-101, Sociology, in the Flexible II category will now align with requirements for the major at John Jay.

MA 128, Calculus for Technical and Business Students, and MA-260, Pre-Calculus and Elements of Calculus for Business, are added. MA-128 and 260 were included in the original Articulation but were not included when the program was reconfigured for pathways.

**From:**

**A.S., Accounting for Forensic Accounting, Dual/Joint Degree Program, QCC/John Jay [leading to the B.S. in Economics: Forensic Financial Analysis]**

**General Education Core Requirements Credits**

IA, EN-101 English Composition I .....	3
IA, EN-102 English Composition II.....	3
IB, MA-440 Pre-Calculus Mathematics.....	4
IC, Life & Physical Sciences (STEM) Laboratory Science.....	4
IIA, World Cultures & Global Issues.....	3
IIB, U.S. Experience in Its Diversity ..Recommended: [PLSC-101].....	3
IIC, Creative Expression.....	3
IID, Individual & Society.. Recommended: [CRIM-102 ].....	3
IIE, Scientific World.....	3
Flexible II: A, B, C, D or E.....	3
<b>Subtotal ...</b>	<b>32</b>

**Requirements for the Major**

BU-101 Principles of Accounting I .....	4
BU-102 Principles of Accounting II .....	4
BU-103 Intermediate Accounting I .....	4
<del>CRIM-101 Introduction to the American Criminal Justice System.....</del>	<del>3</del>
<del>BU-108 Income Taxation or BU-111 Computer Applications in Accounting.....</del>	<del>3</del>
BU-203 Principles of Statistics.....	3
ECON-101 or ECON-102 Introduction to Macroeconomics/Microeconomics.....	3
SP-211 Speech Communication.....	3
Subtotal.....	27
Free electives .....	1
<b>Total.....</b>	<b>60</b>

**To:**

**A.S., Accounting for Forensic Accounting, Dual/Joint Degree Program, QCC/John Jay Leading to the B.S. in Fraud Examination and Financial Forensics at John Jay College of Criminal Justice**

**General Education Core Requirements Credits**

IA, EN-101 English Composition I .....	3
IA, EN-102 English Composition II.....	3
IB, <u>MA 128 Calculus for Technical and Business Students or</u> <u>MA-260 Pre-Calculus and Elements of Calculus for Business or</u> MA-440 Pre-Calculus Mathematics.....	4
IC, Life & Physical Sciences (STEM) Laboratory Science.....	4
IIA, World Cultures & Global Issues.....	3
IIB, U.S. Experience in Its Diversity ..Recommended: SP-211.....	3

IIC, Creative Expression.....	3
IID, Individual & Society.. Recommended: PHIL-130.....	3
IIE, Scientific World.....	3
Flexible II: A, B, C, D or E..... Recommended: SOCY-101.....	3
	Subtotal.....
	32
<b>Requirements for the Major</b>	
BU-101 Principles of Accounting I.....	4
BU-102 Principles of Accounting II.....	4
BU-103 Intermediate Accounting I.....	4
BU-104 Intermediate Accounting II.....	3
BU-111 Computer Applications in Accounting.....	3
BU-203 Principals of Statistics.....	3
ECON-101 or ECON-102...Introduction to Macroeconomics/Microeconomics.....	3
CIS-101 Introduction to Microcomputer Applications.....	3
	Subtotal .....
	27
Free electives.....	1
	<b>Total .....</b>
	<b>60</b>

**Amendment to March report:**

The following course, included in the revisions of the Dance Concentration presented in the March report of the Curriculum Committee, contained an error in the number of credits and hours listed. The following is the corrected version:

**Theory and Practice of Modern Dance**

**From:**

DAN 251 ~~Theory and Practice of Modern Dance~~  
 Hours and Credits: 1 class hour, 2 studio hours, 2 credits  
 Pre-requisite: ~~DAN-250~~ or permission of the ~~department~~

**Description:** A survey of modern dance through an understanding of movement techniques, elements of space, rhythm, and dynamics; compositional and design forms; and historical contributions. Teaching techniques with an analysis of accompaniment.

**To:**

DAN 251 Choreography I  
 Hours and Credits: 1 class hour, 2 studio hours, 2 credits  
 Pre-requisite: DAN 249 or permission of the instructor

**Description:** In Choreography I students will explore the process of creating dance based on the elements of dance - time, space and energy/movement quality. Improvisation will be used as a method of creating movement material. Choreographic devices and compositional structures will be explored. Students will be encouraged to develop their own creative voices, and to critically evaluate their own and their classmates' works.

