

**Agenda**  
**Academic Senate Meeting**  
**Date: Tuesday October 13, 2015**  
**Time: 3:10 p.m.**  
**Location: Room M-136**

- I. Attendance
- II. Consideration of the minutes from September 8, 2015 meeting (Attachment A)
- III. Communications from the Board of Trustees or any of its Committees
- IV. Communications from:
  - President Diane B. Call (Attachment B)
  - Senate Steering Committee Report (Attachment C)
- V. Annual Reports of Academic Senate Standing and Special Committees
  - Committee on Awards and Scholarships (Attachment D)
  - Committee on Bylaws (Attachment E)
  - Committee on Cultural and Archival Resources (Attachment F)
- VI. Monthly Reports of the Committees of the Academic Senate
  - Committee on Curriculum—RESOLUTION (Attachment G)
- VII. Old Business
- VIII. New Business
  - Report from Administrative Task Force on Assessment
  - Academic Senate Committee Effectiveness Survey (Attachment H)

Joel Kuszai, Secretary  
Academic Senate Steering Committee

Queensborough Community College  
The City University of New York

**MINUTES**  
**of the September 8, 2015**  
**Academic Senate**

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

**I. Attendance:**

56 votes were recorded at the time attendance was taken; 57 members of the Academic Senate cast votes during the meeting.

Absentees: Kathleen Villani, Gilmar Visoni, Belle Birchfield, Isabella Lizzul, Andrew Nguyen, Amy Traver, Joan Dupre, Mangala Tawde, Janette Urciuoli, Charles Neuman, Simran Kaur, Eileen White, Lana Zinger, Ann Tullio, George Muchita, Richard Tayson, Ricky Panayoty, Jodi-Ann Grant, Shriromani Sukhwa, SG President Pro Tempore.

**II. Consideration of minutes of the May 12, 2015 meeting of the Academic Senate:**

A motion was made, seconded, and adopted 57-0-1 to approve the May 12, 2015 minutes as presented (see *Attachment A of the September 8, 2015 Agenda*). Did not vote: Andrea Salis, Emily Tai, SG Treasurer

**III. Communications from President Call**

President Call referred to her written report (*Attachment B of the September 8, 2015 Agenda*.) For the full report, visit: [http://www.qcc.cuny.edu/governance/academicsenate/docs/ay2015-16/September\\_2015/Attachment-B-presidents-report-05-12-2015.pdf](http://www.qcc.cuny.edu/governance/academicsenate/docs/ay2015-16/September_2015/Attachment-B-presidents-report-05-12-2015.pdf)

Vice President Steele discussed the Report of the General Education Task Force (*Attachment I of the May 12, 2015 Agenda*), and indicated the Task Force will be continuing its work in the 2015-2016 academic year with more outreach for faculty participation.

**IV. Senate Steering Committee Report**

Chair Dr. Peter Bales referred to the written report (*Attachment C of the September 8, 2015 Agenda*). For the full report, visit: [http://www.qcc.cuny.edu/governance/academicsenate/docs/ay2015-16/September\\_2015/Attachment-C-Steering-Committee-Report-05-12-2015.pdf](http://www.qcc.cuny.edu/governance/academicsenate/docs/ay2015-16/September_2015/Attachment-C-Steering-Committee-Report-05-12-2015.pdf)

**V. List of Graduates for May and August 2015—RESOLUTION (Attachments E and F)**

A motion was made, seconded, and adopted 52-0-0 to approve the list of graduates for May and August (*Attachments E and F of the September 8, 2015 Agenda*). Did not vote: Philip Pecorino, SG Treasurer, SG Programming VP, SG VP Evening Students, SG VP PT Students.

**VI. Old Business**

**NONE**

56 **VII. New Business**

- 57 • Dr. Steele updated the senate on the activity of the General Education Assessment Task Force,  
58 including an informal description of issues when assessing student artifacts and an overview of  
59 work to be done this year, such as the development of rubrics for quantitative reasoning and  
60 information management and an upcoming review of General Education Outcomes.
- 61 • Dr. Pecorino, chair of the Faculty Executive Committee, apprised the senate that the results of  
62 the Harvard COACHE study would be soon available and will be discussed at the September 30  
63 meeting of the faculty along with an FEC-sponsored survey led by Dr. Kolios.

64  
65 The meeting was adjourned at 3:46PM

66  
67 Respectfully Submitted,  
68 Joel Kuszai  
69 Secretary, Steering Committee of the Academic Senate



## President's Report to the Academic Senate

October 13, 2015

### ENROLLMENT ACTIVITIES

- Spring Admission Activity will officially begin with the first allocation of freshmen applications arriving on October 15th, while the first allocation of transfer applications has already arrived and is currently being processed by the Admissions office.
- Outreach has begun through Hobsons email and phone calls to students who did not attend last semester, offering them an option to reactivate. These students received personal outreach from the Department of New Student Engagement, a newly formed pre-enrollment unit under Student Affairs.
- The Department of New Student Engagement was set-up to provide support and perform outreach to students during the critical "Pre-Enrollment" period. Working closely with key college units such as Admissions, Financial Aid, Bursar, Testing, and Academy Advisement, the Department of New Student Engagement, led by Dr. Carol Alleyne, will create the programming and processes necessary to engage and assist students to successfully navigate this pre-enrollment period. This resource unit will help students prepare for and understand the importance of the CUNY placement exams (offering test "orientation" sessions in spring and in the fall); inform students of their college financial responsibilities and how to meet them, through in-person information sessions, in partnership with our Financial Services Department; provide students with the information and support they need to make a successful transition from high school to college, through family welcome sessions and an orientation program focused on the personal and academic skills needed for a successful transition to college, and academic success at QCC.
- Academic Advisement is currently underway for current QCC students, with registration taking place beginning on Monday, November 9th for those who have a 2.0 GPA or better. Those with under a 2.0 GPA can register starting Thursday, November 12th after they have met in person with an academic advisor.

### FACULTY OPPORTUNITIES and SUPPORT ACTIVITIES

- *The QCC Award for Excellence in Faculty Scholarship* is awarded to tenured faculty, and recognizes a "sustained and distinguished record of scholarship or creative performance, evidenced by publications, professional presentations, and/or creative works." In the Spring 2016 semester, there will be an appropriate ceremony to honor the individuals chosen by the selection committee. The selection process begins now with nominations from the academic departments or directly from faculty members who wish to nominate

themselves. For each nominee, the department or the individual will forward to the selection committee a one-page statement, a current curriculum vita, copies of publications, and evidence of professional presentations and creative works. The selection committee will consist of three academic department chairs elected by all the department chairs, and the Provost and Vice President for Academic Affairs who will preside without a vote. The selection committee will evaluate the nominees according to the criteria that have been used in the previous rounds of the QCC Faculty Excellence Awards, that is, a sustained and distinguished record of scholarship and/or creative achievement as evident in the supporting documentation. Please submit your nominations via the attached form along with supporting materials by ***Friday, December 11, 2015***, to the Office of Academic Affairs.

- ***The Faculty Mentoring Program:*** The faculty mentoring program supports department-designated mentors for new faculty members. Mentors meet to discuss useful strategies to guide their mentees in adjusting to their new environment. Mentors assist their colleague mentees in navigating the complexities of campus issues and in learning about service commitments, grant opportunities, professional development, and scholarly growth.

## **OPPORTUNITIES AND SUPPORT FOR STUDENTS**

- Emergency funding is available to students who face a financial crisis that puts at risk their continued enrollment toward their QCC degree. Supported through a \$300,000 grant from The Carroll and Milton Petrie Foundation, the funds 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. Ms. Veronica Lukas, Executive Director of Student Financial Services, will be sending periodic e-mail reminders to the college community outlining the grant eligibility and encouraging faculty and staff to refer students to apply. Ms. Denise Scalzo, Associate Director of Student Financial Services, will serve as the Grants Manager for this campus initiative. Please refer students with short-term financial emergencies to Ms. Scalzo at your earliest convenience. Additional information can be found at [www.qcc.cuny.edu/scholarships](http://www.qcc.cuny.edu/scholarships).
- Faculty and staff are asked to encourage our students to avail themselves of the valuable and free resources through the QCC Single Stop Program, located in the Library Building, room L 432a, ext 6347. Services provided include (but are not limited to) financial benefits screening, financial counseling, legal assistance, tax preparation services, and more. Additional information can be found on their website at [www.qcc.cuny.edu/singlestop](http://www.qcc.cuny.edu/singlestop).
- Last year, CUNY began a partnership 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. The Fall 2014 application period will offer the following scholarship opportunities, with an application deadline of **October 26, 2014**. Please refer students to apply at [www.thedream.us](http://www.thedream.us).

## **FACULTY AND STAFF HONORS AND ACHIEVEMENTS**

- Congratulations to Dr. M. Chantale Damas, ( Physics), who led the effort to secure a \$750,000 NASA STEM Grant for Queensborough to *Explore New Frontiers in STEM Education* under the "CUNY-NASA Solar and Atmospheric Research Program and Education Partnership (CUNY-NASA SOLARPREP) ". Queensborough is one of only four community colleges across the nation to receive the award, which is designed to provide student training and expand course offerings to students in the Science, Technology, Engineering and Mathematics (STEM) discipline. The Principal Investigator of this project, Dr. Damas notes: "This grant presents a wonderful opportunity to further establish our relationship with NASA and to encourage motivated students and faculty at the community college level to engage in research in solar, geospace and atmospheric physics under the umbrella discipline of space weather". Dr. Damas explained that space weather is an area of study that requires knowledge of more than one STEM discipline. Space weather can have a severe impact on both space- and ground-based technological systems, and it is a great topic to get students thinking about and interested in STEM. Of course, mention NASA and students are totally hooked!
- Queensborough is the recipient of a \$225,000 grant from Educause, for *Integrated Planning & Advising for Student Success (iPASS)*, one of only 24 institutions in the country to receive this prestigious award. Created with funding from the Bill & Melinda Gates Foundation and the Leona M. and Harry B. Helmsley Charitable Trust, the initiative will help two- and four-year higher education institutions launch comprehensive iPASS technologies by 2018. This new integrative approach to student success promotes shared ownership for educational progress among students, faculty, and staff encompassing services that help students formulate and advance toward educational goals. iPASS includes tech-enabled advising, counseling, progress tracking, and academic early alerts. Congratulations on this recognition to Dr. Paul Marchese, Provost and Vice President of Academic Affairs and Dr. Margot Edlin, Interim Assistant Dean, Office of Academic Affairs.

## **STUDENT HONORS AND ACHIEVEMENTS**

- At the conclusion of the Spring 2015 NYSMATYC contest, QCC came in first place in New York State out of 23 participating colleges. Top scorers were QCC students Mr. Zhenping Wang (2nd place), Mr. Zhenkang Yang (6th place), Mr. Tao Hong (8th place), Mr. Shuai Ma (10th place), and Mr. Tak Kit Yeung (13th place). In addition, scores from the Spring 2015 contest were combined with the scores from the Fall 2014 contest. For the combined results, QCC came in first place in New York State out of 30 colleges. Top scorers were QCC students Mr. Zhenkang Yang (1st place), Mr. Tak Kit Yeung (6th place), Mr. Zhenping Wang (10th place), and Mr. Mengying Lee (19th place).

## GENERAL EDUCATION ASSESSMENT TASK FORCE

- The report on the June 2015 evaluation of student artifacts using the rubrics for Communication and Analytic Reasoning has been posted on the General Education Assessment Task Force site, at <http://www.qcc.cuny.edu/assessment/geatf.html>, under Progress Reports. The five rubrics which the Task Force wrote and used are posted on the site as well. This semester the Task Force members have drafted rubrics for two additional general education outcomes: Quantitative Literacy and Information Management. These will be tested and adjusted before they are distributed. Artifacts will be collected and evaluated in Spring 2016 using all of the rubrics created so far. The task force is discussing what types of assignments might work best to demonstrate the College's general education outcomes. As the task force reviews the whole set of general education outcomes, it is looking at a variety of models at other institutions.

## BTECH UPDATE

- BTECH began its second year with 110 ninth grade freshmen. Work to develop Indicators of Student Readiness took place during the summer months and September with Queensborough faculty from our Department of Speech and Communication, and BTECH high school teachers. An SAP conference on *Big Data* was attended by Dr. Belle Birchfield (ET), Dr. Wendy Ford (Business), and Ms. Debra Maslanko (Mathematics and Computer Science) to gain information about industry and labor market needs in Business and Technology to inform curriculum development in these sectors.

## UPCOMING EVENTS

- On Thursday, October 22, at 5:30 PM in the Student Union, the campus community is invited to our annual *Celebration of Service* honoring faculty and staff who have worked at the College for 20, 30, 40, and 50 years! This year we will celebrate with Ada Alvira (Budget & Financial Services), Amy Baltajian (Registrar), Mark Berman (Information Technology), Mark Blasi (Buildings and Grounds), Emilie Fetik (Finance & Administration), John Gordon, Ph.D. (Mathematics & Computer Science), Patricia Gorton (English), Cheryl Levine (Personnel), Twana Lindsay (Accounting & Related Entities), Denise Martinez (History), Janet Rhein (Pre-College, Continuing Education & Workforce Development), JoAnn Rollo (Social Sciences), Irina Rutenburg, Ph.D. (Chemistry), Teresa Salas (Biological Sciences & Geology), Patricia Schneider, Ph.D. (Biological Sciences & Geology), Carol Soto (Nursing), Stanley Zapasnik (Buildings & Grounds), Stuart Asser (Engineering Technology), Robert Becker, Ph.D. (English), Sandra Bygrave Dozier, Ph.D. (Counseling Center), Arpy Coherian (Pre-College, Continuing Education & Workforce Development), Francis Fanelli (Information Technology), Pedro Irigoyen (Chemistry), David Klarberg, Ph.D. (Biological Sciences & Geology), Alexandra Tarasko (Nursing), George Muchita (Academic Affairs), and celebrating 50 years of full-time service, Dinah Moché, Ph.D. (Physics). We are also honoring the following adjuncts who have worked at Queensborough continuously for 20 years: Roslyn Andela (English), Melvin Bernstein (Mathematics), Joel Forrester (Health, Physical Education & Dance), Vincent Hanzich (Health, Physical Education &

Dance), Fred Heinz (Engineering Technology), Ihor Jadlicky (Physics), Stephen Kanfer (Business), Arlene Kemmerer (Academic Literacy), Joel Marcus (Mathematics), Peter Miceli (Academic Computing Center), Joseph Seiter (Engineering Technology), and Joseph Vallone, Ph.D. (Mathematics).

- The **Fall Presidential Lecture** will be given by **Dr. Benjamin Bederson** on Wednesday, October 28th, in M136. Dr. Bederson was recruited while a sophomore at The City College/CUNY to work on the development of the atomic bomb in New Mexico during World War II. As a scientist and a participant-observer in a historic event, Dr. Bederson will speak on his *experience From Army Private to Atomic Physicist for the Manhattan Project*. At 93 years old, Dr. Bederson offers an extraordinary opportunity to learn of the life and times of scientists from around the world who collaborated on this top secret project. As customary, invitations to this event will be sent to the QCC campus community, our retirees and friends of the College.



## Steering Committee Report

October 13, 2015

The Academic Senate and its committees are all fully staffed, and I would like to acknowledge Vice-Chair Emily Tai and Committee on Committees Chair David Sarno for their considerable attention to detail in that regard. Our fall semester meeting of all the committee chairs is taking place tomorrow, October 14th, from noon to 1:30p in A-310. Committee charges will be discussed and David Moretti will present on the proper procedures for placing committee materials on the Senate website.

The Steering Committee continues to work in collaboration with the Administration to bring Honors and the HIPs under the auspices of the Academic Senate, and our Steering Committee subcommittee investigating options in regard to acknowledging High Impact Activities on student transcripts will have its initial meeting in the coming days. The membership of this committee consists of representatives of each of the High Impact Activities, Administrative Liaison Provost Marchese, and one student appointed by the Student Government Association.

As you remember, last spring semester we administered a Committees Effectiveness Survey to all the outgoing committee members for the 2014-2015 academic year. We received 55 responses and the results of that survey can be accessed on the Academic Senate website under the October 2015 agenda, Attachment H.

