

Agenda
Academic Senate Meeting
Date: Tuesday, November 11, 2014
Time: 3:10 p.m.
Location: Room M-136

- I. Attendance
- II. Consideration of the minutes from October 14, 2014 meeting (Attachment A1); voting results (Attachment A2)
- III. Communications from the Board of Trustees or any of its Committees
- IV. Communications from:
 - President Diane B. Call (Attachment B)
 - Senate Steering Committee Report (Attachment C)
 - University Faculty Senate
UFS Plenary of October 28, 2014 (Attachment D)
- V. Committee on Assessment and Institutional Effectiveness—**RESOLUTION**
(Attachment E)
- VI. Monthly Reports of Academic Senate Standing and Special Committees
 - Committee on Committees (Attachment F)
 - Committee on Curriculum (Attachment G)—**RESOLUTION**
- VII. Old Business
- VIII. New Business
 - Report from General Education Assessment Task Force
 - Resolution of College Laboratory Technicians with regard to departmental votes (Attachment H)—**RESOLUTION**

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

**MINUTES
of the October 14, 2014
Academic Senate**

President Diane Call called the second regularly scheduled meeting of the Academic Senate to order at 3:15 p.m.

I. Attendance:

58 votes were recorded at the time attendance was taken; 66 members of the Academic Senate cast votes during the meeting.

Absentees:

Monica Trujillo, Anne Marie Menendez, Kip Montgomery, Andrea Salis, Andrew Nguyen, Anthony Anthony, Julia Carroll, Richard Yuster, Charles Neuman, Lana Zinger, Audrey Maroney, SG, Programming VP. SG, VP Evening Students

II. Consideration of minutes of the September 9, 2014 meeting of the Academic Senate:

- **A motion was made, seconded, and unanimously adopted to approve the September 9, 2014 minutes as presented** (see *Attachment A-1 of the October 14, 2014 Agenda*).

III. Communications from President Call

President Call referred to her written report (*Attachment B of the October 14, 2014 Agenda*.) For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2014-15/October_2014/Attachment-B-Presidents-Report-10-14-14.pdf

Dr. Birchfield provided an update about the BTECH/Early College Initiative. She advised that the first QCC course to be offered would be a Speech course in Spring 2016 and that planning for that was underway. Dr. Pecorino asked whether it was the case that students will spend four years and get a high school diploma and then two years to get their associates degree, or would they take four years of high school courses and two years of QCC courses and be awarded both simultaneously upon completion of the six year program. Pecorino further asked about how funding would work, given that TAP money is for matriculated students. Speaking on behalf of the BTECH steering committee, Vice President Ward responded that the students would in fact be taking their high school courses over the six year term and will begin some college courses during the second year, completing both at the end of the six years and will not be matriculated while students in the program. VP Ward also indicated that there was funding for this for the duration needed through an agreement between CUNY Office of Early College Initiatives, the Department of Education and the industry partner, SAP. VP Ward said that a BTECH student was free to withdraw at any time from the program.

IV. Senate Steering Committee Report

Chair Dr. Peter Bales referred to the written report (*Attachment C of the October 14, 2014 Agenda*). For the full report, visit:

52 [http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2014-](http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2014-15/October_2014/Attachment-C-SteeringCommitteeReport-October-2014.pdf)
53 [15/October_2014/Attachment-C-SteeringCommitteeReport-October-2014.pdf](http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2014-15/October_2014/Attachment-C-SteeringCommitteeReport-October-2014.pdf)

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55 **V. Committee on Cultural and Archival Resources (CAR)—RESOLUTION**

56 A **motion was made, seconded, and adopted 43-6-8 to approve** a change in the
57 bylaws to allow for a change in the charge for the Committee on Cultural Resources
58 (*Attachment E of the October 14, 2014 Agenda*). No votes: Larios, Ren, Rochford, Tai,
59 Tarasko, SG ExecVP. Abstentions/Did Not Vote: Call, Marchese, Steele, Zins, Santoro,
60 Galvin, Hodge, Maloy, Fletcher-Anthony, Blake-Campbell, Ford, Pecorino, Jacobowitz,
61 Tullio, Albanese, SG President.

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63 A **motion was made, seconded, and adopted 44-3-10 to approve** the creation of a
64 special committee of the Committee on Cultural Resources (*Attachment E of the*
65 *October 14, 2014 Agenda*). No Votes: Larios, Jacobowitz, Weiss. Abstentions/Did Not
66 Vote: Call, Marchese, Steele, Zins, Galvin, Hodge, Young, Karimi, Lizzul, Maloy,
67 Fletcher-Anthony, Blake-Campbell, White, Pincus, Albanese, SG Exec VP, SG Admin
68 VP, SG Treasurer, SG VP PT Students.

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70 **VI. Common Core Course Review Committee (CCCRC) RESOLUTION—(Attachment F)**

71 A **motion was made, seconded, and adopted 52-5-3 to approve** the sending of three
72 faculty names to the Common Core Course Review Committee (*Attachment F of the*
73 *October 14, 2014 Agenda*). No Votes: Pecorino, Jacobowitz, Tai, SG Ex VP, SG VP PT
74 Students. Abstentions/Did Not Vote: Zins, Galvin, Lin, Blake-Campbell, Albanese, SG
75 President, SG Admin VP, SG VP Treasurer, SG Pro Tempore.

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77 In a vote of the Senate, Dr. Beth Counihan was selected over Professor Liisa Yonker to
78 represent the College in the “Composition,” “English Composition,” “Creative
79 Expression,” and “Individual and Society” category.

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81 In a vote of the Senate, Dr. Edmund Clingan, Dr. Beth Counihan and Dr. Nidhi Gaduri
82 were approved to represent the College on the CCCRC.