**RESOLUTION ON THE CREATION OF THE ACADEMIC SENATE**  
**SPECIAL COMMITTEE FOR MISSION REVIEW**

**Whereas**, periodic assessment of the College's mission and goals is an essential component of institutional development and improvement, and

**Whereas**, the Mission Statement has not been examined or updated since 2005,

**Whereas**, the College Advisory Planning Committee (CAPC) met on April 24, 2015 and agreed unanimously on the task, composition, and timeline for this committee,

**Therefore, Be It Resolved** that this body endorses the creation of the Special Committee For Mission Review to review the College's Mission Statement, determine if it should be revised and, if so, prepare a revised statement of mission and goals,

**Be It Further Resolved** that the committee members will be selected by the end of the spring 2015 term so they can begin work no later than fall 2015. Dialogue, consultation, revision, and presentation of proposed changes will be scheduled throughout the fall 2015 and early spring 2016, taking advantage of large College events such as the Faculty Meeting and the College Convocation. The committee will bring its completed proposal to the College Advisory Planning Committee (CAPC) for vetting, and then the final version will be presented to the Academic Senate for adoption, no later than the May 2016 Senate meeting. The composition of the committee will be as follows:

Committee composition:

- > Five faculty (selected by the Faculty Executive Committee/Senate Steering Committee)\*
- > Two department chairs (selected by the Department Chairs)\*
- > President's designee (The Vice President of Academic Affairs)
- > The Vice President of Continuing Education
- > Student Affairs representative
- > HEO representative
- > Student representative (selected by the Student Government Association)
- > Alumni/community representative

\*Selection of the five faculty and two chairs will take into account representation across the five Academies.

**Rationale:**

The official mission statement is an integral and essential component of Queensborough Community College, and it is necessary that it periodically be reviewed and, if necessary, updated.



## **QCC GENERAL EDUCATION ASSESSMENT TASK FORCE**

### **Progress Report to the Academic Senate: OVERVIEW**

May 2015

#### **Background:**

QCC policy states that all graduates can demonstrate proficiency in the General Education Outcomes crafted by faculty and published in 2007 (<http://www.qcc.cuny.edu/gened>)

#### **General Education Assessment Task Force Charge:**

In order to provide evidence of student learning outcomes (college-wide) for each of the college's educational objectives, the task force will develop and recommend a process for regular, cross-disciplinary, anonymous review of student artifacts. This information will not be used to evaluate faculty; instead, it is a summative, cumulative assessment of the compilation of multiple courses, programs, extra-curricular events and enrichment experiences so as to determine student achievement of QCC General Education Student Learning Outcomes.

#### **Summary of work so far:**

- In June 2014, the General Education Assessment Task Force created and normed a rubric to measure Outcome #2 — Analytic Reasoning.
- During fall and spring semesters, 2014-15, the Task Force created and normed rubrics to measure Outcome #1 — Effective communication through reading, writing, listening, and speaking.
- In June 2015, the Task Force will assess anonymized student work (“artifacts”) provided voluntarily by faculty from courses in each department whose syllabi target one of these Outcomes.

#### **Action plan, to be completed by May 2016:**

1. Survey faculty to learn what assignments already in use target Outcomes #3 and #4
2. Develop and test rubrics for two more of the current Outcomes:
  - Outcome #3, Reason quantitatively as required in their fields of interest and in everyday life
  - Outcome #4, Use information management and technology skills effectively for academic research and lifelong learning
3. Disseminate rubrics to instructors
4. Continue large-scale assessments
5. Re-examine list of General Education Outcomes and submit any revisions to Senate for consideration

## QCC GENERAL EDUCATION ASSESSMENT TASK FORCE

### Progress Report to the Academic Senate

May 2015

#### Writing and Norming Rubrics

From the Fall of 2014 to early February 2015, the General Education Task Force prepared and tested rubrics for a second QCC Educational Outcome: #1 — Communicate effectively through reading, writing, listening, and speaking. (The rubric for Outcome #2 — Use analytic reasoning to identify issues or problems and evaluate evidence in order to make informed decisions — was completed in June 2014.)

The next phase of General Education Assessment will ask volunteer faculty to submit anonymized examples of student work (“artifacts”) that demonstrate students’ achievement of these Outcomes. Only courses whose syllabi explicitly target at least one of these Outcomes are appropriate for this assessment.

#### Collecting and Assessing Artifacts

The Task Force recommends that the assignments be a natural part of normal course requirements. All artifacts will have course section and the names of both student and faculty removed to ensure anonymity, and any students who are video-taped for assessment of speaking will sign permission forms. The Task Force created a process for collecting electronic artifacts from courses in each academic department via DropBox with help from the Academic Computing Center. Members of the Task Force will assess the artifacts over six days in June (8, 9, 11, 15, 16, and 18) from 1–4 PM.