**QUEENSBOROUGH COMMUNITY COLLEGE**  
**THE AWARDS AND SCHOLARSHIPS COMMITTEE**

**To:** The Academic Senate  
**From:** Sharon Lall-Ramnarine, Chairperson  
**Date:** September 22, 2015  
**Subject:** ANNUAL REPORT 2014-2015

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**Committee Members 2014 - 2015:**

Chairperson: Sharon Lall-Ramnarine (Chemistry)

Secretary: Christopher Roblodowski (Biology)

President's Designee: Veronica Lukas (Executive Director of Student Financial Services)

Senate Steering Committee Designee: George Muchita (Transfer Coordinator)

Other member(s): Park Kee (Engineering Technology); Shele Bannon (Business); Tammi Rothman (Academic Literacy)

Committee on Committees Liaison: Cheryl Spencer (Nursing)

**Meeting Times:**

The Awards and Scholarships Committee met **four times** (January 21<sup>st</sup>, March 18<sup>th</sup>, April 29<sup>th</sup> and May 20<sup>th</sup>) during the academic year 2014-2015 to evaluate and recommend nominations for the following awards and scholarships.

**Accomplished Items:** The committee reviewed a total of **333** applications/nominations. In addition the committee endorsed the following scholarship endowments:

- \$50K Endowment from Steve Kasomenakis in memory of Professor Vicki Kasomenakis of the Business Department (see Appendix2).

**A. Special Awards: 7 recipients chosen out of 50 applications**

1. **John F. Kennedy Memorial Award (\$500)** – given to Kyle A. Chin-How (out of 10 applicants), a graduating student who has demonstrated outstanding leadership in the college and the community;
2. **Martin Luther King Jr. Memorial Award (\$500)** – given to Jay Lucero (out of 3 applicants), a graduating student who has demonstrated exceptional leadership in promoting racial harmony and appreciation of cultural diversity;
3. **Ray Ricketts Memorial Award (\$75 each)** - given to Nathan Fanton (out of 3 applicants), returning student (left college at one point) who exhibit exceptional scholarship and leadership;
4. **Women’s Club Award (\$75 each)** – **not given to any student. The account is empty and this award should not be advertised.** Four students Eddie Fernandez, Kareen Gibson, Yizhu Jin, and Lourdes Carballo (out of 35 applicants) who have each demonstrated outstanding leadership and service to the college community were nominated by the committee to receive this award;
5. **Incentive Awards - Day and Evening (\$100 each)** – given to day and evening students: Roxana Gheorghiu, Kimberly Holmes, Maria Kakonikos, and Anna Noriega (out of 4 applicants) who have demonstrated outstanding academic performance and are working parents.

**2015 CUNY USS Scholarships (committee did not meet; all nominations sent directly to CUNY USS and they selected winners)**

**B. Continuing Student Academic Merit Scholarship** – given to current and continuing students who have demonstrated outstanding academic performance (a minimum cumulative GPA of 3.25 required). In the Fall 2014 semester awards of \$1,000 each were given to 147 new and continuing students. The committee reviewed 98 applications from continuing students. The applications of the qualifying incoming Freshmen are not reviewed by the committee. In the Spring 2015 semester awards of \$1,000 each were given to 123 students (new applicants as well as Fall 2014 applicants qualifying for continued funding in the Spring.

<b>Continuing Academic Merit: Renewal Scholars for Fall 14 and Spring 15</b>			
<b>Last Name</b>	<b>First Name</b>	<b>Fall 14</b>	<b>Spring 15</b>
1. Carmiencke	Bayard	\$1,000	\$1,000
2. Chai	Yuvana	\$1,000	\$1,000
3. Chaudhary	Rubal	\$1,000	\$1,000
4. Espinoza	Tatiana	\$1,000	\$1,000
5. Jin	Yanling	\$1,000	\$1,000
6. Mccrorie	Alex	\$1,000	\$1,000
7. Reinhardt	Melissa	\$1,000	\$1,000
8. Rota	Rebecca	\$1,000	\$1,000
9. Steffan	Rahel	\$1,000	\$1,000
<b>New Admissions Scholars Fall 14 and Spring 15</b>			
10. Angrand	Marie-Jeanne	\$1,000	\$0
11. Cimieri	Francesca	\$1,000	\$0
12. Kotov	Christine	\$1,000	\$0
13. Laza	James	\$1,000	\$0
14. Marengo	Dylan	\$1,000	\$0
15. Miraglia	Markus	\$1,000	\$1,000
16. Parrinello	William	\$1,000	\$1,000
17. Racine	Farlann	\$1,000	\$1,000
<b>New VP Scholars Fall 14 and Spring 15</b>			
18. Abbott	Matthew	\$1,000	\$0
19. Adewole	Adebisi	\$1,000	\$1,000
20. Alvarez	Ruby	\$1,000	\$0
21. Bhattacharjee	Debjeet	\$850	\$850
22. Chen	Fuhao	\$1,000	\$1,000
23. Chen	Helen	\$1,000	\$1,000
24. Davi	Luca	\$1,000	\$1,000
25. Diaz	Maryory	\$1,000	\$0
26. Fahim	Abdullah	\$1,000	\$0
27. Fajardo	Nicole	\$1,000	\$1,000
28. Fernandez	Eddie	\$900	\$900
29. Gao	Weijing	1000	1000
30. Ghai	Rahul	\$1,000	\$0
31. Goldman	Colette	\$1,000	\$0
32. Gonzalez	Addily	\$1,000	\$0
33. Groll	Richard	\$1,000	\$1,000
34. Gu	Weijing	\$900	\$900

<b>Continuing Academic Merit: Last Name</b>	<b>First Name</b>	<b>Fall 14</b>	<b>Spring 15</b>
35. Guan	Yuying	\$1,000	\$0
36. Jiang	Yi	\$1,000	\$1,000
37. Katz	Sarah	\$1,000	\$0
38. Khawaja	Ateeb	\$1,000	\$0
39. Kim	Hyun-A	\$1,000	\$1,000
40. Kwan	Landen	\$1,000	\$1,000
41. Kwon	Hokyung	\$1,000	\$0
42. Langone	Francesca	\$1,000	\$0
43. Li	Meng Ying	\$1,000	\$0
44. Lin	Yu-Chen	\$1,000	\$0
45. Mejia	Jennifer	\$1,000	\$1,000
46. Mira	Michael	\$1,000	\$0
47. Owusu	Berlinda	\$1,000	\$1,000
48. Paredes	Claudio	\$900	\$0
49. Park	Jaehyoung	\$1,000	\$1,000
50. Parmar	Sudip	\$1,000	\$1,000
51. Peng	San	\$1,000	\$1,000
52. Perone	Emilia	\$1,000	\$1,000
53. Pierre	Hantz Oliver	\$1,000	\$0
54. Ramirez	Laura	\$500	\$0
55. Ramjitt	Bibi	\$1,000	\$1,000
56. Ren	Shijian	\$1,000	\$0
57. Rodrigo	Tizelle Mikka	\$900	\$0
58. Rosario	Cruz	\$1,000	\$0
59. Rosario	Emely	\$891	\$0
60. Rozario	Arthur	\$995	\$995
61. Ross	Philip	\$1,000	\$1,000
62. Salamone	Silvia	\$1,000	\$1,000
63. Sing	Khushpreet	\$900	\$900
64. Smith	Stephan	\$1,000	\$1,000
65. Stephen	Moses	900	\$0
66. Sun	Jiaxin	\$1,000	\$0
67. Sun	Lu	\$1,000	\$0
68. Suriel	Laura	\$1,000	\$1,000
69. Tienord	Ronald	\$1,000	\$1,000
70. Tsoie Melly	Mervine	\$1,000	\$0
71. Udugama	Thaveesha	\$500	\$0
72. Villadiego	Maria Virginia	\$1,000	\$1,000

<b>Continuing Academic Merit: Last Name</b>	<b>First Name</b>	<b>Fall 14</b>	<b>Spring 15</b>
73. Von Werne	Krista	\$1,000	\$0
74. Wang	Shanshan	\$1,000	\$1,000
75. Wild	Nicole	\$1,000	\$0
76. Witkowski	Dominik	\$1,000	\$1,000
77. Wu	Mengchang	\$1,000	\$0
78. Wu	You	\$1,000	\$1,000
79. Wu	Zhen Fu	\$1,000	\$1,000
80. Yeung	Tak Kit	\$1,000	\$1,000
81. Young	Jia Jun	\$1,000	\$0
<b><u>New VP Scholars Spring 15 only (Non-renewable)</u></b>			
82. Arache	Jean Carlos		\$1,000
83. Bedi	Heena		\$630
84. Byun	Hanbyul		\$340
85. Carballo	Loudes		\$1,000
86. Chen	Jiaxing		\$1,000
87. Chen	Qiong		\$1,000
88. Chen	Yueli		\$340
89. Choi	Christopher		\$1,000
90. Chung	Chi-hoon		\$1,000
91. Dostova	Yanna		\$1,000
92. Duan	Yuqing		\$1,000
93. Elman	Sadman		\$1,000
94. Faylayev	Daniel		\$800
95. Fernandez	Rahonel		\$1,000
96. Fletcher	Kadeem		\$1,000
97. Garcia	Edwin		\$1,000
98. Gong	Kaixuan		\$1,000
99. Gurung	Dolma		\$1,000
100. Hasan	Ishaaq		\$1,000
101. He	Lijuan		\$1,000
102. He	Tianci		\$1,000
103. Hou	Lei (Rachel)		\$1,000
104. Huang	Junqiang		\$1,000
105. Huang	Keke		\$1,000
106. Islam	Md Tariqul		\$1,000
107. Islam	Tanzina		\$1,000
108. Jackson	Rondel		\$1,000
109. Jin	Zhou		\$1,000

<b>Continuing Academic Merit: Last Name</b>	<b>First Name</b>	<b>Fall 14</b>	<b>Spring 15</b>
110. Kamal	Tahmid		\$1,000
111. Khan	Ruwaydah		\$1,000
112. Kreymer	Corinne		\$800
113. Kumar	Neha		\$1,000
114. Li	Rui		\$1,000
115. Li	Wenwen		\$1,000
116. Lin	Gaojia		\$1,000
117. McCormick	Brendan		\$1,000
118. Ocampo	Bessie		\$1,000
119. Pandey	Nitika		\$1,000
120. Panton-Cardoza	Kennisha		\$1,000
121. Papacostas	Kristina		\$1,000
122. Shahid	Tabassum		\$1,000
123. Shin	Hyo Jung		\$1,000
124. Smith	Sade		\$1,000
125. Soricillo	Michael		\$1,000
126. Tang	Wai		\$1,000
127. Victor	Wesbee		\$1,000
128. Wan	Zihan		\$750
129. Wu	Jianfeng		\$1,000
130. Xia	Yuxin		\$1,000
131. Xu	Kai		\$1,000
132. Xu	Wei		\$1,000
133. Xuan	Shuai		\$1,000
134. Yan	Quanjian		\$1,000
135. Yang	YuQing		\$1,000
136. Zhang	Jiali		\$1,000
137. Zhang	Lin		\$1,000
138. Zhang	Minni		\$1,000
139. Zhu	Junxiao		\$1,000
140. Zou	Lina		\$800
141.			
<b>Additional Spring 2015 Scholarships Awarded</b>			
142. Babayeva	Daniella		\$1,000
143. Butler	Stephanie		\$1,000
144. Chae	Jung Suk		\$1,000
145. Choi	Roy		\$1,000
146. Corrigan	Janine		\$1,000
147. Edwards	Aleathea		\$1,000

<b>Continuing Academic Merit: Last Name</b>	<b>First Name</b>	<b>Fall 14</b>	<b>Spring 15</b>
148. Ko	Rachel		\$1,000
149. Lam	John		\$1,000
150. Lau	Zerla		\$1,000
151. Lee	Lily		\$1,000
152. Muller	Ekaterina		\$1,000
153. Orgad	Stephanie		\$1,000
154. Peterkin	Oniel		\$1,000
155. Polanco	Mercedes		\$400
156. Snipe	Bryan		\$1,000
157. Wells	Carla		\$1,000
158. Yang	Zhenkang		\$1,000
159. Zhang	Fuyang		\$1,000

**C. Who’s Who Among Students in American Universities and Colleges** - given to students (30 out of 30 total applicants) who demonstrated scholarship, active participation in college and community activities, and potential for continued development (a minimum of 30 completed credits required):

<b>Name</b>	<b>Name</b>	<b>Name</b>
1. Maria Anya	2. Emely Rosario	3. Malaak Chabaan
4. Yueli Chen	5. Silvia Salamone	6. Moe San
7. Kyle Chin-How	8. Haseeb Shah	9. Hyo Jung Shin
10. Eddie Fernandez	11. Rahonel Fernandez	12. Laura Suriel
13. Hyungju Ham	14. Fang-I Sun	15. Angelica Harcharan
16. Yizhu Jin	17. Brian Um	18. Joselin Vargas
19. Maria Kakonikos	20. Maria Villadiego-Punto	21. Landen Kwan
22. Marie Metayer	23. Quanjian Yan	24. Yi Jiang
25. Sherwayne Morrison	26. Weijing Gu	27. Daysi Proano
28. Chanele Rodriguez	29. Wilson Nieves	30. Nelson Tobar



Summary of applications received and awards made during 2009-2015

Scholarship / Award	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients
John F. Kennedy Memorial	12	1	7	1	12	1	12	1	3	1	10	1
Ray Ricketts Memorial	7	1	3	1	12	1	7	1	6	2	3	1
Martin Luther King Jr. Memorial	8	1	7	1	7	1	6	1	3	1	3	1
Women's Club	16	1	12	3	22	4	11	2	10	2	35	0
Incentive Day	1	1	3	2	6	2	6	2	3	2	2	2
Incentive Evening	1	1	2	2	7	2	3	2	0	0	2	2
Academic Merit Fall	70	19	76	53	13 9	117	72	51	101	74	98	*147
Academic Merit Spring	12 6	40	117	79	83	27	78	78	95	43	155	*123
Who's Who	38	33	42	38	32	29	55	36	79	62	30	30
Phi Beta Kappa			7	5	6	3	11	1	0	0	-	-
Ernesto Malve Merit	-	-	-	-	2	1	1	1	12	2	-	-
Passantiono: International	-	-	-	-	1	1	1	1	7	2	-	-
Passantino: Disabilities	-	-	-	-	4	4	2	2	1	1	-	-

\*Includes applications not reviewed by the committee

**See Appendix 1 for data on all Awards and Scholarships offered by the college during 2014-2015**

### **Accomplishments**

1. In comparison to previous academic years the response to all scholarship awards varied. The Continuing Academic Merit Scholarship continued to receive a strong response. **153 more students received the merit scholarship** of \$1000 this year.
2. The recommendations from the previous years to have committee members receive the applications prior to committee meetings were followed. The review process was smoother and faster. Also, having applications to review ahead of time allowed for more thorough reviews and left time during meetings for discussions for improvement.
3. The practice of indicating in announcements what topics the applicant essay for the Continuing Academic Merit Scholarship should address was continued. The committee saw an improvement in the quality and quantity of the applicant essays compared to previous years.
4. The Continuing Academic Merit Scholarship applicant list that is numbered, sorted by GPA and also lists the current QCC credits of the applicants is extremely helpful. This format was followed as recommended previously. This made the review process easier and faster.
5. The committee is again able to report on all of the awards and scholarships offered by the college *and their dollar amounts* (see Appendix 1). The data was obtained from Charles Petz, Database Manager, Office of Institutional Advancement
6. The recommendation from the previous year to send the calls for award/scholarship applications/nominations to the students Tigermail accounts as well as to the faculty was continued. This way the student could judge their eligibility and approach faculty to recommend/nominate them.
7. The committee's chair and secretary were taught how to upload documents to the website using the new program and the information on the website is up to date.

## Challenges

- Obtaining data for the annual report of the committee in a format that does not require hours of editing continues to be a tedious task.
- Soliciting recommendations from faculty for the inclusion in Who's Who continues to be a challenge. **Forty-nine less** Queensborough students were included among *Who's Who in American Universities and Colleges* this year, the total number of applicants (30) continue to be low. The college is permitted to approve up to 150 nominees. The low number of nominees by faculty is attributed to lack of advertising by faculty and staff and lack of interest from students. The nomination form has been modified to a single page that can be filled in by hand.
- Overall, there was an improvement in the quality of the applicants compared to previous years. However, the committee expressed disappointment in some of the recommendation letters received from faculty and staff. There was again great disparity in the recommendation letters. The recommendations varied from two words to lengthy letters. In some cases the students were disqualified because the committee could not make a decision based on two words.

