**AGENDA**

Academic Senate Meeting
Date: Tuesday April 14, 2015
Time: 3:10 p.m.
Location: Room M-136

I.   Attendance

II.  Consideration of the minutes from the March 10, 2015 meeting (Attachment A)

III. Communications from the Board of Trustees or any of its Committees
     Policies adopted by the Board of Trustees click on http://policy.cuny.edu/manual_of_general_policy/

IV.  Communications from:
     • President Diane B. Call (Attachment B)
     • Senate Steering Committee Report (Attachment C)
     • University Faculty Senate http://www.cunyufs.org/
       UFS Plenary of March 2015 (Attachment D)

V.   Monthly Reports of Academic Senate Standing and Special Committees
     • Committee on Committees— VOTE REQUIRED  (Attachment E)
     • Committee on Curriculum—RESOLUTION (Attachment F)
     • Committee on Environment, Quality of Life and Disability Issues—RESOLUTION (Attachment G)

VI.  Old Business

VII. New Business
     • The Committee Effectiveness and Experience Survey (CEES)—RESOLUTION (Attachment H)
     • Report from General Education Assessment Task Force


*Joel Kuszai, Secretary*
*Academic Senate Steering Committee*

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

**MINUTES**
**of the March 10, 2015**
**Academic Senate**

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

**I. Attendance:**

61 votes were recorded at the time attendance was taken; 65 members of the Academic Senate cast votes during the meeting.

Absentees: Denise Ward, David Lieberman, Chiung Chang, Anthony Kolios, Philip Pecorino, Julia Carroll, Richard Yuster, Ann Tullio, Georganne Albanese, SG Executive VP, Treasurer, SG VP Evening Students, SG Senate Pro Tempore, Emil Parrinello.

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

> A **motion** was **made**, **seconded**, and **unanimously adopted** to **approve the February 10, 2015 minutes as presented** (see *Attachment A of the March 10, 2015 Agenda)*.

**III**. **Communications from President Call**

President Call referred to her written report *(Attachment B of the March 10, 2015 Agenda.)* For the full report, visit: http://www.qcc.cuny.edu/governance/academicsenate/docs/ay2014-15/March_2015/Attachment-B-PresidentsReport-3-10-15.pdf

The President's report to the Senate also included the following:

- Dr. Wilma Fletcher-Anthony updated the Senate on developments at BTech high school, notably the integration of ST-100 into the BTech curriculum.
- Dr. Karen Steele reported on the work of the General Education Assessment Task Force, which has started receiving from courses that will be assessed for the two outcomes for which rubrics have been developed: communciation (reading, writing speaking and listening) and analytical reasoning.
- President Call announced the review committee for the NEH grant, which will be comprised of the new Director for the Kupferberg Holocaust Resource Center and Archives, Dr. Daniel Leshem, and the following outside reviewers: Dr. Jeffrey Shandler, chair of Jewish Studies at Rutgers University; Jane Robins Denny, Director of Education at the Center for Holocaust, Human Rights & Genocide Education (CHHANGE) at Brookdale Community College (NJ); and Dr. Jared McBride, currently visiting assistant professor at Columbia University, and a Ben and Zelda Cohen Fellow in 2015-16 at the United States Holocaust Memorial Museum.

**IV. Senate Steering Committee Report**

Chair Dr. Peter Bales referred to the written report (*Attachment C of the March 10, 2015 Agenda*). For the full report, visit: http://www.qcc.cuny.edu/governance/academicsenate/docs/ay2014-15/March_2015/Attachment-C-SteeringCmteReport-3-10-15.pdf

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

57 **Committee on Curriculum** (*Attachment F of the March 10, 2015 Agenda*)
58
59 **Department of Art and Design**
60
61     **1. Elimination of Interdisciplinary Concentration**
62
63     A **motion** was **made**, **seconded**, and **adopted 64-0-0 to approve the elimination of the**
64     **Interdisciplinary Concentration** in the Department of Art and Design (*Attachment F of the*
65     *March 10, 2015 Agenda*).
66
67     **2. Revised Courses**
68
69     A **motion** was **made**, **seconded**, and **adopted 63-0-1 to approve revisions to ARTS-191—**
70     **Introduction to Video Art** in the Department of Art and Design (*Attachment F of the March 10,*
71     *2015 Agenda*). Abstention: Eileen White; Did Not Vote: Mangala Tawde.
72
73     A **motion** was **made**, **seconded**, and **adopted 65-0-1 to approve revisions to ARTS-390—**
74     **Portfolio Project in Studio Art** in the Department of Art and Design (*Attachment F of the March*
75     *10, 2015 Agenda*).
76
77 **Department of Biological Sciences and Geology**
78
79     **1. New Course**
80     **BI-111 Introduction to Human Biology**
81
82     **2. Revised Course**
83     **BI-340 Assisting in the Medical Office: Clincial Testing Procedures**
84
85     **3. Program revision**
86     **Medical Office Assistant Program, A.A.S. and Certificate**
87
88     A **motion** was **made**, **seconded**, and **adopted 63-0-2 to approve BI-111 as a new course,**
89     **changes to BI-340, and a revision of the Medical Office Assistant Program** in the
90     Department of Biological Sciences and Geology (*Attachment F of the March 10, 2015 Agenda*).
91     Abstentions: SG President; SG VP PT Students.
92
93 **Department of Chemistry**
94
95     **Revised Courses**
96
97     **CH-101: Living in a Chemical World**
98     **CH-102: Living in a Chemical World- Laboratory**
99     **CH-103: Chemistry and The Arts**
100     **CH-104: Chemistry and The Arts- Laboratory**
101     **CH-106: Chemistry and The Arts**
102     **CH-110: Chemistry and the Environment**
103     **CH-111: Environment- Laboratory**
104     **CH-120: Fundamentals of Chemistry**
105     **CH-121: Fundamentals of Chemistry-Laboratory**
106     **CH-127: Introductory College Chemistry**
107     **CH-128: Introductory Organic Chemistry**
108     **CH-151: General Chemistry I**
109     **CH-152: General Chemistry II**
110

111   A **motion** was **made**, **seconded**, and **adopted 65-0-0 to approve changes to CH 101, 102,**
112   **103, 104, 106, 110, 111, 120, 121, 127, 128, 151 and 152** in the Department of Chemistry
113   (*Attachment F of the March 10, 2015 Agenda*).
114
115 **Department of Engineering Technology**
116
117   **New Course**
118   **ET-232 Wireless Mobile Communications**
119
120   A **motion** was **made**, **seconded**, and **adopted 65-0-0 to approve ET-232—Wireless Mobile**
121   **Communications** in the Department of Engineering Technology (*Attachment F of the March 10,*
122   *2015 Agenda*).
123
124 **Department of History**
125
126   **New Course**
127   **HI-115 World History Since 1500**
128
129   A **motion** was **made**, **seconded**, and **adopted 65-0-0 to approve HI-115—World History Since**
130   **1500** in the Department of History (*Attachment F of the March 10, 2015 Agenda*).
131
132 **Department of Mathematics and Computer Science**
133
134   **New Courses**
135   **MATH-905 Undergraduate Research in Mathematics and/or Computer Science I**
136   **MATH-906 Undergraduate Research in Mathematics and/or Computer Science II**
137
138   A **motion** was **made**, **seconded**, and **adopted 65-0-0 to approve MATH-905 and MATH-906** in
139   the Department of Mathematics and Computer Science (*Attachment F of the March 10, 2015*
140   *Agenda*).
141
142 **VI.**  **Old Business**
143    **NONE**
144
145 **VII.**  **New Business**
146
147  • Statement of support for full funding of CUNY—RESOLUTION (Attachment G of the March 10,
148   2015 Agenda)
149
150   A **motion** was **made**, **seconded**, and **adopted 64-0-0 to approve** the statement of support for
151   full funding of (*Attachment G of the March 10, 2015 Agenda*). Did not vote: Gilmar Visoni.
152
153  • Anne Marie Menendez announced the upcoming 2015 Spring Presidential Lecture by Mary Ann
154   Rosa, Associate Professor of Nursing, to be given at 4:30pm on March 25.
155
156  • Edmund Clingan, parliamentarian of the Faculty Executive Committee, announced the upcoming
157   FEC-sponsored Faculty Meeting at 12pm on March 25.
158
159   The meeting was adjourned at 3:57 PM
160
161 Respectfully Submitted,
162 Joel Kuszai
163 Secretary, Steering Committee of the Academic Senate

# QUEENSBOROUGH CUNY
## COMMUNITY COLLEGE NY

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

**April 14, 2015**

## Enrollment Update

- Summer 2015 registration is off to an early but brisk start with 1400 students registered and over 100 courses being offered.

- The Office of Admissions is processing admitted student records and admission deposits for the Fall 2015 cycle. The College will begin to accept Direct Admission applications in early May.

- Academic Advisement/Registration: Advisement for CONTINUING students is now underway in the Academies and in the special program offices. Registration for CONTINUING students will be available beginning April 9th. Advisement and registration for NEW students begins Thursday, April 9th in the Academies. This cycle, new students will meet with an Academy Adviser to discuss their program of study in their respective Academy and following their initial conference, "Tiger" Peer Advisers will monitor and assist new students to register themselves.

## Financial Aid/Scholarships/Grants

- The Fall 2014 Continuing Student Academic Merit Scholarship is still available for eligible students to apply. The deadline for students to submit their application online is Tuesday, April 21st. Visit QCC's scholarship webpage at www.qcc.cuny.edu/scholarships to learn about this and other exciting scholarship opportunities.

- The 2015-2016 Federal Application for Federal Student Aid (FAFSA) is currently available on-line for students and families to begin the application process now. Currently enrolled students who plan to register for Fall 2015 seeking NYS or Federal financial aid, must re-submit their FAFSA by Monday, April 20th.

- The Carroll and Milton Petrie Foundation awarded QCC a three-year grant, of up to $100,000 per year, for three years, to provide one-time, emergency grants to students in good standing with short-term financial emergencies to enable them to remain in school, rather than being forced to leave or drop out. The college completed the first year of the grant on December 31, 2014 and successfully awarded $100,000 to Queensborough

students in need.  As of March 31, 2015 the college has awarded $55,068 for the second year of the grant which runs through December 31, 2015.  Ms. Veronica Lukas, Executive Director of Student Financial Services, will be sending periodic e-mail reminders to the college community outlining the grant eligibility and encouraging faculty and staff to refer students to apply.  Ms. Denise Scalzo, Associate Director of Student Financial Services, will serve as the Grants Manager for this campus initiative.  Please refer students with short-term financial emergencies to Ms. Scalzo at your earliest convenience.  Additional information can be found at www.qcc.cuny.edu/scholarships.

- Please encourage our students to avail themselves of the valuable and free resources through the QCC Single Stop Program.  A list of the services provided include (but are not limited to) financial benefits screening, financial counseling, legal assistance, tax preparation services and more.  Additional information can be found on their website at www.qcc.cuny.edu/singlestop.

- The University is a partner school with **The Dream.US Scholarship Program** to assist undocumented students in obtaining scholarships. The Dream.US Scholarship 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.US organization which funds students across the country.  Queensborough is pleased to announce that we have two students currently enrolled for the Spring 2015 semester who were selected as scholarship winners.  For the Spring 2015 application cycle, there are 25 students who applied for the scholarship which will be awarded for the Fall 2015 semester.  Winners will be announced soon.

- Through the generous donation of the Stella and Charles Guttman Foundation, **the Guttman Transfer Scholarship** was established by CUNY to award up to $4,000 over four semesters of undergraduate study to high-achieving CUNY community college graduate who plan to continue their education at one of five CUNY senior colleges.  To date, 19 Queensborough graduates have been awarded Guttman Scholarships since its inception in 2014. To date, we have 39 students who have applied for the Fall 2015 scholarships.

- *Milestone Scholarship*: To encourage timely degree completion, continuing QCC students who began in Fall 2014 and have completed between 26 and 29 credits towards their degree at the end of this term are eligible to receive a Milestone scholarship for a credit course taken at QCC this summer.  The scholarships are intended to support a student reaching the "thirty- credit milestone" of his/her Queensborough degree within one calendar year.   The student must have a minimum GPA of 2.75 to be eligible for this scholarship. The Office of Academic Affairs has identified 320 students identified as milestone candidates, and sent these students an invitation to apply for this summer's Milestone scholarships.

