Agenda
Academic Senate Meeting
Date: Tuesday, September 13, 2016
Time: 3:10 p.m.
Location: Room M-136

I. Attendance

II. Consideration of the minutes from May 10, 2016 meeting (Attachment A)

III. Communications from:

- CUNY Board of Trustees (http://www2.cuny.edu/about/trustees/)
- President Diane B. Call (Attachment B)
- Senate Steering Committee Report (Attachment C)

IV. List of Graduates June 3, 2016 (Attachment D)

VI. Annual Reports of the Committees of the Academic Senate

- Academic Development/Elective Academic Programs (Attachment E)
- Admissions (Attachment F)
- Assessment and Institutional Effectiveness (Attachment G)
- Bylaws (Attachment H)
- Computer Resources (Attachment I)
- Course & Standing (Attachment J)
- Cultural and Archival Resources (Attachment K)
- Curriculum (Attachment L)
- eLearning (Attachment M)
- Environment, Quality of Life, and Disability Issues (Attachment N)
- Library (Attachment O)
- Pre-College, Workforce Development and Continuing Education (Attachment P)
- Publications (Attachment Q)
- Student Activities (Attachment R)
- Vendor Services (Attachment S)
- WID WAC (Attachment T)
- Senate Technology Officer Annual Report (Attachment U)

V. Monthly Reports of the Committees of the Academic Senate

- Committee on Committees – Monthly Report for September 2016 (Attachment W)
- Committee on Curriculum – Monthly Report for May 2016 (Attachment X) — RESOLUTION

VII. Old Business

VIII. New Business

- Monthly Report of the Committee on Food Insecurity, September 2016 (Attachment Y)

Joel Kuszai, Secretary
Academic Senate Steering Committee

Queensborough Community College
The City University of New York

<u>MINUTES</u>
of the May 10, 2016
Academic Senate

President Diane Call called the eighth regularly scheduled meeting of the Academic Senate to order at **3:17 P.M.**

I. Attendance:

56 votes were recorded at the time attendance was taken; 59 members of the Academic Senate cast votes during the meeting.

Absentees: Joseph Bertorelli, Monica Trujillo, Joanne Chang, Sasan Karimi, Franca Ferrari, Margot Edlin, Julia Carroll, Mangala Tawde, Simran Kaur, Eileen White, Andrew Nguyen, George Muchita, SG,President, SG Executive VP, SG Administrative VP, Treasurer, SG Programming VP, SG VP Evening Students, SG President Pro Tempore, SG VP PT Students.

II. Consideration of minutes of the April 12, 2016 meeting of the Academic Senate:

> A **motion** was **made**, **seconded**, and **adopted 57-0-0** to **approve the April 12, 2016 minutes as presented** (see *Attachment A of the May 10, 2016 Agenda).* Did not vote: Anthony Kolios, Jannette Urciuoli.

III. **Communications from:**

1. President Call

President Call referred to her written report *(Attachment B of the May 10, 2016 Agenda.)* For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2015-16/May_2016/Attachment-B-Presidents-Report%205-10-16.pdf

2. Senate Steering Committee Report

Chair Dr. Peter Bales referred to the written report (*Attachment C of the May 10, 2016 Agenda*). For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2015-16/May_2016/Attachment-C-Steering-Committee-Report-May-2016.pdf

IV. Elections

1. A motion was made and accepted by a single vote cast by the Secretary of the Academic Senate to elect Peter Bales as Chair of the Steering Committee.
2. A motion was made and accepted by a single vote cast by the Secretary of the Academic Senate Steering Committee to elect Emily Tai as Vice Chair of the Steering Committee.
3. A motion was made and accepted by a single vote cast by the Chair of the Academic Senate Steering Committee to elect Joel Kuszai as Secretary of the Steering Committee.
4. A motion was made and accepted by a single vote cast by the Chair of the Academic Senate Steering Committee to elect Phil Pecorino as Senate Parliamentarian.
5. A motion was made and accepted by a single vote cast by the Secretary of the Academic Senate Steering Committee to elect Jeffrey Schwartz as Senate Technology Officer.
6. A motion was made and accepted by a single vote cast by the Secretary of the Academic Senate Steering Committee to elect three (3) new members to the Committee on Committees (Attachment E of the May 10, 2016 Agenda): Shannon Kincaid, Social Sciences (term ending

57 2019), Helmut Loeffler, History (2019) and Liisa Yonker, Speech Communication & Theatre Arts
58 (2019).
59
60 **V. List of Candidates for Graduation in June 2016** *(Attachment D of the April 12, 2016 Agenda)*
61
62 A **motion** was **made**, **seconded**, and **adopted 59-0-0** to **approve the list of candidates for**
63 **graduation in June 2016** (see *Attachment D of the May 10, 2016 Agenda).*
64
65
66 **VI. Monthly Reports of the Committees of the Academic Senate**
67
68 1. **Committee on Committees:** The Academic Senate received the Monthly Report for April 2016
69 *(Attachment E of the May 10, 2016 Agenda)*
70
71 2. **Committee on Curriculum:** The Academic Senate received the Monthly Report for April 2016
72 *(Attachments F and G of the May 10, 2016 Agenda)* and acted on the following items:
73
74 **Course Revisions**
75
76 **DEPARTMENT OF ENGINEERING TECHNOLOGY**
77 ET-575 Introduction to C++ Programming Design and Implementation
78
79 A **motion** was **made**, **seconded**, and **adopted 56-0-0** to approve changes to ET575 Introduction
80 to C++ Programming Design and Implementation in the Department of Engineering Technology
81 (see *Attachment F of the May 10, 2016 Agenda).* Did not vote: Georgia McGill, Anthony Kolios
82 and Edmund Clingan.
83
84 **DEPARTMENT OF BUSINESS**
85 BU-203 Principles of Statistics
86
87 A **motion** was **made**, **seconded**, and **adopted 59-0-0** to approve changes to BU-203 Principles
88 of Statistics in the Department of Business (see *Attachment F of the May 10, 2016 Agenda).*
89
90 CIS-251 Analysis and Design of System Projects
91
92 A **motion** was **made**, **seconded**, and **adopted 58-0-0** to approve changes to CIS-251 Analysis
93 and Design of System Projects in the Department of Business *(see Attachment F of the May 10,*
94 *2016 Agenda).* Did not vote: Peter Bales.
95
96 **DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**
97
98 An unopposed motion was made to consider the changes to the following courses from the Department of
99 Foreign Languages and Literatures as a group: LA-111 Elementary Arabic I, LC-111 Elementary Chinese
100 I, LF-111 Elementary French I, LG-111 Elementary German I, LH-111 Elementary Hebrew I, LI-111
101 Elementary Italian I, LS-111 Elementary Spanish I, LA-112 Elementary Arabic II, LA-112 Elementary
102 Arabic II, LC-112 Elementary Chinese II, LF-112 Elementary French II, LG-112 Elementary German II,
103 LH-112 Elementary Hebrew II, LI-112 Elementary Italian II, LS-112 Elementary Spanish II, LA-213
104 Intermediate Arabic I, LA-213 Intermediate Arabic I, LC-213 Intermediate Chinese I, LF-213 Intermediate
105 French I, LG-213 Intermediate German I, LH-213 Intermediate Hebrew I, LI-213 Intermediate Italian I, LS-
106 213 Intermediate Spanish I, LC-214 Intermediate Chinese II, LF-214 Intermediate French II, LG-214
107 Intermediate German II, LH-214 Intermediate Hebrew II, LI-214 Intermediate Italian II, LS-214
108 Intermediate Spanish II.
109
110 A friendly amendment was made to remove the phrase: "Placement by the Department of Foreign
111 Languages and Literatures" from all 111 courses *(see Attachment F of the May 10, 2016 Agenda).*
112