## Recommendations / To Do

1. **Announce** awards and scholarships opportunities on electronic boards on campus, in addition to traditional methods.
2. **Obtaining data for the annual report:** The chair and secretary of the committee should be given digital lists of all of the final recipients or nominees for the various awards, from the President's Designee's office. This should be done **before** the recipients are notified or nominee lists are sent out. This will make compiling the annual report an easier task. The committee chair and secretary should also be sent a digital list from academic affairs of all of the awards and scholarships offered by the college, as soon as the list is compiled for Commencement. The monetary value of the awards should be included on the list.
3. For the **Who's Who Nominations:**
  - The call for recommendations sent to the Community Dialogue should also list and thank the faculty/staff who recommended students last year.
  - The
  - The master list of all nominees that the committee uses to decide on eligible candidates should also include a column labeled "recommended by." This will enable follow up questions for missing information.
  - The committee should notify the recommenders of which students were nominated
  - A document with the benefits of Who's Who should be prepared and attached to the call for nominations

4. **Academic Merit Scholarships:**

- Announcements for this scholarship should emphasize to students that they are writing a formal essay to request financial aid. Some essays this year included informal speech and inappropriate language
- The committee suggests that letters should be sent to those applicants who will not be receiving awards with a checklist of reasons why the scholarship was not awarded to them.
- The committee suggests sending emails to students who have applied for Merit scholarships but are not registered for 15 credits in the Fall.

5. **Special Awards:**

- **THE WOMEN’S CLUB AWARD IS PHASED OUT AND SHOULD NOT BE ADVERTISED.**
- **The John F. Kennedy Award and the Martin Luther King Jr. Memorial Award accounts are empty.** However, the president continues to fund them through other monies because of the significance of the awards.
- The **applications for the special or commencement awards** should have sections for faculty to complete (Scholarship, leadership on campus, service to the college, promotion of racial harmony, working parents) depending on the awards.
- **Incentive Day / Evening Awards:** Include in next years’ announcement that details and documentation are needed proving that applicants are working and are parents

6. **Shared Network Drive needed:** This committee needs access to a shared network drive for digital file sharing as a means of collecting applications. This will save a lot of paper and ink. For example each semester if the merit scholarship attracts 120 applicants, each entire application of 2-3 pages has to be duplicated 7 times for the committee members.

7. **Dates for advertising or soliciting applications and recommendations for awards and scholarships:**

- The **Spring 2016 Continuing Student Academic Merit Scholarships** need to be advertised early in August or early in the 2015 Fall semester. Ideally, the committee should meet in December 2015 to vote on these or a meeting in January 2016 will be necessary.
- The **Spring 2016 Who’s Who Among Students in American Colleges and Universities** inclusion need to be advertised in early and late December so that the deadline could be in late February and the committee can meet to make decisions in early March.

## Acknowledgements

**Christopher Roblodowski** did a fantastic job as the secretary of the committee. He recorded and compiled the meeting minutes and submitted them in a timely manner. The minutes contained a lot of the information needed for the Annual Report and made it a lot less work for the chair to compile the report. He also spent time learning how to upload documents on the committee's website. He was very thorough in his review of the applications and made several insightful comments during the discussion of the applicants. **George Muchita** served as a steering committee designee, and continues to be an asset in the thorough review of the applications and discussion of each award / scholarship candidate. **Kee Park** was thorough in his review of the applications and contributed to the discussions about each award. **Tammi Rothman** was also very thorough in her review of the applications and contributed to the discussions about each award. The committee wishes to acknowledge **Veronica Lukas and her staff** for graciously arranging, hosting and attending each meeting as well as compiling and reviewing all applications. Her office staff is also invaluable in collecting and sorting all of the applications/nominations, documenting the outcomes/results and following up on questions or concerns about specific applications.

## Committee Members for 2014-2015

Chairperson: Sharon Lall-Ramnarine (Chemistry)

Secretary: Christopher Roblodowski (Biology)

President's Designee: Veronica Lukas

Other member(s):

Park Kee (Engineering Technology);

George Muchita (College Transfer Coordinator)

Shele Bannon (Business)

David Rothman (Academic Literacy)

Committee on Committees Liaison: Mooney, Christine (Business)

Senate Steering Committee Designee: Arthur Adair (Speech Communications)

Student representative:

**Appendix 1:**

**All Awards and Scholarships offered by the college during 2014-2015: Commencement and departmental Awards\***

\*Data obtained from QCC's Office of Institutional Advancement (Charles Petz, Database Manager)

Last Name	First Name	Award	Department / Amount
Abiola	Maimouna	Maryellen Matthews Memorial Nursing Award	Nursing Amount: \$450
Adames	Emily	Abbey Passariello Endowed Music Scholarship	Music Amount: \$200
Alaka	Rilwan	Speech Comm & Theatre Arts	Speech Amount \$100
Ali	Syed	The Gabriel Kousourou Award	ECET Amount: \$100
Arias	Ricardo	The Matthew Barbieri Scholarship	Music Amount: \$250
Aung	Myo	Rose Mancott Memorial Award	Chemistry \$ 60.00
Avcenas	Juan Javier	Dr. Sheena Gillespie Literary Award Endowment	English Amount: \$525
Barrett	Lori	Maryellen Matthews Memorial Nursing Award	Nursing Amount: \$450
Brown	Louis	Victoria C. Marti Award	Services for STUDENT with Disabilities Amount \$100
Brown	Tiffany	Carol Bozek Award	Health, Physical Education Amount \$95.00
Brusch	Selochinie	Commencement Award - AAS Degree	President's Office Amount \$1,500.00
Carballo	Lourdes	Commencement Award - AA Degree	President's Office Amount \$1,500.00
Chen	Yueli	Alumni Assoc Endowment Schol	Alumni Association Amount: \$500
Chen	Yueli	Anatol Mancott Scholarship Fund	Chemistry Amount \$433
Cheung	Joseph	Doris Werner Endowed Scholarship Fund	Nursing Amount: \$400
Chhabra	Tanuja	Roberta Rosenbaum Scholarship	Business Amount: \$160
Chin	Christopher	Joe Iorio Chemistry Award	Chemistry Amount \$ 75
Chin-How	Kyle	John F. Kennedy Memorial Award	President's Office Amount \$500.00
Correa	Carlos	Drs. Edith and Herbert Schnall Endowed Scholarship	Biology Amount: \$550
Cox	David	Martin Horowitz Memorial Award	ECET Amount: \$100
Daniel	Daphney	Doris Werner Endowed Scholarship Fund	Nursing Amount: \$400
Deacon	Barbra	the Student Scholarships	Amount \$1000.00
Enamorado	Arturo	CUNY Fund	History Amount: \$550
Fahim	Abdullah	Jake Jagoda Memorial	History Amount: \$50
Faqiri	Zohal	Frank Rudo Award	Chemistry Amount: \$100
Feinman	Matthew	Services for Students with Disabilities	SSD Amount \$100

Academic Senate Agenda—October 13, 2015—Attachment D

Felix	Anthony	Services for Students with Disabilities	Services Student w/ Disabilities Amount \$100
Fernandez	Eddie	Rizzo Award for Research	Chemistry Amount: \$60.00
Finney	George	Dr. Choong-Shick Hong Memorial	Social Sciences Amount: \$500
Guan	Jiuming	Chu Chun Ling Endowed Scholarship Fund	Amount: \$260
Gurgov	Adelina	Services for Students with Disabilities	Services Student w/ Disabilities Amount \$100
Hassan	Aniqa	Services for Students with Disabilities	SSD Amount \$100
He	Tianci	Sidney Arak Memorial Fund	Math & Computer Science Amount: \$100
Jackson	Stacey	Dr. Choong-Shick Hong Memorial	Social Sciences Amount: \$500
Jiang	Yi	Anatol Mancott Scholarship Fund	Chemistry Amount \$433.00
Jiang	Yi	Rose Mancott Memorial Award	Chemistry Amount: \$60
Jiang	Yi	Alumni Assoc Endowment Schol	Alumni Association Amount: \$500
Kim	Martin	Chu Chun Ling Endowed Scholarship Fund	English Amount: \$400
Licari	Elizabeth	Helen Krizman Memorial Award	Business Amount: \$225
Lombardi	Cameron	Sheila Polishook History Award	Nursing Amount: \$375
Lopez	Jose	Pat Savarese Award	ECET Amount: \$100
Lu	Zeming	Doris Katz Memorial Award	Business Amount: \$110
Lucero	Jay	Martin Luther King, Jr. Memorial Award	President's Office Amount: \$500
Lucero	Jay	Speech Comm & Theatre Arts	Speech Amount \$100
McDonnell	Maureen	Dr. Irmgard F. Karle Introductory Chemistry Excellence Scholarship	Chemistry Amount \$150
McDowell	Rachel	Theresa P. Singer Scholarship Endowment	Social Sciences Amount: \$500
Mendez-Faneytt	Jason	Chorus	Music Amount: \$50
Mishailov	Rahmin	Louis Nashelsky Award	ECET Amount: \$100
Morris	Amanda	Leroy Paves Scholarship	Speech Amount \$200
Nandram	Vanessa	Carol Bozek Award	Health, Physical Education Amount \$95.00
Nelson	Kareem	The Matthew Barbieri Scholarship	Music Amount: \$250
Nieves	Wilson	Anatol Mancott Scholarship Fund	Chemistry Amount: \$433
Nigoghossian	Gabriella	Speech Comm & Theatre Arts	Speech Amount \$100
Nika	Sterio	1758 Thomas Smith Memorial Fund	Speech Amount \$100
Nikiforakis	Dimitis	Jake Jagoda Memorial	History Amount: \$50
Noodjanzam	Widjaya	End Merit Schol for Music	Music Amount: \$90
Ochisor	Nicoleta	Theresa P. Singer	Social Sciences Amount: \$500

Academic Senate Agenda—October 13, 2015—Attachment D

		Scholarship Endowment	
Panesso-Gonzalez	Adriana	Merit Scholarship Fund - Continuing Students	ECET Amount: \$1,500
Panesso-Gonzalez	Adriana	Louis Nashelsky Award	Engineering Technology Amount \$100.00
Park	Eui Suk	End Merit Schol for Music	Music Amount: \$90
Proano	Daysi	Peter Pak Kuen Wong Endowment	Fall 2014 and Spring 2015 -Chemistry \$1,500
Rawls	Michael	Arthur Werner Memorial Endowed Scholarship	Business Amount: \$560
Rodriguez	Nercy	Carol Bozek Award	Health, Physical Education Amount \$95.00
Rubin	Danielle	Joseph Geist Award	History Amount: \$550
Sacramone	Frank	Joseph Geist Award	History Amount: \$550
Sadak	Mdzafar	Pat Savarese Award	ECET Amount: \$100
Salamone	Silvia	Dr. Edward Sarlo Award	Chemistry Amount \$80.00
Salamone	Silvia	Walter Zozulin Memorial Award	Semester: Spring 2015 Dept: Chemistry Amount \$100
Salamone	Silvia	Commencement Award - AS Degree	President's Officer Amount \$750.00
Schedlbauer	Jessica	Leroy Paves Scholarship	Speech Amount: \$200
Shin	Hyo	Dr. Mary McDougall Memorial	Social Sciences Amount: \$350
Shin	Hyo	Walter Zozulin Memorial Award	Chemistry Amount \$100
Shin	Hyo	Dr. Edward Sarlo Award	Chemistry Amount \$80
Shin	Hyo	Rizzo Award for Research	Chemistry Amount: \$60.00
Smith	Kevin	The Gabriel Kousourou Award	Engineering Technology Amount \$100.00
Sun	Fang	Joe Iorio Chemistry Award	Chemistry Amount \$75
Tavarez	Ilesha	End Merit Schol for Music	Music Amount: \$90
Tjong	Chandra Irawan	Kurzweil Memorial Fund	Music Amount: \$250
Valenzuela	Daniela	Henry Winkler Scholarship	Business Amount: \$60
Villanueva	Christine	Joseph B. and Betty Aidala Scholarship Fund	Engineering Technology Amount \$250.00
Villier	Victoria	Beverly Lockwood Theater Award	Speech Amount :\$100
Williams	Dwayne	Underwriter's Lab Award	Engineering Technology Amount \$100.00
Witkowski	Dominik	Prof. Naphtaly Levy Memorial	Social Sciences Amount: \$500
Wu	Zhenfu	Engineering Technology Fund	Engineering Technology Amount \$100.00
Xiang	Yang	Sondra J. Farber Memorial	Math & Computer Science Amount: \$100
Yang	Zhen Kang	Dr. Mary McDougall Memorial	Social Science Amount: \$350
Yang	Zhenkang	The SUN Scholarship	Math & Computer Science Amount: \$500
Yang	Zhenkang	Joseph McMurray Endowed Merit	President's Office Award: Commencement Award - AS Degree Amount \$750.00
Yeung	Tak Kit	Math Computer Science Program	Math & Computer Science Amount: \$100
Yung Kwan	Landen	Allen Barnes Award	Math & Computer Science Amount: \$100
Zeng	Xiao Guang	Chu Chun Ling Endowed Scholarship Fund	Port of Entry Amount: \$260
Zhang	Minni	The SUN Scholarship	Math & Computer Science Amount: \$500



**Appendix 2: Memo to Academic senate about Professor Vicki Kasomenakis Endowment**

**To:** Dr. Peter Bales, Chair of the Steering Committee of the Academic Senate

**From:** Dr. Sharon Lall-Ramnarine, Chair of the Awards and Scholarships Committee

**Date:** March 4, 2015

**Subject:** \$50K Endowment from Steve Kasomenakis in memory of Professor Vicki Kasomenakis of the Business Department

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The Awards and Scholarships Committee is pleased to make this announcement that we have recently been informed by Vice President Zins of this wonderful gift to our college. Steve Kasomenakis, the husband of the late Professor Vicki Kasomenakis has contributed a gift of \$50K to establish an endowment that will generate funds for The Business Society. Professor Vicki Kasomenakis, was a 1981 graduate of Queensborough Community College; an associate professor of accounting in the Business Department and the faculty advisor for The Business Society. The Business Society is a student-run and faculty coordinated organization that provides business majors the opportunity to meet with other students and provide them with a better insight to the real business world via special events, guest speakers and workshops. In recognition of this gift, The Business Society will be renamed The Vicki Kasomenakis Business Society.

Vice President Zins has notified the Awards and Scholarships committee and we wanted to notify you of this gift. The renaming of The Business Society is being ratified by Student Government. The Awards and Scholarships Committee is happy to endorse this endowment and the renaming of The Business Society.

QUEENSBOROUGH COMMUNITY COLLEGE

The City University of New York

ACADEMIC SENATE

COMMITTEE ON BYLAWS

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

From: Stephen W. Hammel, Chair

Subject: Annual Report for Committee on Bylaws for 2014-2015

Date August 31, 2015

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Committee Members:

Dr. Derek Bruzewick (Secretary)

Dr. Eva Goldhammer

Stephen Hammel, Esq. (Chair)

Dr. Tian Ren

Dr. Alicia Sinclair

Prof. Elizabeth Sutton

Ee Stiun Hong (Student Representative)

Liaisons/Designees:

Dean Liza Larios, President's Designee

Dr. Philip Pecorino, Steering Committee Designee.

Prof. Richard Yuster, Committee for Committees Liaison

Dates Bylaws Committee Meeting dates;

The Committee meet on the following dates; September 8, 2014, November 24, 2014, April 27, 2015 and May 11, 2015. Generally, the committee found that meetings held on Mondays between 10 and 11:30 AM work best for the members. All of the meetings for the year were within those hours.

Summary of Activities:

\* The Committee reviewed the List of Standing Committees of the Academic Senate, the recent revisions to the number of members appointed to each of those committees, The Academic Senate Bylaws and the information related to the Academic Senate all of which is posted on the College website. After review and discussion, The Chair informed Dr. Tai of the results of the review. Subsequently, the Chair meet with Mr. David Moretti of the Academic Computing Center to amend and correct all inconsistencies. - December, 2014

\* The Committee considered, discussed and recommended to the Academic Senate that the Bylaws should be amended to allow for the use of electronic voting by Senate Committees. Said electronic voting may be used by committees so long as members have the ability to remotely participate in the discussion, Roberts Rules are followed and other standard requirements are complied with.