## Faculty Honors

- Professor Jules Allen, Department of Art and Design is featured in *Salute to Scholars* magazine, Winter 2015. Jules is a renowned art photographer whose work, primarily focused on the contemporary African American experience, is in the permanent collections of many important museums. As a teacher and mentor to his students, he guides students to find their creativity through insight and artistic expression.

- Dr. Simran Kaur, Department of Biological Sciences and Geology, has been awarded a **Fulbright Scholarship** to conduct faculty development workshops and assist professors at Guru Nanak Dev University (Amritsar, India) in incorporating high impact practices into their courses. The Fulbright program aims to increase understanding between the people of the United States and the people of other countries. It is the flagship international education exchange program sponsored by the US government with the goal of establishing open communication and long term collaborative relationships. Dr. Saur's Fulbright is based on her work with High Impact Practices, including undergraduate research and service learning.

- Dr. Azita Mayeli, (Mathematics and Computer Science), is the recipient of the **Feliks Gross Endowment Award** presented each year to assistant professors in recognition of outstanding research, or potential for such, in the humanities or sciences, including social and life sciences. This is the City University of New York's (CUNY) highest award for assistant professors. Dr. Mayeli, the only community college faculty member to receive the award, was selected for her contribution in mathematical science and interdisciplinary fields, such as in the communication theory, signal processing, and astrophysics, and study of large data, for the past 15 years.

## Student Honors

- Sylvia Salamone was selected among 1700 applicants as a GOLD SCHOLAR on the **All USA Community College Academic Team!** This national scholarship program, sponsored by Coca Cola, is administered by the Phi Theta Kappa Honor Society. Daysi Proano was selected as a Bronze Scholar on the national team. Competition for these honors was fierce as only 150 students were awarded scholarships from more than 1,700 applications. Selection as Coca-Cola Scholars was based on scores the students earned in the All-USA Community College Academic Team competition. An independent panel of judges considers outstanding academic rigor, grade point average, academic and leadership awards, and engagement in college and community service in the selection process. This program is sponsored by the Coca-Cola Scholars Foundation and is administered by Phi Theta Kappa Honor Society. Congratulations to Daysi and Silvia, not only for this achievement, but also for embracing service to their community and for being exemplary student role models!

- Several QCC students have secured summer internships to conduct undergraduate research at prestigious universities: Daysi Proano (Forensic Sciences major) has been

awarded a summer research internship (REU) at Princeton University in Biophysics. This is an extremely competitive program with less than 10% acceptance rate- mostly to juniors and seniors from prestigious colleges. This is the second year in a row that a QCC student was accepted to a Princeton REU- last year it was our 2014 graduate Sandy Enriquez. Ms. Proano was also invited by Boston University.  Luting Chen, an honors student in chemistry (and member of ASAP) was awarded a summer research internship at Boise State University

- The work of Lisa Baw "Windows of Inspiration", is featured at the QCC Art Gallery (until April 9). Lisa has been painting since the age of five and has since used the art form to overcome significant physical challenges.  At 17 she took up oil painting as a way of training her hand-eye coordination, and discovered her life's passion in the process. For the past six years she has continued her painting studies under Beata Szpura, (Art and Design Department), and Lisa dreams of one day teaching art to kindergarten children with the hope that it will change their lives as it has changed hers.

## Grant Opportunities

(Please contact the QCC Office of Sponsored Programs for additional information and assistance)

- *National Science Foundation:*
  **"The Big Data Collaborative"** Deadline: 5/20- NSF will direct its current efforts to develop new methods to derive knowledge from data; construct new infrastructure to manage, curate and serve data to communities; and forge new approaches for associated education and training.
  **"The Geophysics Program"** Deadline: 6/3 (Collaborating with the Directorate for Geosciences and Division of Earth Sciences) - The Geophysics Program supports basic research in the physics of the solid earth to explore its composition, structure, and processes from the Earth's surface to its deepest interior.

- *National Endowment for the Humanities*:
  "**Latino Americans: 500 Years of History"**  Deadline: 5/1  (Collaborating with the A.L.A.) - The program is designed for libraries, museums, community arts and cultural organizations, historical societies, public television station affiliates, state humanities councils, and others that seek to facilitate informed discussion in their communities about the long and fascinating history of Latinos in the United States.
  **"Bridging Cultures at Community Colleges"** Deadline: 8/21 - To create opportunities for community college faculty members to study together while improving their capacity to teach the humanities, enhance or develop areas of need in an institution's humanities programs, and give community college faculty access to humanities resources through partnerships with other institutions with appropriate resources.

**"Collaborative Research Grants"** Deadline: 12/9 - Collaborative Research Grants support interpretive humanities research undertaken by a team of two or more scholars, for full-time or part-time activities for periods of one to three years.

- *Spencer Foundation* was established to investigate ways in which education can be improved around the world. The Foundation is thus committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through its fellowship and training programs and related activities. "Small Research Grants in Areas of Interest" Deadline: 6/2 and "Lyle Spencer Large Grant Program" Deadline: 7/9

## General Education Task Force Update

- The General Education Task Force has developed a process for collecting electronic artifacts of student work from courses in each academic department, using a Drop Box set up by the ACC. The academic departments have identified courses that will be participating and the outcomes by which each set of artifacts will be assessed. To ensure anonymity, all artifacts will have student and faculty names and course sections removed; students who are video-taped for evaluation of the speaking rubric will be asked to fill out permission forms for that use. Evaluation will take place in June. The Task Force has reviewed General Education Outcomes statements of other colleges as well as national Gen Ed frameworks and has begun to draft a foundational statement for general education at the College and to identify outcomes most critical to be assessed. In May the Task Force will submit a report to the Senate on its accomplishments during 2014-15 and its timetable for completing its charge during 2015-16.

## BTECH

- Six QCC faculty, Wendy Ford, Marilyn Katz, and Anthony Kolios from the Business Department and Merlinda Drini, Michael Lawrence, and Hamid R. Namdar from Engineering Technology attended the April SAP University Alliance conference. Working with SAP staff and faculty from around the country and Canada, they learned how to develop learning modules, based on the latest SAP technologies, which will be incorporated into their curriculum. BTECH students competed for spots as BTECH Ambassadors. Winners will present at the QCC Partners for Progress Gala and a SAP event later in the school year. A meeting with chairs Kathleen Villani, Stu Asser, Sasan Karimi, Joe Culkin and Monica Trujillo, and professors Todd Holden, Michael Dolan, Belle Birchfield, and Margot Edlin, and Interim Vice President Paul Marchese, to discuss the development of the rubrics to assess the Indicators for Student Readiness (ISRs) was held in late March. When implemented, these indicators are intended to close the gap between high school and college curricula and increase behavioral skills to college levels.

## Upcoming Events

- The QCC Art Gallery will feature two special exhibits on Thursday, April 16th, from 5:00 – 8:00 p.m.  Representing the expertise and talent of the faculty and staff of QCC's own Department of Art & Design is the Facutly & Staff Exhibition.  Running concurrently is the seventh annual Juried Student Exhibition displaying a broad range of talent from the students currently pursuing their artistic aspirations at QCC.  All are invited.

- The College's student led grass-roots fundraiser for merit scholarships, Walk to Aspire will be held on Wednesday, April 22 at noon on the QCC Track. More than 14 teams with students, faculty and staff are expected to participate, and seek sponsorship from students, colleagues, family and friends.

- Dr. Deborah Dwork of Clark University will present a lecture "Holding On Through Letters: Jewish Families During the Holocaust" on Sunday, April 26th at 1pm in the KHRCA. Dr. Debórah Dwork is the Rose Professor of Holocaust History and founding Director of the Strassler Center for Holocaust and Genocide Studies at Clark University.  In her presentation Dr. Dwork will explain the ingenious ways Jewish families in Nazi Europe bypassed the censors and kept in contact, and how letters became threads stitching loved ones into each other's constantly changing daily lives.

- A favorite spring event is QCC's Asian Cultural Festival, held this year on Wednesday, April 29, from noon to 2:00 in the Student Union.  Several campus clubs and organizations cosponsor the event that features live performances, arts & crafts and food.  All are cordially invited to join this celebration.

- Our College's annual fundraiser, the *"Partners for Progress"* gala will be held on Thursday, April 30. This year's event honors *Frank Korzekwinski*, *Corporate Partner of the Year.* Senior Executive Vice President and Chief Real Estate Lending Officer of Flushing Bank, Mr. Korzekwinski has served on the QCC Business Advisory Council for the past four years, and has provided generous financial support through Flushing Bank to the QCC Fed Challenge team and referred our students for internships and job opportunities at Flushing Bank; *Liren Wei, Art Gallery Partner of the Year*, is the Managing Partner of the Accounting firm Wei, Wei & Co., LLP,  the largest Chinese-owned Certified Public Accounting firm in the United States with offices in New York, Los Angeles, and Beijing. Mr. Wei is a major supporter of the QCC Art Gallery; *The Alumni Partner of the Year*, is a special memorial tribute to a beloved faculty member, *Vicki Kasomenakis*, Class of 1981, who was an accounting professor at Queensborough for nearly twenty years. Vicki served as an academic advisor, Chair of the Ceremonial Occasions Committee, and also coordinated the student-run Business Society. As a tribute to her, the Business Society will be renamed The Vicki Kasomenakis Business Society. Funds raised at our "Partners for Progress" gala support Student Success, Faculty Development, the Kupferberg Holocaust Resource Center & Archives (KHRCA), the QCC Art Gallery and the Queensborough Performing Arts Center (QPAC).

- Queensborough's Eleventh Annual *Honors Conference* will take place on Friday, May 1, from 11am to 5pm in the Medical Arts Building.

- CUNY's Annual Conference on Coordinated Undergraduate Education (CUE) – *Engaging for Impact: CUNY as a Catalyst for Change* will be held on Friday, May 8, at The City College of New York, 9am to 5pm.

- The film, *Conspiracy,* will be screened at the Kupferberg Holocaust Resource Center on Tuesday, May 12th at 1 pm. The film depicts the top-secret Nazi meeting held to debate the merits of Hitler's 'Final Solution,' the extermination of the entire Jewish population of Europe.

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

- Queensborough's 54th **Commencement** Ceremony will be held on Friday morning, May 29, 2015.   Our Grand Marshal is Dr. Joe Culkin. The academic procession will be led by Dr. Paris Svoronos (faculty marshal) and Ms. Bonnie Cook (HEO marshal). Dr. Adam Ludke will lead the AA candidates, Dr. Chantal Damas will lead the AS candidates and Dr. Nina Sarkar will lead the AAS candidates. *Faculty members and HEOs are encouraged to participate in this event, which is so very meaningful to our graduates and their families. Those participating in the commencement ceremony may order their academic attire through the QCC Commencement Webpage at www.qcc.cuny.edu/commencement.* *The deadline for ordering academic attire is Monday, April 27th.*

**STEERING COMMITTEE OF THE ACADEMIC SENATE QUEENSBOROUGH COMMUNITY COLLEGE, CUNY MONTHLY REPORT**
**April 14, 2015**

All positions in the QCC Academic Senate and its committees are currently filled. Last March 23rd, the Committee on Committees (COC) announced the results of the election for membership in the Academic Senate. Congratulations to all the incoming Senators who will be joining this body in May and our thanks and gratitude go to all the outgoing Senators for their efforts and support.

At today's meeting, the COC will be presenting for approval by the full Senate its slate of appointments to Senate Committees for the 2015-16 academic year.

Attached to this report is the Steering Committee's pilot survey aiming to capture committee members' input and insight about the effectiveness and collegial experience of their committees. This short survey is entirely voluntary and anonymous, and only aggregate data without any individual identifiers will be analyzed. We are asking for discussion and debate at today's meeting and the approval of a resolution authorizing its administration to members of all of this year's Senate Committees. The collective results are intended to provide a better understanding of the committees' value to its members and the College as a whole. It will not affect anyone's reappointment, tenure or promotion evaluation.

The Steering Committee is currently in discussion within the College Activities Planning Committee (CAPC) on the makeup of a "Mission Committee" to be under the auspices of the Academic Senate. This committee will operate for two years (the 2015-16 and 2016-17 academic years only) and be charged with evaluating and updating (if necessary) Queensborough's Mission Statement. A resolution to create the "Mission Committee" will be presented at the Senate meeting this May.

The Bylaws Committee is busy vetting changes to the charges of the Publications Committee and will soon be doing the same for the Continuing Education Committee, and it is hoped that resolutions in this regard will be presented at the May Senate meeting.