113　　　　　A **motion** was **made**, **seconded**, and **adopted 59-0-0** to approve changes to courses in the
114　　　　　Department of Foreign Languages and Literatures *(see Attachment F of the May 10, 2016*
115　　　　　*Agenda)*.
116
117 **DEPARTMENT OF HISTORY**
118
119 An unopposed motion was made to consider prefix and requisite changes to the following courses from
120 the Department of History as a group: HI 123 Recent American Civilization; HI 132 World History Since
121 1500; HI 133 Introduction to Modern East Asian Civilization; HI 135 History of New York State; HI 136
122 African-American History; HI 140 Latin American History I: Ancient Times to Independence (1500 b.c. to
123 1825); HI 141 Latin American Story II: Independence to the Present; HI 154 History and Health Care; HI
124 178, 179 Special Topics in History; HI 193 Introduction to the History of Borderlands; HIST-186:
125 Introduction to Legal History I: The Ancient World through the Early Modern Period; HIST-187:
126 Introduction to Legal History II: The Enlightenment through the Present; HIST-281: History of Nationalism
127 and the Politics of Identity; HIST-292: History of Fascism, Nazism, and Communism; HIST-252 History of
128 Medieval and Early Modern Spain; HIST-205 History of the First World War: 1914-1918; HIST-242 History
129 of Modern Japan: 1868-1989; HIST-227 British History since 1688; HIST 211 History of Early Christianity;
130 HIST 236 History of Germany; HIST 208 History of the Romans and Their Empire; HIST 238 History of
131 Russia.
132
133　　　　　A **motion** was **made**, **seconded**, and **adopted 58-0-0** to approve changes to courses in the
134　　　　　Department of History *(see Attachment F of the May 10, 2016 Agenda)*. Did not vote: Jeanne
135　　　　　Galvin.
136
137 **Course Deletions**
138
139 **DEPARTMENT OF HISTORY**
140
141 An unopposed motion was made to consider prefix and requisite changes to the following courses from
142 the Department of History as a group: HI 120 American Civilization; HI 211 American Civilization; HI 121
143 American Civilization 2; HI 221 American Civilization 2; HI 123 American Civilization 3; HI 213 American
144 Civilization 3; HI 220 History and Health Care; HI 210 A History of Modern Israel; HI 150 Revolution if
145 Modern Times; HI 410 The Negro in American History.
146
147　　　　　A **motion** was **made**, **seconded**, and **adopted 59-0-0** to approve the deletion of courses in the
148　　　　　Department of History *(see Attachment F of the May 10, 2016 Agenda)*.
149
150 **New Courses**
151
152 **DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**
153
154 LC-322 Introduction to Chinese Linguistics
155
156　　　　　A **motion** was **made**, **seconded**, and **adopted 58-0-0** to approve LC-322 Introduction to Chinese
157　　　　　Linguistics as a new course in the Department of Foreign Languages and Literatures *(see*
158　　　　　*Attachment F of the May 10, 2016 Agenda)*. Did not vote: Peter Bales.
159
160 LF-217 French for Business and the Professions
161
162　　　　　A **motion** was **made**, **seconded**, and **adopted 57-0-0** to approve LF-217 French for Business
163　　　　　and the Professions as a new course in the Department of Foreign Languages and Literatures
164　　　　　*(see Attachment F of the May 10, 2016 Agenda)*. Did not vote: Barbara Blake-Campbell and
165　　　　　Edward Volchok.
166
167 **Program Revision**
168

169 **VAPA Visual & Performing Arts**
170
171   A **motion** was **made**, **seconded**, and **adopted 59-0-0** to approve changes to the VAPA Visual &
172   Performing Arts program *(see Attachment F of the May 10, 2016 Agenda).*
173
174 **DEPARTMENT OF BUSINESS**
175
176 Computer Information Systems Certificate Program
177
178   A **motion** was **made**, **seconded**, and **adopted 58-0-0** to approve changes to the Computer
179   Information Systems Certificate Program in the Department of Business *(see Attachment F of the*
180   *May 10, 2016 Agenda).* Did not vote: Gilmar Visoni.
181
182
183 **New Program**
184
185 **DEPARTMENT OF ENGINEERING TECHNOLOGY**
186 Dual-Joint Degree Program in Computer Science and Information Security with John Jay College of
187 Criminal Justice.
188
189   A **motion** was **made**, **seconded**, and **adopted 57-0-0** to approve the Dual-Joint Degree Program
190   in Computer Science and Information Security with John Jay College of Criminal Justice *(see*
191   *Attachment F of the May 10, 2016 Agenda).* Did not vote: Anthony Kolios and Richard Yuster.
192
193 **Discontinuation of a Concentration in a Program**
194
195 Management – Real Estate-Insurance Concentration of the AAS in Management program
196
197   A **motion** was **made**, **seconded**, and **adopted 57-0-0** to approve the discontinuation of the
198   Management – Real Estate-Insurance Concentration of the AAS in Management program *(see*
199   *Attachment F of the May 10, 2016 Agenda).* Did not vote: Peter Bales and Reuvain Zahavy.
200
201
202 **Addendum to Curriculum Committee Monthly Report**
203
204 **New Course**
205
206 **DEPARTMENT OF HISTORY**
207
208 HIST-247 History of the Modern Middle East *(see Attachment F2 of the May 10, 2016 Agenda).*
209
210   After debate, a **motion** was **made**, **seconded**, and **adopted 34-12-3** to **call the question**. No
211   votes: Liza Larios, Rosemary Zins, Laura Sabani, Michel Hodge, Young Kim, David Lieberman,
212   Kip Montgomery, Bob Rogers, Georgia McGill, John Talbird, Joel Kuszai, Lorena Ellis and Alex
213   Tarasko. Abstentions: Diane Call, Paul Marchese and Karen Steele. Did not vote: Kathleen
214   Villani, Belle Birchfield, Isabella Lizzul, Reuvain Zahavy, Michael Cesarano, Wilma Fletcher-
215   Anthony, Joan Dupre, Barbara Blake-Campbell, Kelly Ford and Edward Volchok.
216
217   A **motion** was **made**, **seconded**, and **adopted 42-9-3** to approve HIST-247 History of the
218   Modern Middle East as a new course in the Department of History *(see Attachment F2 of the May*
219   *10, 2016 Agenda).* No votes: Karen Steele, Rosemary Zins, Stuart Asser, David Humphries,
220   Anne Marie Menendez, Kip Montgomery, Georgia McGill, Regina Rochford and Peter Irigoyen.
221   Abstentions: Bob Rogers, John Talbird and Alex Tarasko. Did not vote: Kim Young, Isabella
222   Lizzul, Reuvain Zahavy, Michael Cesarano and Wilma Fletcher-Anthony.
223
224

225 **3. Committee on Environment, Quality of Life and Disability Issues**

227 The Senate received reports on parking and electronic surveillance from the Committee on Environment,
228 Quality of Life and Disability Issues (Attachments H and I of the May 10, 2016 Agenda).