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85 **VII. Monthly Reports**

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87 **Committee on Curriculum (attachment H)—Resolution**

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89 **1. Course Revisions**

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91 **Department of English—Course Sequencing Revisions**

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93 A **motion was made, seconded, and adopted 59-0-0 to approve** a revision of the
94 Department of English course numbers and sequences (*Attachment H of the October*
95 *14, 2014 Agenda*).

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97 **2. Program Revisions**

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99 **Department of Biological Sciences and Geology—AS/BS QCC/York Dual/Joint**
100 **Biotechnology Degree Program**

102 A **motion** was **made, seconded, and adopted 58-0-0 to approve** a revision of the
103 Department of Biological Sciences and Geology AS/BS QCC/York Dual/Joint
104 Biotechnology Degree Program (*Attachment H of the October 14, 2014 Agenda*).

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106 **3. Program Deletion**

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108 **Department of Physics—Laser and Fiber Optics Technology Program**

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110 A **motion** was **made, seconded, and adopted 60-0-0 to approve** the elimination of the
111 Laser and Fiber Optics Technology Program (*Attachment H of the October 14, 2014*
112 *Agenda*).

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114 **4. New Courses**

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116 **Department of Social Sciences—PSYC245: Cross-Cultural Psychology**

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118 A **motion** was **made, seconded, and adopted 60-0-0 to approve** PSYC245 as a new
119 course in the Department of Social Sciences (*Attachment H of the October 14, 2014*
120 *Agenda*).

121
122 Professor Borrachero read a statement from the Committee on Curriculum, and indicated it
123 applied to all past and present deliberations of her Committee. The statement reads as follows:

124
125 “The Curriculum Committee reviews curricular proposals according to their intrinsic pedagogical
126 merit and their compliance with our College's curricular guidelines. Ever since the City
127 University of New York implemented the Pathways curriculum, the Committee has been
128 receiving proposals containing Pathways common core configurations or other Pathways
129 related elements. The Curriculum Committee would like to state that reviewing proposals
130 containing Pathways related items should not be construed as an endorsement of the Pathways
131 curricular initiative by the Curriculum Committee.”

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133 **VIII. Old Business**

134 **NONE**

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136 **IX. New Business**

- 137
- 138 • In answer to a question from Dr. Pecorino, President Call discussed the 2013-14
139 Clery report, including protocols per federal, state and CUNY guidelines.
 - 140 • Dr. Bales received from John Luby a petition signed by 157 members of the faculty
141 regarding a referendum on the desire of CLTs to vote in departmental leadership
142 elections.
 - 143 • Dr. Steele provided an update on the General Education Assessment Task Force,
144 describing efforts of the committee and its communication of the status report with
145 the Curriculum Committee Assessment Committee, which is considering the
146 recommendations made by the task force. Dr. Steele mentioned the Campus
147 Conversation about general education, attended by more than forty faculty and staff
148 members. She also explained that the task force had met to discuss a rubric for the
149 general education outcome #1, which concerns communicating effectively through
reading, writing, speaking and listening.

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152 The meeting was adjourned at 4:30 PM

153

154 Respectfully Submitted,

155 Joel Kuszai

156 Secretary, Steering Committee of the Academic Senate



**Report of the President
to the
Academic Senate**

November 11, 2014

Enrollment Update

- Direct Admission for Spring 2015 is open, and we continue to receive phases of admitted students from the University. Our new enrollment targets for the spring are 900 freshmen and 720 transfer students.

Academic Advisement and Registration

- Continuing Student Academic Advisement and Registration for Winter/Spring 2015 is well underway. Continuing students who are required to see an adviser before registration have been contacted to schedule an appointment with their Academy Adviser. Advisement & registration communications include Tigermail Blasts, Digital Signage, & Postcards. Advisement & registration appointments for new students begin on Tuesday, November 11th.

Student Outreach

- The Office of Admissions hosted another very successful Open House on Saturday, November 8th. Prospective students, their families and guests visited our campus to meet with faculty, tour the facilities and attend presentations on the Academies, and workshops on *How to Pay for College* and more.

Student Accomplishments and Opportunities

- Celebrating the third annual *Degree Completion* project in early October, 1,016 students signed a "completion pledge" during a week of activities aimed at motivating students to finish their QCC degree. This program is state wide and sponsored by Phi Theta Kappa. The success of this year's program owes much to the leadership of PTK faculty advisors Dr. Paris Svoronos, Dr. Emily Tai, the Office of the Vice President for Student Affairs, and student officers of the campus PTK chapter.
- *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. Thus far, the college has awarded \$65,000 in emergency funding to students in need of assistance. 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.

- Faculty and staff are asked to encourage our students to take advantage of the valuable and free resources available 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.
- This year, the University (and QCC) joined a new national initiative as a partner school with *The Dream US Scholarship America Program* to assist undocumented students in obtaining scholarships. The Dream US Scholarship America Program provides college scholarships to highly motivated undocumented students who entered the United States as minors under the Deferred Action for Childhood Arrivals (DACA) or Temporary Protect Status (TPS), and who, without financial assistance, cannot afford a college education. All funding is provided by private donations to The Dream USA organization. Twelve QCC students applied For the Fall 2014 scholarship. An announcement of the scholarship winners is expected by December.

BTECH Update

- The BTECH fall semester is well underway. Students are enrolled in high school courses in English Language Arts, Algebra 1, Physics, US History, Physical Education, Introduction to Business, and a College and Career Seminar. In addition, those students at or below grade level in Mathematics and English Language Arts, attend Learning Labs. Mid-term assessments are being measured with parent-teacher conferences in progress. As a lesson in educational accountability as well as self-advocacy and presentation skills, students are preparing for and leading their own parent-teacher conferences. The new Transition, Intervention and Enrichment (TIE) sub-committee has begun work to enlist QCC student tutors to assist in the Learning Labs, in a service learning project, and in the design and implementation of the first year SAP mentor program.

