Queensborough Community College
The City University of New York

MINUTES
of the March 8, 2011
Academic Senate

Interim President Diane Call called the sixth regularly scheduled meeting of the Academic Senate to order at 3:10 p.m.

I. Attendance:

The complete Senate roster is available at
http://www.qcc.cuny.edu/Governance/AcademicSenate/academic_senate_roster.asp

As determined from the attendance taken by the i-clickers at the meeting, there were eight absentees.

Regina Cardaci	Todd Holden	Pedro Irigoyen	Jue, Chong
David Klargerg	Liza Larios	Devin McKay	Philip Pecorino
Haishen Yao	Lana Zinger	SG Executive VP	SG President

SG VP for Evening Students

II. Consideration of minutes of the February 8, 2011:

- A **motion** was **made**, **seconded**, and **approved** to approve the February 8, 2011 minutes (*Attachment A of the March 8, 2011 Agenda)*. This vote was passed unanimously.

III. Communications from:

Chair Tai:
- In the absence of Interim President Call who was involved with the Middle States Report, Chair Tai chaired the meeting, while Assistant Chair of the Steering Committee, Dr. Peter Bales presented the Steering Committee report.

IV. Communications from:

Senate Steering Committee:
- Dr. Peter Bales directed everyone's attention to the Steering Committee report (*Attachment C of the March 8, 2011 Agenda*). Dr. Bales informed the Senate that the Central office has established a Task Force to address transfer issues and concerns about the portability of General Education credits, and has issued a report titled "Improving Student Transfer at CUNY." As such, Dr. Bales indicated that the Queensborough Community College sees the need to comment on this matter, and that a committee with a wide range of representatives is being formed to send comments to the University.

- Dr. Bales presented the resolution as follows:
  BE IT RESOLVED that,

54
55   A Special Committee on General Education Learning Outcomes be
56   formed with the following membership:
57
58   A representative of Queensborough's Office of Academic Affairs (ex-
59   officio)
60   One representative of the Steering Committee of the Academic Senate
61   One representative of the Faculty Executive Committee
62   The chair of the Curriculum Committee of the Academic Senate
63   The chair of the Assessment Committee of the Academic Senate
64   One faculty representative from the Freshman Academy for Business
65   One faculty representative from the Freshman Academy for Education
66   One faculty representative from the Freshman Academy for Health-
67   Related Science
68   One faculty representative from the Freshman Academy for Liberal Arts
69   One faculty representative from the Freshman Academy for STEM
70   One faculty representative from the Freshman Academy for Visual and
71   Performing Arts
72
73   And a charge as follows:

74   • To evaluate Queensborough's current General Education Learning
75   Outcomes within the framework of these three broad curricular areas;
76   • To evaluate Queensborough's current General Education Learning
77   Outcomes within the framework of learning outcomes articulated by
78   general education programs at other CUNY campuses to which our
79   students transfer;
80   • To evaluate current general education frameworks within current degree-
81   granting programs within the context of CUNY Central Office concerns;
82   • To evaluate and identify courses that might be considered part of the
83   "pathway" to common upper-division majors;
84   • To advance any recommendations for modification of the General
85   Education framework at Queensborough Community College that may
86   emerge as a result of developments and recommendations generated by
87   the CUNY Central Office as they occur;
88   • To cooperate with any centrally-constituted Curriculum Committee as
89   may be established by the University Faculty Senate in response to
90   Executive Vice-Chancellor Logue's initiative;
91   • To make a report of all actions taken and conclusions arrived at in a final
92   report to be submitted by May, 2012.

93   RATIONALE: Following from the recommendations of the conclusions of the
94   Working Group on Transfer and Articulation cited above, Executive Vice-
95   Chancellor Logue has called for a task force that would formulate ways to
96   implement the recommendations included in *Improving Student Transfer at*
97   *CUNY* as follows:
98
99   *Standardize general education requirements in terms of number of credits*
100   *and division*
101   *into broad curricular areas.*