230 **VII. New Business**

232 1. Resolution Affirming Principles of the "Chicago Statement" *(Attachment J of the May 10, 2016*
233 *Agenda)*

235 A **motion** was **made**, **seconded**, and **adopted 52-0-0** to approve the resolution affirming the
236 principles "Chicago Statement" *(Attachment J of the May 10, 2016 Agenda).* Did not vote: Anne
237 Marie Menendez, Reuvain Zahavy, Michael Cesarano, Maan Lin, Regina Rochford, Jannette
238 Urciuoli and Edward Volchok.

240 2. The Senate received the General Education Task Force Report of May 2016 Report *(Attachment*
241 *K of the May 10, 2016 Agenda).*

243 3. QCC Mission Statement *(Attachment L of the May 10, 2016 Agenda).*

245 A **motion** was **made**, **seconded**, and **adopted 50-0-1** to approve the resolution affirming the
246 principles "Chicago Statement" *(Attachment J of the May 10, 2016 Agenda).* Absention: Anthony
247 Kolios. Did not vote: Anne Marie Menendez, Bob Rogers, Reuvain Zahavy, Michael Cesarano,
248 Maan Lin, Regina Rochford, Jannette Urciuoli and Edward Volchok.

250 4. Steering Committee of the Academic Senate Special Subcommittee on Food Insecurity Report
251 Update, May 10, 2016 *(Attachment M of the May 10, 2016 Agenda).*

253 As part of the presentation of the Report, Steering Committee Vice Chair and Chair of the Special
254 Committee, presented the following resolution naming the QCC food pantry Lucille A. Bova Food
255 Pantry. Resolved section of the resolution is as follows: "Therefore BE IT RESOLVED, that this
256 dedicated space for food distribution be established at Queensborough Community College of the
257 City University of New York and named the LUCILLE A. BOVA Food Pantry, in honor of President
258 Call's late mother."

260 A **motion** was **made**, **seconded**, and **adopted 50-0-0** to approve the resolution naming
261 the food pantry after Lucille A. Bova *(Attachment M2 of the May 2016 Agenda).* Did not
262 vote: Anne Marie Menendez, Bob Rogers, Reuvain Zahavy, Michael Cesarano, Joan
263 Dupre, Maan Lin, Regina Rochford, Jannette Urciuoli and Edward Volchok.

265 5. Technology 5-year Plan *(Attachments N and O of the May 10, 2016 Agenda).*

267 A **motion** was **made**, **seconded**, and **adopted 48-0-0** to approve the QCC Technology
268 5-year Plan *(Attachments N and O of the May 2016 Agenda).* Did not vote: Anne Marie
269 Menendez, Bob Rogers, Reuvain Zahavy, Michael Cesarano, Joan Dupre, Maan Lin,
270 Regina Rochford, Jannette Urciuoli and Edward Volchok.

272 **VI. Old Business**

274 NONE.

276 The meeting was adjourned at 4:42pm

278 Respectfully Submitted,
279 Joel Kuszai
280 Secretary, Steering Committee of the Academic Senate

QUEENSBOROUGH COMMUNITY COLLEGE CUNY

President's Report
to the
Academic Senate

September 13, 2016

Welcome to the Fall 2016 term!

There are many impressive qualities and traditions at QCC: rigorous academic programs, outstanding faculty, a personalized educational experience, and comprehensive support services for our students. All are made possible only because of our greatest strength---*collaboration* within and across disciplines and divisions.

Many thanks to members of the College community, especially our staff in Admissions, Financial Aid, Advisement, Testing, Registrar, Bursar, Human Resources, Academic Department offices, and Building and Grounds, who worked throughout the summer to ready our new and continuing students, new colleagues, and our facilities for the Fall 2016 semester.

I would like to share some news and highlights of our collective accomplishments.

Faculty Update
- We begin this year with 403 full time faculty (who will be joined by 21 faculty members in CLIP and CUNY Start) and 45 CLTs ---a great blend of experience and fresh eyes/insight/perspectives. For the fall term, 23 new faculty were appointed from searches, including 2 CLTs --and 15 substitute faculty appointments were made with these positions expected to be filled with permanent faculty through searches conducted this year. These new colleagues join the seven faculty colleagues who began last January. Thank you to those who served on search committees!!! We can celebrate that our faculty-student ratio this fall will be 28.5---the lowest in more than ten years!

Enrollment Update
- This Fall term, almost 16,000 students have been enrolled, including more than 1500 high school students taking QCC courses at their site. Over 3300 first time freshmen, and about 1000 new transfer students were registered over a very busy summer for our Enrollment Management team and academy advisors. A significant multimedia marketing campaign to recruit students from Long Island, led to an increase of Nassau county students who registered at QCC. A tuition reciprocity policy permits residents of counties neighboring NYC to pay NYC tuition rates.

- Advisement and registration of New and Continuing students for this fall term began last March and once again, closed out the registration cycle with a "one-stop" enrollment operation in the Student Union, allowing students to complete all their registration activities in one location. Over 6200 new and continuing students were served in the Student Union Lounge in the six weeks leading up to the first day of classes. Our deep appreciation to the many advisors and staff who have worked so very hard with our students for many months to ensure a successful enrollment effort!

- Since the launch of this year's admissions cycle, *the Office of New Student Engagement*, led by Dr. Carol Alleyne, provided pre-enrollment services to prospective students who filed for Fall 2016 admission. This outreach program included many activities to educate incoming students about financial planning, the importance of the placement tests, and the transition to college—being independent and being accountable for attendance and academic assignments. More than 12,000 applicants and their families were invited to *Strategy and Resource workshops* and *Welcome Sessions* to increase academic, personal and financial readiness for college success, drawing 714 attendees!

- The Office of New Student Engagement also hosted a successful *New Student Orientation* on August 20th for incoming students and their families. Over 750 new students and their family members were introduced to the College, their respective Academy, faculty coordinators, and academy advisers. The Orientation Program featured small group sessions to encourage discussions between Academy Advisers and students, and to facilitate social interaction and connectedness among students. A Student Services Expo was held to showcase the wide array of student activities, supports and resources available to students across the Campus. In addition, Academy Advisers reviewed the New Student Survival Guide which provides advice, resources, College expectations and an overview of the student journey at QCC.