The Environment, Quality of Life, and Disability Issues Committee is proposing a resolution calling for the adoption of an Anti-Bullying Statement (attached). This statement does not rise to the level of policy that the Chancellor has mandated will emanate solely from CUNY Central, but it does acknowledge that bullying, though difficult to define, does exist and the Queensborough community stands united against it. This statement will be featured prominently in all faculty and student handbooks.

Date: 6 April 2015
TO:  QCC Academic Senate
FROM:  QCC Faculty Representative to CUNY UFS, Beth Counihan

Subject:

**The 386th Plenary Session
of The University Faculty Senate
of The City University Of New York
The Graduate Center, 365 Fifth Avenue
Room C201/2/3
Tuesday, March 24, 2015, 6:30 p.m.**

UFS Chair Terrence Martell called the meeting to order at approximately 6:300pm.

I.       Approval of the Agenda
         Agenda approved by voice vote

II.      Approval of the Minutes of February 10, 2015
The minutes were approved as distributed by voice vote.

III. Old Business

A.  Proposal to Amend the UFS Charter, for final vote
    Proposal passed unanimously by voice vote.

III.     Nominations for Officers and Members-at-Large of the Executive Committee
         Election will be in May; nominations will be taken up to and during that meeting.
         Nominations were made: among them, Emily Tai and Phil Pecorino

V. Reports
A. Invited Guest – Dr. Robert Ptachik, Senior University Dean for the Executive Office and
Enrollment Management, on enrollment trends, 6:30 p.m.  (introduced by Michael Barnhardt of
Kingsborough, chair of the UFS Enrollment Management Committee)
        For Fall 2015, the outlook for overall enrollment is stable.  There's a weakness in number of
students applying, both freshman and transfers, but not a worry yet.  Community colleges pretty full;
any enrollment pressures are at the BA level.
        Five Areas of Concern:
        1.   Enrollments of students coming from NYC public high schools expected to
             decrease, even as more students are graduating high school (because these are the
             weakest students)
        2.  Competition from private colleges: as more small private colleges are closing,
            others are doing more to attract students—at most private colleges, freshman
            discount rate is 50%. St John's announced a tuition freeze and a decrease for
            Staten Island campus students
        3.  Continued weakness in MA enrollments across CUNY—since Fall 2010, CUNY
            has lost 1500 masters students.  CUNY has 26% of graduate enrollment in NYC--
            Retention rate is 72% in MA programs. Great potential for MA faculty to work
            on recruitment and develop their programs.

4. Baruch is the only college with a "brand." This from marketing research done by two Baruch marketing professors. Also, potential applicants criticized academic quality of CUNY MA programs and were concerned the University cannot offer enough financial aid. David Crook did an analysis: where do CUNY grads go for graduate school, if not CUNY? 1: Touro. 2: NYU. Then LIU, St. John's, Adelphi, Hofstra
5. Teacher Education: under attack-new teacher certification exams expensive and more difficult than before. Will need to develop alternative programs for Education students, as colleges have done for Nursing students who cannot make the cut

Also—CUNYFirst isn't going anywhere—working on creating an admissions system in CUNYFirst. Current admission system created in the 80s. This new system will work in real time; need faculty input to help create. Also need enthusiastic faculty to attend graduate fairs.

Dr. Ptachik took questions: Queens College faculty concerned about enrollment shortfall; suggested faculty meet with President about enrollment standards. Question about CUNY using Common App—cannot work for CUNY since not all programs require essay and recommendations

B. Chair
Chair Martell noted that faculty should accept and welcome some of this work of recruitment and retention as an opportunity over time to increase the influence in what we have as a group, as part of our mission to serve students. He reminded faculty in MA programs to demand a marketing budget.

CUNY Provost search is ongoing, in process. UFS Conference is an opportunity to communicate again as a group with the Chancellor. Great deal of respect for lobbying efforts in Albany by Bowen and the union and Milliken—but no pay increase in the budget, Governor removed Dream Act, experiential learning requirement watered down by Senate…"I'm not discouraged but I am concerned that our situation doesn't resonate more with legislators."

Meeting adjourned at 8pm.

March 20, 2015

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

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

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

## Monthly Report of the Committee on Committees for March 2015

This report details the activities of the Committee on Committees since February 2015. The Committee on Committee released nominating petitions for the Spring 2015 Senate Election for 13 members-at-large, one adjunct member-at-large and one CLT member-at-large. It also released petitions to instructional staff to request appointments to serve on standing committees of the Academic Senate.

Since December 2014, the chair of the Committee on Committees sent a series of emails to remind Senate members-at-large whose terms are expiring in April 2015, Department Chairs, and faculty that thirteen seats in the Academic Senate would be up for election this semester. Similarly the chair of the Committee on Committees sent emails to instructional staff, urging them to volunteer for service on standing committees of the Academic Senate. Department Chairs, and Senate standing committee chairs also received emails asking them to remind instructional staff to volunteer to serve on Senate standing committees.

**Nominating Petitions for the spring 2015 Senate Elections**
The deadline to submit nominating petitions was noon on Thursday, February 20th. Ballots for the Senate Elections were distributed on March 3, 2015. On March 17th, the results were ready for review. The results were reviewed with the Senate technology officer and shared with the members of the Committee on Committees. Eighteen candidates ran for seats in the Senate. Here are the vote counts and the winners of the fourteen members-at-large seats. Of the 346 faculty eligible to vote, 239 (69.08%) Thirteen candidates who earned the most votes will take seats in the Academic Senate.

For the Adjunct-member-at-large only one candidate petitioned and was elected. There were two candidates for the CLT-at-large member. One was elected and the other will serve as an alternate.

# 2015 Member- at- Large Election

|  | Votes | Name | Department | Vote % | Results |
|---|---|---|---|---|---|
| 1 | 154 | Cheryl Spencer | Nursing | 64.44 | **Elected** |
| 2 | 140 | Philip Pecorino | Social Sciences | 58.58 | **Elected** |
| 3 | 111 | John Talbird | English | 46.44 | **Elected** |
| 4 | 110 | Jenny (Maan) Lin | Foreign Languages & Literatures | 46.03 | **Elected** |
| 4 | 110 | Edward Volchok | Business | 46.03 | **Elected** |
| 6 | 107 | Franca Ferrari | Speech, Communication & Theatre Arts | 44.77 | **Elected** |
| 7 | 93 | Shele Bannon | Business | 38.91 | **Elected** |
| 8 | 92 | Edmund Clingan | History | 38.49 | **Elected** |
| 9 | 87 | Mangala Tawde | Biological Sciences & Geology | 36.40 | **Elected** |
| 10 | 83 | Isabella Lizzul | Health, Phys. Ed & Dance | 34.73 | **Elected** |
| 11 | 82 | Richard Yuster | Engineering Technology | 34.31 | **Elected** |
| 12 | 79 | Reuvain Zahavy | Mathematics & Computer Science | 33.05 | **Elected** |
| 13 | 70 | Patrick Wallach | Mathematics & Computer Science | 29.29 | **Elected** |
| 14 | 67 | Jose Osorio | Foreign Languages & Literatures | 28.03 | Alternate |
| 15 | 60 | Michael Altimari | Biological Sciences & Geology | 25.10 | Alternate |
| 16 | 58 | Mohammad Javdan | Biological Sciences & Geology | 24.27 | Alternate |
| 17 | 56 | Eugene Desepoli | Health, Physical Education & Dance | 23.43 | Alternate |
| 18 | 53 | Rezan Akpinar | Health Physical Education & Dance | 22.18 | Alternate |

# 2015 Adjunct Member- at- Large Election

|  | Votes | Name | Department | Vote % | Results |
|---|---|---|---|---|---|
| 1 | 48 | Richard Tayson | English | 100 | **Elected** |

# 2015 CLT Member- at- Large Election

|  | Votes | Name | Department | Vote % | Results |
|---|---|---|---|---|---|
| 1 | 26 | Pedro Irigoyen | Chemistry | 86.67 | **Elected** |
| 2 | 4 | Mahendra Mohan | Business | 13.33 | **Alternate** |

# 2015-2016 FACULTY MEMBERS-AT-LARGE (41)

| | NAME | DEPARTMENT | TERM ENDS |
|---|---|---|---|
| 1 | Bannon, Shele | Business | April 2018 |
| 2 | Clingan, Edmund | History | April 2018 |
| 3 | Ferrari, Franca | Speech | April 2018 |
| 4 | Lin, Maan (Jenny) | Foreign Languages | April 2018 |
| 5 | Lizzul, Isabella | Health Phys. Ed & Dance | April 2018 |
| 6 | Pecorino, Philip | Social Sciences | April 2018 |
| 7 | Spencer, Cheryl | Nursing | April 2018 |
| 8 | Talbird, John | English | April 2018 |
| 9 | Tawde, Mangala | Biological Sciences | April 2018 |
| 10 | Volchok, Edward | Business | April 2018 |
| 11 | Wallach, Patrick | Mathematics & Computer Science | April 2018 |
| 12 | Yuster, Richard | Engineering Technology | April 2018 |
| 13 | Zahavy, Reuvain | Mathematics & Comp Sci. | April 2018 |
| 14 | Birchfield, Belle | Engineering Technology | April 2017 |
| 15 | Blake-Campbell, Barbara | Nursing | April 2017 |
| 16 | Colalillo, Georgina | Nursing | April 2017 |
| 17 | Dupre, Joan | English | April 2017 |
| 18 | Fletcher-Anthony, Wilma | Student Affairs | April 2017 |
| 19 | Ford, Kelly | Business | April 2017 |
| 20 | Kaur, Simran | Biology | April 2017 |
| 21 | Kolios, Anthony | Business | April 2017 |
| 22 | Nguyen, Andrew | Biology | April 2017 |
| 23 | Schwartz, Jeffrey | Engineering Technology | April 2017 |
| 24 | Traver, Amy | Social Sciences | April 2017 |
| 25 | Urciuoli, Jannette | Student Affairs | April 2017 |
| 26 | Salis, Andrea | Health Phys Ed. & Dance | April 2017 |
| 27 | White, Eileen | Speech Theatre | April 2017 |
| 28 | Bales, Peter | Social Sciences | April 2016 |
| 29 | Bialo-Padin, Aithne | History | April 2016 |
| 30 | Borrachero, Aranzazu | Foreign Languages | April 2016 |
| 31 | Carroll, Julia | Academic Literacy | April 2016 |
| 32 | Cesarano, Michael | Speech & Theatre | April 2016 |
| 33 | Ellis, Lorena | Foreign Languages | April 2016 |
| 34 | Jacobowitz, Susan | English | April 2016 |
| 35 | Kincaid, Shannon | Social Sciences | April 2016 |
| 36 | Kuszai, Joel | English | April 2016 |
| 37 | Neuman, Charles | Physics | April 2016 |
| 38 | Stark, Julian | Biology | April 2016 |
| 39 | Tai, Emily | History | April 2016 |
| 40 | Tarasko, Alexandra | Nursing | April 2016 |
| 41 | Zinger, Lana | Health Phys Ed. & Dance | April 2016 |

Here is the distribution of members-at-large by department

| Department | Count | |
|---|---|---|
| Academic Literacy | 1 | |
| Art & Design | 0 | |
| Biology | 4 | **At Maximum** |
| Business | 4 | **At Maximum** |
| Chemistry | 0 | |
| Engineering Technology | 3 | |
| English | 4 | **At Maximum** |
| Foreign Languages | 3 | |
| Health Phys Ed. & Dance | 3 | |
| History | 3 | |
| Library | 0 | |
| Math & CS | 2 | |
| Music | 0 | |
| Nursing | 4 | **At Maximum** |
| Physics | 1 | |
| Social Sciences | 4 | **At Maximum** |
| Student Affairs | 2 | |
| Speech & Theatre | 3 | |
| **Total** | **41** | |

**Petitions to Select Assignments on Standing Committees**
The Committee on Committees reviewed petitions from instructional staff, and prepared and approved the ballot shown in Appendix A. This ballot will be submitted approval at the April Academic Senate meeting.

On March 17th the Committee on Committees met to assign placements on standing committees. No one has been assigned to more than one committee and no department has more than one representative on a committee. The Committee on Committees will issue a call to instructional staff to volunteer as alternates to the standing committee. These volunteers would fill committee vacancies as they arise during the 2015-2016 academic year.