The recommendation was passed by the Academic Senate on May 12, 2015.

\* The Committee considered, discussed and recommended to the Academic Senate that The Bylaws be amended to reflect changes in the number of members who compose The Committee on Publications.

The recommendation was tabled for further consideration prior to voting, May 12, 2015.

\* The Committee considered, discussed and recommended to the Academic Senate a change to the Honors Program in regard to the creation of a standing committee.

The recommendation was tabled for further consideration prior to voting, May 12, 2015.

\* The Committee considered, discussed and recommended to the Academic Senate a change involving the re-designation of the name of the Committee on Continuing Education to the Committee on Continuing Education and Workforce Development.

The recommendation was tabled for further consideration prior to voting, May 12, 2015.

Changes to the Bylaws Committee:

The new committee for the 2015-2016 academic year will be as follows; Committee Members:

Prof. Michael Altimari

Dr. Derek Bruzewick (Secretary)

Stephen Hammel, Esq. (Chair)

Dr. Todd Holden

Dr. Alicia Sinclair

Prof. Elizabeth Sutton

Ee Stiun Hong (Student Representative)

Liaisons/Designees:

Dean Liza Larios, President's Designee

Steering Committee Designee;

Dr. Philip Pecorino

Respectfully submitted,

Stephen W. Hammel

**QUEENSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**  
**COMMITTEE ON CULTURAL AND ARCHIVAL RESOURCES**  
**OF THE ACADEMIC SENATE**  
**ANNUAL REPORT for 2014 – 2015**

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

**From:** Dr. Isabella Lizzul, Chair, Committee on Cultural and Archival Resources

**Date:** September 2015

**Subject:** Annual Report for the Committee on Cultural and Archival Resources 2014 / 2015

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**Committee Members:**

Susan Agin (Managing and Artistic Director of The Queensborough Performing Arts Center)  
Arthur Flug (Director, Kupferberg Holocaust Resource Center and Archives)  
Dan Leshem (Newly appointed Director, Kupferberg Holocaust Resource Center and Archives)  
John Gilleaudeau (Department of Social Sciences)  
Isabella Lizzul (Department of Health, Physical Education and Dance)  
Faustino Quintanilla (Director of QCC Art Gallery)  
Joan Petersen (Biological Sciences Arts)  
Rosemary Zins (Vice President for Institutional Advancement)  
Jose Osorio (Foreign Languages)  
Barbara Lynch (Speech Communications)  
Mi-Seon Kim (Library)  
Nataliya Khomyak (Mathematics and Computer Science)  
Zivah Perel Katz (English)

**Student Representatives**

1. Sarah Roman
2. Roger Smith

**Liaisons**

- Julia Carroll, Academic Literacy, COC Liaison
- Aviva Geismar, Health, Phys Ed & Dance, Steering Committee Designee
- Rosemary Zins, Institutional Advancement, President's Liaison
- **Committee Officers:** Isabella Lizzul, Chairperson, John Gilleaudeau, Secretary

**Committee Meetings:**

September 19, 2014  
November 14, 2014  
December 12, 2014  
March 20, 2015  
May 5, 2015  
May 12, 2015

**Narrative Summary of Committee Work**

The Committee on Cultural and Archival Resources (CAR) ended the academic year with the election of Chairperson, Isabella Lizzul and Secretary, John Gilleaudeau.

We paid a fond farewell to Dr. Arthur Flug, Director of the Kupferberg Holocaust Resource Center and Archives (KHRCA). We welcomed newly appointed Director, Dr. Dan Leshem.

At the first meeting of the new academic year, members were given previous reports and minutes of the Committee on Cultural and Archival Resources to apprise them of the prior work, accomplishments and actions of the CAR Committee. Members were asked to reflect on the previous Committee's progress and to begin to think of innovative ways in which to carry out the mission of the cultural and archival resources as a pedagogy resource within the curriculum and in the classroom, and to identify strategies by which to communicate with other faculty members to encourage utilization of cultural resources and to make the Cultural Connection.

**CETL**

Dr. Meg Tarafdar, Associate Director of CETL, apprised the committee on the Global and Diversity Learning (GDL) initiative (GDL blossomed from the Cultural Connection seminar series put forth by the CAR Committee). Meg Tarafdar informed members of the recent history and current standing of Global and Diversity Learning. She mentioned that GDL was now recognized as a High-Impact Learning practice (HIP) at QCC-CUNY, and had 16 faculty participating. Meg Tarafdar apprised the Committee members of recent findings that indicated that students involved in multiple high-impact practices met learning objectives significantly more often than those involved in only one high-impact practice, and that those involved in one high-impact practice met learning objectives at higher rates than students who were not participating in any high-impact practices.

Meg went on to state that GDL had been one of the most consistent of the HIP practices capturing the interest within the QCC-CUNY departments as faculty sought effective ways to meet their general education objectives. Dr. Tarafdar expressed the desire to expand early semester events to demonstrate practices and how they had achieved learning outcomes, possibly even digitally-recording events for wider distribution among the QCC-CUNY community.

**Cultural Liaisons and QCC Art Gallery (AG) Promotional Activities:**

John Gilleaudeau expressed the importance of having a successful first-year for the Cultural Liaison Program. He felt it crucial to strengthening its place as an ongoing, productive influence on campus.

Isabella Lizzul suggested that the liaisons be invited to future CAR Committee meetings, to allow Cultural Liaisons to share their experiences, answer questions, and to receive the appreciation of Committee members.

John Gilleaudeau added that promotional activities for the QCC Art Gallery continued throughout the summer months during which 1600 flyers were hand-distributed to students, a two-month

“push” bolstered FB “likes” by 23%, efforts to cultivate interest from artists and influential art-bloggers continued, testimonial videos were leveraged via the faculty, and the popularity of the two art blogs and one photo gallery continues to grow, with total page views currently approaching 59,000. John Gilleaudeau reported that the blogs on the online gallery of the QCC AG continue to be viewed by a wide and large audience, with over 80,000 page views to date. At our meeting of November 14<sup>th</sup> John Gilleaudeau reiterated the original goals as set forth in the “job description” that were shared with every department head, every prospective liaison, and every member of the Committee on Archival Resources.

Ideas regarding ways to share best practices of liaisons were offered by committee member Prof. Mi-Seon Kim elaborating on the impressive video project of Professor Ben Miller. Gilleaudeau also asked if it wasn’t time for an official CL page on the QCC website? VP Zins and Isabella Lizzul thought it would be appropriate to make such a move as one form of recognition and encouragement for CL’s in the program. Action to create such a page was taken immediately after the meeting adjourned.

We would like to express thanks to Acting Communications Marketing Director of Web Services Dave Moretti for having created and for posting on the Cultural Liaison Program page.

We would also like to thank Meg Tarafdar for having provided John Gilleaudeau with a list of new full-time faculty, to whom John Gilleaudeau sent links to testimonials relating to the three principal cultural institutions on campus.

**Cultural Liaison Job Description:**

Each Department may choose to designate a faculty member as a Cultural Liaison, whose principal duty will be to contact regularly each of the Directors of the various QCC Cultural Resources (Faustino Quintanilla of the [Art Gallery](#), Dr. Dan Leshem of the [Kupferberg Holocaust Resource Center and Archives](#), and Susan Agin of [Performing Arts](#)), so that they may be informed of exhibitions, openings, events, performances, etc., and can, in turn, act as a conduit of information to their colleagues within their respective departments. Contact may be more or less frequent. Ideally, it should, on occasion, be person-to-person, but could include other forms of communication such as email, text or phone conversations. In essence, as long as contact is made and information is disseminated, the liaison would be free to exercise a good deal of discretion regarding dispatching their duties.

**Cultural Liaisons: Spring 2015:**

Academic Literacy - Kerri-Ann Smith <a href="mailto:KSmith@qcc.cuny.edu">KSmith@qcc.cuny.edu</a> Phone: 5218 / office: H-324	English - Agnieszka Tuszynska <a href="mailto:ATuszynska@qcc.cuny.edu">ATuszynska@qcc.cuny.edu</a> Phone: 5647 / office: H-426	Nursing - Janice Molloy <a href="mailto:JMolloy@qcc.cuny.edu">JMolloy@qcc.cuny.edu</a> Phone: 6096 / office: M-321
Art & Design - Javier Cambre <a href="mailto:JCambre@qcc.cuny.edu">JCambre@qcc.cuny.edu</a> Phone: 5776 / office: C-106	Foreign Languages - Eladia Raya <a href="mailto:ERaya@qcc.cuny.edu">ERaya@qcc.cuny.edu</a> Phone: 5450 / office: H-217	Physics - Todd Holden <a href="mailto:THolden@qcc.cuny.edu">THolden@qcc.cuny.edu</a> Phone: 5766 / office: S-343
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<http://www.qcc.cuny.edu/cultural-liaison/index.html>

### **Cultural Liaisons**

Isabella Lizzul suggested that it might be time to seek some formal recognition of the CL role with regard to promotions and tenure. Rosemary Zins concurred and suggested that a conversation with Paul Marchese may be an appropriate first step in that direction. At the CAR meeting on 5/12/15 Provost and V.P. for Academic Affairs, Paul Marchese was consulted regarding acknowledgement of the work of CL's toward promotion and tenure. VP Marchese saw no hindrance, nor need for status change, but stressed that the specific activities performed by CL's should be reported to Department Chairs, and thus could be credited toward career advancement.

On 5/15/15 John Gilleaudeau sent the following correspondence to all of our chairs:

*Dear Chairpersons,*

*First, thank you profoundly for assigning a member of your faculty to the position of Cultural Liaison.*

*Though participation has been more active for some than others, the feedback from the Directors of our Cultural Institutions indicates that the program has been vital in expanding outreach to our community.*

*Second, having consulted with Provost and VP Paul Marchese, we can report that activities of CL's can, indeed, be added to CV's and resumes in pursuance of career advancement, i.e. tenure and promotion.*

*The CL need only report on the specific nature or details of the duty performed in their capacity as CL.*

*Last, I wish you all a wonderful end of semester and hope to see you soon.*

*Be well.*

*John*

*John Gilleaudeau*

*Economics Lecturer at QCC-CUNY*

*Secretary of the Committee on Cultural and Archival Resources*

*Office: M-120 / ext.: 6047*

*Stuff Economics: <http://sites.google.com/site/stuffeconomics/>*

*Blah Economics: <http://blaheconomics.blogspot.com/>*

*QCC Art Gallery Blog: <http://unofficialqccartgallery.blogspot.com/>*



MOJO QCC Art Gallery Blog: <http://mojoqccartgallery.blogspot.com/>  
QCC-Art on DeviantArt: <http://qcc-art.deviantart.com/>

At our meeting of 5/5/15 Dr. Leshem shared that the undertaking to mine the Archive had begun. He expressed concern for adequate preservation of the Archive, which led to added discussion with chemist and cultural liaison Derek Bruzewicz regarding the potential of future collaboration between the KHRCA and members of the Chemistry Department. At the CAR Committee meeting on 5/12/15 we were pleased to have Dr. Sasan Karimi as our guest. Dr. Karimi, who chairs the Chemistry Department at QCC-CUNY, discussed the possibility of increased collaboration with the principal cultural institutions in anticipation of next summer's regional meeting of the American Chemical Society. (<http://marmacs.org/2016/program.html>).

Chemist and Cultural Liaison Derek Bruzewicz shared his own successful collaboration with Director Susan Agin of QPAC. Director Dan Leshem of the KHRCA suggested that other such collaborations might be possible in the areas of dating specific artifacts and preserving others that may be perishable.

Professor Karimi stated that the Chemistry Department possessed an x-ray fluorescence machine that could be used to determine the composition of certain artifacts. Dr. Karimi also stated that before any further sessions could be added to the conference schedule, the focus of the project must be selected.

#### **UPDATES AND DEVELOPMENTS OF CULTURAL SITES:**

##### **Kupferberg Holocaust Resource Center and Archive (KHRCA):**

The KHRCA had several successful programs of the Holocaust Resource Center (HRC). The internship program pairing students and survivors, concluding in videotaped testimony, is growing and has a waiting-list of applicants.

A project involving an international connection between QCC students and the Korean Comfort Women led to a live Skype exchange between the groups. It was also possible to bring two ladies from Korea for personal contact that intensified the learning significantly. A creative program titled: *The Holocaust as Hate Crime*, brought experts in hate crimes from the NYC Police Department, the Queens DA's office and a variety of other organizations dedicated to promoting social justice to the QCC campus. Student were assigned an actual hate-crime file, which they analyzed and presented to a presiding judge from Queens County's Supreme Court.

Director Dan Leshem provided information about the most recent year's activities, apprising the members that the KHRCA had engaged over 2,000 student visitors from other schools and campuses, that over 1,100 students were involved in programs, and a similar number attended the events of the most recent NEH offering coordinated by Cary Lane and Steven Dahlke. Dr. Leshem also expressed enthusiasm for the next NEH offering, as its coordinator, Amy Traver of Social Sciences, has a detailed schedule of first-class events already committed.

##### **Queensborough Performing Arts Center (QPAC):**

Director Susan Agin emphasized that a very successful season was nearing completion, with record-breaking student engagement in the tens of thousands, as well as Service Learning

collaborations with a diverse array of Departments, including English, Math, Chemistry, Business, Tutoring, and more.

Chemist and Cultural Liaison Derek Bruzewicz shared his own successful collaboration with Director Susan Agin of QPAC. Ben Miller of the English Department described an innovative project he had undertaken with his ENG 101 sections. It involved having students investigate perceptions of QCC-CUNY, via interview, reading, exposure to artifacts at QPAC and the KHRCA. Students were asked to produce an essay reflecting their own changing views.

After School Program now includes 30 dance students and 10 singing students, while over 400 QCC students now participate in QPAC programs, a number that has grown 5 to 10 % per year. Service Learning Activities, which have included collaboration with diverse Departments from Math to Massage Therapy, continue to grow in popularity and should drive student interactions even higher in the future.

Director Agin acknowledged the efforts by CAR members to increase engagement of faculty and students with QPAC.

Director Agin expressed gratification with the results of three fundraisers that had brought in more than \$12,000. V.P. Zins stated that funds would be dedicated to future productions and programs of QPAC. Director Agin added that there is every hope and expectation that this momentum will carry through QPAC's fiftieth anniversary year of 2016.

#### QCC ART GALLERY

Director Faustino Quintanilla reported that the Department of Art & Design Faculty Exhibit and the annual Juried Student Exhibit had successful openings and would run until June 7, 2015.

Director Quintanilla also reported that the cataloging of the QCC AG collection, which will take some time to complete, was well underway and scheduled for completion prior to the fiftieth anniversary year of 2017.

Director Quintanilla was very pleased to report that the National Endowment for the Arts had presented a significant grant to the Gallery for its traveling photographic exhibit, "Marc Asnin's Uncle Charlie."

Director Quintanilla reminded committee members that the QCC Art Gallery Scholarship Space was open for on-site research, and that its documents and works were available online for all interested parties.

#### **Cultural Liaisons and QCC Art Gallery Promotional Activities:**

On February 4, 2015 Director Faustino Quintanilla, aided by John Gilleaudeau, hosted an orientation session for Cultural Liaisons at the QCC Art Gallery. It was attended by six of the fourteen liaisons now active in the program. Special thanks to Javier Cambre, Sandra Marcus, Eladia Raya, Kerri-Ann Smith, Lakersha Smith, and Agnieszka Tuszynska for making the effort to attend.

Additionally, below you'll find a summary of vital statistics relating to the blogs and online gallery used to promote the QCC Art Gallery. The statistics are current through March 19, 2015.

<b>Unofficial QCC Art Gallery Blog</b> 227 posts, 69,009 views	<b>Mojo QCC Art Gallery Blog</b> 242 posts, 31,883 views	<b>QCC-Art on DeviantArt</b>
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Entry	Pageviews	Entry	Pageviews
United States	53799	United States	27602
Germany	3392	Germany	853
China	2395	China	678
Ukraine	1390	Taiwan	458
Indonesia	1129	Russia	437
France	855	Indonesia	420
India	827	India	250
Russia	676	Canada	209
Taiwan	666	Ukraine	189
Canada	613	France	166

-19,498 pageviews  
 -842 images in its gallery viewed 55,047 times  
 -Images received 720 comments and were added to other members' favorites **4,530** times  
 -212 followers

A significant reduction in online activity will be underway by semester’s end. Reasons for this move include: limited time/energy to maintain current levels of engagement and exhaustion of the principal target audience.

**NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH) GRANT**

Dr. Steven Dahlke and Professor Cary Lane received the NEH Grant for the 2014-15 academic year for their proposal “Testimony Across the Disciplines: Cultural and Artistic Responses to Genocide” and Vice President Zins commended Dr. Susan Jacobowitz on her series of events for the 2013-14 academic year that engaged audiences and encouraged student interaction.

**NEW OFFICER ELECTIONS**

Prof. Lizzul was re-elected unanimously to the position of CAR Committee Chair.

Prof. Gilleaudeau was elected unanimously to the position of CAR Committee Secretary.

Current Disposition of all items acted on by the Committee, by the College, or by the Academic Senate

Global Diversity and Learning (GDL) will continue in the fall semester.

## **Diversity/Global Learning**

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies — which may address U.S. diversity, world cultures, or both — often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently intercultural studies are augmented by experiential learning in the community and/or by study abroad.

While we can continue to encourage the faculty to make the Cultural Connection as part of Service-Learning, we can also encourage the faculty to make the Cultural Connection as part of Global and Diversity Learning at QCC. Not only is Global and Diversity a nationally recognized high-impact strategy, but it is also a source of grants.

### **New Committee Members:**

1. Zivah Perel Katz, English (2018)
2. John Gilleaudeau, Social Sciences (2018)
3. Isabella Lizzul, Health, Physical Education and Dance (2018)
4. Nataliya Khomyak, Mathematics and Computer Science (2017)
5. Mi-Seon Kim, Library (2017)
6. Barbara Lynch, Speech Communications (2017)
7. Sarah Danielsson, History (2016)
8. Joan Petersen, Biological Sciences (2016)
9. Jose Osorio, Foreign Languages (2016)

### **New Chairperson and Secretary**

Isabella Lizzul , Chairperson, and John Gilleaudeau, Secretary, were unanimously voted for and have accepted their positions.

Appreciation: Thank you to the Committee members and our cultural directors for all their hard work and a productive year. We would also like to thank Dr. Meg Tarafdar, Associate Director of the Center for Excellence in Teaching and Learning (CETL), Ms. Jo Pantaleo, Director of Academic Service-Learning and Director of the Basic Skills Learning Center, and Ms. Cristina DiMeo, Project Coordinator of the Office of Service-Learning, Prof. John Gilleaudeau and video archivist Mr. Phil Roncoroni, Dr.Sasan Karimi, Dr. Derek Bruzewicz and Dave Moretti, Acting Communications Marketing Director of Web Services. Special thanks to President Call, Dr. Paul Marchese, and Vice President Zins for their support and promotion of our Committee’s work and accomplishments.

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

**To:** Peter Bales, Academic Senate Steering Committee  
**From:** Lorena B. Ellis, Chairperson, Committee on Curriculum  
**Date:** September 29, 2015  
**Subject:** Monthly Report

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

1. Revised courses (5)
2. New course (1)
3. One revised program (1)
4. Program deletion (1)

**1. Revised Courses**

**DEPARTMENT OF BIOLOGY** (change in course description)

**FROM:**

BI-201 General Biology I

~~Structure of the cell and molecular basis of life—Classical and modern genetics and “molecular biology”—Homeostasis control mechanism, both intracellular and intercellular. A comparative study of organ systems with emphasis on the vertebrate, using laboratory dissection of selected animals.~~

**TO:**

BI-201 General Biology I

First semester of a one-year General Biology course for science majors. Evolution, structure of the cell, molecular basis of life, classical and modern genetics and molecular biology, homeostatic control mechanisms, both intracellular and intercellular.

**Rationale:**

a) Delete the last sentence.

**Rationale:** Dissection of the fetal pig was moved to the end of the second semester, General Biology II. First semester students lack sufficient knowledge (histology, anatomy, physiology, animal diversity etc.) and dissection skills to derive maximum benefit from the experience. The General Biology II students perform a number of dissections prior to the pig and they are knowledgeable about comparative anatomy.

b) Insert the following after prerequisites: First semester of a one-year General Biology course for science majors.

**Rationale:** Many students enroll in BI-201 unaware that is a course for science majors and historically these students do poorly. The course will fulfill the lab science requirement for other students, but it not

recommended, since there are lab science courses designed for the non-scientist, which are less challenging and of more general interest. Making students aware of this fact will allow them to make informed decisions about course selection.

c) Insert evolution in the list of topics, : Evolution, structure of the cell, molecular basis of life, etc  
Rationale: "Nothing in Biology Makes Sense Except in the Light of Evolution". Darwinian evolution is the first topic covered.

d) Grammatical changes

Remove quotation marks around molecular biology

**Rationale:** Molecular biology was once a novel topic but now it's an integral part of all college biology courses.

Combine sentences one & two. Replace Homeostasis-control mechanism with homeostatic control mechanisms.

**Rationale:** Improving grammar will improve readability.

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND DANCE:** (Change in title and course description)

**FROM:**

HE 103 ~~Nutrition and Health~~

~~This course covers the science of nutrition and its relationship to health, including nutritional needs and pathologies, functions and uses of various foods, factors influencing eating habits, food additives, food economics, and food sanitation.~~

**TO:**

HE 103 Fundamentals of Human Nutrition

Fundamentals of Human Nutrition provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. Nutrient requirements under varying conditions of growth will be explored as well as calculations and computations of nutrient composition of selected food groups, and diets.

**Rationale:** The revised title better aligns with the fields of dietetics and nutrition science. Many of the articulations require a science-based nutrition class. For example the BS in Nutrition and Food Science (NFS) from Hunter requires students to take courses in nutrition, food science, food service management, research methods, and community nutrition. Several 4 year CUNY colleges have this major and/ or concentration and this course will easily transfer.

**BUSINESS DEPARTMENT** (Pre-Requisites changes)

**CIS-204 Web Design**

**FROM:**

~~Pre-Requisites: CIS-153 and MA-010 or satisfactory score on the Mathematics Placement Exam~~

**TO:**

Pre-Requisites: CIS-102 and MA-010 or satisfactory score on the Mathematics Placement Exam

**Rationale:** When the CIS Program revisions were submitted to the Committee on Curriculum last year, the pre-requisite was erroneously noted as CIS-153 Microcomputer Operating

Systems and Utility Software instead of CIS-152 Computer Programming for Business I. On further review, it has been determined that CIS-102 Programming Fundamentals for Business is the more appropriate pre-requisite for CIS-204.

**CIS-252 Application Development for Mobile Devices**

**FROM:**

Pre-Requisites: ~~CIS-202 or 203~~

**TO:**

Pre-Requisites: CIS-202 or 203 or permission of the Department

**Rationale:** CIS-252 Application Development for Mobile Devices applies not only to CIS majors but other qualified students as well. The Business Department will determine if a non-CIS student qualifies on the basis of academic standing and availability of enrollment.

**CIS-254 Data Security for Business**

**FROM:**

Pre-Requisites: ~~CIS-201~~

**TO:**

Pre-Requisites: CIS-201 or permission of the Department

**Rationale:** CIS-254 Data Security for Business applies not only to CIS majors but other qualified students as well. The Business Department will determine if a non-CIS student qualifies on the basis of academic standing and availability of enrollment.

**2. New course**

**DEPARTMENT OF ENGLISH**

**ENGL 265 The Immigrant Experience in Literature**

Hours and credits: 3 class hours, 1 recitation hour, 3 credits

Prerequisites: ENGL 102

**Course description:**

This course offers a study of the Immigrant Experience through a variety of genres, including memoirs, poetry, novels, short stories, plays, primary sources, film and children's literature, in order to gain a better understanding of the significance and impact of the immigrant experience. Students will study texts about US Immigration in their respective social contexts through the lens of a variety of writers, scholars and artists.

**Rationale:** This course has been offered every semester as a Special Topics for the past six years and it enrolled every time. Given that many of Queensborough Community College students are either immigrants, children of immigrants, or have family members or relatives who are immigrants, it should be converted into a regular course. Queens is the most ethnically diverse county in the nation, thus, this course has great appeal and is a perfect match for the student community. Using a theme with which they are already familiar, they will not only learn and write about the experiences of others, but also share and write about their own experiences. This course 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. Also, CUNY First 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 the topic. Offering this class as a regular course will bring the required credit and visibility.

**3. Revised program**

**The following title changes are proposed in the QCC/Visual and Performing Arts A.S. Program:**

**Program:** Visual and Performing Arts - Associate in Science (A.S.) Degree – Concentrations in Art and Design, Dance, Music, Theatre Arts

**Program Code:** 81303

**HEGIS:** 5610

**Effective:** Fall 2016

**SUMMARY OF CHANGES**

<p><u>FROM:</u>  <del>Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del></p>	<p><u>TO:</u>  <u>Associate in Science (A.S.) Degree in Art with concentrations in Art and Design or Art History</u></p>
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<p><u>FROM:</u>  <del>Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del></p>	<p><u>TO:</u>  <u>Associate in Science (A.S.) Degree in Dance</u></p>
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<p><u>FROM:</u>  <del>Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del></p>	<p><u>TO:</u>  <u>Associate in Science Degree (A.S.) in Music</u></p>
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<p><u>FROM:</u>  <del>Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del></p>	<p><u>TO:</u>  <u>Associate in Science (A.S.) Degree in Theatre with concentrations in Acting or Technical Theatre</u></p>
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Changes in curricular requirements: None

Changes in General Education Core Requirements: None

<p><b>FROM:</b> <del>Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del></p>	<p><b>TO:</b> <u>The Associate in Science (A.S.) Degree in Art with concentrations in Art and Design or Art History</u></p>
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<p><b>REQUIREMENTS FOR THE A.S. DEGREE</b></p> <p><b>COMMON CORE REQUIREMENTS</b></p> <p>REQUIRED CORE 1A: English Composition I, II Take EN101 &amp; 102 6</p> <p>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3</p> <p>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p> <p>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3</p> <p>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3</p> <p>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3</p> <p>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3</p> <p>FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3</p> <p>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3</p> <p style="text-align: right;">Sub-total 30</p>	<p><b>REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Art with concentrations in Art and Design and Art History</b></p> <p><b>COMMON CORE REQUIREMENTS</b></p> <p>REQUIRED CORE 1A: English Composition I, II Take EN101 &amp; 102 6</p> <p>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3</p> <p>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p> <p>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3</p> <p>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3</p> <p>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3</p> <p>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3</p> <p>FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3</p> <p>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3</p> <p style="text-align: right;">Sub-total 30</p>
<p><b>MAJOR</b> All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art &amp; Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.</p> <p style="text-align: right;">Sub-total 21-23</p>	<p><b>MAJOR</b> All students majoring in the Associate in Science (A.S.) Degree in Art must complete one of the concentrations: Art &amp; Design or Art History.</p> <p style="text-align: right;">Sub-total 21-23</p>
<p><b>ADDITIONAL MAJOR REQUIREMENTS</b></p> <p>SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3</p> <p>HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series 1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p> <p style="text-align: right;">Sub-total 5-7</p>	<p><b>ADDITIONAL MAJOR REQUIREMENTS</b></p> <p>SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3</p> <p>HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series 1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p> <p style="text-align: right;">Sub-total 5-7</p>
<p><b>ELECTIVES</b></p> <p>Free Electives 0-3</p> <p style="text-align: right;">Sub-total 0-3</p>	<p><b>ELECTIVES</b></p> <p>Free Electives 0-3</p> <p style="text-align: right;">Sub-total 0-3</p>
<p style="text-align: right;">Total Credits Required 60</p>	<p style="text-align: right;">Total Credits Required 60</p>
<p>1 Recommended: select from area different from concentration (ARTH-100—ARTH-128 including ARTH-202 &amp; ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).</p> <p>2 Recommended: select course from 2C in concentration discipline.</p> <p>3 Students who have taken SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-111, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.</p> <p>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,</p>	<p>1 Recommended: DAN-111, MU-110, MU-120, SP-471, SP-472, or TH-111.</p> <p>2 Recommended: select an additional course from 2C in major discipline: ARTH-100—ARTH-128, ARTH-202 or ARTH-225.</p> <p>3 Students who elect SP211 as part of the Common Core have satisfied the degree requirement of SP-211 and are recommended to take a Foreign Language course; or HI-110, HI-111, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.</p> <p>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-</p>

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	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
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<p><b>CONCENTRATIONS</b>  <b>Courses may be selected from the following categories to fulfill the 21-23 credit concentration in the Fine and Performing Arts</b></p> <p><b>ART AND DESIGN CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:</b>  <i>Six (6) credits from:</i>                  ARTH-100 Introductory Survey of Art                  ARTH-101 History of Art I                  ARTH-115 Modern Art                  ARTH-116 American Art                  ARTH-117 History of Photography                  ARTH-120 Contemporary Art                  ARTH-126 History of Asian Art                  ARTH-202 History of Art II</p> <p><i>14-20 credits from:</i>                  ARTH-115 Modern Art                  ARTH-116 American Art                  ARTH-117 History of Photography                  ARTH-120 Contemporary Art                  ARTH-126 History of Asian Art                  ARTH-128 History of African Arts                  ARTH-150 Art Administration                  ARTS-121 Two-Dimensional Design                  ARTS-122 Three-Dimensional Design: Introduction to Sculpture                  ARTS-130 Art for Teachers of Children I                  ARTS-131 Art for Teachers of Children II                  ARTS-132 Introduction to Art Therapy                  ARTS-141 Introduction to Photography                  ARTS-151 Drawing I                  ARTS-161 Painting I                  ARTS-182 Sculpture                  ARTS-186 Ceramics I                  ARTS-191 Introduction to Video Art                  ARTS-192 Web-Animation                  ARTH-225 History of Graphic Design                  ARTH-251 Art Curating                  ARTH-252 Art Institutions and the Business of Art                  ARTS-221 Color Theory                  ARTS-242 Advanced Photographic Skills                  ARTS-243 Digital Photography                  ARTS-252 Drawing II                  ARTS-253 Illustration                  ARTS-262 Painting II                  ARTS-263 Painting III                  ARTS-270 Printmaking: Relief and Stencil                  ARTS-271 Printmaking: Intaglio                  ARTS-286 Ceramics II                  ARTS-290 Advertising Design and Layout                  ARTS-291 Electronic Imaging                  ARTS-292 Design for Desktop Publishing                  ARTS-293 Design for Motion Graphics                  ARTH-380 Gallery Internship I                  ARTH-381 Gallery Internship II                  ARTS-343 Large Format and Studio Photography                  ARTS-344 Photography as Fine Art                  ARTS-345 Creating The Documentary Image                  ARTS-346 Color Photography                  ARTS-348 Photographing People</p>	<p><b>Associate in Science (A.S.) Degree in Art</b>  <b>ART AND DESIGN CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:</b>  <i>Six (6) credits from:</i>                  ARTH-100 Introductory Survey of Art                  ARTH-101 History of Art I                  ARTH-115 Modern Art                  ARTH-116 American Art                  ARTH-117 History of Photography                  ARTH-120 Contemporary Art                  ARTH-126 History of Asian Art                  ARTH-202 History of Art II</p> <p><i>14-20 credits from:</i>                  ARTH-115 Modern Art                  ARTH-116 American Art                  ARTH-117 History of Photography                  ARTH-120 Contemporary Art                  ARTH-126 History of Asian Art                  ARTH-128 History of African Arts                  ARTH-150 Art Administration                  ARTS-121 Two-Dimensional Design                  ARTS-122 Three-Dimensional Design: Introduction to Sculpture                  ARTS-130 Art for Teachers of Children I                  ARTS-131 Art for Teachers of Children II                  ARTS-132 Introduction to Art Therapy                  ARTS-141 Introduction to Photography                  ARTS-151 Drawing I                  ARTS-161 Painting I                  ARTS-182 Sculpture                  ARTS-186 Ceramics I                  ARTS-191 Introduction to Video Art                  ARTS-192 Web-Animation                  ARTH-225 History of Graphic Design                  ARTH-251 Art Curating                  ARTH-252 Art Institutions and the Business of Art                  ARTS-221 Color Theory                  ARTS-242 Advanced Photographic Skills                  ARTS-243 Digital Photography                  ARTS-252 Drawing II                  ARTS-253 Illustration                  ARTS-262 Painting II                  ARTS-263 Painting III                  ARTS-270 Printmaking: Relief and Stencil                  ARTS-271 Printmaking: Intaglio                  ARTS-286 Ceramics II                  ARTS-290 Advertising Design and Layout                  ARTS-291 Electronic Imaging                  ARTS-292 Design for Desktop Publishing                  ARTS-293 Design for Motion Graphics                  ARTH-380 Gallery Internship I                  ARTH-381 Gallery Internship II                  ARTS-343 Large Format and Studio Photography                  ARTS-344 Photography as Fine Art                  ARTS-345 Creating The Documentary Image                  ARTS-346 Color Photography                  ARTS-348 Photographing People</p>
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<p>ARTS-349 Illustration and Fashion Photography                  ARTS-380 Artist Apprentice Internship I                  ARTS-381 Artist Apprentice Internship II                  ARTS-382 Special Problems in Studio Art I                  ARTS-383 Special Problems in Studio Art II                  ARTS-390 Portfolio Project in Studio Art</p>	<p>ARTS-349 Illustration and Fashion Photography                  ARTS-380 Artist Apprentice Internship I                  ARTS-381 Artist Apprentice Internship II                  ARTS-382 Special Problems in Studio Art I                  ARTS-383 Special Problems in Studio Art II                  ARTS-390 Portfolio Project in Studio Art</p>
<p>ART HISTORY CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:  <i>The following courses are required (6 credits):</i>                  ARTH-101 History of Art I                  ARTH-202 History of Art II</p> <p>14-20 credits from 1:                  ARTH-115 Modern Art                  ARTH-116 American Art                  ARTH-117 History of Photography                  ARTH-120 Contemporary Art                  ARTH-126 History of Asian Art                  ARTH-128 History of African Arts                  ARTH-150 Art Administration                  ARTH-251 Art Curating                  ARTH-252 Art Institutions and the Business of Art</p> <p>1 One studio art course may be substituted for an art history course in consultation with a departmental advisor.</p>	<p><u>Associate in Science (A.S.) Degree in Art</u>                  ART HISTORY CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:  <i>The following courses are required (6 credits):</i>                  ARTH-101 History of Art I                  ARTH-202 History of Art II</p> <p>14-20 credits from 1:                  ARTH-115 Modern Art                  ARTH-116 American Art                  ARTH-117 History of Photography                  ARTH-120 Contemporary Art                  ARTH-126 History of Asian Art                  ARTH-128 History of African Arts                  ARTH-150 Art Administration                  ARTH-251 Art Curating                  ARTH-252 Art Institutions and the Business of Art</p> <p>Art1                  1 One studio art course may be substituted for an art history course in consultation with a departmental advisor.</p>

