

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

Agenda

Academic Senate Meeting

Date: Tuesday, March 8, 2011

Time: 3:10 p.m.

Location: Room M-136

- I. Attendance
- II. Consideration of minutes of the February 8, 2010 meeting (Attachment A)
- III. Communications from the Board of Trustees or any of its Committees
 - click here on [Board of Trustees](#) for current communications
- IV. Communications from:
 - President Diane B. Call – (Attachment B)
 - Senate Steering Committee Report – (Attachment C)--**RESOLUTION**
 - University Faculty Senate Minutes, UFS Plenary of February 15, 2010 (Attachment D)
 - <http://www.cunyufs.org/>
(for current communications)
 - For policies adopted by the Board of Trustees
Click on <http://www1.cuny.edu/abtcuny/trustees/>
- V. Monthly Reports of Standing Committees of the Academic Senate
 - Committee on Committees (Attachment E)
 - Committee on Curriculum (Attachment F)
- VII. Old Business
- VIII. New Business

Barbara Blake-Campbell,
Secretary

Queensborough Community College
The City University of New York

MINUTES
of the February 8, 2010
Academic Senate

Interim President Diane Call called the fifth 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.

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|---------------|---------------|----------------|--------------|
| Edlin, Margot | Hersh, Brenda | Holden, Todd | Jue, Chong |
| Kuszai, Joel | Steele, Karen | Visoni, Gilmar | Yao, Haishen |

II. Consideration of minutes of the December 14, 2010:

- A **motion was made, seconded, and approved** to approve the December 14, 2010 minutes (*Attachment A of the February 8, 2011 Agenda*). This vote passed unanimously.

III. Communications from:

Interim President Call:

- Interim President Call referred to her written report (*Attachment B of the February 8, 2011 Agenda*).
- Interim President Call began by directing everyone's attention to the communication from the Board of Trustees. She then welcomed everyone back, and then proceeded to refer to her report. Interim President Call thanked the staff members in Enrollment Management, Student Affairs, Finance and Administration, Information Technology, Academic Chairs, Academic Affairs, *especially the Registrar staff* for their tireless efforts in launching the CUNYfirst system. As of the morning of the senate meeting, approximately 14,000-15,000 students have been registered, but there are some who have not yet submitted their payments.
- Interim President Call again thanked all the individuals who worked during the week-end and holiday periods to facilitate registration on CUNYfirst, and indicated that since the college is the vanguard institution, our experience will benefit the rest of the University.
- Interim President Call reported that Admission and registration for the fall and summer will begin soon creating robust offerings over the summer months.

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- Interim President Call referred to a message that was sent out from the office of Chancellor Goldstein on the initial analysis of the state budget, and that the University is united to lobby for restoration of funds, and that we will be joining other schools in Albany.
- Interim President Call informed the senate that fifty (50) of our colleagues, including fifteen faculty members, have elected to participate in the Early Retirement Program, and that they will be truly missed. The intent is to replace the teaching faculty, and that because we are still under hiring freeze these replacements will not include non-classroom faculty.
- Interim President Call also reported that three teams are recipients of the second round of Pedagogical Research Grants for Spring 2011, selected for funding up to \$15,000, and that many of the recipients have launched previous pilots.
- Interim President Call indicated that the month of January was abuzz with several dozen faculty and staff participating in faculty developing activities including the second eLearning Institute, Writing Intensive Certification, and a Learning Communities Think Tank. Interim President Call thanked the faculty project leaders through the Office of Academic Affairs for these endeavors.
- Interim President Call commented on the remarkable response in attendance for the Convocation held on Friday, February 4, 2011 with the theme “Are We Making a Difference?” and the exciting and informative presentations on the innovative strategies employed by faculty. These presentations were recorded and can be accessed from the College website.
- Interim President Call reported that grant funding for the Mathematics Team, led by Drs. G. Michael Guy, Jonathan Cornick, Andrew Russell, and Robert Holt has captured the attention of the University, and that it is hoped the impact of this initiative will be evident.
- Interim President Call announced that there is a clarion call by the University for discussion and development of a framework on General Education with specific learning outcomes. Engagement in these discussions, it is hoped, will serve to address articulation agreements throughout the University.
- Interim President Call reported that the Queensborough students will compete in the **American Mock Trial Associations’ Regional Mock Trials Tournament** to be held at Yale University on the weekend of February 10-12, and noted that Queensborough Community is the only community college to participate in this round of the competition, which includes Yale, Princeton, NYU, Dartmouth, Cornell, Boston College, and Brown. Interim President Call thanked the advisors, Professors Ted Rosen, Kelly Ford, Drs. Steve Hammel and Marjorie Deutsch.

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The case will focus on the issues of negligence and product liability.

- Interim President Call reminded everyone that Chancellor Mathew Goldstein will visit the campus on Wednesday, March 30 at 10:30 A.M. in the Medical Arts, Room 136, and that faculty, staff and students are invited to attend and engage with the Chancellor. Chancellor Goldstein will be addressing the budget outlook for FY 12 as well as University initiatives. In the meantime, Interim President Call indicated that she will be forwarding the College’s challenges and concerns in advance.
- Other Upcoming Events:
 - Presidential Lecture - Wednesday, March 30, 2011
Speaker Dr. Donald Tricarico, Social Sciences)
– Title, TBA. The speaker was selected by a committee composed of VP Karen Steele, Drs. Sasan Karimi, Amy Traver, Mark Van Ells.
 - Twenty-fourth annual **Partners for Progress Gala** – Thursday, April 28, 2011 at Terrace on the Park. List of honorees are listed in the Interim President Call’s report.
- Interim President Call reported that Phase II of the campus renovations will be the cafeteria in the Science Building.

IV. Senate Steering Committee:

Chair Tai began by inviting persons new to the Academic Senate to stand. She then welcomed the new prospective CLT representative, Mr. John Luby.