**Committee on Committees Election at the May Academic Senate Meeting**
Here is the current membership of the Committee on Committees. The terms of three members will expire in May: Aithne Bialo-Padin, Julia Carroll and Cheryl Spencer. At the May meeting of the Academic Senate nominations for new Committee on Committees members will be presented and a vote for acceptance will be held.

## Committee on Committee Members

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

Respectfully submitted,

*Cheryl Spencer*

Cheryl Spencer

Chairperson, Committee on Committees

**Committee on Committees 2015-2016 Ballots**

**Place an "X" in this box to vote for the CoC Committee slate for all committees.**

**Or, you may vote for each committee individually by either the entire slate, or by specific candidates.**

*2015-2018 Committee on Academic Development & Elective Programs  9 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| Name | Department | Term Ends |
|---|---|---|
| ❏ **Lopez-Jantzen, Nicole** | **History** | **2018** |
| ❏ **Mohess, Neera** | **Library** | **2018** |
| ❏ **Shekoyan, Vazgen** | **Physics** | **2018** |
| Francis, Leslie | Business | 2017 |
| Berry, Emily | HPED | 2017 |
| Jacobowitz, Susan | English | 2017 |
| Hemraj-Benny, Tirandai | Chemistry | 2016 |
| McLaughlin, Susan | Biological Sciences & Geology | 2016 |
| Moore, Ryan | Social Sciences | 2016 |
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### *2015-2018 Committee on Admissions (6 Members)*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| ❑ | **Chiu, Kwai Bon** | **Mathematics** | **2018** |
| ❑ | **Gordon, Emily** | **Academic Literacy** | **2018** |
| | Dahlke, Steven | Music | 2017 |
| | Weber, Dolores | Nursing | 2017 |
| | Banks, Kimberly | English | 2016 |
| | Uriciuoli-Treue, Jannette | Student Affairs | 2016 |
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### *2015-2018: Committee on Assessment & Institutional Effectiveness    9 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| ❑ | **Ferrari-Bridgers, Franca** | **Speech Communication** | **2018** |
| ❑ | **Goldenberg, Joseph** | **Mechanical** | **2018** |
| ❑ | **Schiebe, Mark** | **English** | **2018** |
| | Alizadeh, Changiz | Mathematics/Comp Science | 2017 |
| | Colalillo, Georgina | Nursing | 2017 |
| | Dehipawala, Sunil | Physics | 2017 |
| | Kaur, Simran | Biology | 2016 |
| | Meltzer, Linda | Business | 2016 |
| | Salis, Andrea | HPED | 2016 |
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### *2015-2018: Committee on Awards & Scholarship  6 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| Name | Department | Term Ends |
|---|---|---|
| ❏ | **Lall, Sharon** | **Chemistry** | **2018** |
| ❏ | **Rothman, David** | **Academic Literacy** | **2018** |
| Bannon, Shele | Business | 2017 |
| Muchita, George | Career Services | 2017 |
| Park, Kee | Mechanical Engineering | 2016 |
| Roblodowski, Christopher | Biological Sciences & Geology | 2016 |
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### *2015-2018: Committee on Bylaws   6 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| Name | Department | Term Ends |
|---|---|---|
| ❏ | **Altimari, Michael** | **Biological Sciences/Geology** | **2018** |
| ❏ | **Holden, Todd** | **Physics** | **2018** |
| Bruzewicz, Derek | Chemistry | 2017 |
| Hammel, Stephen | Business | 2017 |
| Sinclair, Alicia | HPED | 2016 |
| Sutton, Elizabeth | Nursing | 2016 |
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## *2015-2018 Committee on Ceremonial Occasions (3 Members)*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department |
|---|---|---|
| ❏ | | |
| ❏ | | |
| ❏ | | |

### *Self-Nominated Alternate Candidates*

| | | |
|---|---|---|
| ❏ | | |
| ❏ | | |
| ❏ | | |

## *2015-2018 Committee on Computer Resources   9 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| o | **Damas, M. Chantale** | **Physics** | **2018** |
| o | **Lau, Matthew** | **English** | **2018** |
| o | **Wentrack, Kathleen** | **Art & Design** | **2018** |
| | Cesarano, Michael | Speech Communication | 2017 |
| | Drini, Merlinda | Engineering Technology | 2017 |
| | Moody, Anissa | Social Sciences | 2017 |
| | Makalanda, Lucian | Mathematics | 2016 |
| | Rome, Barbara | Nursing | 2016 |
| | Shahar, Jed | Academic Literacy | 2016 |
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### *2015-2018: Committee on Continuing Education   6 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| o | **Metaxas, Mike** | **Engineering Technology** | **2018** |
| o | **Rosa, Mary Ann** | **Nursing** | **2018** |
| | Carmona, Naydu | Biological Sciences | 2017 |
| | Vogel, Rosanne De Joseph | Speech Communication | 2017 |
| | Raya, Eladia | Foreign Languages | 2016 |
| | Robertson, Rommel | Social Sciences | 2016 |
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### *2015-2018: Committee on Course and Standing 9 Members*

**Place an "X" in this box to vote for the entire CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| ❏ | **Aikas, Rosie-Marie** | **Social Sciences** | **2018** |
| ❏ | **Fragopoulos, George** | **English** | **2018** |
| ❏ | **Mauro, Hayes** | **Art & Design** | **2018** |
| | Nguyen, Andrew | Biology | 2017 |
| | Shin, Jun | Chemistry | 2017 |
| | Warsi, Jilani | Academic Literacy | 2017 |
| | Capozzoli, Gina | Student Affairs | 2016 |
| | McKay, Devin | Library | 2016 |
| | Sarkar, Nina | Business | 2016 |
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### *2015-2018: Committee on Cultural & Archival Resources*      *9 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| ❑ | **Gilleaudeau, John** | **Social Sciences** | **2018** |
| ❑ | **Katz, Zivah Perel** | **English** | **2018** |
| ❑ | **Lizzul, Isabella** | **HPED** | **2018** |
| | Khomyak, Nataliya | Mathematics | 2017 |
| | Kim, Mi-Seon | Library | 2017 |
| | Lynch, Barbara | Speech Communication | 2017 |
| | Danielsson, Sarah | History | 2016 |
| | Osorio, Jose | Foreign Languages | 2016 |
| | Petersen, Joan | Biological Sciences & Geology | 2016 |
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### *2015-2018: Committee on Curriculum*    *9 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

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

### *2015-2018: Committee on eLearning   9 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| o | **Blick, William** | **Library** | **2018** |
| o | **Kokkinos, Dimitrios** | **Physics** | **2018** |
| o | **Namdar, Hamid** | **Engineering Technology** | **2018** |
| | Childers, Jodie | English | 2017 |
| | Kim, Kwang Hyun | Mathematics | 2017 |
| | Saur, Barbara | Nursing | 2017 |
| | Gadura, Nidhi | Biological Sciences | 2016 |
| | Kolack, Kevin | Chemistry | 2016 |
| | White, Eileen | Speech Communication | 2016 |
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### *2015-2018: Committee on Environmental, Quality of Life & Disability Issues   9 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

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

## *2015-2018: Committee on Library   6 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| ❏ | **Chang, Joanne Chiung Wen** | **Music** | **2018** |
| ❏ | **Timbilla, James** | **Biological Sciences** | **2018** |
| | Loeffler, Helmut | History | 2017 |
| | Scandaliate, Lisa | Art Gallery | 2017 |
| | Carey, Diane | Speech Communication | 2016 |
| | Wei, Sujun | Chemistry | 2016 |
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## *2015-2018: Committee on Publications   6 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| o | **Maloy, Jennifer** | **Academic Literacy** | **2018** |
| o | **Ford, Wendy** | **Business** | **2018** |
| | Alves, Kathleen Tamayo | English | 2017 |
| | Armendariz, Raul | Physics | 2017 |
| | Golebiewska, Urszula | Biology | 2016 |
| | Nangra, Danny | Engineering Technology | 2016 |
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### *2015-2018 Committee on Student Activities  6 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| Name | Department | Term Ends |
|---|---|---|
| ❏ **Bentley, Lawrence** | **Nursing** | **2018** |
| ❏ **Sexton, Danny** | **English** | **2018** |
| King, Carolyn | Mathematics/Comp. Science | 2017 |
| Luedtke, Adam | Social Sciences | 2017 |
| Garcia, Susan | HPED | 2016 |
| Ostrowe, Linda | Student  Affairs | 2016 |
|  |  |  |
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### *2015-2018: Committee on Vendor Services   6 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| Name | Department | Term Ends |
|---|---|---|
| ❏ **Li, Lixu** | **Mathematics** | **2018** |
| ❏ **Tokke, Cheryl** | **Business** | **2018** |
| Burgers, Johannes | English | 2017 |
| Sideris, Paul | Chemistry | 2017 |
| Honey, Larissa | Social Sciences | 2016 |
| Pecinka, Kathleen R. | Nursing | 2016 |
|  |  |  |
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### *2015-2018: WID WAC Committee   6 Members*

**Place an "X" in this box to vote for the CoC Committee slate for this committee.**

**Or, Place an "X" in the box to vote for candidates of your choice.** Please do not vote for more than the maximum number of committee members. If you exceed the maximum, your vote for that committee will not count.

| | Name | Department | Term Ends |
|---|---|---|---|
| o | **Jimenez, Christopher** | **Speech Communication** | **2018** |
| ❑ | **Ambruso, Kimberly** | **Nursing** | **2018** |
| | Gray, Peter | English | 2017 |
| | Gayle, Marvin | Engineering Technology | 2017 |
| | Berkhout, Bjorn | Music | 2016 |
| | Garbin, Daniel | Mathematics | 2016 |
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**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:** March 30, 2015

**Subject: Monthly Report**

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

1. Ten revised courses
2. Three new courses
3. Two revised programs

**1. Revised Courses**

**DEPARTMENT OF MUSIC**

**MU-381, 382 Class Instruction in Percussion, I, II**

**From:**
MU-381, 382 Class Instruction in Percussion I, II
2 studio hours   1 credit each course     Offered as needed
~~Co-requisite: MU-208, MU-209, or satisfactory score on the Music Placement Test~~

**To:**
MU-381, 382 Class Instruction in Percussion I, II
2 studio hours   1 credit each course     Offered as needed

**Rationale:**  MU-208 and 209 are not necessary for percussion classes. This revision will accommodate students interested in taking the course who are not enrolled in the co-requisite courses, or who do not need the co-requisite course for their degree program.  The revision will also accommodate students who have not received a satisfactory score on the Music Placement Test, but are interested in learning percussion. This change will improve enrollment numbers for the course without being detrimental to the course content or to students' success in the course, and it will open it to the wider college community.

**MU-451, 452, 453, 454 Instrumental and Vocal Ensemble**

**From:**
MU-451, 452, 453, 454 Instrumental and Vocal Ensemble
2 studio hours 1 credit each course   Offered as needed
Comprises a variety of small instrumental and/or vocal ensembles. Students rehearse and perform music selected from classical, Gospel, Broadway, pop, jazz and contemporary styles.

**To:**
MU-451, 452, 453, 454 Instrumental and Vocal Ensemble
3 studio hours 1 credit each course   Offered as needed
Comprises a variety of small instrumental and/or vocal ensembles. Students study, rehearse and perform music selected from classical, Gospel, Broadway, pop, jazz and contemporary styles.

**Rationale:** The amount of time necessary to properly rehearse and coach the number of groups who are enrolled in the course is much too insufficient as it is currently structured. Due to high enrollment numbers (which obviously produces a large number of chamber groups) a longer class meeting time is needed, so

that the instructor is able to devote sufficient quality instructional time to each group. With the current structure of two studio hours, groups are not adequately prepared to reach performance-level proficiency, forcing the instructor in the past several years to extend his or her class time beyond that for which he or she is given credit on a teaching assignment.

**MU-471, 472, 473, 474  Percussion Ensemble**

**From:**
MU-471, 472, 473, 474  Percussion Ensemble
~~2~~ *studio hours 1 credit each course*
Study, rehearsal and performance of classical, contemporary and world percussion ensemble repertoire.

**To:**
MU-471, 472, 473, 474  Percussion Ensemble
<u>3</u> *studio hours 1 credit each course*
Study, rehearsal and performance of classical, contemporary and world percussion ensemble repertoire.