<p>FROM:  <u>Associate in Science in Visual and Performing Arts (FA-AS)</u>                  with Concentrations in: Art and Design, Art History, Dance, Music and Theatre A</p>	<p>TO:  <u>The Associate in Science (A.S.) Degree in Dance</u></p>
<p>REQUIREMENTS FOR THE <u>A.S. DEGREE</u></p> <hr/> <p>COMMON CORE REQUIREMENTS</p> <p>REQUIRED CORE 1A:                  English Composition I, II Take EN101 &amp; 102 6</p> <p>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3</p> <p>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p> <p>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3</p> <p>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3</p> <p>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3</p> <p>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3</p> <p>FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3</p> <p>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3</p> <p style="text-align: right;">Sub-total 30</p>	<p>REQUIREMENTS FOR THE <u>Associate in Science (A.S.) Degree in Dance</u></p> <hr/> <p>COMMON CORE REQUIREMENTS</p> <p>REQUIRED CORE 1A:                  English Composition I, II Take EN101 &amp; 102 6</p> <p>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3</p> <p>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p> <p>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3</p> <p>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3</p> <p>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3</p> <p>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3</p> <p>FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3</p> <p>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3</p> <p style="text-align: right;">Sub-total 30</p>
<p>MAJOR                  All students in the <u>Visual and Performing Arts A.S. Degree Program</u> must complete one of the concentrations: Art &amp; Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.</p> <p style="text-align: right;">Sub-total 21-23</p>	<p>MAJOR                  All students <u>majoring in the Associate in Science (A.S.) Degree in Dance</u> must complete 21-23 credits in Dance major electives as outlined below.</p> <p style="text-align: right;">Sub-total 21-23</p>

<p>ADDITIONAL MAJOR REQUIREMENTS</p> <p>SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3</p> <p>HE-101 Intro. to Health Education or</p> <p>HE-102 Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series 1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p> <p style="text-align: right;">Sub-total 5-7</p>	<p>ADDITIONAL MAJOR REQUIREMENTS</p> <p>SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3</p> <p>HE-101 Intro. to Health Education or</p> <p>HE-102 Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series 1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p> <p style="text-align: right;">Sub-total 5-7</p>
<p>ELECTIVES</p> <p>Free Electives 0-3</p> <p style="text-align: right;">Sub-total 0-3</p>	<p>ELECTIVES</p> <p>Free Electives 0-3</p> <p style="text-align: right;">Sub-total 0-3</p>
<p style="text-align: right;">Total Credits Required 60</p>	<p style="text-align: right;">Total Credits Required 60</p>
<p>1 Recommended: <del>select from area different from concentration</del> (ARTH-100—ARTH-128 including ARTH-202 &amp; ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).</p> <p>2 Recommended: <del>select course from 2C in concentration</del> discipline.</p> <p>3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-111, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.</p> <p>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</p>	<p>1 Recommended: ARTH-100—ARTH-128, ARTH-202, ARTH-225, MU-110, MU-120, SP-471, SP-472, or TH-111).</p> <p>2 Recommended: select <u>an additional</u> course from 2C in <u>major</u> discipline; DAN-111.</p> <p>3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement</u> of SP-211 and are recommended to take a Foreign Language course; or HI-110, HI-111, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.</p> <p>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</p>

<p><b>CONCENTRATIONS</b></p> <p>Courses may be selected from the following categories to fulfill the 21-23 credit concentration in the Fine and Performing Arts</p>	
<p><b>DANCE CONCENTRATION</b> – Students select 21-23 credits In consultation with a departmental adviser as follows:</p> <p>DAN 110 Foundations of Dance Movement (3 cr)</p> <p>Two courses in Modern Dance technique (4cr) (level determined by placement class) Select from DAN 124, 125, 126, 127, 220, 221 or 222</p> <p>Two courses in Ballet technique (4cr) (level determined by placement class) Select from DAN 134, 135, 136, 137, 230, 231 or 232</p> <p>DAN 249 Modern Dance Improvisation (2cr)</p> <p>DAN 251 Choreography I(2cr)</p> <p>Two courses in Repertory or Workshop (4-6 cr) Select from DAN 160, 161 260, 261 or 262 (audition required for 260, 261, 262)</p>	<p><b>DANCE MAJOR</b> - Students select 21-23 credits In consultation with a departmental adviser as follows:</p> <p>DAN 110 Foundations of Dance Movement (3 cr)</p> <p>Two courses in Modern Dance technique (4cr) (level determined by placement class) Select from DAN 124, 125, 126, 127, 220, 221 or 222</p> <p>Two courses in Ballet technique (4cr) (level determined by placement class) Select from DAN 134, 135, 136, 137, 230, 231 or 232</p> <p>DAN 249 Modern Dance Improvisation (2cr)</p> <p>DAN 251 Choreography I (2cr)</p> <p>Two courses in Repertory or Workshop (4-6 cr) Select from DAN 160, 161 260, 261 or 262 (audition required for 260, 261, 262)</p>

<p>One course from Modern Dance or Ballet technique: (2cr) Select from DAN 125, 126, 127, 220, 221, 222 135, 136, 137, 230, 231 or 232</p> <p>Technique elective: (0-2cr) 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)</p> <p>Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).</p>	<p>One course from Modern Dance or Ballet technique: (2cr) Select from DAN 125, 126, 127, 220, 221, 222 135, 136, 137, 230, 231 or 232</p> <p>Technique elective: (0-2cr) 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)</p> <p>Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).</p>
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<p>FROM: <del>Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Art</del></p>	<p>TO: <u>The Associate in Science (A.S.) Degree in Theatre with concentrations in Acting or Technical Theatre</u></p>
<p><b>REQUIREMENTS FOR THE A.S. DEGREE</b></p>	<p><b>REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Theatre with concentrations in Acting or Technical Theatre</b></p>
<p>COMMON CORE REQUIREMENTS</p> <p>REQUIRED CORE 1A: English Composition I, II Take EN101 &amp; 102 6</p> <p>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3</p> <p>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p> <p>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3</p> <p>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3</p> <p>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3</p> <p>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3</p> <p>FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3</p> <p>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3</p> <p style="text-align: right;">Sub-total 30</p>	<p>COMMON CORE REQUIREMENTS</p> <p>REQUIRED CORE 1A: English Composition I, II Take EN101 &amp; 102 6</p> <p>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3</p> <p>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p> <p>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3</p> <p>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3</p> <p>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3</p> <p>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3</p> <p>FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3</p> <p>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3</p> <p style="text-align: right;">Sub-total 30</p>
<p>MAJOR <del>All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art &amp; Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.</del></p> <p style="text-align: right;">Sub-total 21-23</p>	<p>MAJOR <u>All students majoring in the Associate in Science (A.S.) Degree in Theatre must complete 21-23 credits in Theatre requirements and electives as outlined below.</u></p> <p style="text-align: right;">Sub-total 21-23</p>
<p>ADDITIONAL MAJOR REQUIREMENTS</p> <p>SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3</p> <p>HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series 1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p>	<p>ADDITIONAL MAJOR REQUIREMENTS</p> <p>SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3</p> <p>HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series 1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p>

Sub-total 5-7	Sub-total 5-7
ELECTIVES Free Electives  Sub-total 0-3 0-3	ELECTIVES Free Electives  Sub-total 0-3 0-3
Total Credits Required 60	Total Credits Required 60
<p>1 Recommended: <del>select from area different from concentration</del> (ARTH-100—ARTH-128 <del>including</del> ARTH-202 &amp; ARTH-225, <del>or</del> DAN-111, <del>or</del> MU-110, or MU-120, <del>or</del> SP-471, <del>or</del> SP-472, <del>or</del> TH-444).</p> <p>2 Recommended: select course from 2C in <del>concentration</del> discipline.</p> <p>3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-111, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.</p> <p>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</p>	<p>1 Recommended: ARTH-100—ARTH-128, ARTH-202 , ARTH-225, DAN-111, MU-110, or MU-120.</p> <p>2 Recommended: select an additional course from 2C in major discipline; SP-471, SP-472, or TH-111.</p> <p>3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement of</u> SP-211 and are recommended to take a Foreign Language course; or HI-110, HI-111, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.</p> <p>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</p>

<p><b>THEATRE ARTS CONCENTRATION</b> – Students <del>select</del> 21-23 credits in consultation with a departmental adviser as follows: The following courses are required (12 credits): TH-121 Introduction to Acting for the Major     TH-151 Voice and Movement for the Actor     TH-131 Stagecraft I     TH-132 Practicum in Stagecraft I     TH-111 Introduction to Theatre One of the following courses (3 Credits):     TH-221 Acting II     TH-231 Stagecraft II     TH-152 Standard Speech for Stage, Film, Television &amp; Digital Media The remaining 6-8 credits may be selected from any courses in the Department of Speech Communication and Theatre Arts, including those above not already taken.     EN-302 Readings in Drama     SP-230 Video Production I     SP-321 Oral Performance for the Actor and Speaker     TH-134 Stage Makeup     TH-135 Costume Construction     TH-232 Practicum in Stagecraft II     TH-122 Actors Workshop I     TH-222 Actors Workshop II     TH-235 Stage Management     TH-133 Theatre Production and Design I     TH-233 Theatre Production and Design II     SP-274 Introduction to Electronic Media     SP-275 Media Criticism     SP-471 American Film History I     SP-472 American Film History II</p>	<p><b>THEATRE MAJOR</b> – Students <u>complete</u> 21-23 credits in consultation with a departmental adviser as follows: The following courses are required (12 credits): TH-121 Introduction to Acting for the Major     TH-151 Voice and Movement for the Actor     TH-131 Stagecraft I     TH-132 Practicum in Stagecraft I     TH-111 Introduction to Theatre One of the following courses (3 Credits):     TH-221 Acting II     TH-231 Stagecraft II     TH-152 Standard Speech for Stage, Film, Television &amp; Digital Media The remaining 6-8 credits may be selected from any courses in the Department of Speech Communication and Theatre Arts, including those above not already taken.     EN-302 Readings in Drama     SP-230 Video Production I     SP-321 Oral Performance for the Actor and Speaker     TH-134 Stage Makeup     TH-135 Costume Construction     TH-232 Practicum in Stagecraft II     TH-122 Actors Workshop I     TH-222 Actors Workshop II     TH-235 Stage Management     TH-133 Theatre Production and Design I     TH-233 Theatre Production and Design II     SP-274 Introduction to Electronic Media     SP-275 Media Criticism     SP-471 American Film History I     SP-472 American Film History II</p>
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<p>FROM:  <del>Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del></p>	<p>TO:  <u>Associate of Science (A.S.) Degree in Music</u></p>
<p>REQUIREMENTS FOR THE <del>A.S. DEGREE</del></p>	<p>REQUIREMENTS FOR THE <u>Associate of Science (A.S.) Degree in Music</u></p>
<p>COMMON CORE REQUIREMENTS                  REQUIRED CORE 1A:                  English Composition I, II Take EN101 &amp; 102 6                  REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3                  REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3                  FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3                  FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3                  FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3                  FLEXIBLE CORE 2D: Individual &amp; 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<sup>2</sup>) 3                  Sub-total 30</p>	<p>COMMON CORE REQUIREMENTS                  REQUIRED CORE 1A:                  English Composition I, II Take EN101 &amp; 102 6                  REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3                  REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3                  FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3                  FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3                  FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3                  FLEXIBLE CORE 2D: Individual &amp; 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<sup>2</sup>) 3                  Sub-total 30</p>
<p>MAJOR  <del>All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art &amp; Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.</del>                  Sub-total 21-23</p>	<p>MAJOR  <u>All students majoring in the Associate of Science (A.S.) Degree in Music must complete 21-23 credits in Music courses as outlined below.</u>                  Sub-total 21-23</p>
<p>ADDITIONAL MAJOR REQUIREMENTS                  SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3                  HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2                  One course in PE-400 or PE-500 series or DAN-100 series 1                  Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1                  Sub-total 5-7</p>	<p>ADDITIONAL MAJOR REQUIREMENTS                  SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3                  HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2                  One course in PE-400 or PE-500 series or DAN-100 series 1                  Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1                  Sub-total 5-7</p>
<p>ELECTIVES                  Free Electives 0-3                  Sub-total 0-3</p>	<p>ELECTIVES                  Free Electives 0-3                  Sub-total 0-3</p>
<p>Total Credits Required 60</p>	<p>Total Credits Required 60</p>
<p>1 Recommended: <del>select from area different from concentration (ARTH-100—ARTH-128, including ARTH-202 &amp; ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).</del>                  2 Recommended: <del>select course from 2C in concentration discipline.</del>                  3 Students who <del>have taken</del> SP-211 in the Common Core are</p>	<p>1 Recommended: ARTH-100—ARTH-128, ARTH-202 , ARTH-225, DAN-111, SP-471, SP-472, or TH-111).                  2 Recommended: <u>select an additional course from 2C in major discipline: MU-110, MU-120.</u>                  3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied</u> the degree requirement of SP-211 and are recommended to take a Foreign Language course; or HI-110,</p>

<p>recommended to take a Foreign Language course; or HI-110, HI-111, 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</p>	<p>HI-111, 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</p>
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<p><b>MUSIC CONCENTRATION</b> – Students select 21-23 credits in consultation with a departmental advisor as indicated below.  <i>The following courses are required:</i>                  MU-110 Introduction to Music or                  MU-120 Survey of Western Music                  MU-241 Music Theory and Keyboard Harmony I and                  MU-242 Music Theory and Keyboard Harmony II or                  MU-231 Jazz Theory I and                  MU-232 Jazz Theory II                  MU-211 Sight Reading and Ear Training I                  MU-212 Sight Reading and Ear Training II                  MU-312 Piano II    <i>Two credits selected from the: MU-400 series</i>                  The remaining 7-9 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU-208, 209, 210, and 261. Please note that MU-208 replaces MU-205 and MU-311, and MU-209 replaces MU-206 and MU-207.</p>	<p><b>MUSIC MAJOR</b>– Students select 21-23 credits in consultation with a departmental advisor as indicated below.  <i>The following courses are required:</i>                  MU-110 Introduction to Music or                  MU-120 Survey of Western Music                  MU-241 Music Theory and Keyboard Harmony I and                  MU-242 Music Theory and Keyboard Harmony II or                  MU-231 Jazz Theory I and                  MU-232 Jazz Theory II                  MU-211 Sight Reading and Ear Training I                  MU-212 Sight Reading and Ear Training II                  MU-312 Piano II    <i>Two credits selected from the: MU-400 series</i>                  The remaining 7-9 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU-208, 209, 210, and 261. Please note that MU-208 replaces MU-205 and MU-311, and MU-209 replaces MU-206 and MU-207.</p>
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**Academic Program Revision Proposal  
 A.S. Degree in Visual and Performing Arts**

**Rationale:** The National Association of Arts Accreditation, from which each of the four academic departments sponsoring the Visual and Performing Arts degree program seeks accreditation, has rigorous standards relative to curriculum and degree designation. The response from the National Association of Schools of Theatre to the report submitted by Speech Communication and Theatre Arts recommends that the degree title be changed. According to the agency’s specific standards for degree title clarity, “Visual and Performing Arts” is considered ambiguous, suggesting two concentrations rather than four. In anticipation of the reports to be submitted by the other three departments seeking accreditation, all four departments have voted on and approved a curricular modification that will split off the four concentrations into separate degree programs. This is considered a curricular modification by NYSED and has already been discussed with CUNY OAA. The four academic departments are agreed that obtaining accreditation under four separate degree programs represents a major advancement of the “four arts” at the college, strengthening each program individually and providing students with educational opportunities considerably enhanced by nationally recognized accreditation.