Special Accomplishments this Past Year
- Through the leadership of Dr. David Humphries and Dr. Regina Rochford, the departments of English and Academic Literacy merged, creating a *Department of English* with 62 full time faculty and 3 CLTs, the largest in CUNY. To accommodate the expanded department, a faculty office suite was completely remodeled on the 3rd floor of Humanities, along with the addition of two computer labs and a Conference room.

- Our *Department of Speech and Theatre Arts* earned the prestigious NAST (National Association of Schools of Theatre) certification, after several years of self-study and a rigorous external review. QCC is 1 of only 8 community colleges in the US to receive this program certification.

- Last May, QCC received approval of a new degree program in Public Health, sponsored by our Department of Biological Sciences and Geology, and in collaboration with the Department of Health, Physical Education and Dance.

- This month, the CUNY Board of Trustees is expected to approve our 10th dual/joint degree program!!! The program, *Computer Science and Internet Security* with John Jay is sponsored by the Department of Engineering Technology. It is our fourth dual join degree program with John Jay College.

- A new 3 D Printing laboratory has been established in the Engineering Technology Department. The lab boasts advanced equipment, including the Statusys J 750 which will offer many opportunities for manufacturing partnerships-- such as with medical companies for the development of prosthetics. Queensborough is one of only 7 colleges/universities in the country to have this special equipment. QCC is in good company with UCLA, NYU, Rochester Institute of Technology and Columbia University!

- This summer the Office of Marketing and Communications led a full redesign of our website - over 10,000 pages of content - reformatted and optimized for navigation with mobile devices AND it improves access to information for people with disabilities as well as compliance with new Americans with Disabilities Act (ADA) recommendations.

- Our Department of Information Technology upgraded our Email system, adding *new opt* in list serves for Faculty Dialogue and Community Dialogue. Also improved is our Internet speed: Last year, the campus bandwidth was increased from 1.2 Gbps to 2.0 Gbps. IT is now working with CUNY Central Office to increase bandwidth to 10 Gbps, expected to be operational in the next couple of months. Some of the recent trenching on campus was for this project.

Facilities Update
- Almost ten years in the making, *the Atrium* at the Science Building is open, providing our campus community with a wonderful space for dining and socializing. This first of two construction phases, this project includes a new elevator in the Science Building (expected to be in operation this term). The second phase will launch in the next year, with the construction of kitchen facilities in the lower level of the Science Building, and the full enclosure of the Atrium.
- Thirty-one Podia rooms were added/remodeled this summer. A joint effort of ACC, IT, & B&G, the project includes 18 new smart rooms, with another 13 older technology systems replaced. By the end of this academic year, all instructional rooms will be technology-equipped
- Many classrooms and labs have been remodeled in the Technology and Science Buildings, along with the upgrade of three laboratories for the Chemistry Department.
- In the RFK building, several classrooms were renovated, along with office renovations for adjunct faculty, our new Athletic Director and academic advisor
- A number of security cameras were added, now totaling 228 throughout the campus (exterior and interior), along with the installation of 8 blue light emergency telephones in parking lots, with three located by the track.
- Last May, a new athletic track was installed, with our QCC Tiger logo proudly displayed!
- The Oakland Dining room was renovated, and the Loggia update is underway.
-

- The $62 million capital project to upgrade our electrical service, data, and sewer lines continues.

Faculty Grant Awards: *Our College faculty has been very active in winning grant awards and honors since the spring. Please join me in congratulating our colleagues:*

- Dr. Wilma Fletcher-Anthony (Department of Counseling) was awarded a fellowship grant of $1,422 by the Center for Global Studies at the University of Illinois at Urbana-Champaign for her project, *Internationalization of a Culturally Diverse Community College Campus.*

- Dr. Jodi Van Der Horn-Gibson (Speech Communication & Theatre Arts) received an award of $4,000 from the Center for Contemplative Mind in Society for the project, *Community College Students in Action, Reflection & Transformation (ART), Contemplative Reflections on Identity Construction through Theatre of the Oppressed Techniques.*

- Dr. Mirna Lekic (Music) was awarded a $3,665 grant by the CUNY Diversity Projects Development Fund for her project, *Eastern Currents: Contemporary Music of Asia.*

- Under the Perkins Grant, the New York State Education Department awarded Queensborough a seventh year of funding for six programs led by: Dean Jeffrey Chen (Workforce Development), Prof. Stu Asser (Engineering Technology), Prof. Georgina Colalillo (Nursing), Academic Affairs Specialist Ms. Jennifer Williams (Starfish Early Alert), Chairperson Kathleen Villani (Business), and Dr. Isabella Lizzul (Massage Therapy).

- Dr. Patricia Schneider (Biology) was awarded a grant of $311,522 from the National Institutes of Health for the Queensborough Community *College Bridges to Baccalaureate Program* to provide and improve training and support to students in the biomedical/sciences and behavioral sciences.

- CUNY Community College Collaborative Grants (C3IRG) were awarded to four QCC faculty initiated projects: Dr. Lakersha Smith (Social Sciences) and Dr. Rommel Robertson (Social Sciences) will lead the project, *What They Thought They Knew: Knowledge Construction and Expectancy in Community College Classrooms*; Dr. Sujun Wei (Chemistry) and Prof. Gina M. Florio (Chemistry) will lead the project, *Synthesis and Investigation of Molecular Transistors and Wires Based on Carbozle Motif*; Prof. Ahmed Mohamed and Dr. M. Chantale Damas (Physics) will lead the project, *Modeling, Assessing, and Forecasting GMDs and their Impacts on the NYS Power System*; Prof. Areti Tsimounis (Biological Sciences and Geology) will lead the project, *The Influence of Sensory Experience on Supragranular Projection*.

And….Congratulations to the 35 QCC faculty members awarded PSC-CUNY grants for 2016-2017:

- Dr. Kathleen Alves (English) – *Body Language: Medicine and the Eighteenth-Century Novel*
- Dr. Aliza Atik (English) – *Vivisection and Evolutionary Genealogies in Victorian Fantasy*
- Dr. Aranzazu Borrachero (Foreign Languages & Literatures) – *Stolen motherhoods: Traffic in Minors During the Francois Dictatorship and the Spanish Democratic Transition*
- Dr. Sunil Dehipawala (Physics) – *Arsenic absorption by plants and role of iron*