**Rationale:** In order to cover a diverse range of percussion ensemble repertoire, this course requires the instructor to direct students in the setup and teardown of multiple arrangements of percussion instruments at the start, during, and end of each class meeting. As a result, the instructional time available for rehearsal of repertoire and performance preparation is greatly reduced. The addition of one more studio hour to this course will accommodate the time needed to assist students in the setup and teardown process, while allowing the other two studio hours to be fully utilized for instruction, rehearsal, and preparation for performances.

**2. New Courses**

**DEPARTMENT OF ENGLISH**

**ENGL-263 Holocaust Literature**
Hours and Credits: 3 class hours, 1 recitation hour, 3 credits
Prerequisites: ENGL 102

**Description:** This course offers a study of the Holocaust through a variety of genres, including poetry, novels, short stories, plays, memoirs, primary sources, film, and children's literature, in order to gain a better understanding of the unfolding, impact, meaning and significance of the Holocaust. Students will study the origins and development of the Holocaust and its political, cultural, economic and social implications through the lens of a variety of artists, writers and scholars.

**Rationale:** This course was offered as a Special Topics and, given the resources available at Queensborough, it should be converted into a regular course. Queensborough is unique in having both the Kupferberg Holocaust Resource Center and an NEH grant that provides $50,000 to a faculty member annually for Holocaust programming. A standing class would support activities in the area of Holocaust education and initiatives at the college by providing the opportunity for students to study Holocaust literature. This course has already been offered successfully, and it promotes the inclusion of high impact practices. Offering it as a regular class will facilitate students' ability to transfer by making the course description readily available within CUNY in TIPPS and in the catalog for reference to outside institutions. Finally, CUNYFirst does not permit to list special topics under "Course Description" — only official catalog descriptions can be preloaded there. Instead, special topics descriptions are included under "Notes," which can cause students and advisors to overlook what the courses are about.

**ENGL-264 Graphic Genres**
Prerequisites: ENGL 102
Hours and Credits: 3 class hours, 1 recitation hour, 3 credits

**Description:** This course seeks to explore graphic novels and other related graphic genres and visual formats – journalism, memoir, fiction, history, and film – to investigate the evolution, power and popularity of texts that combine words and pictures. Topics and themes examined include war, family, sexuality, adolescence, ethnicity, identity, politics and science fiction. In addition to learning about graphic novels and genres, students will create their own graphic work, as well as conduct research and present on a topic, artist, genre, or work of their choice.

**Rationale:** This course reflects current curricular changes in the English discipline. Graphic literacy is increasingly important in this day and age, as younger generations are very strong visual learners. This is an upper-division English class that fulfills major requirements for the Associate in Arts. It is a very popular class with healthy enrollments every semester that it is offered. This course has already been offered successfully, and it promotes the inclusion of high impact practices. Offering it as a regular class will facilitate students' ability to transfer by making the course description readily available within CUNY in TIPPS and in the catalog for reference to outside institutions. Finally, CUNYFirst does not permit to list special topics under "Course Description" — only official catalog descriptions can be preloaded there. Instead, special topics descriptions are included under "Notes," which can cause students and advisors to overlook what the courses are about.

**DEPARTMENT OF SPEECH COMMUNICATION AND THEATER ARTS**

**TH-235 Stage Management**
Prerequisites: TH131, Stage Craft I
Hours and Credits: 3 class hours, 3 credits

**Description:** Project-based learning with a concentration on stage management and production, call book, rehearsal and technical rehearsal process, and performance. Basic introduction to different techniques for organization and personal management. Students will apply their skills to stage manage current department theatrical productions. This will garner a greater understanding of the process and function of a professional stage manager.

**Rationale:** This course will formalize our instruction of students, who currently serve as stage managers for departmental productions. It will expand upon our offerings for students who wish to fulfill a technical theatre tract. It will fulfill the need for a stage management class based on student's requests and suggestion. Class will offer students basic instruction for how to work professionally as a theatrical stage manager.

**3. Revised Programs**

**DEPARTMENT OF ENGINEERING TECHNOLOGY**

**Computerized Architectural & Industrial Design, A.A.S.**

**General rationale:** The current Computerized Architectural & Industrial Design program was designed in the early 1980's when personal computers were a relatively new phenomena and the task of drafting still comprised a significant portion of the workforce. Since that time, the landscape of the Architectural workplace has changed significantly. Computers have not only become ubiquitous, but are also accompanied by a variety of specialized application software that is highly mature. Further, the workforce has consolidated such that a particular individual will no longer be solely a drafter. Workers are now tasked with an increasing amount of design work, while still being required to perform drafting duties. We have also identified an up-and-coming niche in the workforce, that of Construction Management. This discipline, which offers a significant number of jobs in the tri-state area, shares many common theoretical foundations with traditional Architecture programs.
To that end, we are proposing a significant revision to the Computerized Architectural & Industrial Design program in order to bring the curriculum in line with the current needs of industry. The program will be renamed *Architectural Technology*. This will place the program within the family of programs offered by

the Engineering Technology department. It also corrects an inaccuracy, since there are no industrial design courses in the current curriculum. The program will be split into two tracks. Both tracks will share a common core of classes.

The first track is a specialization in *Architectural Design*. This track is amodernization of the current architectural program. The loyalty to either manual or computerized methods of drafting is being abandoned in favor of a modern, integrated approach. The emphasis will be on design concepts, and students will use both manual and computerized skills to implement these ideas.

The second track is a specialization in *Construction Management*. This track, while building on the common core of classes, will offer students the opportunity to pursue careers in this up-and-coming niche in the workforce.

In conjunction with this program revision, we are taking steps to *(i)* revise and streamline our course numbering standards; and *(ii)* to more closely align our programs with those of New York City College of Technology and SUNY Farmingdale, in order to ensure a more efficient transfer process.

**From:**

REQUIREMENTS FOR THE MAJOR

| | | |
|---|---|---|
| MT-111 | Technical Graphics | 2 |
| MT-124 | Metallurgy and Materials | 3 |
| MT-212 | Technical Descriptive Geometry | 3 |
| MT-219 | Surveying and Layouts | 3 |
| MT-341 | Applied Mechanics | 3 |
| MT-345 | Strength of Materials | 3 |
| MT-369 | Computer Applications in Engineering Technology | 3 |
| MT-453 | Piping Systems | 3 |
| MT-454 | Fundamentals of HVAC Systems | 2 |
| MT-481 | Architectural Design I | 3 |
| MT-482 | Structural Drafting and Design | 3 |
| MT-484 | Construction Methods | 3 |
| MT-488 | Computer-Aided Design I | 3 |
| MT-489 | Computer-Aided Design II | 3 |
| **Sub-total** | | **40** |
| **Total Credits Required** | | **60** |

**To:**

REQUIREMENTS FOR THE MAJOR – COMMON CORE

| | |
|---|---|
| TECH-100 Intro to Engineering & Technology (MT 100) | 1 |
| ARCH-125 Surveying & Site Planning (MT 219) | 3 |
| ARCH-119 Visualization I | 2 |
| ARCH-113 Building Technology I  (MT 223) | 3 |
| ARCH-129 Visualization II | 2 |
| MT-341 Applied Mechanics | 3 |
| MT-345 Strength of Materials | 3 |
| ARCH-237 Environmental Systems  (MT 453) | 3 |
| ARCH-123 Building Technology II (MT 484) | 3 |
| **Sub-total** | **23** |

**Track 1: Architectural Design**

| | |
|---|---|
| ARCH-111 Architectural Design I  (MT 481) | 3 |
| ARCH-248 Structures I  (MT 482) | 3 |
| ARCH-121 Architectural Design II | 4 |
| ARCH-231 Architectural Design III (MT 485) | 4 |
| ARCH-241 Adv. Architectural Modeling (MT 490) | 3 |
| **Sub-total** | **17** |

**Track 2: Construction Management**

| | |
|---|---|
| CONM-111 Construction Design | 4 |
| CONM-248 Soils, Foundations & Structures | 3 |
| MECH-246 Fluid Mechanics  (MT 522) | 3 |
| MA-128     Calculus for Technical and Business Students | 4 |
| CONM-241 Construction Cost Analysis | 3 |
| **Sub-total** | **17** |
| **Total Credits Required** | **60** |

**Course Revisions**

**~~MT~~-100 Introduction to Engineering & Technology**

**From:**
~~MT~~-100 Introduction to Engineering & Technology
3 laboratory hours 1 credit

An introduction to the history, philosophy and methodology of engineering and technology-related professions. The disciplines of computer, electrical and mechanical engineering and technology are introduced. Basic mathematical, graphical and analytic skills are developed as well as experimentation and data analysis techniques. The analysis and presentation of engineering data and designs as well as ethical and professional considerations are considered.

**To:**
<u>TECH-100</u> Introduction to Engineering & Technology
3 laboratory hours 1 credit

An introduction to the history, philosophy and methodology of engineering and technology related professions. The disciplines of computer, electrical and mechanical engineering and technology are introduced. Basic mathematical, graphical and analytic skills are developed as well as experimentation and data analysis techniques. The analysis and presentation of engineering data and designs as well as ethical and professional considerations are considered.

**Rationale:** Renumbering of course to conform to new departmental standard.

**~~MT-481~~ Architectural Design I**

**From:**
~~MT-481~~ Architectural Design I
2 class hours 4 laboratory hours 3 credits
Prerequisite: ~~MT-111~~

Introduction ~~to architectural drawing presentation; plan, elevation, section, detail, perspective, and model-making. Development of preliminary working drawings. Understanding of basic architectural design concepts.~~

**To:**
<u>ARCH-111</u> Architectural Design I
2 class hours 4 laboratory hours 3 credits
Co-requisite: <u>ARCH-119</u>

An introduction to <u>the fundamentals of architectural design. Students will develop the ability to perceive visual cues, create visual design, formulate concepts, and render ideas in two and three dimensions. Using a combination of manual and digital skills, students will create and interpret three-dimensional objects and spaces and develop drawings and renderings using standard projection systems.</u>

**Rationale:** This course is being modernized and updated in order to be current in the industry. The loyalty to either manual or computerized methods of drafting is being abandoned in favor of a modern, integrated approach. The emphasis will be on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisite has been removed and a co-requisite added in order to ensure that students have the necessary background knowledge to be successful in this course. Course numbering has been updated in order to provide more efficient advising processes.

**~~MT-223 Selection of Materials~~**

**From:**
~~MT-223 Selection of Materials~~
3 class hours 3 credits
Prerequisite: ~~BE-122 (or 226), or satisfactory score on the English Placement Test~~.

~~Study of the physical, mechanical, thermal and electrical properties of metals, alloys, plastics, and other nonmetallic engineering materials. Industrial practice and applications introduced to acquaint students with proper material selection.~~

**To:**
ARCH-113 Building Technology I
2 class hours 3 lab hours 3 credits
Co-requisite: ARCH-111 or CONM-111

An introduction to the basic materials and elements of construction. System analysis, including the study of materials properties and their proper selection. Fundamental principles of architectural drafting. Surveying existing conditions, development of drawings of plans, elevations, sections, and basic details from foundation to roof. An emphasis is on wood and masonry and shallow foundation systems.

**Rationale:** This course has been on the inactive course roster for some time. It is being re-activated and updated in order to be technically relevant. It is being added to the Architecture curriculum, and it will be taken in tandem with ARCH-111, Architectural Design I. This will provide a unified technical approach in which design concepts and the practical building applications are taught in a modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The co-requisite is added to ensure that students get the full benefit of the unified approach. Course numbering has been updated in order to provide more efficient advising processes.

**~~MT-484 Construction Methods~~**

**From:**
~~MT-484 Construction Methods~~
1 lecture hour 2 recitation hours 3 laboratory hours 3 credits
Prerequisite: ~~MT-488~~

~~Construction elements and materials used in the building Construction elements and materials used in the building industry. Types of framing and assembly systems for commercial buildings. Preparation of working drawings to code, with an emphasis on comprehension of the total building process. This course assists in the production of a design studio portfolio.~~

**To:**
ARCH-123 Building Technology II
1 lecture hour 2 recitation hours 3 laboratory hours 3 credits
Pre-requisite: ARCH-113 with a grade of C or higher

A study of the basic materials of construction and the theory and practice of building technology. The course will include investigation of the assembly of building components and methods of construction and framing. Students will develop proficiency in both analog and digital drawing building information modeling (BIM) techniques, and professionally presented construction drawings.

**Rationale:** This course is being modernized and updated in order to be current in the industry. This will provide a unified technical approach in which design concepts and the practical building applications are

taught in a modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisite is updated to ensure that students have the proper background knowledge to be successful. Course numbering has been updated in order to provide more efficient advising processes.