Dates of Votes of approval for a title change by departmental faculty:

- Dept. of Speech Communication and Theatre Arts – 5/6/2015;
- Dept. of Art and Design – 5/12/2015;
- Dept. of Health Related Sciences -5/20/2015;



Dept. of Music – 5/21/2015.

#### **4. Program deletion**

##### **ENGINEERING TECHNOLOGY DEPARTMENT**

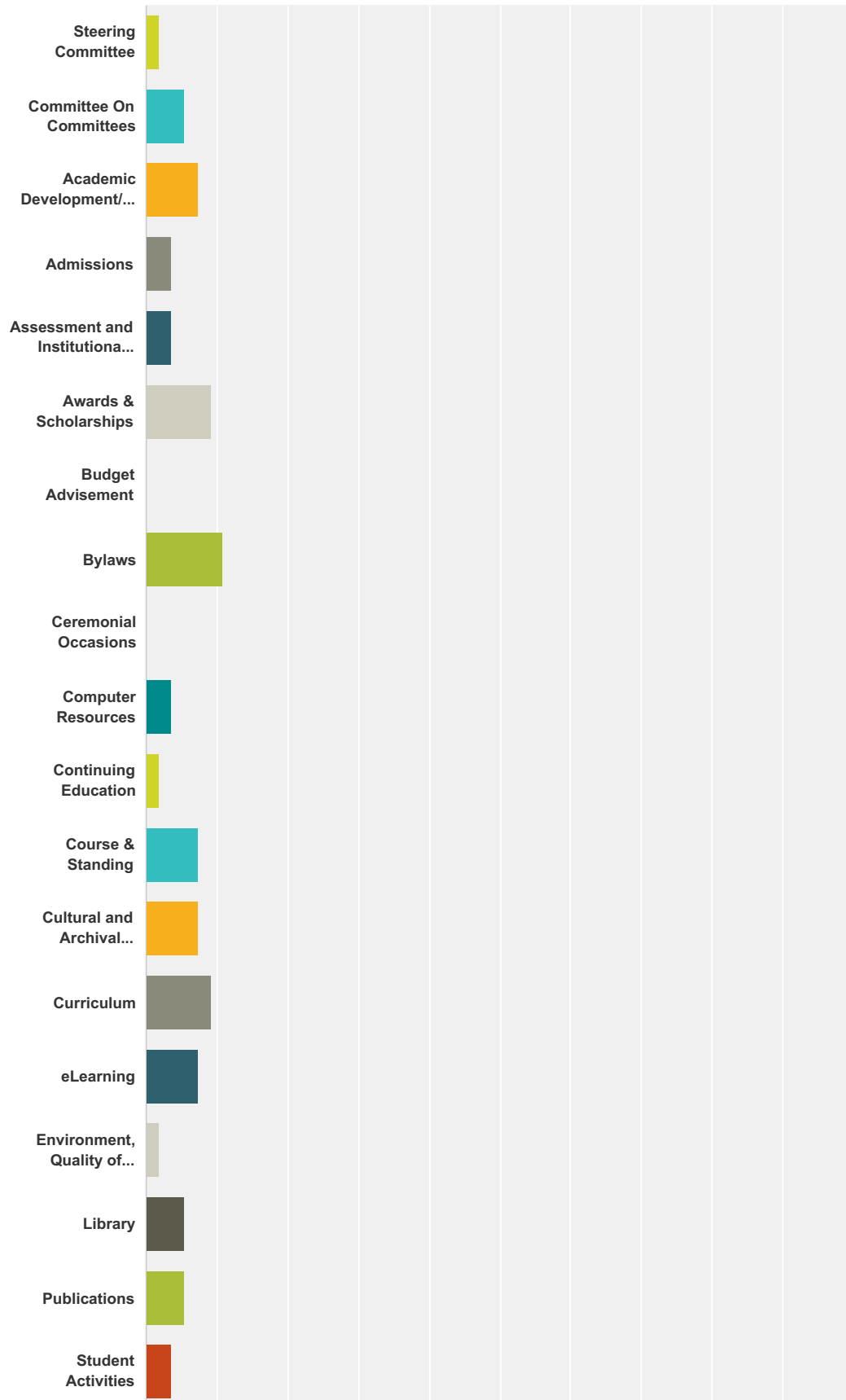
The faculty of the Engineering Technology Department proposes to deactivate and discontinue the Telecommunications Technology: Verizon program at Queensborough Community College (HEGIS Code 5310, NYSED Code 20318) effective June 30, 2016.

This program is a corporate-sponsored AAS degree, which is a contracted benefit available only to Verizon employees. The Verizon Telecommunications Technology Program has been offered at Queensborough for the past 20 years but this benefit was negotiated out of Verizon's agreements with their unions and began a phase-out process in 2012.

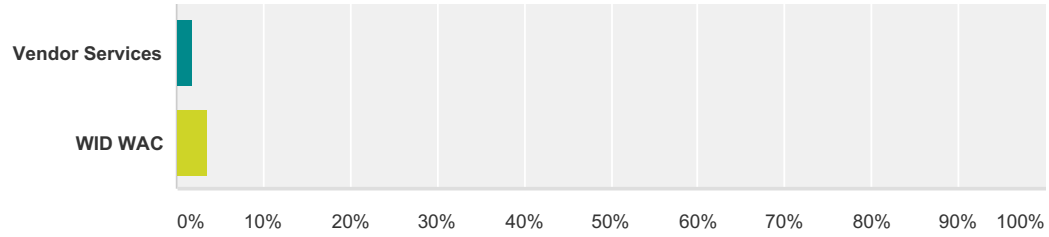
The faculty of the Engineering Technology Department unanimously approved deactivation/discontinuance of Telecommunications Technology: Verizon Program at our August 26, 2015 Department Meeting.

Q1 Name of the Committee (select one):

Answered: 55 Skipped: 0



## Academic Senate Committee Effectiveness



Answer Choices	Responses
Steering Committee	1.82% 1
Committee On Committees	5.45% 3
Academic Development/Elective Academic Programs	7.27% 4
Admissions	3.64% 2
Assessment and Institutional Effectiveness	3.64% 2
Awards & Scholarships	9.09% 5
Budget Advisement	0.00% 0
Bylaws	10.91% 6
Ceremonial Occasions	0.00% 0
Computer Resources	3.64% 2
Continuing Education	1.82% 1
Course & Standing	7.27% 4
Cultural and Archival Resources	7.27% 4
Curriculum	9.09% 5
eLearning	7.27% 4
Environment, Quality of Life, and Disability Issues	1.82% 1
Library	5.45% 3
Publications	5.45% 3
Student Activities	3.64% 2
Vendor Services	1.82% 1
WID WAC	3.64% 2
<b>Total</b>	<b>55</b>

Academic Senate Committee Effectiveness

**Q2 Years at QCC:**

Answered: 55 Skipped: 0

#	Responses	Date
1	19	9/10/2015 7:57 AM
2	40	9/9/2015 11:15 AM
3	21	9/9/2015 9:48 AM
4	10	9/9/2015 8:49 AM
5	14	9/9/2015 8:36 AM
6	19	9/9/2015 7:46 AM
7	11	9/8/2015 11:30 PM
8	30	9/8/2015 10:58 PM
9	6	9/8/2015 7:52 PM
10	6	9/8/2015 7:52 PM
11	7	9/8/2015 7:35 PM
12	9	9/8/2015 7:15 PM
13	5	9/8/2015 5:55 PM
14	5	9/8/2015 5:32 PM
15	11	7/14/2015 11:52 AM
16	11	7/9/2015 12:05 PM
17	3	7/5/2015 8:52 PM
18	10	7/5/2015 7:05 PM
19	7	7/5/2015 5:23 PM
20	13	7/4/2015 5:04 PM
21	9	7/3/2015 11:43 PM
22	15	7/3/2015 6:17 PM
23	15	7/3/2015 6:16 PM
24	8	7/2/2015 5:35 PM
25	10	7/2/2015 3:05 PM
26	3	7/2/2015 2:42 PM
27	3	7/2/2015 2:20 PM
28	3	7/2/2015 12:00 PM
29	7	7/2/2015 11:48 AM
30	3	7/2/2015 11:27 AM
31	11	7/2/2015 11:14 AM
32	11	7/2/2015 11:09 AM
33	5	7/2/2015 11:04 AM
34	10	7/2/2015 11:04 AM
35	6	7/1/2015 11:12 AM

## Academic Senate Committee Effectiveness

36	40	6/29/2015 11:19 AM
37	15	6/28/2015 4:50 PM
38	7	6/28/2015 3:31 PM
39	6	6/26/2015 9:14 AM
40	48	6/25/2015 9:00 PM
41	2	6/25/2015 3:28 PM
42	30	6/25/2015 11:47 AM
43	8	6/25/2015 9:37 AM
44	5	6/25/2015 9:11 AM
45	22	6/25/2015 6:07 AM
46	29	6/25/2015 1:18 AM
47	13	6/24/2015 10:03 PM
48	4	6/24/2015 8:21 PM
49	12	6/24/2015 6:06 PM
50	7	6/24/2015 5:44 PM
51	6	6/24/2015 5:31 PM
52	5	6/24/2015 5:01 PM
53	6	6/24/2015 4:33 PM
54	6	6/24/2015 3:58 PM
55	30	6/24/2015 3:39 PM

Academic Senate Committee Effectiveness

**Q3 Number of prior committees served on  
(0 if none):**

Answered: 55 Skipped: 0

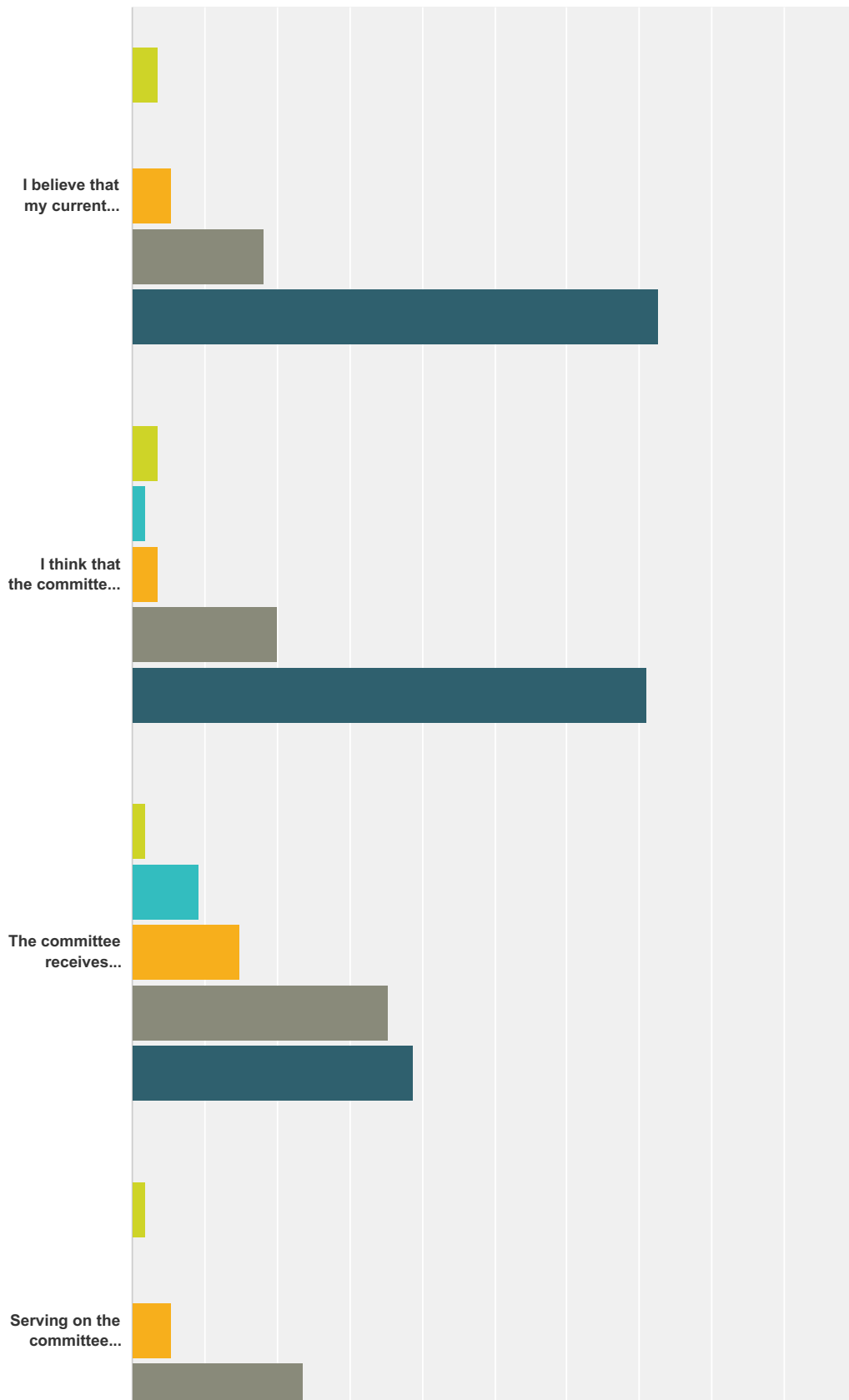
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3	2	9/9/2015 9:48 AM
4	1	9/9/2015 8:49 AM
5	5	9/9/2015 8:36 AM
6	4	9/9/2015 7:46 AM
7	3	9/8/2015 11:30 PM
8	1	9/8/2015 10:58 PM
9	0	9/8/2015 7:52 PM
10	0	9/8/2015 7:52 PM
11	0	9/8/2015 7:35 PM
12	7	9/8/2015 7:15 PM
13	1	9/8/2015 5:55 PM
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16	3	7/9/2015 12:05 PM
17	0	7/5/2015 8:52 PM
18	1	7/5/2015 7:05 PM
19	3	7/5/2015 5:23 PM
20	4	7/4/2015 5:04 PM
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27	0	7/2/2015 2:20 PM
28	1	7/2/2015 12:00 PM
29	1	7/2/2015 11:48 AM
30	1	7/2/2015 11:27 AM
31	3	7/2/2015 11:14 AM
32	3	7/2/2015 11:09 AM
33	1	7/2/2015 11:04 AM
34	1	7/2/2015 11:04 AM