- Chair Tai referred to her report (Attachment C of the February 8, 2011 Agenda). She offered good wishes for Margaret Reilly who has resigned from the Senate due to sabbatical leave.
- Chair Tai discussed the University Faculty Senate’s involvement with the initiative to foster higher education in the Prisons. Chair Tai reminded the senate that when this effort was first launched, Queensborough Community College had the largest representation, and encouraged continued support for those who were incarcerated and are seeking to move on with their lives.
- Chair Tai presented the proposal for the creation a Special Budget Advisory Committee of the Academic Senate to function in the following ways:
 - * to serve in an advisory capacity to the President on matters of the College budget in its entirety including the Resource Allocation Process
 - * to hold the discussions and transactions of this Budget Advisory Committee confidential
 - * to report to the College Advisory Planning Committee (CAPC) and the Academic Senate any recommendations of this special committee, if needed

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* to issue a report to the Academic Senate at the end of its duration as to its continuation as a standing committee albeit perhaps with some changes to its composition and charge if thought needed.

- The proposal was met with lively discussions on the floor. Some questions clarified how this committee would be effective in influencing change.
- Interim President Call referred everyone to examine the strategic plan for the College to get an insight of what the ultimate goals and intent are for the college.
- The **motion** was **made, seconded, and approved** to accept the proposal of a creating a Special Budget Advisory Committee of the Academic Senate (*Attachment C of the February 8, 2011 Agenda*) with fifty affirmative votes, and one abstention from Senator Michael Cesarano.
 - Chair Tai informed the members of the Academic Senate that in January 24, 2011, the City University of New York Board of Trustees passed a new policy which prohibits the use of tobacco on all grounds and facilities under CUNY's jurisdiction – indoor and outdoor- as well as tobacco industry promotions and marketing on campus properties, and tobacco sponsorship of athletic events and athletes.
 - Chair Tai acknowledged members of student body who were present, and mentioned the importance of students' involvement in the Academic Senate. This she and hailed as a lesson in civic engagement. Chair Tai also mentioned that the Honor Society, Phi Beta Kappa will be one of several student organizations that will be involved in the no-smoking ban efforts.
 - Chair Tai encouraged suggestions and recommendations for implementation process of the no-smoking ban, and that parties can e-mail, Mr. Dion Pincus, or Drs. Tai and Bales.
 - Chair Tai led discussions on the CUNY Start, or the "College Transition Initiative" (CTI), where students who showed evidence of significantly inadequate preparation in all three remedial areas of reading, writing and mathematics can receive an alternative form of intervention.
 - Chair Tai indicated there is concern that the CTI program is being implemented without any interface with the governance , faculty and staff of this institution. Another lively discussion ensued.
 - Interim President Call informed the Senate that the CTI program is very prescribed in curriculum and pedagogy, and that the proposal for such a program would be placed outside the degree environment. Additionally, the University has presented the CTI as an Administrative Initiative.

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- Parliamentarian Dr. Phil Pecorino commented that the contents of the CTI program should be transparent to all, and that so far there is no data as to the performance of those who participate in this immersion program pass rate, or their performance in credit bearing courses.
 - Interim President Call suggested that there are good reasons for trying an alternative initiative to benefit our students, that it is not intended to exclude any student from attempting credit-bearing Program.
 - Senator Denise Ward also indicated that making the program available through the continuing education division was efficient, in student interest, and not unprecedented in the organization of the CLIP program.
 - Chair Tai then moved on to the proposal of a Special Committee on General Education Learning Outcomes, focusing on discussion concerning the University's articulation policy. A question from Senator Bourbon was whether the Senate would consider representations from the Academies, to which Chair Tai agreed.
- The **motion** was **made, seconded, and approved** to accept the proposal of a Special Committee on General Education learning Outcomes (*Attachment C of the February 8, 2011 Agenda*). The vote was passed unanimously.

243 **V. Committee on Committees (Attachment F)---ELECTION**

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- Senator Sheila Beck presented the new CLT representative, John Luby as a replacement for retiring Senator Charles Pranci.
- The **motion** was **made, seconded, and approved** to accept Mr. John Luby as the new Senior College Laboratory Technician (*Attachment F of the February 8, 2011 Agenda*). The vote was passed unanimously
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252 **VI. Monthly Reports of Standing Committees of the Academic Senate**

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254 Committee on Committees (Attachment F)---**ELECTION** – Report accepted as presented

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257 New Business:

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259 **Demonstration of CUNYFirst**

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- Mr. Ralph Romanelli conducted a demonstration on how faculty may access class rosters and download into EXCELL.
- Interim President Call thanked Mr. Romanelli.

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The meeting was adjourned at 5:15 PM

Respectfully Submitted,

Barbara Blake-Campbell, RN, PhD.(Secretary)
Emily S. Tai
Steering Committee of the Academic Senate.

QUEENSBOROUGH COMMUNITY COLLEGE
of The City University of New York

Report of the President
to the Academic Senate
March 8, 2011

The Governor and the Mayor have released their fiscal year 12 budget proposals. As expected, they contain significant cuts in New York State base aid for community colleges totaling nearly \$16 million, reductions in New York City support for CUNY and, in turn, our operating budget. Although we began planning for this anticipated challenge, including a financial plan to end this fiscal year with the maximum allowable reserve, our ability to accomplish this appears in serious jeopardy, as we have apparently experienced a significant and unexpected decline in enrollment this spring. The degree of the decline is not clear, as enrollment reports for spring and winter sessions have been delayed. At this time, we are assuming a significant reduction in fiscal year 11 revenue. As we begin the Resource Planning and Allocation process for fiscal year 12, we will need to plan for lower than expected reserves to assist in balancing the budget. The tuition increase of 5% that went into effect this spring and a possible second increase in the Fall of 2011, will factor into our ability to balance the budget for FY 12. Given the uncertainty of the final New York State and New York City budgets, as well as our enrollment numbers next fall, we will need to plan for the contingency of budget reductions for next year. Our Enrollment Management Committee will work to restore our enrollment to the target set for fiscal year 12. Vice President Newcomb will release the planning parameters for the FY 12 budget and initiate the FY 12 resource Planning and Allocation Process in early March. Along with the Sub Committee on Budget of the College Personnel and Budget Committee, and the CAPC, the new Budget Advisory Sub-Committee of the Academic Senate will provide advice as next year's budget plan is formulated.

We continue to work through many issues with CUNYfirst, and the University and Oracle continue to work to resolve continuing problems with financial aid and billing. At the same time, we are turning our attention to the registration cycles for summer and fall, with summer registration expected to begin by mid March, and with fall advisement/registration expected to begin in early April. Progress has been made to stabilize this new system, and advances have been made in our local capacity for reports. Training on CUNYfirst will continue to be offered this spring, and beyond, and an effort to gather campus input regarding CUNYfirst has been launched, beginning with the Department Chairpersons, in an effort to determine how we can improve its effectiveness.