Whether or not instructors have graded the submitted artifacts, the General Education assessment of the artifacts is limited to the designated General Education Outcome, and proceeds only according to the rubrics created by the Task Force: analytic reasoning, reading, writing, speaking, or listening. Every rubric includes between two and four component dimensions of the given Outcome; each dimension will be scored numerically by at least two Task Force members for achievement on the following scale:

0 Insufficient      1 Novice      2 Developing      3 Competent      4 Superior

#### Additional Outcomes for Future Assessment

The Task Force recommends that two additional Outcomes be assessed in Spring 2016: Outcome #3 — Quantitative Reasoning and Outcome #4 — Information Management. As stated on the college website:

*Outcome #3 — Reason quantitatively as required in their fields of interest and in everyday life*

##### Example components:

- Identify problems that need a mathematical solution, and use computational methods in the mathematics applicable in everyday life
- Use the language, notation, and inductive and deductive methods to formulate quantitative ideas and patterns
- Use mathematics appropriate to specific fields of study
- Estimate when doing mathematical calculations

- Employ technology to collect, process, and present mathematical information
- Describe mathematical, statistical and probabilistic models and methods, and identify how they are used to obtain knowledge
- Organize and interpret data and use the data to draw conclusions

*Outcome #4 — Use information management and technology skills effectively for academic research and lifelong learning*

**Example components:**

- Determine the extent of information needed for a research question problem, or issue
- Access needed information effectively and efficiently
- Evaluate information and its sources critically and assimilate selected information
- Use information effectively to accomplish a specific purpose
- Demonstrate an understanding of the economic, legal, social, and ethical issues surrounding the use of information and information technology
- Identify the role of technology and its impact on the individual, society, and the environment

The Task Force recommends prioritizing Outcome #3 to reflect the recent national emphasis on the importance of the STEM fields and on the Common Core curriculum; this Outcome is also one of the most straightforward to assess. The skills relevant to this Outcome apply to many academic fields and to everyday life, such as in personal finance and broad professional competence. Furthermore, it is an essential duty of an informed member of society to be capable of critical evaluation of the quality of alleged facts.

Outcome #4 merits timely assessment because it encompasses basic research skills needed both for everyday life and for successful transition to a four-year college. Targeting this Outcome addresses widely shared concerns about students losing their library skills in the digital age. This choice emphasizes the importance of recognizing and avoiding plagiarism, and of critical thinking. By highlighting this Outcome, the Task Force intends to increase students' awareness of the rich resources available at QCC, both digital and otherwise. Information-management is a vital professional skill transferable to many functions in the workplace, such as interacting with a corporate database. An emphasis on technological literacy may also help students to appreciate inevitable trade-offs between privacy and convenience.

To streamline the process of developing rubrics in Fall 2015, the Task Force suggests first drafting multiple versions of any rubric in small groups, then combining and revising the rubrics with the assembled cohort.

The Task Force recommends that the dissemination of the rubrics begin as early as possible in Spring 2016 by each member presenting the rubrics to other faculty in concert with the departmental chair. This format will allow ample time for discussion of any questions or concerns faculty may have regarding the process and requirements of fruitful assessment.

### **Possible Revision of Educational Outcomes**

Several practical and philosophical questions arose during the work of the Task Force:

- What competencies and qualities ought QCC students be able to demonstrate upon graduation?
- What aspects of General Education are most relevant to our work as instructors?
- What aspects of General Education are most tractable for assessment?
- Why are some current General Education Outcomes very broad, while others appear so specific?
- What are the justifications for any recommended revisions of the College's General Education Outcomes?

The Task Force has found that clear, consistent, and concise Outcomes promote flexibility and academic freedom while also facilitating collection and assessment of a wide variety of artifacts. Reviewing other institutions' guidelines for General Education—in particular, *General Education Maps and Markers* from the AAC&U—provided guidance on current best practices in crafting appropriate Outcomes. The Task Force also considered several surveys of students and employers in drafting the attached General Education Mission Statement, Guiding Principles, and Core Components (Appendix 1). In the Fall of 2015, the Task Force will review QCC's current Outcomes and revise as needed to clarify and reorganize them in a way that reduces their number yet still mandates a robust General Education for all students.

## GENERAL EDUCATION MISSION STATEMENT AND GUIDING PRINCIPLES

### **General Education Mission Statement**

The goals of a General Education are to help students develop the knowledge, skills, attitudes, and habits of mind needed to live as informed citizens of the world. As part of each student's program of study, core components of a General Education include broad knowledge across disciplines; analytical reasoning and critical thinking; effective skills in communication and collaboration; and ethical reasoning and intercultural awareness. The design and delivery of the General Education stimulates students to see connections and integrate learning across disciplines.