Assessment Update

- This semester, twenty-one QCC faculty colleagues participated in the Assessment Institute, offered every semester since spring 2013. Faculty participants created course assessment plans on which they will report at the end of this term. As in the past, all reports will be posted to the College website.
- *The Senate Committees on Assessment and Curriculum* have reviewed the Status Report from the *General Education Assessment Task Force*, and have approved the task force recommendation to review all the Educational Objectives/Outcomes prior to preparing rubrics for all the outcomes. This recommendation will be presented to the Academic

Senate for approval. In the meantime, the Task Force is working to complete a rubric (or rubrics) for cross-disciplinary assessment of Queensborough's Educational Outcome number one: Communicate effectively through reading, writing, listening and speaking. Trial assessment of two Educational Outcomes, Communication and Analytical Reasoning, using the Task Force-developed rubrics, will take place during the spring semester.

FY 15 Budget Update

- Our FY 15 financial plan was prepared in accordance with the priorities established in our FY 15 Strategic Plan, as developed via the college advisory planning process. Under the leadership of our Budget Director, Marc Carpentier, a "zero based" budget process was implemented that established base, one-time and recurring budget requests from all College departments. This process was designed to ensure maximum utilization of our resources in support of our Strategic Plan. The 2015 budget for this academic year assumes flat FTE enrollment from last year, includes the final rational tuition increase. This allows the College to continue to invest in our Compact priorities of adding full time faculty, student support services and personnel and infrastructure improvements. Although we do not yet know the fiscal implications of a labor contract agreement to the College, our budget is stable, and includes a prudent reserve. The strategic planning process for fiscal year 2016 is underway in conjunction with the College Advisory Planning Committee.

Upcoming Events

- The annual SGA Multicultural Festival will take place on Wednesday, November 12th at 12:00 p.m. in the Student Union Lounge. The Multicultural Festival celebrates the diversity of our campus community, and features a cultural showcase through music, dance, and food. All members of the QCC Community are invited to attend!
- CUNY Citizenship Now! Free Citizenship Application Assistance event is schedule to take place on Wednesday, November 12th from 11:00 a.m. – 2:00 p.m. in the Student Union Lounge. Pre-registration is required as only the first 60 applicants will be served. Please encourage students to contact Ms. Amawati Gonesh in the Single Stop Office L-432A at 718-631-6347 or call CUNY Citizenship Now directly 212-568-4679 from 9am-5pm Monday through Friday to RSVP.
- Queensborough's *Presidential Lecture Series* will host Dr. Chase Robinson, President of the CUNY Graduate Center and Distinguished Professor of History, on Wednesday, November 19th, at 4:30 p.m. in M-136. Dr. Robinson's lecture, "*Not an Obvious Thing to do: Being a Scholar of Islamic History*," will focus on what led him to devote his academic career to the study of Islamic history. As a specialist in early Islamic history, Dr. Robinson has authored or edited seven books and more than forty articles on the subject.

- The Kupferberg Holocaust Resource Center and Archives (KHRCA) is sponsoring a number of events this term:
 - On Thursday, November 13th at 1:00 p.m. in the KHRCA, Dr. Arthur Flug, Executive Director of the Kupferberg Holocaust Center and Archives will present a lecture: ***Was Superman Jewish and Why Did Nazis Hate Him?*** Dr. Flug will explore reproductions of some of the comics and reviews art collections that helped to defeat the Nazis.
 - ***The Golden Age of Second Avenue*** will be screened on Tuesday, November 18th, 2014 at 1:00 p.m. in the KHRCA. This film is a chronicle of Yiddish theatre in America, from its beginnings at the turn of the century to its present place in the folklore of American Jewish life.
 - Dr. Susan Zucotti will present a lecture entitled, ***Under His Very Windows: The Vatican and the Holocaust in Italy*** on Sunday, December 7th, 2014 at 1:00 p.m. Dr. Zucotti's presentation will highlight instances of aid to Italy's Jews provided by Catholics, but concludes that these acts were performed spontaneously.
 - ***Sophie Scholl: The Final Days***, a film that movingly portrays Germany's most famous anti-Nazi heroine will be shown at the KHRCA on Tuesday, December 9th, 2014 at 1:00 p.m. Sophie Scholl, a vibrant young woman, was willing to face death for her belief in her ideals and those of the White Rose, an underground resistance movement to which she belonged.

- The Art Gallery will inaugurate an exhibit of Jozsef Jakovits's work on Tuesday, December 9th at 6 p.m. This exhibit depicts 20th century Hungary as seen through the artist's eyes and touches on the Hungarians' complex historical links with America and the important ways that this relationship has enabled the nurturing of human rights. The Gallery received a \$20,000 grant from the Hungary Initiatives Foundation for this project.

Steering Committee Report

November 2014

All Senate committees are fully staffed and functioning smoothly. All issues regarding the BTech Committee and the Curriculum Committee have been satisfactorily addressed, and the two committees are moving forward in the spirit of cooperation with an improved understanding of their respective roles and responsibilities.

At the request of CLT Senator John Luby, the Steering Committee has placed a resolution on this month's agenda (under New Business). This resolution requests that the Senate go on record in favor of voting rights for CLTs in departmental elections for chairperson and members of the P&B committee, and it also urges the Faculty Executive Committee to conduct a College-wide faculty referendum on the matter as soon as possible.

Since all changes in College policy in regard to assessment will eventually require approval by the Academic Senate, the Committee on Assessment and Institutional Effectiveness is working in close collaboration with the Administrative Task Force on Assessment. This committee in conjunction with the task force requests a "Sense of the Senate" on the issue of reviewing Queensborough's Learning Outcomes. The precise language is as follows: "The Committee on Assessment and Institutional Effectiveness recommends to the Academic Senate that all QCC General Education Learning Outcomes be carefully reviewed in light

of the ongoing QCC General Education Assessment of learning outcomes.”