- Prof. Noelia Diaz (English) – *Resisting Neoliberalism and Patriarchy: On Raftery's Hill (2000) by Marina Carr and La escualida familia (2001) by Lola Arias*
- Dr. Robin Ford (English) – *Resistance is not Futile: Theorizing Student's Experiences in Spaces of Literacy*
- Dr. George Fragopoulos (English) – *The Desire of Letters: The Literary Correspondence of Laura (Riding) Jackson and Bernadette Mayer*
- Dr. Jonathan Funk (Mathematics & Computer Science) – *The Isotropy in Topos Theory with Applications to Semigroups*
- Dr. Tirandai Hemraj-Benny (Chemistry) – *Exfoliation of Single-Celled Carbon Nanotube Bundle Using Microwave and Molecularly Engineered Ionic Liquids*
- Dr. Sasan Karimi (Chemistry) – *A New Synthesis of Pyrroles Using the Cadogan Approach*
- Dr. Matthew Lau (English) – *Stephen Jay Gould: A Life of Science in the Republic of Letters*
- Dr. Mirna Lekic (Music) – *Eastern Currents: Contemporary Music of Asia, A Recording Project Featuring Ensemble 365*
- Prof. Anissa Mack (Art & Design) – *20th Anniversary / The Durham Fair*
- Dr. Azita Mayeli (Mathematics & Computer Science) – *Translations Bases, Sampling and Interpolation Sets*
- Dr. Robert McAlear (English) – *Destiny and Change*
- Dr. Trevor Milton (Social Sciences) – *All American: Exploring the Boundaries of Post-Racial American Identity*
- Dr. Peter Novick (Biology & Geological Sciences) – *Genome Ecology of Retrotransposons*
- Dr. Amos Orlofsky (Biology & Geological Sciences) – *Regulation of Glucose Transport in Muscle Cells by an Intracellular Parasite*
- Dr. Davide Pham (Mathematics & Computer Science) – *Lie Groupoids, Frobenius Algebras, and Category Theory*
- Dr. Angela Ridinger-Dotterman (English) – *Fit for Nothing but a Lunatic Asylum: The Real History of Involuntary Commitment and the Suppression of Voice in Laura Curtis Bullard's* Christine
- Dr. Julia Rothenberg (Social Sciences) – *Race, Class, Culture and the Remaking of Chicago's South Side*
- Dr. William Ryan (English) – *A New Strange Disease: The Medical Study in the Atlantic World*
- Dr. Maurizio Santoro (Foreign Languages & Literatures) – *The Delayed Development of the Discourse-Pragmatic Properties of Null and Over Subjects in Spanish L2 Grammars: A Representational or Processing Problem?*
- Dr. Mark Schiebe (English) – *The Rembrandts of Investment: Art & Money in Theodore Dreiser's Trilogy of Desire*
- Dr. Regina Sullivan (Biology & Geological Sciences) – *The effect of Collagen Coated Single Walled Carbonnanotubes on Triple Negative Breast Cancer Cells*
- Dr. John Talbird (English) – *Lighthouses* (a novel)
- Dr. Meghmala Tarafdar (English) – *Cultural Metaphors in the Works of South Asian Immigrant Women*
-

- Dr. Elizabeth Toohey (English) – *Post-9/11 Hollywood: "Little Miss Sunshine" and the Collapse of the American Dream*
- Dr. Amy Traver (Social Sciences) – *An Interdisciplinary Study of Community College Students' Learning Regarding Gener, Mass Violence and Genocide*
- Dr. Monica Trujillo/ Dr. Naydu Carmona (Biology & Geological Sciences) – *Tagging SCO3855 with GFP*
- Dr. Agnieszka Tuszynska (English) – *Lessons on Intersectionality in the Writing of Marita Bonner*
- Dr. Sujun Wei (Chemistry) – *Impact of Length and Linkers in Fluorence Single Molecular Wires*
- Dr. Kathleen Wentrack (Art & Design) – *Collaboration, Empowerment, Change: Women's Art Collectives*
- Dr. Fei Ye (Mathematics & Computer Science) – *On Adjoint Linear Systems on Algebraic Surfaces*
- Dr. Tanya Zhelezcheva (English) – *The Soul Exerted with Pleasure: Thomas Traherne's Conceptualization of Happiness and the Protestant Ascetic Tradition*

Other Grant Awards
- Ms. Bonnie Flaherty (Pre-College, Continuing Education & Workforce Development) was awarded a $9,100 grant by the CUNY College Fund for Queensborough's *CUNY Summer Start program.*
- Vice President Denise Ward and Dean Jeffrey Chen (Pre-College, Continuing Education & Workforce Development) were awarded a $133,000 grant by the Carroll and Milton Petrie Foundation for their project, *Deconstructing the Current Legislative Effects on the Role of Medical Assistants.*
- Vice President Denise Ward and Project Director Ms. Sherri-Ann Simmons Terry were awarded an extension of the *21st Century Community Learning Centers Grant* to immerse high school and middle school students in the campus community through academic and youth development programs.

Ahead this academic year: *Based on consultation with governance leaders and our faculty, staff and students, the areas of focus for our 2016-17 Strategic Plan and activities will be:*
- Faculty and Staff Development
- Curriculum
- Academies
- College Readiness
- Technology
- Community building/focus on diversity dialogues

We have strong financial support for these goals---with 77% of our budget allocated to instruction and direct student support (the highest percentage in CUNY)! Community colleges are revenue driven---relying on enrollment to contribute to our collective financial health as an institution. With everyone's help, we will retain students using STARFISH (our early alert system) key to early assessment of student difficulties and timely intervention to help them succeed!

New and Continued Initiatives/Activities this year

- *The Presidential Fellowship Program* for mid-career faculty: in its second year, supports the research and scholarship activities of mid-career faculty who have not had the benefit of new faculty reassigned time or a fellowship leave.

- Continued support for the use of *High Impact Practices* (HIPS)—led by our faculty and supported by Dr. Kathleen Landy and the CETL staff---with two full time positions added specifically to support the expansion our High Impact Practices. This past year, 321 faculty (full time and adjunct) participated in HIPs (from all academic departments) –leading to 164 conference presentations and 79 publications!!! Our thanks to the faculty who will lead all interested colleagues in HIPs pedagogy: Dr. Sharon Ellerton (ASL); Dr. Kathleen Wentrack and Dr. Alicia Circone (Collaborative Assignments/SWIG); Dr. Rob Becker, Dr. Jost Burgers, Dr. Jeff Jankowski (WI); Dr. Meg Tarafdar (GDL) and Dr. Sharon Lall-Ramnarine (UR).

- Strengthening our *Academies*-- a concept incorporating intentional/intrusive advisement, High Impact Practices led by faculty, and the use of Technology (Starfish). Faculty are key contributors: faculty engagement in HIPS and participation in Starfish (our early academic alert program) all support positive results in student academic success.

- *The STEM Scholarship program* will continue this winter session, as will the Milestone Scholarship (winter and summer scholarships) for students who are within one or two courses of completing one half of their degree requirements in one year ! Please encourage eligible students to apply.

- A variety of resources are available to meet students' academic and/or financial needs . Our tutoring services are free to all students, and the staff of the Campus Learning Center, the Writing Center, The Math Learning Center and the Academic Literacy Learning Center partner with faculty to support student success. Faculty can support student retention and success through participation in Starfish, our early alert program through which instructors can identify students in academic difficulty so instructional support staff can contact them individually and connect them with appropriate support services.