102   □ *Establish disciplinary groups that identify the five or so most*
103   *common courses taken as pathways into the major and insure that*
104   *students who take these courses receive full credit for them as entry-*
105   *level major courses or as prerequisites for such courses.*
106   □ *Evaluate AAS degrees where AA or AS degrees exist in related*
107   *fields.*
108   □ *Foster dual-admission programs in fields where they are*
109   *appropriate.*
110   □ *Create mechanisms for accepting legitimate academic courses for*
111   *credit even when a receiving college does not have a match for the*
112   *course.*
113   □ *Improve CUNY's TIPPS on-line information system on course*
114   *equivalencies and articulation agreements.*
115   □ *Create an appeals process for students who wish to contest denial*
116   *of transfer credits or the receipt of fewer than they think are deserved.*
117
118   The formulation of a special committee would allow Queensborough
119   Community College faculty to shape this process on our own campus,
120   and, possibly, communicate with other campuses across CUNY in
121   order to maintain the integrity of Queensborough's general education
122   program and ensure that any and all modifications of existing programs
123   maintain levels of academic rigor required for student success at
124   transfer.

125   •   All were invited to discuss the issue.
126   •   VP Karen Steele requested specific language to address
127   the three specific curricular areas as a baseline for learning
128   outcomes.
129   •   There was also a request from floor to delete the word
130   "legitimate" from bullet #4 under the rationale section to
131   read "Create mechanisms for accepting academic courses
132   for credit even when a receiving college does not have a
133   match for the course."
134   •   Additionally, it was brought to the attention of the Senate
135   that there was no representation from any of the
136   Academies.
137   •   Dean Michelle Cuomo responded that identifying faculty
138   members as part of the Academies could prove difficult
139   since Faculty Coordinators are selected from Faculty
140   cohorts. Once that concern was satisfied, the motion was
141   set forth.
142
143
144   The **motion** was **made, seconded,** and **approved** to accept the proposal of a creating a
145   Special Committee on General Education Outcomes (*Attachment C of the March8, 2011*
146   *Agenda*)There were fifty –five affirmative votes, and one negative vote from Joel Kuszai.
147
148   •   Vice Chair Bales also informed the Senate that membership on
149   the new Special Budget Advisory Committee of the Academic
150   Senate is still under discussion. Representative from the

151 Academic Senate Steering Committee will be Dr. Tai ; Dr Stuart
152 Asser will represent the Budget Committee of the College
153 Personnel and Budget Committee and the Committee of Chairs.
154 Additional membership will include:
155
156 • Senator Anthony Kolios, Faculty Executive
157 Committee
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159 • Grahn Cooledge, Student Government
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161 • VP Sherri Newcomb, ex officio Member.
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163 • Chair Tai reminded everyone to review the Minutes of the UFS
164 which contains more information on how the General Education
165 issue is being addressed.
166
167
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169 **V. Monthly Reports of Standing Committees of the Academic Senate**
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171 • Committee on Committees (Attachment E) - Accepted as Presented
172
173 • Committee on Curriculum (Attachment F) – **RESOLUTION**
174
175 Senator Aranzazu Borrachero presented the resolution for a new
176 course in the Foreign Languages Department.
177
178 The Committee on Curriculum has acted to send the following recommendations to the Academic Senate:
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180 **I. New Course**
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182 **DEPARTMENT of FOREIGN LANGUAGES AND LITERATURES**
183
184 **LA-112 Elementary Arabic II,** 4 class hours, 1 laboratory hour, 4 credits
185
186 *Prerequisite*: LA 111 or the equivalent, with a grade of C or better.
187
188 *Description*: This is the second semester course for elementary Modern Standard Arabic. It focuses on
189 the four essential language skills: listening, speaking, reading and writing. Students will continue studying
190 the language through a communicative approach. They will also develop basic conversational and
191 grammatical skills, and they will acquire additional insight into the cultural and social contexts of the
192 Arabic speaking world. Consistent emphasis is placed on authentic materials that are derived from the
193 living cultural context.
194
195 *Rationale*: The Department of Foreign Languages and Literatures is currently offering two sections of first
196 semester Arabic with full enrollments. The Department predicts that most of these LA 111 students will
197 need a second semester of Arabic to fulfill their language requirements. Programs in Arabic language
198 have already been added to the curricula of a good number of Community and Senior Colleges of CUNY,
199 including La Guardia and Kingsborough Community Colleges, and Queens and Hunter Colleges.
200
201
202 • A **motion** was **made**, **seconded**, and **approved** to approve the new course of the
203 Department of Foreign languages (Attachment F *of the March 8, 2011 Agenda).* There