Due to reports of serious traffic congestion on Kenilworth Drive from vehicles seeking to enter lots 4 and 6, effective Monday, March 7, tokens will no longer be sold at the guardhouse at that location, as tokens sales are delaying entry, contributing to the traffic problems and disturbing some classes in the Medical Arts Building..

The Lady Tigers, Queensborough's own women's basketball team, took the CUNY Championship for the fourth consecutive year. Congratulations to the players and their coaches.

As reported last month, Queensborough students competed in the American Mock Trial Association's Regional tournament at Yale University, and our teams were the recipients of the Spirit Award, chosen by the Association's judges and attorneys.

Upcoming events:

The latest exhibit in our Art Gallery features 50 selected oil paintings by Holocaust survivor, **Samuel Bak**. An opening reception with the artist will be held on March 10, from 5-8 p.m.,

The Ceremony celebrating students who were named to the **Dean's List** in Fall 2010 will be held in the Humanities Theatre on March 15, at 7:00 P.M.

The Office of Academic Affairs will host its first "**Campus Conversation**" of the semester on March 16 at 4:30 pm in the Oakland Dining Room. The discussion will be on General Education and recent efforts in various states to standardize objectives throughout a university system. Any faculty having articles or materials that might encourage a good discussion, are asked to forward those articles to the Office of Academic Affairs for consideration.

Our annual **Reception for Newly Tenured Faculty** will take place on Thursday, March 24, beginning at 4:30 p.m. in the Oakland Building. Sixteen of our colleagues will be honored.

The Conference of the College, sponsored by the Faculty Executive Committee, is slated for Friday, March 25 from 9 AM to 1PM in Medical Arts 136.

Elections for the 2011-12 Student Government Association members will be conducted from March 25 through 31. Candidates will be seeking recommendation letters from faculty to support their nomination for various offices. As students participate in our governance processes, I encourage faculty to stimulate student interest in participating, as a candidate, and as voters.

Wednesday, March 30, will begin with Chancellor Goldstein visiting and addressing our campus at 10:30 a.m. in M-136. That day will conclude at 4:30 p.m. with the **Presidential Lecture** featuring Dr. Donald Tricarico speaking on "The Significance of Guido for Italian American Studies."

1. Senate Matters: Composition and Membership

Subsequent to our last Senate meeting, it was brought to our attention that Brenda Hersh (Business) would be retiring, and, thus, resigning from the Academic Senate; and that Margaret Reilly (Nursing) would also be resigning from the Academic Senate while on sabbatical. As of this writing, Shele Bannon (Business) will be replacing Dr. Hersh; Maurizio Santoro will serve in Professor Reilly's stead.

2. Committee Matters: Composition and Membership

As of this writing, membership on the new Special Budget Advisory Committee of the Academic Senate is still under discussion. Representation from the Steering Committee of the Academic Senate will be supplied either by me or Dr. Bales; Dr. Stuart Asser will represent the Budget Committee of the College Personnel and Budget Committee and the Committee of Chairs. We have yet to hear, however, who will serve from the Faculty Executive Committee or Student Government.

3. Committee Matters: Activities

- As members of the Academic Senate may be aware, on 24 January, 2011, the City University of New York Board of Trustees passed a new policy which prohibits the use of tobacco on all grounds and facilities under CUNY's jurisdiction — indoor and outdoor— as well as tobacco industry promotions and marketing on campus properties, and tobacco industry sponsorship of athletic events and athletes. (A full press release on the policy is available at the CUNY website, at <http://www1.cuny.edu/mu/forum/2011/01/24/cuny-trustees-expand-policy-prohibiting-use-of-tobacco-making-cuny-the-largest-smoke-free-public-university-system-in-the-united-states/>). Many members of the Queensborough Community College community will hail the smoking ban, which our own Academic Senate anticipated in a fall, 2010 vote to ban smoking on our own campus; but the next challenge lying before us is Chancellor Goldstein's mandate that each campus craft an implementation policy by June, 2011 that would go into full effect no later than 2012. Those members of our community who follow our own college's Community Dialogue and other CUNY-wide listserves will be aware that several of our senators and campus colleagues have advanced suggestions concerning implementation, while the Professional Staff Congress has queried issues regarding implementation of the new policy, as well. The Steering Committee is inviting all members of the campus community to join their colleagues in considering these matters, and forwarding all suggestions to the chair and members of the Committee on Environment, Quality of Life, and Disability Issues. We are asking this committee to incorporate these suggestions into a document of recommendations to be forwarded to Queensborough's administration by our April meeting, if possible, so that any matters suitable for resolution might be considered by the Academic Senate for a vote. As of this writing, it is our information that work on this implementation plan proceeds apace. The members of the Committee on Environment, Quality of Life, and

Disability Matters are also at work on a plan to address some of the issues those on our campus have raised with regard to parking.

- The Steering Committee of the Academic Senate is in receipt of advises from the Committee on Curriculum that the Committee will be considering a course in Arabic, and a revision of the AAS curriculum in Music Electronic Technology.
- The Steering Committee is in receipt of an advise from the chair of the Senate Committee on Computer Resources, that a report from the Technology Fee Committee is in the final stages of draft preparation. While our understanding is that the time table for sharing this report is a tight one, the Committee on Computer Resources has indicated it will share whatever can be relayed as soon as possible, tentatively at the April Senate meeting.