### **Guiding Principles for Developing or Revising General Education Outcomes**

The General Education Assessment Task Force plans to review, revise, and develop *Core Learning Outcomes* expected of students who graduate from Queensborough with an associate degree. The Task Force is also developing rubrics that seek to measure components of these Outcomes in order to:

- Help students understand the college's expectations
- Provide a resource to faculty as they design curricula and pedagogy through which students become proficient in each Outcome
- Assist faculty in determining how well students achieve each Outcome
- Inform the public as to how the college measures Learning Outcomes

### **Core Learning Outcomes**

#### **Intellectual skills:**

- Analytic reasoning
- Effective communication (individual and group)
- Quantitative and scientific literacy
- Information literacy
- Collaborative learning (group)

#### **Knowledge:**

- Broad knowledge of the concepts and methodologies central to multiple fields

#### **Attitudes, Habits, and Responsibilities:**

- Reason and act ethically while recognizing multiple value systems
- Integrate and apply concepts, methods, knowledge, and skills in addressing significant problems and questions, both civic and global in context
- Appreciate or engage in creative work

### **Assessment**

Outcomes must be stated in a way that allows measurement through examination of student work.

## TIMELINE FOR REVIEW OF GENERAL EDUCATIONAL OUTCOMES

The sequence of remaining major steps needed to complete the initial review of General Education Outcomes, including a timeline, follows.

- Summarize the findings from the assessment of student artifacts for General Education Outcomes #1 and #2 — Communication Skills and Analytic Reasoning **June 2015**
- Report findings to faculty and Academic Senate **September 2015**
- Plan and implement assessment for next two Outcomes — Quantitative Reasoning and Information Literacy **Fall 2015–Spring 2016**
- Invite faculty for input on General Education Outcomes **Early Fall 2015 (Convocation, Campus Conversations, surveys, focus groups)**
- Send survey to several departmental advisory boards for input on General Education skills **mid-Fall 2015**
- Gather faculty input on review of General Education Outcomes and disseminate results to faculty **Fall 2015**
- Second round of discussion with faculty for further revision **Early Spring 2015**
- Create revised Outcomes based on college-wide feedback **February 2016**
- Disseminate revised Outcomes to Senate Curriculum Committee and Assessment and Institutional Effectiveness Committee **March 2016**
- Present proposed revision of General Education Outcomes to the Academic Senate **May 2016**

## TIMELINE FOR DEVELOPMENT OF NEXT RUBRICS

### **Meeting 1 (September 2015)**

- Draft Survey Monkey questions to ascertain the range and types of assignments targeting Learning Outcomes #3 and #4
- Collect sample assignments for Outcome #3
- Begin drafting the rubric for Outcome #3 in parallel small groups

### **Meeting 2 (September)**

- Compare, revise, and unify draft rubric for Outcome #3

### **Meeting 3 (October)**

- Discuss Survey Monkey results
- Draft a summary of the results and distribute it to the departments
- Norm rubric for Outcome #3 with selected assignments

### **Meeting 4 (October)**

- Collect sample assignments for Outcome #4
- Begin drafting the rubric for Outcome #4 in parallel small groups

### **Meeting 5 (November)**

- Compare, revise, and unify draft rubric for Outcome #4

### **Meeting 6 (November)**

- Norm rubric for Outcome #4 with selected assignments

### **Meeting 7 (December)**

- Draft report
- Develop plan for Spring 2016

## 2014-15 MEMBERS OF THE TASK FORCE

Karen Steele, Arthur Corradetti, Ian Beckford, representative from each academic department recommended by department chair, one representative from Senate Curriculum Committee and from Senate Assessment Committee

- Academic Literacy – Julia Carroll
- Art and Design – Pete Mauro
- Biological Sciences and Geology – Mangala Tawde
- Business – Shele Bannon
- Chemistry – Derek Bruzewicz
- Engineering Technology – Craig Weber
- English –Tanya Zhelezcheva
- Foreign Languages and Literatures – Monica Rossi-Miller
- Health, Physical Education and Dance – Anthony Monahan (Fall 2014)
- History – Ken Pearl (Fall 2014), Sarah Danielsson (Spring 2015)
- Library – Sheila Beck
- Mathematics and Computer Science – Kostas Stroumbakis
- Music – Neeraj Mehta
- Nursing – Kimberly Ambruso
- Physics – Todd Holden
- Social Sciences – Larisa Honey (fall 2014), John Gilleaudeau (Spring 2015)
- Speech Communication and Theatre Arts – Rosanne Vogel
- Senate Assessment Committee – Andrea Salis (HPED)
- Senate Curriculum Committee – Julia Carroll