Essentially, the Senate is being asked to endorse the current and subsequent work reviewing the College’s Learning Outcomes by the Committee on Assessment and Institutional Effectiveness and the Administrative Task Force on Assessment. This is not an approval of any changes in policy, and any revisions will be debated and voted on by the full Academic Senate in the future. The Steering Committee thanks the committee and the task force for their updates and recommends a “yes” vote on this “Sense of the Senate” request.

Professor Stephen Hammel, chair of the Bylaws Committee, is reviewing the Senate Bylaws to ensure that the current copy on the website is up to date, and the Steering Committee wishes to thank him for his efforts.

The Student Government Association has been sending student representatives to certain committees, and the Steering Committee wishes to restate that we of course welcome SGA participation and appreciate their input into the work of the Senate committees.

The subcommittee of the Academic Senate Committee on the Environment, Quality of Life and Disability issues is continuing its efforts aimed at creating an Anti-Bullying Policy for Queensborough. The document is currently being vetted and being discussed with various constituencies on campus. Faculty governance leaders will in the near future be meeting face to face to collaborate on the final

wording of a proposed policy that, if passed by the Academic Senate, will be forwarded to the CUNY Board of Trustees for its approval.

The Steering Committee is currently in discussions with the Administration, the Faculty Executive Committee, and the QCC PSC chapter to formulate coordinated and collective initiatives to address “Community Building” on campus.

**The 383rd Plenary Session of The University Faculty Senate of The City
University of New York at The Graduate Center
365 Fifth Avenue Room 9204-4/5/6
Tuesday, October 28, 2014**

- I Approval of the Agenda
Agenda approved by oral vote
- II Approval of the Minutes of September 19th, 2014
Minutes approved by oral vote
- III Invited Guests
 - A. Dr. Chase Robinson, President Graduate Center – shared vision where the Graduate Center is going in the future. Graduate Center is 53 years old, long tenures of effective presidents, institution designed to delivery doctoral education. The Graduate Center has 33 programs plus 7 masters programs, with distinguished faculty and successful students with currently 4700 students. Strategic plan simple and short with 3 goals:
 - 1. Provide greater levels of support
 - 2. Put in place a set of programs and curriculum changes which reflect the changes of the 21st century
 - 3. Advance the Graduate Center’s role in the dissemination of knowledge. Advance research with conferences, lectures, and bring from CUNY to the Graduate CenterQuestions and answers followed
 - B. Professor Peter Knuepfer, SUNY Faculty Senate represents the state operating campuses, which include only the four-year colleges. The campuses are spread out throughout the state which makes it more difficult to have regular meetings. The USF meets 3 times/year as well as the executive committees. Seamless transfer similar to pathways but is different in its approach and its process is faculty driven. SUNY USF trying to figure out how to facilitate how to help students transfer from 2 year to 4 year schools. Seven resolutions proposed by committees to lead the way on a sexual assault policy and to support anti LGBT bias on campuses. Question of SUNY following state regulations affordable care act which states that an undergraduate student can not work more than 28 hours/week, they are working on resolution to allow students to work more than that. Also looking at revisiting how to best oversee internships, co-ops outside the campus

and what is the best way to accomplish this. Still engage in concerns in changes in teacher education program.

Questions and answers followed

- IV Representatives to Board Report by Terrence Martell reports this is a quiet period with new chancellor adjusting to the institution. Working hard to build strong relations with university student body. Under direct leadership of Kaye Conway and Phil Pecorino fall conference at John Jay November 21st. New enrollment management and four standing committees have met and will be reporting in December. Working on increasing delegates for USF from Queens College and other campuses with holes, meet with USF members from Queens College to help fill out the delegation.

meeting adjourned 7:50pm

**COMMITTEE ON ASSESSMENT AND INSTITUTIONAL
EFFECTIVENESS
MEMORANDUM**

From: Dr. Caf Dowlah, Chair

To: Steering Committee of the Academic Senate

Date: October 29, 2014

RESOLUTION: A Sense of the Academic Senate on the QCC General Education Learning Outcomes

Whereas, “The Committee on Assessment and Institutional Effectiveness recommends to the Academic Senate that all QCC General Education Learning Outcomes be carefully reviewed in light of the ongoing work of the Administrative Task Force on Assessment of the QCC General Education learning outcomes.”

Be it resolved that; it is the sense of the Academic Senate that the all QCC General Education Learning Outcomes be carefully reviewed in light of the ongoing QCC General Education Assessment of learning outcomes, and

Be it further resolved that , the Committee on Assessment and Institutional Effectiveness receive any recommendations for revision in the QCC General Education Outcomes from the Administrative Task Force on Assessment and if approved by the Committee forward them to the Academic Senate Steering Committee for possible consideration by the Academic Senate, and

Be it further resolved that, the Committee on Assessment and Institutional Effectiveness hold open meetings on any proposed revisions before acting on any proposed revisions and their forwarding any such proposal to the Steering Committee.

RATIONALE:

The establishment of the Administrative Task Force on Assessment of the QCC General Education Learning Outcomes and the transactions of this Task Force over the past summer has led to several discussions of the current general education curriculum and various artifacts of Student Learning. Members of the Administrative Task Force on Assessment have now raised the possibility of reevaluating the QCC General Education Learning Outcomes in light of these discussions. In the past, the Committee on Assessment has offered critical review and recommendations regarding the conduct of Assessment at Queensborough. The Committee on Assessment and Institutional Effectiveness supports the work of the Administrative Task Force on Assessment, but wishes to affirm the continuing importance of committee review of any initiatives this Task Force might undertake.

**QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

Report to the Academic Senate

October 20th, 2014

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

To: Dr. Kuszai, Secretary of the Academic Senate Steering Committee

Monthly Report of the Committee on Committees for September 2014

I. New Academic Senate Committee Members

Whenever vacancies on committees become available the members of the Committee on Committees (CoC) vote via e-mail to appoint new members. Here are the changes that the CoC were made aware of, voted on, and approved:

A. Assessment & Institutional Effectiveness Committee

To fill a vacancy left by the resignation of Dr. Emily Tai, the CoC named Dr. Mark Schiebe to this committee.

B. Committee on E-Learning

To fill a vacancy left by the resignation of Lakersha Smith the CoC named Professor Eileen White to this committee.

II. 2014-2015 Planning for the Election of Members-At-Large and Nominating Petitions for Committee Service

The chairperson and members of the CoC along with the president's designee met on October 15th, with Jeffrey Schwartz, the Senate Technology Officer to begin planning for the 2014-2015 elections for the Academic Senate and petitions to serve on the Academic Senate Committees.

Respectfully submitted,

Cheryl Spencer

Cheryl Spencer, PhD

Chairperson, Committee on Committees

**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: October 28, 2014

Subject: Monthly Report

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

1. NEW COURSES (5)
2. REVISED COURSES (2)
3. REVISED PROGRAMS (3)
4. STATEMENT IN SUPPORT OF THE RECOMMENDATION OF THE GENERAL EDUCATION ASSESSMENT TASK FORCE REPORT

1. NEW COURSES

Department of History

HI-173: Barbarians: From the Roman Empire to the Early Modern World

Credits and hours: 3 credits, 3 hours

Prerequisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Course description: This course will discuss the different groups that modern historians and contemporaries have called 'barbarians,' from the later Roman Empire through the Middle Ages and to the early modern period. Topics to be considered include definitions of barbarians, the role of barbarians in the fall of the Roman Empire, barbarian identity and the creation of barbarian states, later barbarian groups such as the Vikings and Mongols, and, finally, early modern Europeans as barbarians in China and Japan.

Rationale: A course on barbarians from Roman times to the early modern period is needed because many of the Roman ideas about civilization and barbarism have had a profound effect on the way that western culture has viewed non-western peoples. Through an analysis of the creation and use of the concept of barbarians and the interaction between peoples categorized as barbarians and those as deemed civilized, students will gain an awareness of identity politics in the pre-modern world. Assessing the development and validity of simple binary categories, such as barbarian versus civilized, fulfills a core mission of QCC by sharpening students' global awareness. Students are often surprised that European countries were not always dominant in world politics, and thus this course, which traces the relationship between the peoples of Europe to first the Mediterranean Roman Empire and finally to China, highlights some of the fundamental differences between the pre-modern and modern worlds

HI-193: Introduction to the History of Borderlands

Prerequisites and/or co-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Credits and hours: 3 hours, 3 credits

Course description: Borderlands are areas where nation states meet one another. There are many borderlands the world over, and many of them share similar problems and challenges for their respective governments. In this class, we will see how there is a common trajectory to borderlands histories, since they are all by definition frontier zones and they often elude state surveillance. Such highly diverse actors as cattle rustlers, Indians, runaway slaves, grasping caudillos, and drug runners appear often in borderlands histories. We will compare the history of borderlands across Latin America and pay particular attention to the border separating Latin American and U.S. space. The U.S./Mexico borderlands—as they are the most familiar and well researched of contemporary global borderlands—will figure prominently in the course.

Rationale: The importance of the topic of borderlands in the current world makes this a particularly salient topic amongst undergraduates. The topic bridges the gap between academia and real world politics and holds a broad interest among students. Use of the available resources on campus and in the metropolitan area can help students with their research

agendas. The course arms students with a critical vocabulary to discuss an issue that has global implications. The course fulfills the mission of the college of promoting intellectual inquiry and global awareness among students.

Department of Speech Communication and Theater Arts

TH-135: Costume Construction (previously experimental)

Prerequisites and/or co-requisites: None

Credits and hours: 2 class hours, 2 studio hours, 3 credits

Course description: Project based learning with a concentration on costume and garment construction, basic and advanced sewing skills, and basic draping and pattern making. Basic introduction to different techniques for hand sewing, machine sewing, fabrics and costume shop equipment. Students will explore basic pattern making, flat patterning, draping. Student will apply their skills to various personal sewing and building projects, as well as being involved in builds and alterations for current theatrical productions. This will garner a greater understanding of the process and function of a professional costume shop.

Rationale: A costume construction class is necessary to fully realize a technical learning of theater in this program.

Department of Social Sciences

SOCY-285: Human Behavior in the Social Environment

Prerequisite: SOCY185

Credits and hours: 3 class hours, 3 credits

Course description: This is a foundation course to familiarize students with the generalist social work practice. The course material is taught from bio-psycho-social-cultural perspectives, and includes theoretical and empirical knowledge about normal biological, psychological, and sociological development. The emphasis is on issues of human diversity, including race, ethnicity, gender, age and sexual orientation, and on the impact of oppression and discrimination on individuals and families throughout their lifespan.

Rationale: The social work field has been growing. Students have been requesting a course in addition to SOCY 185 to continue their study in the field.

Department of Health, Physical Education and Dance

PE-842: Philosophy of Coaching (previously experimental)

Prerequisites and/or co-requisites: None

Credits and hours: 1 credit, 2 class hours, 10 hours of field experience

Course description: Students will be provided with an overview of the psychology of coaching and participation in sport and exercise. Basic psychology of individuals and groups will be discussed as it affects participation and success within athletics. The course will incorporate all levels of coaching, but will focus on coaching youth athletics. Topics will include motivation, stress, communication, group dynamics, leadership, reinforcement, feedback, and strategies as they relate to coaching.