4. University and College Wide Matters with Direct Bearing on the Senate

As per our February meeting of the Academic Senate, and continuing action from City University Central Office of Academic Affairs with regard to the transfer issue and concerns about the portability of General Education credits, the Steering Committee of the Academic Senate wishes to build upon the productive discussion at the last meeting of our body to offer the following resolution:

Whereas, the CUNY Central Office convened a Working Group on Transfer and Articulation which issued a report last October, entitled "Improving Student Transfer at CUNY,"

and

Whereas, one recommendation of this report is that "General education requirements should be standardized in terms of numbers of credits and division into broad curricular areas,"

and

Whereas, Executive Vice-Chancellor Logue's current proposal to implement this recommendation would allocate 36 credits for a general education curriculum, designating three broad curricular areas as Science and Mathematics, Social Sciences, and Arts and Humanities;

and

Whereas this report also recommends that Academic disciplinary groups should identify the "five most common courses taken as pathways" to particularly common majors, and "should insure that students who take these courses receive full credit for them as entry-level major courses or as prerequisites for such courses,"

and

Whereas the Academic Senate of Queensborough Community College is empowered to create special committees as per Article VII, Section II of the By-laws of the Academic Senate:

The Academic Senate may establish such standing and ad hoc committees as it determines. Each committee shall elect a chairperson, secretary, and such other officers as may be appropriate.

1. Special Committees:

Special committees may be created by action of the Academic Senate for specific purposes. Special committees shall be elected by the Senate...

BE IT RESOLVED that,

A Special Committee on General Education Learning Outcomes be formed with the following membership:

A representative of Queensborough's Office of Academic Affairs (ex-officio)
One representative of the Steering Committee of the Academic Senate
One representative of the Faculty Executive Committee
The chair of the Curriculum Committee of the Academic Senate
The chair of the Assessment Committee of the Academic Senate
One faculty representative from the Freshman Academy for Business
One faculty representative from the Freshman Academy for Education
One faculty representative from the Freshman Academy for Health-Related Science
One faculty representative from the Freshman Academy for Liberal Arts
One faculty representative from the Freshman Academy for STEM
One faculty representative from the Freshman Academy for Visual and Performing Arts

And a charge as follows:

- To evaluate Queensborough's current General Education Learning Outcomes within the framework of these three broad curricular areas;
- To evaluate Queensborough's current General Education Learning Outcomes within the framework of learning outcomes articulated by general education programs at other CUNY campuses to which our students transfer;
- To evaluate current general education frameworks within current degree-granting programs within the context of CUNY Central Office concerns;
- To evaluate and identify courses that might be considered part of the "pathway" to common upper-division majors;
- To advance any recommendations for modification of the General Education framework at Queensborough Community College that may emerge as a result of developments and recommendations generated by the CUNY Central Office as they occur;

- To cooperate with any centrally-constituted Curriculum Committee as may be established by the University Faculty Senate in response to Executive Vice-Chancellor Logue's initiative;
- To make a report of all actions taken and conclusions arrived at in a final report to be submitted by May, 2012.

RATIONALE: Following from the recommendations of the conclusions of the Working Group on Transfer and Articulation cited above, Executive Vice-Chancellor Logue has called for a task force that would formulate ways to implement the recommendations included in *Improving Student Transfer at CUNY* as follows:

Standardize general education requirements in terms of number of credits and division into broad curricular areas.

Establish disciplinary groups that identify the five or so most common courses taken as

pathways into the major and insure that students who take these courses receive full credit for them as entry-level major courses or as prerequisites for such courses.

Evaluate AAS degrees where AA or AS degrees exist in related fields.

Foster dual-admission programs in fields where they are appropriate.

Create mechanisms for accepting legitimate academic courses for credit even when a receiving college does not have a match for the course.

Improve CUNY's TIPPS on-line information system on course equivalencies and articulation agreements.

Create an appeals process for students who wish to contest denial of transfer credits or the receipt of fewer than they think are deserved.

The formulation of a special committee would allow Queensborough Community College faculty to shape this process on our own campus, and, possibly, communicate with other campuses across CUNY in order to maintain the integrity of Queensborough's general education program and ensure that any and all modifications of existing programs maintain levels of academic rigor required for student success at transfer.

February 17, 2011

From: Linda Meltzer, UFS Member/Queensborough Community College

To: Barbara Blake-Campbell, Secretary, QCC Senate Steering Committee
Emily Tai, Chairperson, QCC Senate Steering Committee

Att.

Report on the 356th UFS Plenary Session of CUNY, February 15, 2011

UFS Chair Sandi Cooper called the meeting to order at approximately 6:30 p.m. in Room 9204/05/06 at the CUNY Graduate School and University Center.

I. Approval of the Agenda for February 15, 2011.

The agenda was approved by voice vote.

II. Approval of the Minutes of December 14, 2010.

The minutes were approved as distributed by voice vote.

III. Reports.

A. Chair. Activities (Oral and Written)

B. Associate Vice Chancellor for Budget and Finance Matthew Sapienza was scheduled to present an analysis of Gov. Cuomo's Executive Budget, but was called away. In his place, Vice Chair Terrence Martell provided some comments. The 2012 Budget for Senior colleges is about \$45 million below 2011 and for junior colleges about \$15 million below 2011. The Budget could have been worse but included mandatory costs. Spring 2011 tuition hikes were accepted in the Budget and any future increases will have to be negotiated and not likely to happen. The Budget would have been much worse without the tuition increases. Allocation to the campuses are undecided and more work needs to be done.

IV. Panel: "Faculty Governance and General Education: Challenges to an Integrated University" with Michael Barnhart, Jason Young, Robert Viscusi, and Kevin Sailor, moderated by Rosalind Carey, Chair, UFS Academic freedom Committee.

Discussion centered: **Draft Resolution on Creating an Efficient Transfer System, 1/26/11 as follows:**

Rationale

CUNY has large student transfer flows among its colleges, with students needing remediation starting at community colleges and then transferring to pursue baccalaureate degrees, and other students transferring to meet their academic interests. To enhance these students' progress, CUNY must insure that its transfer system operates smoothly and efficiently. The majority of CUNY students who transfer within the University from an associate degree program to a baccalaureate program do so without

having completed the associate degree and thus do not benefit from current transfer guarantees extended to students who hold AA or AS degrees, including, in particular, the provision that they will be considered to have completed lower-division general education requirements.

Many of the colleges have long-standing general education requirements that reflect a time when our students were less mobile and were expected to complete their degree requirements at the College they first entered. However, while recognizing that each of these general education distributions has merit, as a system we have a responsibility to our students to ensure that our general education requirements are structured in a manner that facilitates the movement of students among the Colleges without the loss of credit.