- 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 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. Please refer students with short-term financial emergencies to the Office of Financial Aid Services at your earliest convenience. Additional information can be found at www.qcc.cuny.edu/scholarships.

- Faculty and staff are asked to encourage our students to avail themselves of the valuable and free resources through the *QCC Single Stop Program*, located in the Library Building, Room 432A. 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.

As our new academic year begins, as president I renew my commitment to support a strong and engaged faculty, a student-centered learning environment, and community partnerships for education and cultural enrichment in service to our Queens and NYC community residents.

All the best for a productive semester and year.

STEERING COMMITTEE OF THE ACADEMIC SENATE
QUEENSBOROUGH COMMUNITY COLLEGE, CUNY MONTHLY
REPORT
September 12, 2016

The Academic Senate and all Senate committees have commenced the Fall 2016 semester at full membership. Openings do occur during the academic year, so please encourage your constituents seeking college service to consult their department chairs and then contact a member of the Steering Committee and we will forward their names to Christine Mooney, this year's Chairperson of the Committee on Committees. Every single Senate Committee report from last year has been submitted and they are attached to the September agenda soon will be available on the Senate webpage. The Steering Committee would like to thank all of last year's committee chairs for their prompt responses.

The Administration's General Education Assessment Task Force will be continuing its work this upcoming academic year. As occurred last year, a representative of that committee will present progress reports to the Academic Senate at its regular monthly meetings. All policy recommendations will be presented to the full body for a vote. The Senate Committee on Assessment and Institutional Effectiveness provides a representative to the General Education Task Force and for 2016-2017 that will be Changiz Alizadeh.

The Steering Committee in collaboration Queensborough's Lambda Sigma Chapter of Phi Theta Kappa, acting together with co-sponsoring Student Association Clubs, and the Subcommittee on Food Insecurity of the Academic Senate, would like to invite you to consider contributing non-perishable foods to a Food Drive to stock the Lucille A. Bova Food Pantry that opened last May at Queensborough, and is now operating at QCC on the Fourth floor of the Library Building. The members of the Subcommittee on Food Insecurity have also assembled hours for the Pantry, which are listed in the Subcommittee report attached to this agenda, and will shortly be announced on a website that is being created on the Queensborough webpage. Several Service-learning classes will be involved in enhancing the pantry this fall, as well. Until a food pantry email address is up and running, please refer students who have Food Insecurity needs to Vice-Chair Emily Tai at etai@qcc.cuny.edu.

The Faculty Executive Committee (FEC) has requested that the Academic Senate Steering Committee present a number of questions to the Academic Senate Standing Committee on Environment, Quality of Life, and Disability Issues. The Steering Committee will be working directly with that committee to produce responses in a timely manner:

Water Quality:
What are the results of the testing of the water available through fountains on campus? How often is it tested?

Parking Availability:
Can there be better enforcement of parking regulations and imposing of penalties for any and all violators in an effort to insure that non-authorized vehicles parking on campus is minimized?
Can there be use of single day passes displayed on dashboards of vehicles granted permission for good reason to park on a single day? This would minimize the appearance of unauthorized parking.

Parking Authorization:
Can the purchase of parking tags be accomplished and facilitated through use of credit cards?
Can the purchase of parking tags take place via online means with delivery by mail?

Security:
Can we have a description of the measures in place or to be put into effect for the security of video recordings being made by any and all units of the College?

The new contract has designated CUNY Start and CLIP instructors as "faculty". The Steering Committee will be looking for guidance from the CUNY Central Office regarding the eligibility of these new faculty for membership in the Academic Senate and on Senate committees.

As was stated last year at this time, please remind your colleagues that the QCC Academic Senate is the policymaking body of the College. Please do not hesitate to contact any member of the Steering Committee if you have any questions or concerns regarding the Senate or its committees. Also, please be reminded that any Senator who wishes to initiate discussion and/or a resolution for a vote by the full Senate has every right to do so,

and the Steering Committee stands ready to offer procedural support. Finally, we wish to remind everyone on campus that the Academic Senate is a public body under the <u>Open Meetings Law of New York State</u>. All members of our college community are welcome to attend, and may ask for permission from the Chair to speak to the body.

Queensborough Community College

June 2016 Graduates (1071)

First Name	Middle Name	Last Name	Acad Plan
Abdul		Abdallah	LA-AA
Taaj	A	Abdullah	LA-AA
Matthew	A	Abrams	LS-AS
Eldy	J	Abreu	BT-AS
Gabriel		Abreu	CJ-AS
Maria		Abreu	BT-AS
Elizabeth		Acevedo	LS-AS
Patricia	M	Acosta Almonte	LA-AA
Emani		Adams	LA-AA
Fariza		Adeen	LA-AA
Fabiola	R	Adrianzen	MA-AAS
Krysten		Agard	LA-AA
Julyana		Agustin	LA-AA
Ariful		Ahad	BT-AS
Nerissa	N	Ahmad	LA-AA
Kamrun	N	Ahmed	BS-AAS
Zawad	E	Ahmed	LA-AA
Olusegun		Akanji	LA-AA
Joselyn	C	Alao	BT-AS
Vanessa		Alba	LA-AA
Gabriele	A	Albrecht	LA-AA
Nicholas	S	Albrecht	LA-AA
Francisco		Alejo	CT-AAS
Khadeza		Alim	LA-AA
Giovanni		Aller	LA-AA
Taylor		Ally	BT-AS
Jose		Almonte	CJ-AS
Bryan	R	Alonzo	LA-AA
Guylsda		Alphonse	NH-AAS
Beyanka		Altema	AF-AS
Andrea	V	Alva-Araya	LA-AA
Matthew		Aman	LA-AA
Maria		Amay	CJ-AS
Alina		Amin	BY-AS
Brandon	S	Anderson	BM-AAS
Milynda		Andino	BT-AS
Fernanda	J	Andrade	LS-AS

Ricardo	Andres	Anez Carrasquel	LA-AA
Saeed		Anwar	BT-AS
Krystal	M	Aponte	LA-AA
Louis		Aponte	TX-AAS
Gabrielle		Arce	BM-AAS
Juan Javier	A	Arcenas	PE-AS
Diana	A	Arevalo	LS-AS
Antonio		Argento	LA-AA
Ana	L	Arias	BT-AS
Paula		Arias	LA-AA
Rena		Aronov	LA-AA
Julia		Aronova	LA-AA
Beverly		Arrue	CJ-AS
Zoi		Arvanitidis	LE-AA
Carol	O	Asaro	LA-AA
Aisha		Ashfaq	LS-AS
Kevin		Astudillo	LA-AA
Michelle		Auquilla	LE-AA
Grace	A	Awosogba	LA-AA
Bolaji		Ayorinde	BT-AS
Maryia		Azhar	HS-AS
Ahmad	J	Azizi	LA-AA
Aliza		Bababekov	BT-AS
Adam		Babat	DA-AS
Daniella	O	Babayeva	NH-AAS
Daryl	C	Bailey	CJ-AS
Althea	S	Baksh	LS-AS
Jaraad		Baksh	LA-AA
Moohanie	D	Balkaran	LA-AA
Shari	D	Balkaran	LA-AA
Anisha		Baptiste	CJ-AS
Monika		Barajas	HS-AS
Nicholas	D	Barbery	FA-AS
Abraham	A	Barrios	LA-AA
Alton	C	Bartley	LA-AA
Ashley	N	Barzvi	LE-AA
Clinton	S	Bascom	ME-AAS
Isaias		Batista	CJ-AS
Leonel		Batista	BT-AS
David		Baum	LA-AA
Sophia		Beaubrun	LA-AA
Kiyante		Beaugris	NH-AAS
Kyerra	C	Beckwith	DP-AAS