Rationale: Philosophy of Coaching will provide students with fundamental knowledge of coaching young athletes. The field experience will provide them with hands-on practice on camp work or after-school settings. Many city and private-based camps are in search for trained individuals to work in summer camps and after school centers. This course will provide a unique advantage to applicants for these positions. Students can use the knowledge obtained from this course to pursue higher level coaching, such as high school and collegiate athletics.

2. COURSE REVISIONS (2)

Department of Health, Physical Education and Dance

HE-200: Emergency Medical Technician

From: HE-200 Emergency Medical Technician [7.5 class hours, 4.5 laboratory hours] 9.5 credits Prerequisite: A valid CPR (Cardio-Pulmonary Resuscitation) Certificate, HE-110, [or the	To: HE-200 Emergency Medical Technician 9 hours, 5.5 laboratory hours, 9.5 credits Prerequisite: A valid CPR (Cardio-Pulmonary Resuscitation) Certificate or HE-110.
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<p>Certificate, HE-106, or the equivalent.] This course prepares the student for EMT (Emergency Medical Technician) certification. The content and sequence of the course material are mandated by the State of New York Department of Health, Bureau of Emergency Health Services. Meets national educational guidelines for Emergency Medical Technician Educational standards</p>	<p>(Emergency Medical Technician) certification. The content and sequence of the course material are mandated by the State of New York Department of Health, Bureau of Emergency Health Services. Meets national educational guidelines for Emergency Medical Technician Educational standard.</p>
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Rationale: Early in the Spring 2013 semester, the HPED Department revised the content, credits and hours for HE-200 due to a change in New York State requirements for EMT certification. Further adjustments are necessary now due to the fact that NYS requirements are for clock hours (60 minutes), as opposed to 50-minute class hours. The revised hours reflect the conversion of the state required number of hours to our 50-minute class hours. The elimination of HE-106 reflects the fact that it is not a necessary prerequisite for HE-200.

PE-522: Lifeguard Training

<p>From: PE-522 Lifeguard Training Offered as needed Prerequisite: satisfaction of American Red Cross entry standards (test administered by the Department prior to coursework). To become a certified American Red Cross lifeguard, students must have Adult CPR and Standard First Aid certification in addition to completion of this course.</p>	<p>To: PE-522 Lifeguard Training <u>2 Hours, 1 Credit.</u> Prerequisite: satisfaction of American Cross entry standards (test administered by the Department prior to coursework). <u>This course will teach students the skills and knowledge needed to prevent and respond to aquatic emergencies quickly and effectively. Upon successful completion of the course and all Red Cross requirements students will be eligible to receive certification for lifeguarding and CPR through the American Red Cross</u></p>
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Rationale: The lifeguard curriculum has been revised since we last offered the course. The proposed changes reflect the actualization of the American Red Cross lifeguard curriculum. The credits and hours of this course have been updated to reflect the time required for the course. It is listed as a change because the credits or hours of the course were not originally listed in the college catalog.

3. PROGRAM REVISIONS (3)

Department of Biological Sciences and Geology

AS/BS QCC/York Dual/Joint Biotechnology Degree Program

Note: This proposal was presented and approved at the October 14 Academic Senate meeting. After the vote, it was brought to the attention of the Curriculum Committee that a course series, PE 500, had been involuntarily omitted from the list of "Additional Major Requirements." The current proposal includes the PE 500 series.

Rationale: York College will no longer accept BI 461 (General Microbiology) from QCC transfer students, who must complete it at York. To adjust the number of credits in the major, we now require BI 554 (Research Laboratory Internship), which was previously an elective course. The conversion of BI 554 to a required course also responds to the students' increase demand for research internship experience.

FROM:

Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II (Take EN 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 441)*	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*	4

FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*	4.5
FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)*	4.5
Subtotal	35
Major	
BI 202 General Biology II	4
BI 453 Biotechnology	5
BI 356 Principles of Genetics	4
[BI 357 Bioinformatics/Computational Biology or BI 461 General Microbiology	3-4]
Subtotal	16-17
Additional Major Requirements	
HE 102 Health, Behavior and Society <i>and</i> one course from PE 400 series	3
SP 211 Speech Communication	3
Subtotal	6
Elective(s)	
[Free electives	2-3]
[BI 554 Research Laboratory Internship (optional)	(2)]
Total	60

TO:

Course to Course Equivalencies and Transfer Credit Awarded	Credits
Common Core Queensborough	
REQUIRED CORE: I. A: English Composition I, II (Take EN 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 441)*	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*	4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*	4.5
FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)*	4.5
Subtotal	35
Major	
BI 202 General Biology II	4
BI 453 Biotechnology	5
BI 356 Principles of Genetics	4
BI 357 Bioinformatics/Computational Biology	3
BI 554 Research Laboratory Internship	2
Subtotal	18
Additional Major Requirements	
HE 102 Health, Behavior and Society <i>and</i> one course from PE 400 series or PE 500 series	3
SP 211 Speech Communication	3
Subtotal	6
Elective(s)	
Free elective	1
Subtotal	1

Total	60
<p><i>*Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.</i></p> <p><i>All students must complete two (2) WI designated classes to fulfill degree requirements.</i></p>	

Environmental Health Program

From: Environmental Health

To: Environmental Health/Science

From:

REQUIREMENTS FOR A.S. DEGREE (Environmental Health)

GENERAL EDUCATION CORE REQUIREMENTS		Credits
EN-101, 102	English Composition I, II.....	6
BI-201	General Biology I	4
CH-151,152	General Chemistry I, II	9
MA-440	Pre-Calculus Mathematics	4
PH-301, 302	College Physics I, II	8
[PSYC-101	Psychology.....	3]
[————	Humanities elective.....	3]
[HI-110, 111,	History	3]
or 112		