CUNY colleges should be consistent in their evaluation of transfer credits so that students can plan their academic paths. If CUNY set the number of general education credits required at its undergraduate colleges, students would know exactly what requirements they would have to meet at any CUNY college. This would reduce the number of students acquiring more credits than they need to graduate, which would save resources for them and for the larger community. Similarly, students in associate programs would benefit from faculty agreement across the senior and community colleges about appropriate lower-division courses for entry into the major.

Now be it

Resolved, that the Chancellor, in consultation with the Council of Presidents, the University Faculty Senate, and the University Student Senate, will convene a task force of faculty, students, and academic administrators and charge it with creating a common general education framework for the undergraduate colleges of the University. The framework will set credit requirements in general education across broad disciplinary areas and will consist of a maximum of 36 credits of lower-division general education courses, with baccalaureate programs able to add up to six credits of lower- or upper-division credits at their option. This framework will apply to all A.A., A.S., and baccalaureate degrees. In addition, for A.A.S. degrees, which may contain less than 36 general education credits, all liberal arts courses for those degrees will be drawn from the courses approved for the general education framework, such that A.A.S. students will receive partial certification for completion of the general education framework

a) The Task Force shall recommend the number of credits to be allocated to each broad disciplinary or interdisciplinary area such as: written and oral communication; natural sciences; math/quantitative reasoning; social science; and humanities, global perspectives, and languages other than English. The framework will adhere as closely as possible to existing general education requirements at CUNY senior colleges. Within the broad disciplinary (or interdisciplinary) areas of the framework, all undergraduate CUNY colleges will specify individual required courses as they choose, but all colleges must accept all validated courses in those areas from any other CUNY college as meeting area requirements. Students who satisfactorily complete courses in these areas, or complete all general education requirements, will be certified as having achieved partial or full completion of the general education requirements from the colleges where they took the courses. If a student transfers to another CUNY college, all certified general education course credits will be accepted without further evaluation of those credits.

b) The Task Force will also specify the criteria by which courses will qualify as having satisfied the requirements of a disciplinary area, and those criteria will be based on learning outcomes.

c) The Task Force will complete its deliberations and present its recommended framework, including the necessary learning outcomes, to the Chancellor in a report by November 1, 2011, and be it further

RESOLVED, that all liberal arts and science courses taken for credit at a CUNY college be accepted for credit at other CUNY colleges, regardless of whether a specific equivalency exists at the transfer college, to an extent consistent with the student meeting grade requirements and residency rules at the transfer college, and be it further

RESOLVED, that clear pathways be created for the largest transfer majors. The Chancellor, in consultation with the Council of Presidents, the University Faculty Senate, and the University Student Senate, will convene relevant disciplinary committees of faculty, students, and academic administrators. By March 1, 2012, each disciplinary committee will specify no fewer than three and no more than six courses in the major or cognate fields that will be accepted as entry-level major courses or as prerequisites for such courses by all colleges offering those majors.

EXPLANATION. The Board has affirmed the rights of transfer students in a number of resolutions and the current resolutions are intended not to preempt them but to strengthen the protections they offer. Most recently, a 1999 resolution guaranteed students who completed the AA or AS degree at CUNY automatic fulfillment of lower division liberal arts and science distribution requirements toward a baccalaureate degree, with the exception that students could be asked to complete an additional course toward a college's baccalaureate distribution requirements. However, nearly two-thirds of transfer students from CUNY associate programs enroll in their new colleges before completing a degree and consequently do not benefit from these policies. Additionally, increasing numbers of students from CUNY Associate in Applied Science (AAS) degree programs are transferring to baccalaureate programs.

Transfer guarantees have also been undercut by inconsistencies in how CUNY colleges have evaluated transfer credits and, in particular, by the granting of only elective credit in many cases, rather than credits that apply to general education or major requirements. These practices lead to delays and uncertainties for transfer students and, ultimately, to taking excess credits. Given increasing restrictions on financial aid and the growing fiscal constraints on the University, it is essential that prospective transfer students be able to plan and pursue their academic careers efficiently.

A standard general education framework is necessary if the City University is to fulfill its mission as an integrated system. Community colleges are a vital entry point to higher education for many students, but the system only functions well if transfer is seamless. Moreover, consistent with greater integration, the University's colleges have developed increasingly specialized curricula—a positive trend that will and should continue, but one that renders a transfer system based on narrow course equivalencies impractical and inefficient. Credit should be awarded on the basis of academic learning and not on the basis of a curricular match.

Finally, the number of credits required to satisfy general education requirements varies widely across the CUNY senior colleges. The disciplines covered at the individual colleges also vary. A common general education framework with credits that fit within

60-credit associate-degree programs would enable students to complete lower-division requirements whether in community colleges or in baccalaureate colleges. Moreover, by specifying a common set of entry-level courses, including prerequisites and cognates, to be offered and accepted universally within the major transfer pathways, prospective students will be able to prepare for transfer more effectively and receive the maximum amount of credit for their course work.

Key Points of Panel Discussion:

- Moderator Carey and panelists which included Prof. Barnhart of Kingsborough and Professors Young, Sailor, and Viscusi from Senior Colleges Hunter, Lehman and Brooklyn provided their views on key issues on the new General Education proposal: 1) balancing the right of faculty to create and 2) the needs of students to move and transfer freely between campuses.
- Main concerns addressed were how prerequisites will be influenced under new proposal and how large the number of credits will be required before majors and electives. While 36 general education credits are being discussed, questions remain as to whether it includes other requirements such as foreign language, writing and such, bring up the actual requirement.
- How this proposal relates to transfer students is at issue because of the potential for excess credits which are more costly system-wide and for students. Lehman Professor shared that its college is more generous in accepting transfer credits but this may not be true CUNY-wide. There is a fairness argument as courses are not treated uniformly across CUNY.
- While a taskforce is expected to study the implications of the proposal, the question is how task force will be assembled and how it will issues will be addressed.
- A concern is being raised that the proposal may not be addressing the issue of transfer and excess credits which motivated the proposal. It may also lessen not encourage students to transfer within the CUNY system if proposal makes more complex to do so. We may lose students at an earlier stage who may be able to take as many courses they want.
- Community colleges, in particular, may be negatively impacted due to a high number of general education credits may be required to satisfy AA and AS degrees. There may be a disincentive to transfer before AA and AS. There was a question raised with respect to pathway and whether students will stay through graduation under proposal.
- Academic freedom issues need to be addressed as faculty may need to modify their curriculum. Faculty will need “buy-in” to this plan. The proposal to some feel like it’s a drive to standardization, and ultimately reduce innovation and creativity in course offerings. Proposal was suggested as a tax on Liberal arts.
- However, at Brooklyn College, Prof. Viscusi offered a more positive view of his school’s requiring at least 9 core courses in the first two years, leaving plenty of room for students to take intellectual electives. He finds the core requirement to be energizing.
- Bottom line: a controversial proposal with many dimensions and its implementation if and when passed will vary according to departments and colleges.