204	were fifty-six affirmative votes and two negative votes from Senators, Stuart Asser, and Joel
205	Kuszai..
206	
207	
208	
209	**II. Curricular Changes**
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211	**DEPARTMENT of MUSIC**
212	
213	*General Rationale:*
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215	Over the past decade, advances in technology have significantly altered and increased potential career
216	paths in the music industry from where they were when the Music Electronic Technology program was
217	introduced at Queensborough in the 1980's. While it was initially the realistic goal of this program to
218	prepare students for a job working in and for a commercial recording studio, these jobs are now few and
219	far between.
220	
221	A few decades ago, the primary tools of music recording included tape machines and large-format analog
222	mixing consoles. As computer technology has become more powerful and large data storage and
223	removable hard disk drives are now commonplace, the paradigm has shifted to a computer-centric
224	system. Tools that were once only available in a high-end studio can now even be emulated on a
225	student's laptop. This has resulted in major changes to the industry. Many large and mid-sized recording
226	studios have shut their doors. Where there was once a vertical monopoly by record labels, which alone
227	had the requisite funds to afford adequate time in a studio to allow the artist to work, much of this
228	production can now occur anywhere a laptop and headphones can travel. Having a computer-based
229	multi-track music production setup in one's bedroom is now more affordable than hardware systems ever
230	were.
231	
232	Another major change has occurred with respect to the way music is produced and consumed. It was
233	once the province of major record labels to produce and distribute music, there were brick-and-mortar
234	stores that thrived on the sales of CD's, and it was the realm of a few terrestrial radio and television
235	stations to market music to the public *en masse.* The rise of broadband Internet access has changed this
236	business model completely. The way consumers get their music, and even their view of music as a
237	commodity, has changed.
238	
239	Sound and music are playing an even greater role in the fields of multi-media and live event technology.
240	Whereas sound in a video game was once limited to a few beeps, modern games involve more layers of
241	audio production than a feature film and represent a major market for music. Sound design for visual
242	media, on-location recording, and sound reinforcement are skills that are more in demand than ever
243	before. Our revised curriculum reflects and addresses these changes, and prepares our students to
244	compete in these fields.
245	
246	Once, QCC's Music Electronic Technology program was one of only a few choices available. Now, there
247	is a proliferation of such programs vying for the attention of potential students. As such, the program
248	requires alterations and additions if it is to successfully compete with curricula offered by other
249	educational institutions that have realized the popular demand for such training. Our program must meet
250	this demand by offering content that is 21st century-appropriate and comprehensive in scope, yet trimmed
251	of any subject matter that is no longer integral. In order to remain competitive, the Music Department
252	must streamline this curriculum to meet the expectations of current and future students, and be willing to
253	continue to do so if it is to stay up-to-date in an ever-evolving music industry.
254	
255	
256	*Summary of changes:*
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258	**Curricular Additions and Course Modifications:**
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260 1. The program title has been changed: From: A.A.S. Degree in Music [Electronic Technology.] to:
261 A.A.S. Degree in Music <u>Production</u>
262
263 2. <u>MP</u> prefixes for <u>Music Production</u> replace all ME prefixes (Music Electronic Technology) - all MP
264 courses are numbered from MP-501~MP-510 and MP-900.
265   a. MP-501, 503, 505, 507 and 509 designate analog/digital *hybrid* course work;
266   b. MP-502, 504, 506, 508 and 510 designate digital *only* coursework.
267
268 3. Pre and/or Corequisites for MP-502, 504, 508, 509, 510 and 900 are added/modified
269
270 4. Two new courses are added:
271   *MP-506 Virtual Instruments* **(see MP-506_Att 4, 7, 7A and 8)** and *MP-507 Microphones and*
272   *Amplification Systems* **(see MP-507_Att 4, 7, 7A and 8)**
273
274 5. MU-290, The Business of Music is added with a revised description.
275
276 **Rationale:** Even as CD sales continue to fall, new opportunities in the music business have arisen to
277 monetize talent (e.g. ringtones, music for video games and Indie record label releases and downloads).
278 Revenue from the ownership, publishing and licensing of Intellectual Property continues to rise. What's
279 next in the continuing evolution of an industry spurred on and challenged as never before by technology,
280 piracy, sampling and file sharing? This course identifies and explores the opportunities that will exist for
281 our graduates to gainfully use their skills and talents in this constantly evolving industry. Student demand
282 at QCC has exceeded enrollment limits every semester in the past 4 years.
283
284 6. MU-400 Performance Series requirement is increased to 2 credits (up from 1 credit).
285
286 7. Music Theory requirement is increased (from MU-241, 3 credits) to 6 credits to be chosen from MU-
287 208, 209, 231, 241 and 242
288
289 8. Advised electives are increased (from 2 credits) to 4 credits selected from the following:
290   MU-100 series, MU-210, 211, 212, 231, 241, 242, 314, 321, 322, 331, 332, 400 series and MP-
291   509, 510, 900
292
293 <u>**Curricular Deletions:**</u>
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295 1. ME-260, Electronic Techniques is removed. No longer required to excel in the music recording and
296 production field.
297
298 2. MU-211, Sight Reading and Ear Training I is removed.
299
300 3. CS-100, Introduction to Computing and Programming is removed. Programming is no longer required
301 to excel in the music recording and production field.
302
303 3. ET-920 is removed. Formal training in electronics is no longer required to excel in the music recording
304 and production field.
305
306 4. ET-282 is removed. Formal training in electronics is no longer required to excel in the music recording
307 and production field.
308
309 The ETEC Dept. and the MATH Dept. are both aware of and agreement with these proposed revisions.
310
311 *(revisions continue on next page)*
312
313
314   ▪   Senator Kip Montgomery provided a 'friendly
315   'amendment reflecting the changes in the numbering