Sub-total 40

PREREQUISITES AND COREQUISITES FOR THE MAJOR

BI-202	General Biology II.....	4
BI-311	Principles of Microbiology	4

Sub-total 8

REQUIREMENTS FOR THE MAJOR

BI-501	Environmental Health Science.....	4
BI-505	The Environmental Health Professional	1
BI-520	Public Health Science.....	4

Sub-total 9

ELECTIVES

————	Advised electives	3
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Total Credits Required60

To:
Common Core (for both Environmental Health and Environmental Science tracks)

	Credits
REQUIRED CORE: I. A: English Composition I, II (Take EN 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 440)	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)	4
FLEXIBLE CORE: II. A: World Cultures & Global Issues	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)	4.5
FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)	4.5

Subtotal	35
Major Requirement	
BI-202 General Biology II	4
Subtotal	4

Requirements

Track 1: For EH Major only		Track 2: For ES major only	
BI-501 Environmental Health	4	BI 480 Environmental Science	4
BI- 520 Public Health Science	4	BI -160 Ecology	4
BI-311 Principles of Microbiology	4	BI- 461 General Microbiology	4
BI 505 The Environmental Health Professional	1	GE-101 Physical Geology	4

Subtotal	13	Subtotal	16
Advised electives	Track 1 EH 8	Track 2 ES	5
Total Credits Required	Track 1 EH 60	Track 2 ES	60

Advised Electives may include:

For Track 1: Environmental Health	Credits	For Track 2: Environmental Science	Credits
BI-554 Research Laboratory Internship	2	BI-554 Research Laboratory Internship	2
CH-110/111 Chemistry and the Environment/lab	4	CH-110/111 Chemistry and the Environment/lab	4
HE-110 Cardiopulmonary Resuscitation	1	ET-841 Science of Energy and Power	3
MA-336 Computer-Assisted Statistics	3	ET-842 Energy Production and Conservation	1
MA-441 Analytic Geometry and Calculus	4	ET-843 The Role of Energy in Society	3
PH-301, 302 General Physics I, II	8	GE-102 Historical Geology	4
		HE-110 Cardiopulmonary Resuscitation	1
		MA-336 Computer-Assisted Statistics	3
		MA-441 Analytic Geometry and Calculus	4
		PH-120/121 Introduction to Meteorology/lab	4
		PH-124 Global Warming	3
		PH-301 General Physics I	4

Rationale: The proposed program revision will expand on the current Environmental Health program to offer an additional concentration in Environmental Science. With the proposed changes, QCC students will be offered the opportunity to obtain an A.S. degree in Environmental Health/Science, with a concentration in either Environmental Health or Environmental Science. This program revision was suggested in the 2010-2011 Academic Program Review of Environmental Health (http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_359919891C1C18A202FAA1D1810AFDFCADCC0100/filename/Environmental_Health_Report-Web_Site_Version.pdf) as a way of increasing enrollment and retention by increasing transfer and job opportunities. The addition of an environmental science track should increase the number of students who graduate and obtain careers in both of these growing fields. Because a B.S. degree is essential for most types of employment in this field, articulations with York College, Queens College, Lehman College, and Molloy College are close to being completed. Articulations with senior colleges will allow students that complete the A.S. degree at QCC to transfer to a 4-year college. Additional colleges within CUNY will also be contacted to give students more options for seamless transfer to a 4-year school.

Department of Engineering Technology

Internet Technology Program

From: Internet Technology – A.A.S. Degree Program
 To: Internet and Information Technology – A.A.S. Degree Program

From:

REQUIREMENTS FOR THE MAJOR

ET-504 Operating Systems and System Deployment	2
ET-704 Networking Fundamentals I	4
ET-710 Web Technology I: Building and Maintaining Web Sites	4
ET-712 Web Client Programming: JavaScript	3
ET-718 Database Technology	3
[AR-121 Two Dimensional Design	3]
[ARTS-291 Electronic Imaging	2]

Sub-total [21]

To:

REQUIREMENTS FOR THE MAJOR

ET-504 Operating Systems and System Deployment	2
ET-575 Introduction to C++ Programming	3
ET-704 Networking Fundamentals I	4
ET-705 Networking Fundamentals II	4
ET-710 Web Technology I: Building and Maintaining Web Sites	4
ET-712 Web Client Programming: JavaScript	3
ET-716 Java Programming Technology	4
ET-718 Database Technology	3
ET-720 Advanced Web and Multimedia Programming Applications	1
ET-725 Computer Network Security	3

Sub-total 31

Rational: The name “Internet and Information Technology” is more easily recognized by students and better describes the new proposed curriculum revision. Internet and Information Technology has become a more defined and technically oriented field. Art concepts are either included in technology courses or no longer as necessary in the field. Both the Engineering Technology and the Art Department agree to this change. Programming skills have become more increasingly important [ET-575, ET-716, ET-720] and cloud and mobile technologies [ET-705] are now essential as well as security [ET-725].