The meeting was adjourned at 8:30 PM.

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

Report to the Academic Senate

MEMORANDUM

FROM: Sheila Beck

TO: Professor Barbara Blake Campbell

Date: February 14, 2011

SUBJECT: Committee on Committees Monthly Report, February 2011

1. Maurizio Santoro replaced Andrew Nguyen in the Senate due to scheduling issues.
2. Shele Bannon replaced Brenda Hersh in the Senate, due to her retirement
3. Due to the resignation of Prof. Manzo from the Committee on Course and Standing, Prof. Neera Mohess of the Library department is appointed.

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

To: Emily Tai, Academic Senate Steering Committee
From: Aránzazu Borrachero, Chairperson, Committee on Curriculum
Date: February 28, 2011
Subject: Monthly Report

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

I. New Course

DEPARTMENT of FOREIGN LANGUAGES AND LITERATURES

LA-112 Elementary Arabic II, 4 class hours, 1 laboratory hour, 4 credits

Prerequisite: LA 111 or the equivalent, with a grade of C or better.

Description: This is the second semester course for elementary Modern Standard Arabic. It focuses on the four essential language skills: listening, speaking, reading and writing. Students will continue studying the language through a communicative approach. They will also develop basic conversational and grammatical skills, and they will acquire additional insight into the cultural and social contexts of the Arabic speaking world. Consistent emphasis is placed on authentic materials that are derived from the living cultural context.

Rationale: The Department of Foreign Languages and Literatures is currently offering two sections of first semester Arabic with full enrollments. The Department predicts that most of these LA 111 students will need a second semester of Arabic to fulfill their language requirements. Programs in Arabic language have already been added to the curricula of a good number of Community and Senior Colleges of CUNY, including La Guardia and Kingsborough Community Colleges, and Queens and Hunter Colleges.

II. Curricular Changes

DEPARTMENT of MUSIC

General Rationale:

Over the past decade, advances in technology have significantly altered and increased potential career paths in the music industry from where they were when the Music Electronic Technology program was introduced at Queensborough in the 1980's. While it was initially the realistic goal of this program to prepare students for a job working in and for a commercial recording studio, these jobs are now few and far between.

A few decades ago, the primary tools of music recording included tape machines and large-format analog mixing consoles. As computer technology has become more powerful and large data storage and removable hard disk drives are now commonplace, the paradigm has shifted to a computer-centric system. Tools that were once only available in a high-end studio can now even be emulated on a student's laptop. This has resulted in major changes to the industry. Many large and mid-sized recording

studios have shut their doors. Where there was once a vertical monopoly by record labels, which alone had the requisite funds to afford adequate time in a studio to allow the artist to work, much of this production can now occur anywhere a laptop and headphones can travel. Having a computer-based multi-track music production setup in one's bedroom is now more affordable than hardware systems ever were.

Another major change has occurred with respect to the way music is produced and consumed. It was once the province of major record labels to produce and distribute music, there were brick-and-mortar stores that thrived on the sales of CD's, and it was the realm of a few terrestrial radio and television stations to market music to the public *en masse*. The rise of broadband Internet access has changed this business model completely. The way consumers get their music, and even their view of music as a commodity, has changed.

Sound and music are playing an even greater role in the fields of multi-media and live event technology. Whereas sound in a video game was once limited to a few beeps, modern games involve more layers of audio production than a feature film and represent a major market for music. Sound design for visual media, on-location recording, and sound reinforcement are skills that are more in demand than ever before. Our revised curriculum reflects and addresses these changes, and prepares our students to compete in these fields.

Once, QCC's Music Electronic Technology program was one of only a few choices available. Now, there is a proliferation of such programs vying for the attention of potential students. As such, the program requires alterations and additions if it is to successfully compete with curricula offered by other educational institutions that have realized the popular demand for such training. Our program must meet this demand by offering content that is 21st century-appropriate and comprehensive in scope, yet trimmed of any subject matter that is no longer integral. In order to remain competitive, the Music Department must streamline this curriculum to meet the expectations of current and future students, and be willing to continue to do so if it is to stay up-to-date in an ever-evolving music industry.

Summary of changes:

Curricular Additions and Course Modifications:

1. The program title has been changed: From: A.A.S. Degree in Music [Electronic Technology.] to: A.A.S. Degree in Music Production
2. MP prefixes for Music Production replace all ME prefixes (Music Electronic Technology) - all MP courses are numbered from MP-501~MP-510 and MP-900.
 - a. MP-501, 503, 505, 507 and 509 designate analog/digital *hybrid* course work;
 - b. MP-502, 504, 506, 508 and 510 designate digital *only* coursework.
3. Pre and/or Corequisites for MP-502, 504, 508, 509, 510 and 900 are added/modified
4. Two new courses are added:
MP-506 Virtual Instruments (see MP-506_Att 4, 7, 7A and 8) and *MP-507 Microphones and Amplification Systems (see MP-507_Att 4, 7, 7A and 8)*
5. MU-290, The Business of Music is added with a revised description.

Rationale: Even as CD sales continue to fall, new opportunities in the music business have arisen to monetize talent (e.g. ringtones, music for video games and Indie record label releases and downloads). Revenue from the ownership, publishing and licensing of Intellectual Property continues to rise. What's next in the continuing evolution of an industry spurred on and challenged as never before by technology, piracy, sampling and file sharing? This course identifies and explores the opportunities that will exist for

our graduates to gainfully use their skills and talents in this constantly evolving industry. Student demand at QCC has exceeded enrollment limits every semester in the past 4 years.