Leonora		Bediner	CJ-AS
Steven		Bedoya	EN-CERT
Joevin	J	Bedward	BM-AAS
Megan	V	Belanich	MA-AAS
Kevin		Benitez	CJ-AS
Nicole	T	Benjamin	LA-AA
Dominque		Bennett	LA-AA
Marsha		Bercy	LA-AA
Genesis		Bermudez	LA-AA
Veronica		Bermudez	LA-AA
Carlos	A	Betancur	CJ-AS
Reshma		Bheir	BM-AAS
Ruposri		Bhowmic	CT-AAS
Marcello		Biasiolo	DA-AS
Adam	M	Binder	LA-AA
Abhishek		Biswas	LA-AA
Tassoula		Blake-Cameron	CJ-AS
Wendy	L	Blanco	HS-AS
Jonathan	J	Blandon	CJ-AS
Andrew	C	Bloch	LA-AA
Viktoria		Blumenfeld	MA-AAS
Joseph	P	Boccia	FA-AS
Vanja		Bojic-Shah	BT-AS
Tamziduzzaman		Bokshi	BT-AS
Kevin		Bongiovanni	LA-AA
Vesean		Boodram	MT-AAS
Sebastien	T	Bordes	BT-AS
Kathy		Botticello	TX-AAS
Denise		Boursiquot	CJ-AS
Bledar		Brahimi	BT-AS
Maria	C	Brango	LA-AA
Kate	A	Brennan	NH-AAS
Michael		Brewster	FA-AS
Frederick	M	Brid	TX-AAS
James	F	Brooks-Reid	LA-AA
Pamela		Brown	LA-AA
Marcel		Brummell	LA-AA
Amanda		Budhram	NH-AAS
Satie		Bunsee	HS-AS
Daomi		Burch	LA-AA
Paul	A	Burns	LA-AA
Saidiann	T	Burton	BT-AS
Crystal		Butler	NY-AAS

Ernest			Butler	ME-AAS
Stephanie D.			Butler	NS-AAS
Nabila			Butt	LA-AA
Bianca	A		Caban	NS-AAS
Maillerline			Cabral-Joseph	NS-AAS
Jose			Cabrera	LA-AA
Deborah			Cadogan	FA-AS
Edwin	A		Cajiao	HS-AS
Rudelina			Calcano	CJ-AS
Jenna	M		Calchi	LA-AA
Laura			Calderon	CJ-AS
Dwayne	D		Calinda	CJ-AS
Ligia	P		Campos	LA-AA
Eric	S		Campoverde	HS-AS
Nicole	E		Cando	LE-AA
Katherine			Canela	LA-AA
Allison	C		Cantos	LA-AA
Yanwen			Cao	MA-AAS
Anthony	J		Caraballo	DA-AS
Solansh			Carbonel	CT-AAS
Alexander			Cardarelli	LA-AA
Katia	E		Cardenas	LA-AA
Miguel	A		Cardona	LS-AS
Jonathan	M		Carela	ET-AAS
Tiffany	B		Carhuaricra	MA-AAS
Alexa	R		Carman	CJ-AS
Samantha	D		Carpen	LA-AA
Stephanie	M		Carrasco	MA-AAS
Yoan	F		Carrillo	BA-AAS
Taneshia	E		Carrington	LA-AA
Brandon			Carroll	FA-AS
Amali	R		Carvajal	FA-AS
Olivier			Casimir	LA-AA
Lenin	C		Castillo Jr	DA-AS
Raquel			Castillo	LA-AA
Tommy			Castro	LA-AA
Guiliana	M		Catalfamo	LE-AA
Jorge	Luis		Catano	LA-AA
Nadine			Cavanaugh	LA-AA
Jessica			Cedano	LA-AA
Xiaoshuo			Cen	BT-AS
Joshua			Cercado	BT-AS
Jasmine			Ceron Reyes	LA-AA

Jessica	M	Cerrato	HS-AS
Anny		Cevallos	LE-AA
Fredric		Chaleff	TX-AAS
Michael	L	Champion	LA-AA
Hong		Chan	HS-AS
Kevin		Chan	EN-CERT
Vicky	C	Chan	LA-AA
Benjamin		Chang	BT-AS
Sonam		Chauhan	LS-AS
Chenda		Chen	BT-AS
Chieh Wei		Chen	CJ-AS
Genyi		Chen	HS-AS
Janel		Chen	LA-AA
Lingxiang		Chen	CJ-AS
Meng	Y	Chen	BT-AS
Mengyuan		Chen	FA-AS
Michelle	H	Chen	LE-AA
Qi		Chen	HS-AS
Shirley		Chen	FA-AS
Xiang		Chen	BT-AS
Yan		Chen	BT-AS
Yueli		Chen	LS-AS
Zhangqun		Chen	BT-AS
ZiYing		Chen	BA-AAS
Lai	L	Chen Wu	BT-AS
Kunsang		Chodon	NH-AAS
Amir		Chohan	LA-AA
Darren		Chong	LA-AA
Michael		Clark	TX-AAS
Sophia	J	Clarke	LA-AA
Robert	P	Clemens	TX-AAS
Amanda	A	Coll	HS-AS
Edwin	S	Collado	LA-AA
Estevan	V	Collado	BT-AS
Selena		Collado	CJ-AS
Cristina	M	Commisso	LA-AA
Evelyn		Condo	SF-AS
Adam		Constant	FA-AS
Brittney	J	Cora	LA-AA
Brayan		Cordova	CJ-AS
Jessica		Correa	LA-AA
Joshua		Correa	LA-AA
Richard		Corrigan	TX-AAS