316   of the Music Courses from 500 series to 100. Please
317   note that the new numbers outlined in the friendly
318   amendment are based on the recommendation of
319   VP Karen Steele to align the Music course
320   numbering with the future changes anticipated in all
321   QCC course numbering.
322   .
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330   <u>Re-numbering scheme for MP courses:</u>
331   MP-1xx= First Year Courses
332   MP-2xx=Second Year Courses
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From:	To:
ME-250 ~~MP-501~~ Introduction to the Recording Studio & MIDI	MP-101 Introduction to the Recording S
ME-251 ~~MP-502~~ Digital Music Sequencing	MP-102 Digital Music Sequen
ME-270 ~~MP-503~~ Recording Techniques I: Studio Equipment	MP-103 Recording Techniques I: Stud
ME-276 ~~MP-504~~ Digital Sound Design	MP-204 Digital Sound Desig
ME-281 ~~MP-505~~ Recording Techniques II: Studio Operation	MP-205 Recording Techniques II: Stud
ME-277 ~~MP-508~~ Digital Recording	MP-208 Digital Recording
ME-285 ~~MP-509~~ Recording Techniques III: Production Lab	MP-209 Recording Techniques III: Pr
ME-200 ~~MP-510~~ Digital Audio for New Media	MP-210 Digital Audio for New M
ME-900 MP-900 Cooperative Education Internship in Music Production	MP- 900 (no chang Cooperative Education Internship in

334
335   New Courses being added to the curriculum, re-numbered.

~~MP-506~~ Virtual Instruments	MP-206 Virtual Instruments
~~MP-507~~ Microphones and Amplification Systems	MP-207 Microphones and Amplificatio

336
337
338   Note: MP-209, MP-210 and MP-900 are courses available as electives but do have pre-
339   req.

340
341   •   A **motion** was **made**, **seconded**, and **approved** to approve the Curricular changes from the
342   Department of Music (Attachment F *of the March 18, 2011 Agenda).* The motion was
343   passed unanimously.
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345

346 **New Business**:

347   •   Senator Alexandra Tarasko reminded the Senate of the
348   upcoming Conference of the College, noting that V1ce
349   Chancellor Logue will deliver the key note address, and
350   that she will speak specifically of the General Objectives
351   outcomes.

352

353   •   A member of Student Government made an
354   announcement concerning the Student Government
355   Elections and asked everyone to encourage their
356   students to come out and vote. The goal is to get at least
357   10% of the student body to vote. Voting will start March
358   25 through March 31 st. There are 25 candidates on the
359   slate, and a Presidential debate is scheduled for March
360   16' 2011.

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364   The meeting was adjourned at 3:43 PM

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368   Respectfully Submitted,

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370   Barbara Blake-Campbell, RN, PhD.(Secretary)
371   Steering Committee of the Academic Senate.