6. MU-400 Performance Series requirement is increased to 2 credits (up from 1 credit).

7. Music Theory requirement is increased (from MU-241, 3 credits) to 6 credits to be chosen from MU-208, 209, 231, 241 and 242

8. Advised electives are increased (from 2 credits) to 4 credits selected from the following:

MU-100 series, MU-210, 211, 212, 231, 241, 242, 314, 321, 322, 331, 332, 400 series and MP-509, 510, 900

Curricular Deletions:

1. ME-260, Electronic Techniques is removed. No longer required to excel in the music recording and production field.

2. MU-211, Sight Reading and Ear Training I is removed.

3. CS-100, Introduction to Computing and Programming is removed. Programming is no longer required to excel in the music recording and production field.

3. ET-920 is removed. Formal training in electronics is no longer required to excel in the music recording and production field.

4. ET-282 is removed. Formal training in electronics is no longer required to excel in the music recording and production field.

The ETEC Dept. and the MATH Dept. are both aware of and agreement with these proposed revisions.

(revisions continue on next page)

1. Program Revisions

From: A.A.S. Degree in Music [Electronic Technology]

To: A.A.S. Degree in Music Production

REQUIREMENTS FOR THE A.A.S. DEGREE

FROM:

| GENERAL EDUCATION CORE REQUIREMENTS: | | <i>Credits</i> |
|---|---|----------------|
| MA-321 | Mathematics in Contemporary Society | 3 |
| [CS-100 | Introduction to Computers & Programming | 3] |
| EN-101 or EN-103 and EN-102 | | 6 |
| --- | SS or HI Electives in Social Science or History (HI-100 series) | 6 |
| PH-140 | Acoustics: The Physics of Sound | 4 |
| [MU-120 | Survey of Western Music or MU-110 Introduction to Music] | 3 |
| [Sub-total 25] | | |

| REQUIREMENTS FOR THE MAJOR | | <i>Credits</i> |
|-----------------------------------|------------------------------------|----------------|
| [ET-920 | Electrical Technology Fundamentals | 3] |
| [ET-282 | Fundamentals of Audio Electronics | 3 |
| [MU-211* | Sight Reading and Ear Training I | 1] |
| [MU- | Advised Music Electives | 2] |
| [MU-241* MU-231* | Music Theory I or Jazz Theory I | 3] |

| | | |
|------------|--------------------------------|----|
| MU-312-314 | Piano II-IV (<i>any two</i>) | 2 |
| [MU-400 | Performance Series Elective | 1] |

[Sub-total 15]

TO:

| GENERAL EDUCATION CORE REQUIREMENTS: | | <i>Credits</i> |
|---|---|----------------|
| MA-321 | Mathematics in Contemporary Society | 3 |
| EN-101 or EN-103 and EN-102 | | 6 |
| --- | SS or HI Electives in Social Science or History (HI-100 series) | 6 |
| PH-140 | Acoustics: The Physics of Sound | 4 |
| <u>MU</u> | <u>Any MU 100 Series</u> | 3 |
| Sub-total | | 22 |

REQUIREMENTS FOR THE MAJOR: MU COURSES *Credits*

| | |
|--|----------|
| Musicianship/Music Theory: (<i>Any sequence of two</i>) | 6 |
| (MU-208/209; MU-209/231; MU-209/241; MU-231/241; MU-241/242) | |
| <u>MU-208</u> | <u>3</u> |
| <u>MU-209*</u> | <u>3</u> |
| <u>MU-231*</u> | <u>3</u> |
| <u>MU 241*</u> | <u>3</u> |
| <u>MU 242</u> | <u>3</u> |
| <u>MU-290</u> | <u>3</u> |
| <u>MU-312-314*</u> | <u>2</u> |
| <u>MU-400</u> | <u>2</u> |

Sub-total 13

*Note: [Prior to taking MU-211 and MU-241, all students are required to take courses in basic musicianship and music theory (MU-208, MU-209, and MU-210) unless they request and pass a Music Placement Test administered by the Music Dept.]

*Note: Placement into MU-209, 231, 241, 312 and 313 is determined by an evaluation of musicianship skills.

| | | | <u>REQUIREMENTS FOR THE MAJOR MP COURSES</u> | <i>Credits</i> | |
|---|--|----------------|---|---|------------------|
| [ME]-250 | Introduction to the Recording Studio & MIDI | 3 | <u>MP-501</u> | <u>Introduction to the Recording Studio & MIDI</u> | 3 |
| [ME]-251 | Digital Music Sequencing | 3 | <u>MP-502</u> | Digital Music Sequencing | 3 |
| [ME]-260 | [Electronic Techniques] | [1] | <u>MP-503</u> | Recording Techniques I: Studio Equipment | 3 |
| [ME]-270 | Recording Techniques I: Studio Equipment | 3 | <u>MP-504</u> | Digital Sound Design | 2 |
| [ME]-276 | Digital Sound Design | 2 | <u>MP-505</u> | Recording Techniques II: Studio Operation | 3 |
| [ME]-281 | Recording Techniques II: Studio Operation | 3 | <u>MP-506</u> | Virtual Instruments | 3 |
| | | | <u>MP-507</u> | <u>Microphones and Amplification Systems</u> | 1 |
| [ME]-277 | Digital Recording | 3 | <u>MP-508</u> | Digital Recording | 3 |
| [ME]-900 | [Cooperative Education Internship] | [2] | | | |
| | <i>(from REQUIREMENTS FOR THE MAJOR above)</i> | | | | |
| [MU- | Advised Music Electives | 2] | <u>MP/MU</u> | Advised Electives | 4 |
| | | | | <u>Advised Electives List: MU-100 series, MU-210, 211, 231, 241, 242, 314, 321, 322, 331, 332, MU-400 series and MP-509, 510 and 900.</u> | |
| | | [Sub-total 20] | | <i>Sub-total</i> | <u>25</u> |
| Total Credits Required for the A.A.S. Degree in Music [Electronics Technology] | | 60 | Total Credits Required for the A.A.S. Degree in Music Production | | 60 |

2. Course Revisions

FROM:

[ME-250] Introduction to the Recording Studio and MIDI

[ME-251] Digital Music Sequencing

Prerequisite: [ME-250] and MU-208 [both completed with a minimum grade of C]

[ME-270] Recording Techniques I: Studio Equipment

Prerequisite: [ME-250 completed] with a grade of C or better

[ME-276] Digital Sound Design

1 class hour 2 laboratory hours 2 credits

Prerequisite: [ME-251]

An introductory course designed to impart a basic knowledge and understanding of digital sound design. The study concentrates on electronically produced sound and the means by which it is generated, processed, and synthesized.