**~~MT-219 Surveying and Layouts~~**

**From:**
~~MT-219 Surveying and Layouts~~
2 class hours 3 laboratory hours 3 credits
Prerequisites (and/or) co-requisites: ~~none~~

Principles and practice of elementary surveying. ~~Use, adjustment, and care of surveying instruments.~~ Field work in practical application of surveying techniques; measurement of distances, angles, and elevations. Computation and mapping of closed traverses. ~~Use of topographical maps. Scientific calculator required.~~

**To:**
ARCH-125 Surveying and Site Planning
2 class hours 3 laboratory hours 3 credits
Pre-requisites: MA-114, ARCH-113, ARCH-121 all with a grade of C or higher

Principles and practice of elementary surveying. Application of the fundamental techniques of site planning principles and the use of topographical maps and models. The importance of site development as it relates to architecture and sustainable site development. Field work in practical application of surveying techniques; measurement of distances, angles, and elevations. Computation and mapping of closed traverses.

**Rationale:** This course is being modernized and updated in order to be current in the industry. This will provide a unified technical approach in which design concepts and the practical building applications are taught in a modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisites are added to ensure that students have the proper background knowledge to be successful and the co-requisite is added to ensure that students benefit from the integrated teaching approach. Course numbering has been updated in order to provide more efficient advising processes.

**~~MT-453 Piping Systems~~**

**From:**
~~MT-453 Piping Systems~~
3 class hours 3 credits
Prerequisite: ~~MT-488~~

~~Design and layout of piping systems and related equipment for heat power~~, heating, air conditioning, and ~~petrochemical industries. National piping and pressure vessel codes utilized in conjunction with manufacturers' catalog data and piping handbook. Use of piping software is introduced.~~

**To:**
ARCH-237 Environmental Systems
3 class hours 3 credits
Pre-requisite: ARCH-123 with a grade of C or higher

A survey of systems employed in buildings including plumbing, electrical, heating, ventilation, air conditioning and fire alarm and suppression. System components, design, application, equipment locations and distribution will be examined. Sustainability and energy efficiency applications will be addressed and software used for data analysis. National codes are introduced.

**Rationale:** This course is being modernized and updated in order to be current in the industry. It will incorporate the relevant aspects of MT-454, which will be modernized for relevance. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisite is modified to ensure that students have the proper background knowledge to be successful. Course numbering has been updated in order to provide more efficient advising processes.

**~~MT-482 Structural Drafting and Design~~**

**From:**
~~MT-482 Structural Drafting and Design~~
2 class hours 4 laboratory hours 3 credits
Pre-requisite: ~~MT-111, MT-345, MA-114~~

Design and analysis of steel, reinforced concrete, and timber structures. Practice in the preparation of structural drawings ~~including framing plans; general plans; structural steel shop detail drawings; bolted, welded, and riveted connections; reinforced concrete details. Practical projects in building, heavy machine, and bridge construction.~~ Use of structural design codes and specifications.

**To:**
ARCH-248 Structures I
2 class hours 4 laboratory hours 3 credits
Pre-requisites: MT-345 with a grade of C or higher

Design and analysis of steel, reinforced concrete, and timber structures. The behavior of architectural materials in stress and intuitive reasoning related to the mathematical treatment of equilibrium in static structures. Practice in the preparation of structural drawings. Use of structural design codes and specifications.

**Rationale:** This course is being modernized and updated in order to be current in the industry. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisite is streamlined to reflect pre-requisite changes in other courses. Course numbering has been updated in order to provide more efficient advising processes.

**~~MT-485 Architectural Design~~**

**From:**
~~MT-485 Architectural Design~~
2 class hours 4 lab hours 3 credits
~~Offered in Summer Session~~
Pre-requisite: ~~MT-481~~
Co-requisite: ~~MT-484~~

~~Further development of architectural graphics including perspective techniques. Examination of architectural concepts of space, structure and form in the design process. Mechanical and electrical systems. Laboratory work in preparing a complete set of architectural working drawings and specifications.~~

**To:**
ARCH-231 Architectural Design III

2 class hours 4 lab hours 3 credits
Pre-requisites: <u>ARCH-121 and ARCH 129 both with a grade of C or higher</u>
Co-requisite: <u>ARCH-125</u>

<u>An exploration of abstract architectural design theory in the expression of three-dimensional space. The creation of comprehensive architectural design projects is developed following a building program and incorporating elements of site, enclosure, structure, material and technology. Design concepts and vocabulary are introduced and strengthened through design projects. A juried presentation will take place at the completion of each project.</u>

**Rationale:** This course has been on the inactive course roster for some time. It is being re-activated and updated in order to be technically relevant. It is being added to the Architecture curriculum, and it will be taken as part of the architectural design sequence, following ARCH-111 (Architectural Design I) and ARCH-121 (Architectural Design II). The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. Pre- and co-requisites are updates to ensure that students have the proper background knowledge and get the full benefit of the unified teaching approach. Course numbering has been updated in order to provide more efficient advising processes.

**~~MT-490~~ Advanced Architectural Modeling**

**From:**
~~MT-490~~ Advanced Architectural Modeling
3 class hours 3 credits
Pre-requisite: ~~MT-488~~

Practical application of advanced architectural software to the generation of 3D models, rendering and the creation of animated visuals for architectural designs. Topics include: creating designs in 3D space, editing 3D designs, viewing objects in 3D space, setting lights, cameras, applying color and materials to surfaces, background color and objects; rendering creation of scenes tracking animation and walk-throughs. This course assists in the production of a design studio portfolio.

**To:**
<u>ARCH-241</u> Advanced Architectural Modeling
3 class hours 3 credits
Pre-requisite: <u>ARCH-231 with a grade of C or higher</u>

Practical application of advanced architectural software to the generation of 3D models, rendering and the creation of animated visuals for architectural designs. Topics include: creating designs in 3D space, editing 3D designs, viewing objects in 3D space, setting lights, cameras, applying color and materials to surfaces, background color and objects; rendering creation of scenes tracking animation and walk-throughs. This course assists in the production of a design studio portfolio.

**Rationale:** Course numbering has been updated in order to provide more efficient advising processes. Pre-requisite updated to reflect changes in other courses.

**~~MT-522~~ Fluid Mechanics**

**From:**
~~MT-522~~ Fluid Mechanics
3 class hours 3 lab hours 4 credits
Prerequisite: ~~MT-341 and~~ MA-128~~, 125 or 441~~
Co-requisite: ~~MT-365 or 366.~~

~~Behavior of fluids at rest and in motion. Continuity concepts,~~ kinematics, ~~energy~~ and momentum ~~equations, pipe flow, fluid drag. Laboratory practice in the operation of basic fluid apparatus and instrumentation.~~

**To:**
MECH-246 Fluid Mechanics
3 class hours 3 credits
Prerequisite: MA-128 and PH-201

An introduction to the mechanics of incompressible fluids. Hydrostatics, kinematics, basic conservation laws for a control volume. Conservation of mass, momentum, angular momentum and energy for flow. Inviscid flow. Bernoulli's and Euler's equations. Viscous flows in pipes and ducts, head loss and friction factor.

**Rationale:** This course has been on the inactive course roster for some time. It is being re-activated and updated in order to be technically relevant. Credits, class and lab hours have been changed to reflect QCC standards. Pre- and co-requisites have been modified to ensure that students have the proper background knowledge to be successful. This course will be a required course in the Construction Management track of the Architectural Technology curriculum and an elective in the Mechanical Engineering Technology curriculum. Thus, students will have more options when choosing courses.

**New Courses**

**ARCH-119 Visualization I**
Co-requisite: ARCH-111 or CONM-111
Hours and credits: 1 class hour, 3 laboratory hours, 2 credits

**Description:** An introduction to the language of architectural representation and visualization. Students will develop the techniques and skills to perceive visual cues, make aesthetic evaluations, translate information into graphic representation, create visual design and formulate and render concepts in two or three dimensions. This course introduces basic skills for the manipulation and generation of both free hand and digital images. Model making, scanning and image editing concepts are introduced. Associated topics in computer systems, file management, word processing and spreadsheets are covered.

**Rationale:** This course will be taken in tandem with ARCH-111, Architectural Design I. This will provide a unified technical approach, were loyalty to either manual or computerized methods of drafting is abandoned in favor of a modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The co-requisite is added to ensure that students get the full benefit of the unified approach. Course numbering has been updated in order to provide more efficient advising processes.

**ARCH-121 Architectural Design II**
Pre-requisites: ARCH-111 and ARCH-119, both with a grade of C or higher
Co-requisite: ARCH-129
Hours and credits: 2 class hours, 3 laboratory hours, 3 credits

**Description:** A continuation of the concepts begun in ARCH-119. Students will increase their knowledge of architectural design. A more in-depth study of in the perception of visual cues, the creation of visual designs, the formulation of concepts, and the rendering of ideas in two and three dimensions. Using a combination of manual and digital skills, students will create and interpret three-dimensional objects and spaces and develop drawings and renderings using standard projection systems.

**Rationale:** The loyalty to either manual or computerized methods of drafting is being abandoned in favor of a modern, integrated approach. The emphasis will be on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns

with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisites have been updated and a co-requisite added in order to ensure that students benefit fully from the unified experience. Course numbering has been updated in order to provide more efficient advising processes.

**ARCH-129 Visualization II**
Pre-requisites: ARCH-111 or CONM-111 with a grade of C or higher, and ARCH-119 with a grade of C or higher.
Hours and credits: 1 class hour, 3 laboratory hours, 2 credits.

**Description:** A continuation of the concepts of architectural representation and visualization begun in ARCH-111 and ARCH-119. The focus is on precise crafting of physical and analogue models and architectural presentations, analogue and digital rendering techniques, and representation of geospatial information. Students hone their skills using manual and digital tools and enhance their design work by strengthening visual, verbal and graphical skills. Students will demonstrate fluency in and understanding of key design vocabulary, concepts and visual techniques.

**Rationale:** This course will be taken in tandem with ARCH-121, Architectural Design II. This will provide a unified technical approach, in which loyalty to either manual or computerized methods of drafting are abandoned in favor of a modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The co-requisite is added to ensure that students get the full benefit of the unified approach and the pre-requisite is added to ensure that students have the appropriate background knowledge to be successful. Course numbering has been updated in order to provide more efficient advising processes.

**CONM-111 Construction Design**
2 Class hours, 3 Lab hours, 3 credits

**Description:**
An introduction to construction project management. The construction process, bidding and awards, scheduling and planning, codes and standards, and safety.

**Rationale:**
Students who pursue the new Construction Management track in the Architectural Technology program will need an overview of the entire field and its processes to be competitive when applying for transfer or for entry in the job market. This course provides an introduction to these topics at a level that is appropriate for a two-year college. For those students who continue on in the major, this course will give them a firm foundation on which to build future studies. For those who pursue employment, it will give the skills necessary to perform at an entry level.

**CONM-241 Construction Cost Analysis**
3 Class hours, 3 credits
Co-requisite: ECON 101, Introduction to Macroeconomics

**Description:**
An introduction to the analysis of labor and material costs and forecasting. Students are introduced to methods of estimating, development of bids, quality assurance, contracts and ethics. Extensive case study analysis is conducted. Students will develop a complete bid package and formally present and defend it.

**Rationale:**
Students who pursue the new Construction Management track in the Architectural Technology program will need proficiency in the development of cost estimates and the preparation of bid packages to be competitive when applying for transfer or for entry in the job market. This course provides an introduction

to these topics at a level that is appropriate for a two-year college. For those students who continue on in the major, this course will give them a firm foundation on which to build future studies. For those who pursue employment, it will give the skills necessary to perform at an entry level.

**CONM-248 Soils, Foundations and Structures**
2 Class Hours, 3 Lab hours, 3 credits
Pre-requisite: MT 341 Applied Mechanics

**Description:**
An introduction to soil mechanics, foundation and earth structures. Soil classification, soil properties, soil stresses, earth pressures, bearing capacity, and slope stability. Principles of foundation analysis, design of retaining walls. Students conduct laboratory experiments to test soil behavior.

**Rationale:**
Students who pursue the new Construction Management track in the Architectural Technology program will need proficiency in foundations and structures to be competitive when applying for transfer or for entry in the job market. This course provides an introduction to these topics at a level that is appropriate for a two-year college. For those students who continue on in the major, this course will give them a firm foundation on which to build future studies. For those who pursue employment, it will give the skills necessary to perform at an entry level.