From:

COMMON CORE REQUIREMENTS CREDITS

REQUIRED CORE 1A: EN-103 Writing for the New Media.....	3
EN-102 English Composition II.....	3
REQUIRED CORE 1B: [MA-301 Foundations of Mathematics	3]
REQUIRED CORE 1C: Laboratory Science (STEM Variant)	4
FLEXIBLE CORE 2A, B or D: Social Science or History courses.....	6
FLEXIBLE CORE 2A, B, C or D: Humanities elective (select one additional course)	3
Sub-total	22

ELECTIVES[]**

Select [17] credits from the following:

ET-375 Introduction to Robotics	4
ET-481 Personal Computer Technology, Architecture,	

[ET-505 Introduction to 'C++' Object Oriented Programming	4]
ET-506 Introduction to UNIX (LINUX)	4
[ET-507 Advanced 'C++' Object Oriented Programming	4]
ET-510 Introduction to Digital Electronics	4
ET-570 Creating Smartphone Apps	3
[ET-575 Introduction to C++ Programming Design and Implementation	3]
[ET-705 Networking Fundamentals II	4]
ET-706 Network Configuration I (Cisco CCNA 3)	4
ET-707 Network Configuration II (Cisco CCNA 4)	4
ET-714 Web Technologies II: Building Database-Driven Web Sites	4
[ET-716 Java Programming Technology	4]
[ET-720 Advanced Web and Multimedia Programming Applications	1]
[ET-725 Computer Network Security	3]
ET-728 Web Tech: XML	4
ET-841 The Science of Energy and Power in the Modern World	3
ET-842 Energy Production and Conservation for a Sustainable World	1
ET-991 Cooperative Education	1
ET-992 Cooperative Education	1
[ARTS-192§ Web Animation	3]

Sub-total [17]

[** The following New Media Technology electives are highly recommended: AR-642, ET-714, ET-716. ET-718, ET-720, ET-991, 992]

To:

COMMON CORE REQUIREMENTS	CREDITS
REQUIRED CORE 1A: EN-103 Writing for the New Media.....	3
EN-102 English Composition II.....	3
REQUIRED CORE 1B:	
<u>MA-321 Mathematics in Contemporary Society.....</u>	<u>3</u>
REQUIRED CORE 1C: Laboratory Science (STEM Variant) ...	4
FLEXIBLE CORE 2A, B, D or E: Social Science or History courses ¹ ...	6
FLEXIBLE CORE 2A, B, C or D: Humanities elective (select one additional course)	3
	Sub-total 22

ELECTIVES

Select 7 credits from the following:

ET-375	Introduction to Robotics	4
ET-481	Personal Computer Technology, Architecture, and Troubleshooting	2
ET-506	Introduction to UNIX (LINUX)	4
ET-507	Advanced 'C++' Object Oriented Programming	4
ET-510	Introduction to Digital Electronics	4
ET-570 ²	Creating Smartphone Apps Design and Implementation	3
ET-714 ²	Web Technologies II: Building Database-Driven Web Sites	4
ET-728 ²	Web Tech: XML	4
ET-841	The Science of Energy and Power in the Modern World	3
ET-842	Energy Production and Conservation	

ET-991	Cooperative Education	1
ET-992	Cooperative Education	1
		Sub-total <u>7</u>

¹ ECON-101 and ECON-102 are highly recommended as flexible core electives

² Highly recommended elective

Rational: MA301 is proposed to be replaced by MA321. This change will serve to slightly raise the academic rigor of the program. MA321 is a more appropriate requirement for the now more technically oriented focus of the curriculum. MA321 has more statistics, introduces functions and also has an Excel lab where students can apply their Excel skills to be able to solve problems relating to the course. MA301 is a more basic class.

For the common core recommended electives: Industrial advisors have confirmed the need for ECON-101 and ECON-102 as suggested Social Science/History electives.

Recommended program electives: In the proposal ET-575, ET-705, ET-716, ET-720 and ET-725 are proposed to be required courses, and hence are no longer listed as electives. ET-714, previously listed as highly recommended, shares some of the important topics in ET-716. Because ET-716 is now to be a required course it is suggested that most students would likely benefit from broader choice of electives, unless they wish to specifically specialize in database technologies. The new course ET-570, Smartphone Apps, is added because of the importance of mobile technologies. ET-728, XML, addresses the essential topic of e-commerce.

ET-505 (Introduction to C++ Object Oriented Programming), 4 credits, is removed from the list of electives and is replaced with the required course ET-575 (Introduction to C++ Programming Design and Implementation). ET-507 (Advanced C++ Object Oriented Programming), 4 credits, is also removed from the list of electives as it is designed to follow ET-505.

4. Statement in Support of the Recommendation of the General Education Assessment Task Force Report

The Committee on Curriculum has read and discussed the General Education Assessment Task Force report containing a summary of the work of the Assessment Task Force during June 2014. The report recommends that the Task Force review the General Education outcomes for possible revisions. The Committee on Curriculum supports this recommendation.

RESOLUTION OF COLLEGE LABORATORY TECHNICIANS WITH REGARD TO DEPARTMENTAL VOTES

Whereas, it is the desire of College Laboratory Technicians at this College to have the right to vote for the chairperson and members of the Department Committee on Personnel and Budget, and

Whereas, the College Laboratory Technicians have expressed their strong support for having this right,

Whereas, they would wish changes in the QCC Governance Plan Article II.A.1.B:

FROM:

(b) All persons who are employed full-time and hold professorial titles; and lecturers and instructors, shall have the right to vote in their respective departments including department elections for chairpersons and Department P & B Committees provided, however, that they have not received notice of non-reappointment, or submitted a resignation.

TO:

(b) All persons who are employed full-time and hold professorial titles; and college laboratory technicians and lecturers and instructors, shall have the right to vote in their respective departments including department elections for chairpersons and Department P & B Committees provided, however, that they have not received notice of non-reappointment, or submitted a resignation.

Whereas, such changes can only result from a process in which at least two of these three parties affirm the change: President, Faculty, Students

Whereas, a petition for such a change has been signed by many faculty, including several chairpersons of Academic Departments,

Therefore, be it resolved that: It is the sense of the QCC Academic Senate that the matter of College Laboratory Technicians of this College and their right to vote for the chairperson and members of the Department Committee on Personnel and Budget be placed before the Faculty of this College in a referendum as soon as possible.