[ME-281] Recording Techniques II: Studio Operation

Prerequisite: [ME-270 completed with minimum grade of C]

[ME-277] Digital Recording

2 class hours 2 laboratory hours 3 credits

Prerequisite: [ME-270 and ME-276]

This course offers advanced instruction in sound design, synthesis and digital audio using Pro Tools Computer Music Applications. This advanced course will provide students with a comprehensive overview of the use of digital audio in professional sound production.

[ME-285] Recording Techniques

3 laboratory hours 1 credit

[Corequisite: ME281] Offered as needed

TO:

MP-501 Introduction to the Recording Studio and MIDI

MP-502 Digital Music Sequencing

Prerequisite: MP-501 and MU-208 both with a grade of C or better

MP-503 Recording Techniques I: Studio Equipment

Prerequisite: MP-501 with a grade of C or better

MP-504 Digital Sound Design

1 class hour 2 laboratory hours 2 credits

Prerequisite: MP-502 with a grade of C or better

An introductory course designed to impart a basic knowledge and understanding of digital sound design. The study concentrates on electronically produced sound and the means by which it is generated, processed, and synthesized.

MP-505 Recording Techniques II: Studio Operation

Prerequisite: MP-503 with a grade of C or better

(MP-506 Virtual Instruments is added)

(MP-507 Microphones and Amplification Systems is added)

MP-508 Digital Recording

2 class hours 2 laboratory hours 3 credits

Prerequisite: MP-503 and MP-504 both with a grade of C or better

This course offers advanced instruction in sound design, synthesis and digital audio using Pro Tools Computer Music Applications. This advanced course will provide students with a comprehensive overview of the use of digital audio in professional sound production.

MP-509 Recording Techniques III: Production Lab

3 laboratory hours 1 credit

Prerequisite: MP505 with a grade of B or better Offered as needed

[ME-200] Digital Audio for New Media
2 class hours 2 laboratory hours 3 credits
Offered as needed.

Introductory instruction in Digital Audio designed for students in New Media Technology. It provides an overview of Digital Audio applications. Areas of study include recording sound, General MIDI, digital audio editing and formats, sound design, Internet audio standards, Quicktime standards and integrating audio into multimedia.

**[ME]-900 Cooperative Education
Internship in Music [Electronic Technology]**

Hours to be arranged. 2 credits
Prerequisite: [ME-281] with a grade of [C] or better.
[Students must be recommended by the chairperson of the Music Department and the Cooperative Education Coordinator.]

The cooperative education/internship experience in Music [Electronic Technology] includes employment in a field experience [which] supplements classroom theory and laboratory instruction with related on-the-job professional training. Students are placed for a specific number of hours (minimum 90 hours [per semester]), participate in a monthly seminar[, and submit a term project related to the work experience.] A written evaluation by the employer is submitted.

MU-290 The Business of Music
3 class hours 3 credits No prerequisite

[A general survey course to provide a working knowledge of music merchandising, management, publishing contracts, artists' unions, licensing agencies, artistic management, copyrights, record production, telecommunications and film. Includes instruction on how to make a demo tape, promote a concert, and choose a personal manager, agent, entertainment lawyer and accountant.]

MP-510 Digital Audio for New Media
2 class hours 2 laboratory hours 3 credits
Prerequisite: ET-710 or Permission of the MP Program Director
Offered as needed.

Introductory instruction in Digital Audio designed for students in New media Technology and Music Production. It provides an overview of Digital Audio applications. Areas of study include recording sound, General MIDI, digital audio editing and formats, sound design, Internet audio standards, Quicktime standards and integrating audio into multimedia.

**MP-900 Cooperative Education
Internship in Music Production**

Hours to be arranged. 2 credits
Prerequisite: MP-505 with a grade of B or better
Co-requisite: permission of the Music Production Program Director.

The cooperative education/internship experience in Music Production includes employment in a field experience that supplements classroom theory and laboratory instruction with related on-the-job professional training. Students are placed for a specific number of hours (minimum 90 hours), submit a daily work-experience E-Mail log to the MP Director and participate in a monthly seminar. A written evaluation by the employer is submitted.

MU-290 The Business of Music
3 class hours 3 credits No prerequisite

Examination of critical issues via weekly assignments, written reports and class discussions based on independent Internet research.
Monetizing your talent. Analysis of traditional concepts, e.g. Intellectual Property, and institutions, e.g. music publishing. How to select your "team" of advisors, choose a form of business, develop a business plan, create and "shop" a project. Study of important concepts/institutions from the "new" business, e.g. "the Long Tail", DIY, independent record production.

3. New Courses

3a. MP-506 Virtual Instruments 2 class hours, 2 laboratory hours, 3 credits

Prerequisites: MP-502

Course description: This course offers advanced instruction in sound design, synthesis and digital audio using virtual instruments and digital music recording applications. This advanced course will provide students with a comprehensive overview of the use of virtual instruments and digital audio in the recording process.

Rationale: The Music Production Program major attracts a large number of students who wish to become professional producers, sound designers, and multimedia and audio artists. This course will be an introduction to virtual sound creation using computer music software and hardware allowing for a more thorough exploration of sound creation. As students are expected to progress to more advanced course work in the discipline, the course will better prepare students for recording studio and sound design work. This course will be offered in the fall and spring terms.

3b. MP-507 Microphones and Amplification Systems 3 class hours, 1 credit

Prerequisites: MP-505

Course description: This class introduces students to the specifications and uses of microphones, power amps and loud speakers. Students learn the techniques of microphone placement. They also learn about the selection and setup of power amplifiers and match speakers for ideal system performance in studios and sound reinforcement.

Rationale: Sound reinforcement is one of the most in-demand skills for an audio engineer to have. Knowledge and demonstration of proficiency in this field will open new opportunities for our students in their careers, and give them further understanding and enrichment of knowledge they have already acquired in the program by its practical application within a sound reinforcement context. In this highly competitive field, having the skills and knowledge necessary to perform in this specialty gives the student a professional edge over others who are vying for the same position.