**HEALTH, PHYSICAL EDUCATION, & DANCE DEPARTMENT**

**Visual and Performing Arts A.S. Degree Concentration in Dance**

**General rationale:** Since the curricular changes in the dance program in 2012, Queensborough Community College's dance program has become much stronger in preparing students for professional careers in dance as well as for transferring to strong BFA dance programs. In May of 2014, our first class of students graduated under the new curriculum. Seven of our dance majors have transferred to BA or BFA programs in dance: three have transferred to Rutgers University on dance scholarships, two have transferred to Adelphi University on dance scholarships, one has transferred to Long Island University, Brooklyn, and one has transferred to Hunter College. These figures reveal more of our students transferring to strong dance programs than ever before. Furthermore, the dance program has continued to grow. We currently have approximately 50 dance students concentrating in dance in the VAPA degree program. This is up from approximately 20 dance majors in 2007 and 40 in 2011.

As a means of further strengthening our program, the department is pursuing accreditation with the National Association of Schools or Dance (NASD). In March 2014, the department hosted a NASD preliminary accreditation consultant, Nina Nelson, from Western Michigan University, whose report read: "Dance majors demonstrate maturity and skill beyond that which would be expected of students in their first two years of college." In the meeting with the consultant, students unanimously agreed that their goals are to transfer to four-year institutions with dance programs.

The consultant's report further recommends that the dance program develop articulation agreements with four-year dance programs that our students are likely to transfer to. This is a process the department has already begun through discussions with dance program directors at LIU-Brooklyn, Rutgers University, Montclair State University, University of Illinois-Champagne Urbana, and Adelphi University. These agreements would insure that the dance courses our students take at Queensborough are accepted as meeting the degree requirements at these four-year institutions when they transfer.

The curricular changes in this proposal have this goal in mind. They make our courses comparable to the courses at these four-year dance programs in terms of number of hours of training and content covered. These changes will further provide more of our students with the level of dance training they need to transfer to these programs and ultimately to have professional careers in dance. While our last curricular revisions have allowed our more advanced students to progress much more quickly and to find incredible success in transferring to BFA programs on scholarship, these new curricular changes will also allow our students coming in with more technical challenges to progress to the same level.

**From:**

**Visual and Performing Arts – Associate in Science (A.S.) Degree Concentration in Dance**

COMMON CORE REQUIREMENTS

| | |
|---|---|
| REQUIRED CORE 1A: EN-101 English Composition I | 3 |
| EN-102 English Composition II | 3 |
| REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) | 3 |
| REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) | 3 |
| FLEXIBLE CORE 2A:   World Cultures & Global Issues (select one from 2A) | 3 |
| FLEXIBLE CORE 2B:   U.S. Experience & Its Diversity (select one from 2B) | 3 |
| FLEXIBLE CORE 2C[1]:  Creative Expression (select one from 2C[1]) | 3 |
| FLEXIBLE CORE 2D:   Individual & Society (select one from 2D) | 3 |
| FLEXIBLE CORE 2E:   Scientific World (select one from 2E) | 3 |
| FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2]) | 3 |
| **Sub-total** | **30** |

REQUIREMENTS FOR THE MAJOR
All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.

| | |
|---|---|
| **Sub-total** | **21-23** |

ADDITIONAL MAJOR REQUIREMENTS

| | |
|---|---|
| SP-211[3]        Speech Communication[3] | 3 |
| HE-101          Intro. to Health Education or | |
| HE-102          Health Behavior & Society | 1-2 |
| One course in PE-400 or PE-500 series or DAN-100 series | 1 |
| Laboratory Science[4] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 | 0-1 |
| **Sub-total** | **5-7** |

ELECTIVES

| | |
|---|---|
| Free Electives | 0-3 |
| **Sub-total** | **0-3** |

| | |
|---|---|
| **Total Credits Required** | **60** |

1 Recommended: select from area different from concentration (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110 , or MU-120, or SP-471, or SP-472, or TH-111).
2 Recommended: select course from 2C in concentration discipline.
3 Students who have taken SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.
4  Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.
All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110

Dance Concentration

| Students must complete 21-23 credits from the following Courses | | |
|---|---|---|
| ~~DAN 100~~ | ~~Beginning Modern Dance~~ | ~~1 credit~~ |
| ~~DAN 101~~ | ~~Beginning Ballet~~ | ~~1 credit~~ |
| ~~DAN 102~~ | ~~Jazz Dance~~ | ~~1 credit~~ |
| ~~DAN 103~~ | ~~African/Afro-Caribbean Dance~~ | ~~1 credit~~ |
| ~~DAN 104~~ | ~~Musical Theater Dance~~ | ~~1 credit~~ |
| ~~DAN 105~~ | ~~Music Video Dance~~ | ~~1 credit~~ |
| ~~DAN 106~~ | ~~Latin Dance~~ | ~~1 credit~~ |
| ~~DAN 107~~ | ~~Social and Folk Dance~~ | ~~1 credit~~ |
| ~~DAN 110~~ | ~~Foundations of Dance Movement~~ | ~~3 credits~~ |
| ~~DAN 111~~ | ~~Introduction to the Art of Dance~~ | ~~3 credits~~ |
| ~~DAN 112~~ | ~~Dance in the Twentieth Century~~ | ~~3 credits~~ |
| ~~DAN 113~~ | ~~History of African Dance Forms~~ | ~~3 credits~~ |
| ~~DAN 114~~ | ~~Dance on Stage and Film~~ | ~~3 credits~~ |
| ~~DAN 120~~ | ~~Beginning Modern Dance for Majors~~ | ~~1 credit~~ |
| ~~DAN 121~~ | ~~Advanced Beginning Modern Dance I~~ | ~~1 credit~~ |
| ~~DAN 122~~ | ~~Advanced Beginning Modern Dance II~~ | ~~1 credit~~ |
| ~~DAN 123~~ | ~~Advanced Beg Modern Dance III~~ | ~~1 credit~~ |
| ~~DAN 130~~ | ~~Beginning Ballet for Majors~~ | ~~1 credit~~ |
| ~~DAN 131~~ | ~~Advanced Beginning Ballet I~~ | ~~1 credit~~ |
| ~~DAN 132~~ | ~~Advanced Beginning Ballet II~~ | ~~1 credit~~ |
| ~~DAN 133~~ | ~~Advanced Beginning Ballet III~~ | ~~1 credit~~ |
| ~~DAN 140~~ | ~~Advanced Beginning Jazz~~ | ~~1 credit~~ |
| ~~DAN 220~~ | ~~Intermediate Modern Dance I~~ | ~~2 credits~~ |
| ~~DAN 221~~ | ~~Intermediate Modern Dance II~~ | ~~2 credits~~ |
| ~~DAN 222~~ | ~~Intermediate Modern Dance III~~ | ~~2 credits~~ |
| ~~DAN 230~~ | ~~Intermediate Ballet I~~ | ~~2 credits~~ |
| ~~DAN 231~~ | ~~Intermediate Ballet II~~ | ~~2 credits~~ |
| ~~DAN 232~~ | ~~Intermediate Ballet III~~ | ~~2 credits~~ |
| ~~DAN 250~~ | ~~Modern Dance Improvisation~~ | ~~1 credits~~ |
| ~~DAN 251~~ | ~~Theory and Practice of Modern Dance~~ | ~~2 credits~~ |
| ~~DAN 252~~ | ~~Contact Improvisation~~ | ~~1 credit~~ |
| ~~DAN 260~~ | ~~Dance Workshop I~~ | ~~3 credits~~ |
| ~~DAN 261~~ | ~~Dance Workshop II~~ | ~~3 credits~~ |
| ~~DAN 262~~ | ~~Dance Workshop III~~ | ~~3 credits~~ |
| ~~DAN 270~~ | ~~Special Topics in Modern Dance I~~ | ~~1 credit~~ |
| ~~DAN 271~~ | ~~Special Topics in Modern Dance II~~ | ~~1 credit~~ |
| ~~DAN 272~~ | ~~Special Topics in Modern Dance III~~ | ~~1 credit~~ |

**To:**

**Visual and Performing Arts – Associate in Science (A.S.) Degree - Concentration in Dance**

COMMON CORE REQUIREMENTS
REQUIRED CORE 1A: EN-101 English Composition I                                    3
                                   EN-102 English Composition II                                   3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)        3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)                   3
FLEXIBLE CORE 2A:  World Cultures & Global Issues (select one from 2A)              3
FLEXIBLE CORE 2B:  U.S. Experience & Its Diversity (select one from 2B)            3
FLEXIBLE CORE 2C[1]:  Creative Expression (select one from 2C[1])                  3
FLEXIBLE CORE 2D:  Individual & Society (select one from 2D)                       3
FLEXIBLE CORE 2E:  Scientific World (select one from 2E)                          3

FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2])                3

                                                  **Sub-total**   30

## REQUIREMENTS FOR THE MAJOR

All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.

                                                  **Sub-total**   21-23

## ADDITIONAL MAJOR REQUIREMENTS

| | | |
|---|---|---|
| SP-211[3] | Speech Communication[3] | 3 |
| HE-101 | Intro. to Health Education or | |
| HE-102 | Health Behavior & Society | 1-2 |
| One course in PE-400 or PE-500 series or DAN-100 series | | 1 |
| Laboratory Science[4] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 | | 0-1 |

                                                  **Sub-total**   5-7

## ELECTIVES

Free Electives                0-3

                                                  **Sub-total**   0-3

                                        **Total Credits Required** 60

1 Recommended: select from area different from concentration (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110 , or MU-120, or SP-471, or SP-472, or TH-111).
2 Recommended: select course from 2C in concentration discipline.
3 Students who have taken SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.
4  Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.
All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110

## DANCE CONCENTRATION

| | |
|---|---|
| DAN 110 Foundations of Dance Movement | 3 |
| Two courses in Modern Dance technique (level determined by placement class) | |
|     Select from DAN 124, 125, 126, 127, 220, 221 or 222 | 4 |
| Two courses in Ballet technique (level determined by placement class) | 4 |
|     Select from DAN 134, 135, 136, 137, 230, 231 or 232 | |
| DAN 249 Modern Dance Improvisation | 2 |
| DAN 251 Choreography I | 2 |
| Two courses in Repertory or Workshop | |
| Select from DAN 160, 161 260, 261 or 262 (audition required for 260, 261, 262) | 4-6 |
| One course from Modern Dance or Ballet technique: | |
|     Select from DAN 125, 126, 127, 220, 221, 222 | |
|         135, 136, 137, 230, 231 or 232 | 2 |
| Technique elective | |
| Select from Modern Dance (DAN 125, 126, 127, 220, 221, 222), | |
| Ballet  (135, 136, 137, 230, 231, 232), African/ Afro-Caribbean Dance DAN 103), | |

Advanced Beginning Jazz Dance (140), Contact Improvisation (DAN 252) or
Special Topics in Modern Dance          (DAN 270, 271, 272)                                    0-2
<div align="right">Sub-total 21-23</div>

Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).

**Rationale:** Students working toward an AS degree in the Visual and Performing Arts with a dance concentration will no longer be permitted to take DAN 100-102 or DAN 104-107 to meet their dance credit requirements. These courses are intended for the general college population, students with a general interest in dance and those fulfilling a Physical Education requirement and not for students pursuing dance as a career. This change will bring our program into alignment with the standards of the National Association of Schools of Dance and will allow all dance classes for students pursuing the dance concentration to include a more extensive content and demand more extensive competencies. DAN 103, African and Afro-Caribbean Dance, will be allowed for credit toward the dance concentration because there is a separate section of this course for students doing the dance concentration. This course will likely be accepted for transfer credit as a World Dance credit, which is required in many 4-year dance programs.

**New Courses**

**DAN 160  Repertory I**
Hours and credits:  4 hours 2 credits
Prerequisites: Student must be enrolled in Advanced Beginning or Intermediate Modern Dance and/or Ballet (DAN 125, 126, 127, 135,136,137, 220, 221,222, 230, 231 or 232) or permission of the instructor.

**Description:**  In Repertory I students will rehearse and perform a dance work. Through this process students will gain technical, collaborative and performance skills necessary for a career as a dancer. This class is offered for students who are not cast in Dance Workshop.