## Academic Senate Committee Effectiveness

35	1	7/1/2015 11:12 AM
36	1	6/29/2015 11:19 AM
37	4	6/28/2015 4:50 PM
38	2	6/28/2015 3:31 PM
39	2	6/26/2015 9:14 AM
40	8	6/25/2015 9:00 PM
41	0	6/25/2015 3:28 PM
42	1	6/25/2015 11:47 AM
43	0	6/25/2015 9:37 AM
44	2	6/25/2015 9:11 AM
45	2	6/25/2015 6:07 AM
46	2	6/25/2015 1:18 AM
47	4	6/24/2015 10:03 PM
48	1	6/24/2015 8:21 PM
49	2	6/24/2015 6:06 PM
50	1	6/24/2015 5:44 PM
51	1	6/24/2015 5:31 PM
52	0	6/24/2015 5:01 PM
53	2	6/24/2015 4:33 PM
54	2	6/24/2015 3:58 PM
55	10	6/24/2015 3:39 PM

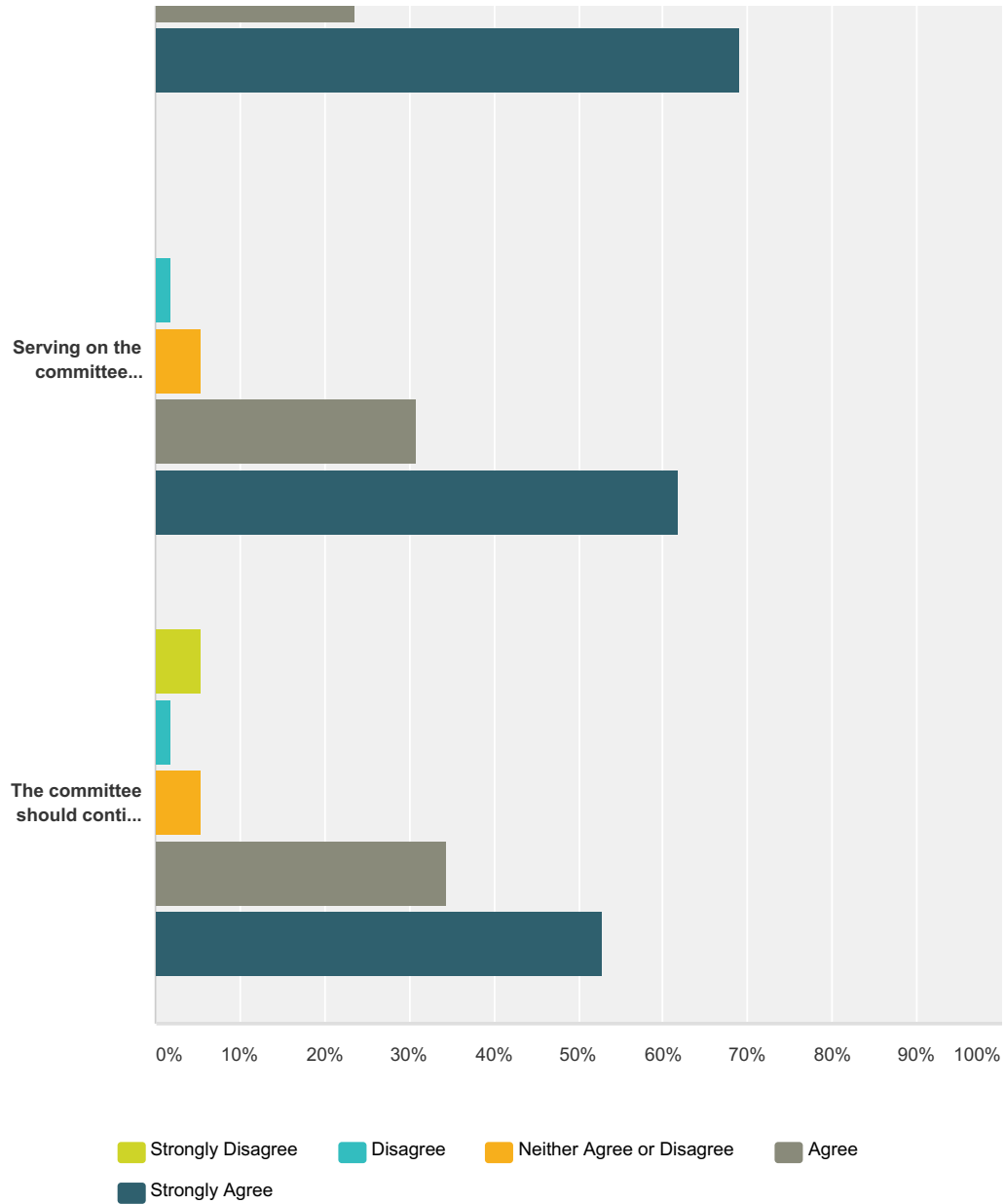
### Q4 Effectiveness: Please rate the following statements...

Answered: 55 Skipped: 0





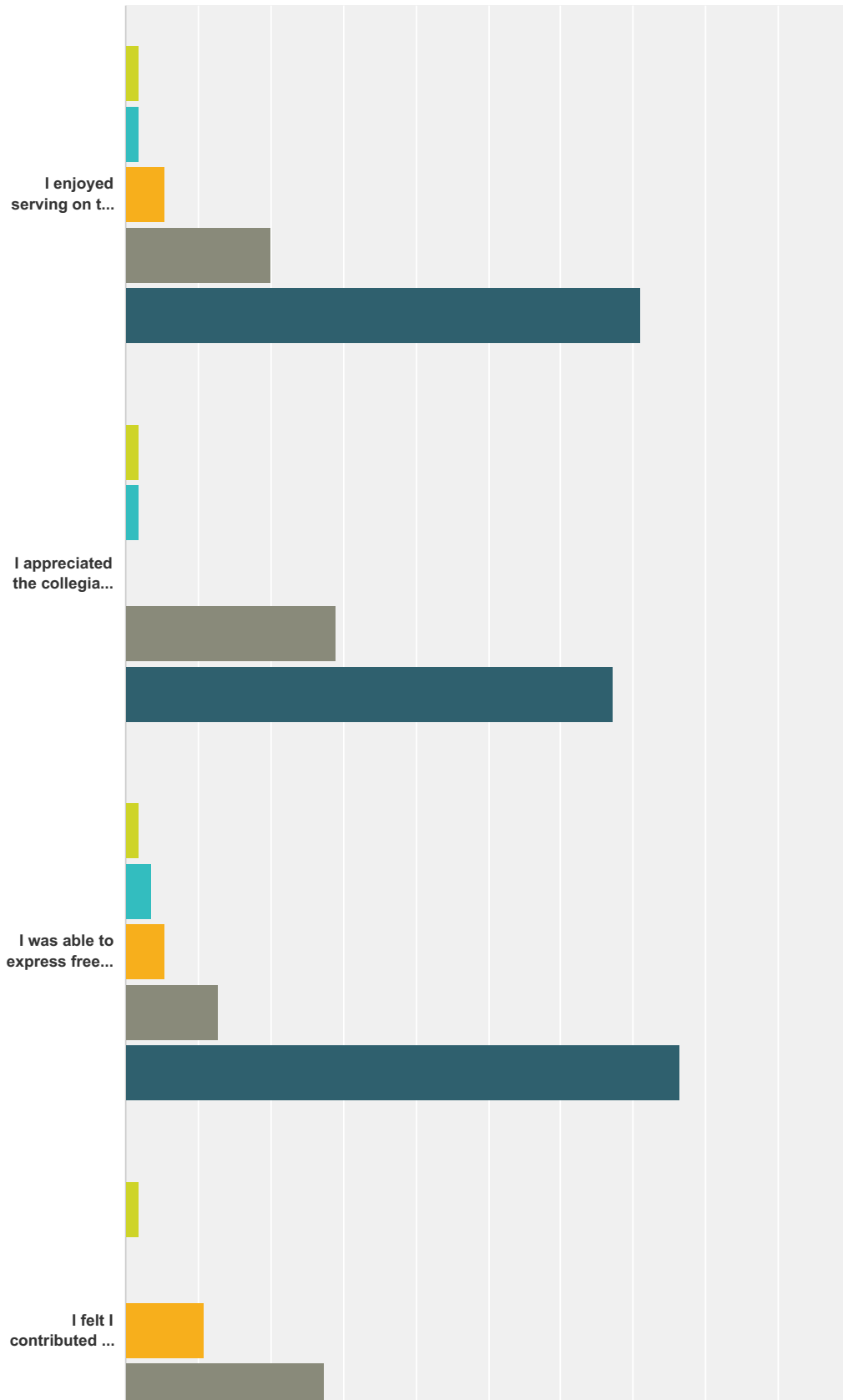
## Academic Senate Committee Effectiveness



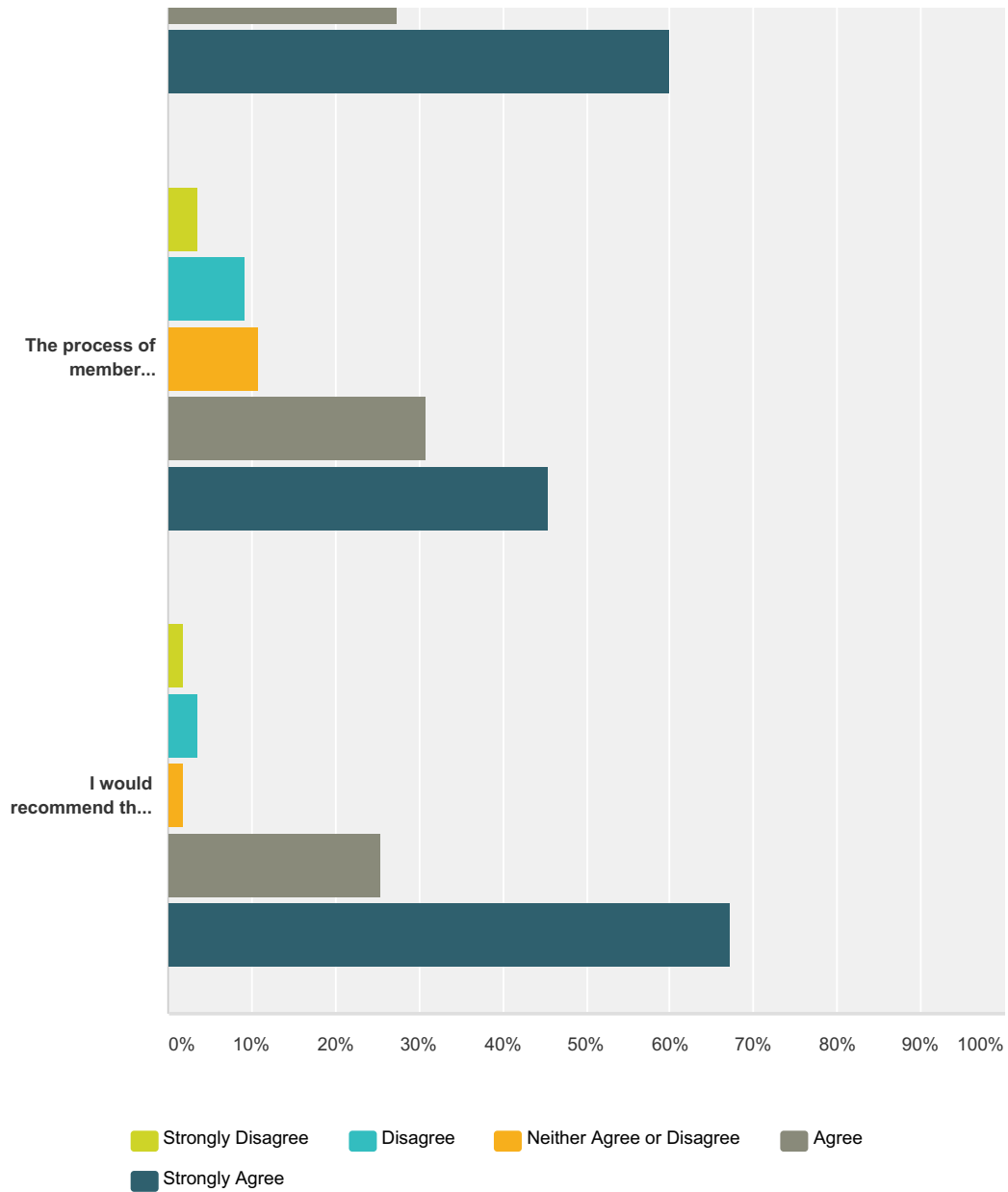
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Total
I believe that my current committee addresses important needs of the college.	3.64% 2	0.00% 0	5.45% 3	18.18% 10	72.73% 40	55
I think that the committee works effectively to add value to QCC.	3.64% 2	1.82% 1	3.64% 2	20.00% 11	70.91% 39	55
The committee receives adequate support to meet its charge.	1.85% 1	9.26% 5	14.81% 8	35.19% 19	38.89% 21	54
Serving on the committee expanded my knowledge and different perspectives about the college.	1.82% 1	0.00% 0	5.45% 3	23.64% 13	69.09% 38	55
Serving on the committee helped me develop stronger social network ties with other faculty.	0.00% 0	1.82% 1	5.45% 3	30.91% 17	61.82% 34	55
The committee should continue working the way it has for the foreseeable future.	5.45% 3	1.82% 1	5.45% 3	34.55% 19	52.73% 29	55

### Q5 Collegial Experience: please rate the following statements...

Answered: 55 Skipped: 0



## Academic Senate Committee Effectiveness



	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Total
I enjoyed serving on the committee.	1.82% 1	1.82% 1	5.45% 3	20.00% 11	70.91% 39	55
I appreciated the collegial atmosphere of the members.	1.82% 1	1.82% 1	0.00% 0	29.09% 16	67.27% 37	55
I was able to express freely my ideas in meetings.	1.82% 1	3.64% 2	5.45% 3	12.73% 7	76.36% 42	55
I felt I contributed a great deal to the committee.	1.82% 1	0.00% 0	10.91% 6	27.27% 15	60.00% 33	55
The process of member appointment and rotation was clear and satisfactory.	3.64% 2	9.09% 5	10.91% 6	30.91% 17	45.45% 25	55
I would recommend this committee to other faculty.	1.82% 1	3.64% 2	1.82% 1	25.45% 14	67.27% 37	55

## Academic Senate Committee Effectiveness

#	Other comments and suggestions for the committee:	Date
1	QCC Governance equates to Global Joke	9/9/2015 7:46 AM
2	I have enjoyed my time on the committee and look forward to continuing to serve on it.	9/8/2015 7:52 PM
3	I have enjoyed my time on the committee and look forward to continuing to serve on it.	9/8/2015 7:52 PM
4	Such an important committee with members who barely have a clue. Very scary.	9/8/2015 7:15 PM
5	Having the VP sit in on all meetings discouraged us from freely expressing our ideas for fear of retaliation.	7/14/2015 11:52 AM
6	The majority of the committee members were collegial and worked well together. Unfortunately, the leadership served as a major barrier in the committee's ability to meet its charges. Many committee members were bullied and their contributions were disregarded. The issues that were experienced by the committee and its members were not adequately addressed.	7/4/2015 5:04 PM
7	Serving on College committees have been fruitful on many levels in terms of my faculty development, collaboration opportunities, and networking.	7/2/2015 11:09 AM
8	The Committee Chair does not receive enough reassigned time. In fact, every member in this committee should receive some reassigned time.	7/2/2015 11:04 AM
9	Years at QCC. 21 years 6 full time	6/26/2015 9:14 AM
10	do not shrink from encouraging ALL members to make contributions to committee activities...too many sit on committees with little or no intention of providing actual service to QCC	6/25/2015 11:47 AM
11	I would suggest expanding the size of committee, and extending the number of years members sit on this committee, because a great deal of work needs to be put in, to standardize all information, and wording thereof, between the bylaws, the campus publications, and the website.	6/25/2015 1:18 AM
12	Our committee was run very differently then was intended and it was due to the Chair. This was not reflective of the committee, its members or any other factors other than this individual. I am remaining on this committee and the work of the committee will likely be back on track to produce solid experiences and results.	6/24/2015 5:44 PM