**DAN 161  Repertory II**
Hours and credits:   4 hours 2 credits
Prerequisites: Student must be enrolled in Advanced Beginning or Intermediate Modern Dance and/or Ballet (DAN 125, 126, 127, 135,136,137, 220, 221,222, 230, 231 or 232) or permission of the Instructor.

**Description:**  Repertory II is a continuation of Repertory I.  In Repertory II students will rehearse and perform a dance work. Through this process they will gain technical, collaborative and performance skills necessary for a career as a dancer. This class is offered for students who are not cast in Dance Workshop.

**Rationale for DAN 160 and 161 Repertory I and II:** Entrance into the Dance Workshop class and performance is through an audition. Some of our students each year do not get selected for this. Rehearsing a dance and getting it ready for performance is such a focused and intensive process that many of our students make huge strides in their dance skills through this experience. Dance Repertory class will be an opportunity for less advanced students, who do not get into Dance Workshop, to learn, rehearse and do a studio performance of a dance piece and have an opportunity for growth comparable to that of the stronger students.

**Course Revisions**

**Beginning Modern Dance for Majors**

**From:**
DAN ~~120~~ Beginning Modern Dance for Majors
Hours and credits: ~~2 hours 1 credit~~

**To:**

DAN 124 Beginning Modern Dance for Majors
Hours and Credits: 4 hours 2 credits

**Advanced Beginning Modern Dance I**

**From:**
DAN ~~121~~ Advanced Beginning Modern Dance I
Hours and Credits: ~~2 hours 1 credit~~
Pre-requisite: ~~DAN 120~~ or permission of the department

**Description:** ~~A continuation of DAN 120, this course will continue to develop movement skills and will introduce choreographic concepts and terminology~~

**To:**
DAN 125 Advanced Beginning Modern Dance I
Hours and credits: 4 hours 2 credits
Pre-requisite: DAN 124 or permission of the instructor

**Description**: Advanced Beginning Modern Dance places an emphasis on alignment, development of the body, and modern/contemporary dance technique at the Advanced Beginning Level.

**DAN ~~122~~ Advanced Beginning Modern Dance II**

**From:**
DAN ~~122~~ Advanced Beginning Modern Dance II
Hours and Credits: ~~2 hours 1 credit~~
Pre-requisite: ~~DAN 121 or~~ permission of instructor

**To:**
DAN 126 Advanced Beginning Modern Dance II
Hours and Credits: 4 hours 2 credits
Pre-requisite: DAN 125 or Permission of instructor

**Advanced Beginning Modern Dance III**

**From:**
DAN ~~123~~ Advanced Beginning Modern Dance III
Hours and Credits: ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 122~~ or permission of instructor

**To:**
DAN 127 Advanced Beginning Modern Dance III
Hours and Credits: 2 credits 4 hours
Pre-requisite: DAN 126 or Permission of instructor

**DAN ~~130~~ Beginning Ballet for Majors**

**From:**
DAN ~~130~~ Beginning Ballet for Majors
Hours and Credits: ~~1 credit 2 hours~~

**To:**
DAN 134 Beginning Ballet for Majors
Hours and Credits:  2 credits 4 hours

**DAN ~~131~~ Advanced Beginning Ballet I**

**From:**
DAN ~~131~~ Advanced Beginning Ballet I
Hours and Credits: ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 130~~ or permission of instructor

**To:**
DAN 135 Advanced Beginning Ballet I
Hours and Credits: 2 credits 4 hours
Pre-requisite: DAN 134 or Permission of instructor

**Advanced Beginning Ballet II**

**From:**
DAN ~~132~~ Advanced Beginning Ballet II
Hours and Credits: ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 131~~ or permission of instructor

**To:**
DAN 136 Advanced Beginning Ballet II
Hours and Credits: 2 credits 4 hours
Pre-requisite: DAN 135 or Permission of instructor

**Advanced Beginning Ballet III**

**From:**
DAN ~~133~~ Advanced Beginning Ballet III
Hours and Credits ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 132~~ or permission of instructor

**To:**
DAN 137 Advanced Beginning Ballet III
Hours and Credits: 2 credits 4 hours
Pre-requisite: DAN 136 or Permission of instructor

**Rationale for changes to Beginning and Advanced Beginning Ballet and Modern dance:**

- These classes will all go from meeting two hours a week to meeting four hours a week and from 1 credit to 2 credits.
- Four hours of class time a week will better prepare students for the technical demands of 4-year college programs and for professional careers in dance.
- Four hours of class time a week will make these classes more transferable for credit in 4-year colleges when our students transfer and thus will strengthen our program's ability to set up articulation agreements.
- Two credit hours and four hours of studio time a week will also bring the curriculum into compliance with NASD standards for accreditation.
- Because these courses are increasing in hours there are extensive changes to the syllabi. There will be a greater breadth of content covered and the resulting level of proficiency demanded of the students will be higher.
- Because of the above changes we are changing the course numbers for these classes. This will decrease confusion for advisors when looking at student records.

**Modern Dance Improvisation**

**From:**
DAN ~~250~~ Modern Dance Improvisation

Hours and Credits: ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 123~~ or permission of instructor

**To:**
DAN <u>249</u> Modern Dance Improvisation
Hours and Credits: <u>2 credits 4 hours</u>
Pre-requisite: <u>Permission of instructor</u>

**Rationale for changes to Modern Dance Improvisation:**
- This class will go from meeting two hours a week to meeting four hours a week and from 1 credit to 2 credits. Four hours of class time a week will better prepare students for the skill level expected at 4-year college programs and for professional careers in dance.
- Four hours of class time a week will make this class more transferable for credit in 4-year colleges when our students transfer and thus will strengthen our program's ability to set up articulation agreements.
- Because this course is increasing in hours there are changes to the syllabus. There will be a greater breadth of content covered and the resulting level of proficiency demanded of the students will be higher.
- Because of the above changes we are changing the course number for this class. This will decrease confusion for advisors when looking at student records.

**Theory and Practice of Modern Dance**

**From:**
DAN 251 ~~Theory and Practice of Modern Dance~~
Hours and Credits: ~~2 hours 1 credit~~
Pre-requisite: DAN ~~250~~ or permission of the department

**Description:** ~~Theory and Practice of Modern Dance will take a look at various styles and approaches to modern dance. The course will focus on both stylistic technique approaches as well as choreographic styles and methods. The course will consist of readings, class discussions, observation and discussion of videos and live performances, and movement classes. There will also be an emphasis on choreographic process. The objective is to prepare you for what you might encounter as a dancer in the real world today!~~

**To:**
DAN 251 <u>Choreography I</u>
Hours and Credits: <u>4 hours 2 credits</u>
Pre-requisite: <u>DAN 249 or Permission of the instructor</u>

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

**Rationale for change of Theory and Practice to Choreography I:** Students will now be required to take Modern Dance Improvisation before this course, so they are entering this course with a strong background in exploring the elements of dance and are ready for a class that truly explores the dance composition process. Choreography I is a course that is taught in 4-year dance programs, so this course will be transferable for our students and will strengthen our program's ability to set up articulation agreements.

<u>**Recommended Sequence for Dance Concentration**</u>

<u>Fall 1<sup>st</sup> year</u>

| | |
|---|---|
| Ballet (level determined by placement class) | 2 credits |
| Modern Dance (level determined by placement class) | 2 credits |
| DAN 110 Foundations of Dance Movement | 3 credits |
| | **Sub-total 7** |

Spring 1<sup>st</sup> year

| | |
|---|---|
| Ballet (level determined by placement class) | 2 credits |
| Modern Dance (level determined by placement class) | 2 credits |
| DAN 249 Modern Dance Improvisation | 2 credits |
| DAN 160 or DAN 260 Dance Repertory I/Dance Workshop | 2 or 3 credits |
| | **Sub-total 8-9** |

Fall 2<sup>nd</sup> year

| | |
|---|---|
| DAN 251 Choreography I | 2 credits |
| Technique Elective (choose DAN 103, 140, 252, 270, 271, 272 | |
| or Modern Dance or Ballet) | 0-2 |
| | **Sub-total 2-4** |

Spring 2<sup>nd</sup> year

| | |
|---|---|
| Ballet or Modern Dance | 2 credits |
| DAN 161 or DAN 261 or 262 Dance Repertory II/Dance Workshop | 2/3 credits |
| | **Sub-total 4-5** |

**Required Total for the Concentration 21-23**

Technique Electives
DAN 103 African and Afro-Caribbean Dance 1credit
DAN 140 Advanced Beginning Jazz Dance 1 credit
DAN 252 Contact Improvisation 1 credit
DAN 270, 271, 272 Special Topics in Modern Dance I, II, III

**Rationale**: This recommended sequence accommodates the increased credit values of many courses as well as the added courses.

_____

**Amendment to February report:** HI 115, a new course approved by the Senate on March 10, has changed its number to HI 132 because HI 115 was being used by an inactive History course.

**Resolution On Bullying At Queensborough Community College**

Whereas, Bullying, though difficult to define, exists at Queensborough Community College, and

Whereas, no official policy on bullying has yet to be established by the City University of New York, and

Whereas, the Queensborough community as represented by the Academic Senate stands united against bullying,

Therefore, Be It Resolved that this body endorses the following as the "Official Statement of the College":

*Queensborough Community College is committed to providing a supportive, safe and positive environment in which bullying is unacceptable. Bullying is deemed as unacceptable behavior on any College property; at any College function, event or activity; or through the use of any electronic or digital technology, whether or not such use occurs on College property. This statement complies with the CUNY Policy of Workplace Violence and CUNY Policy of Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students.*

and this statement shall be featured prominently in the College Catalogue, all faculty and student handbooks, and other publications as deemed necessary and proper by the President.

Rationale:

CUNY Administration has ruled that any official policy on bullying will emanate solely from the Chancellor's Office and will be University-wide.  Such policy has thus far not been forthcoming. An official statement of the College acknowledging bullying exists and opposing it may serve to raise awareness and encourage further discussion on this crucial issue.

**Resolution: Senate Approval for Administration of the Committee Effectiveness and Experience Survey (CEES)**

Whereas, the Steering Committee's pilot survey aims to capture committee members' input and insight about the effectiveness and collegial experience of their committees, and

Whereas, the collective results are intended to provide a better understanding of the committees' value to the members and the College as whole, and

Whereas, this short survey is voluntary and anonymous, only aggregate data without any individual identifiers will be analyzed, and it will NOT affect anyone's tenure or performance evaluation,

Therefore, Be It Resolved that this body endorses the administration of the Committee Effectiveness and Experience Survey (CEES) to the faculty members of Academic Senate Standing Committees in the 2014-15 academic year.

Rationale:

The CEES will provide information to assist the Academic Senate as it develops strategies to improve support for standing committees in the future.

**Committee Effectiveness and Experience Survey (CEES)**
**Steering Committee's Survey Subcommittee**
**QCC Academic Senate Standing Committees**
**March 9, 2015**

The Steering Committee's pilot survey aims to capture committee members' input and insight about the effectiveness and collegial experience of their committees.

This short survey is voluntary and anonymous. Only aggregate data without any individual identifiers will be analyzed.  The collective results are intended to provide a better understanding of the committees' value to the members and the college as whole. It will NOT affect anyone's tenure or performance evaluation.

Please take a couple of minutes to fill out the questionnaire.

**Demographic Information**

1.  Name of the Committee _____ (drop down list of committees)
2.  Type of faculty:      Untenured _____  Tenured _____  Non-tenured track _____
3.  Number of prior committees served on:      _____

Please rate the following statements on a scale from 1(strongly disagree) to 5 (strongly agree)

| Strongly Disagree 1 | Disagree 2 | Neither Agree or Disagree 3 | Agree 4 | Strongly Agree 5 |
|---|---|---|---|---|

**Effectiveness**

4.  I believe that my current committee addresses important needs of the college.

5.  I think that the committee works effectively to add value to QCC.

6.  The committee receives adequate support to meet its charge.

7.  Serving on the committee expanded my knowledge and different perspectives about the college.

8.  Serving on the committee helped me develop stronger social network ties with other faculty.

9.  The committee should continue working the way it has for the foreseeable future.

**Collegial Experience:**

10. I enjoyed serving on the committee.

11. I appreciated the collegial atmosphere of the members.

12. I was able to express freely my ideas in meetings.

13. I felt I contributed a great deal to the committee.

14. The process of member appointment and rotation was clear and satisfactory.

15. The workload of the committee was appropriate for its charge.

16. I would recommend this committee to other faculty.

17. Other comments and suggestions for the committee:  _____

_____