Joseph	N	Costanzo	LS-AS
Earl		Cox	CJ-AS
Jamal	N	Cox	BT-AS
Harry		Cresser	TX-AAS
Stephanie		Criollo	LA-AA
Marilyn		Cruz	CJ-AS
Ary	F	Cruz De Bustillo	LA-AA
Angela	M	Cunningham	LA-AA
Lydia	R	Cunningham	BT-AS
Samantha	D	Cuscione	FA-AS
Navindra		Cyril	DD-AAS
Sarah	M	D'Angelo	LA-AA
Na		Dai	FA-AS
Qin		Dai	BT-AS
Ying		Dai	BT-AS
George		Daifakos	BT-AS
Owen	M	Daniel Sanchez	BT-AS
Shanice		Darby	LA-AA
Xnobia		Darnley	MA-AAS
Pinki		Dass	LA-AA
Daniel	J	Davenel	BT-AS
Evan	D	Daviotis	BM-AAS
Michel Anton		Davis	NH-AAS
Natasha	D	Davis	DP-AAS
Helen		Dawson	BS-AAS
Dawn	Marie	Delure	CJ-AS
Chandelle		DeJesus	LE-AA
Tenzin		Deckyi	NS-AAS
Diamond	M	Dejesus	FA-AS
Angelis		Deleon	LA-AA
William	A	Dennehy Parrinello	BT-AS
Nicholai	O	Dennis	BT-AS
Geordine	N	Denton	LA-AA
Erick		Deodatt	NS-AAS
Arif		Deonarine	CJ-AS
Nadia	S	Deopersaud	HS-AS
Lashmi		Devi	HS-AS
Silvana		Di Maggio	BT-AS
Ariel	R	Diaz	FA-AS
Perla	M	Diaz	LA-AA
Maya		Dinkins Rheams	LA-AA
Justine	A	Dixon	LA-AA
Tellesha	K	Dixon	NS-AAS

Eduardo		Dominguez	FA-AS
Amaya		Douglas	BT-AS
Khia		Duncan	LA-AA
Denise	L	Duran	BW-CERT
Euric		Duran	LA-AA
Hernan		Duran	CJ-AS
Jean	R	Duvivier Jr	CJ-AS
Brandon	J	Easterling	BT-AS
Ciera		Eastman	CJ-AS
Donna	A	Edinboro	BA-AAS
Osamwanse	A	Edosomwan	FA-AS
Jamala	D	Edwards	CJ-AS
Lonnie	G	Edwards	BM-AAS
Cassidy	C	Ellis	LA-AA
Stephany		Encarnacion	LA-AA
Lauren	E	Endriss	BT-AS
Carlo Rafael	A	Enriquez	DD-AAS
Damaris		Enriquez	CJ-AS
Rafael	M	Espinal	BM-AAS
Gregory	M	Espinosa	CJ-AS
Venice		Esson	BT-AS
Kiara	J	Esteves	LS-AS
Jasmine	J	Estevez	BT-AS
Mireya	C	Estevez	LA-AA
Rafael		Estrella	BT-AS
Nicholas		Estremera	BT-AS
Isaac		Etienne	CJ-AS
Christopher		Evans	FA-AS
Glen		Evans	CJ-AS
Tiffany		Evans	LA-AA
Ioannis	G	Falidas	BT-AS
Chloe	A	Fallon	LA-AA
Luke	J	Fallon	FA-AS
Kaniz		Fatema	CJ-AS
Rida		Fatima	LE-AA
Robert		Fein	DP-AAS
Mathew		Feisel	CJ-AS
Lirazen Rose	P	Felipe	ME-AAS
Kimberly		Fenelon	NS-AAS
Haoquan		Feng	LA-AA
James	G	Fennessy	LA-AA
Everett	R	Ferguson	LA-AA
Rasheed		Ferguson	LA-AA

Cesar	D	Fernandez	LA-AA
Claudia		Fernandez	HS-AS
Daniel	I	Ferrara	LA-AA
Dana	R	Fine	CJ-AS
Amanda	M	Fleming	LA-AA
John	A	Fleming	FA-AS
Slims		Florentino	CJ-AS
Anthony		Flores	BT-AS
Jonathan	A	Flores	CT-AAS
Sandra	N	Flores	BT-AS
Derek	C	Floyd	HS-AS
Woodens	Y	Fonrose	TM-AAS
Suellen		Fonseca	LA-AA
St. Clair	C	Forbes	TX-AAS
Venice	P	Foster	NS-AAS
Renee		Francis	LA-AA
Goelis		Francisco	CJ-AS
Ashley	P	Fraser	LA-AA
Tiana	S	Freeman	CJ-AS
Natasha		Freire	NS-AAS
Pietro		Frisina	BT-AS
Alejandro		Fulgencio	NS-AAS
Leanna	M	Fullard	LA-AA
Sadaf		Gabol	HS-AS
Amelia	T	Gacevic	LE-AA
Jenny		Gachelin	NH-AAS
Anthony	J	Gadsden	TX-AAS
Natalia		Galarza	CJ-AS
Sean	F	Gallagher	LA-AA
Tiffany		Galloway	LA-AA
Wenxin		Gao	BT-AS
Brandon	J	Garcia	EM-AAS
Lennox	N	Garrick	TX-AAS
Jaclyn	M	Gasero	BS-AAS
Arta		Gashi	HS-AS
Jody-ann	C	Gayle	HS-AS
Farah	A	Gedeon	HS-AS
Brandon	J	George	DA-AS
Elizabeth		German	LA-AA
Ciara	C	Gibbs	LA-AA
Tiara		Gibbs	CJ-AS
Shaydee		Gil	BT-AS
Esthefanie		Giordano	NS-AAS

Sara	J	Gluck	LA-AA
Kavita		Gobind	LA-AA
Adreanna		Goindoo	BT-AS
David	D	Golaszewski	BT-AS
Andrew	S	Goldstein	LA-AA
Franklin	M	Gomez	CT-AAS
Melissa	S	Gomez	LA-AA
Vanessa		Gomez	LA-AA
Dominique	F	Gomillion	LA-AA
Destiny	J	Gonzalez	BM-AAS
Jennifer		Gonzalez	LA-AA
Karen	M	Gonzalez	LA-AA
Gerard	F	Grant	LA-AA
Jodi-Ann	S	Grant	LA-AA
Quinnyana	M	Grant	LS-AS
Kwante		Greenidge	ME-AAS
Sebastian		Grisales Quiroga	LA-AA
Sherlie		Guaman	LA-AA
Jorge	G	Guaman Palaguachi	BT-AS
Qing Qiao		Guan	CT-AAS
Bailey	E	Guerrier	FA-AS
Vanessa	M	Guglielmo	FA-AS
Linze		Guo	BT-AS
Arbinda		Gurung	HS-AS
Conrod	M	Hall	LS-AS
Jason	R	Hamilton	CJ-AS
Stephen Isaac	B	Hamilton	FA-AS
Amanda		Hammond	LA-AA
Olivia	M	Hand	LA-AA
Divya		Hansraj	LA-AA
Afrika		Harmon	LA-AA
Aneesa	Y	Harrichandra	LE-AA
Jamara		Harris	CJ-AS
Paul		Harris	CT-AAS
Destiny	D	Harrison	FA-AS
Tyree	S	Harvey	BT-AS
Kimberly		Hauer	TM-AAS
Erica		Hay	TX-AAS
Gail	M.	Hayes	TM-AAS
Li Juan		He	BT-AS
Tyler		Healy	LA-AA
Sydney		Helmke	HS-AS
Damian	G	Henry	BM-AAS

Leroy	J	Herbert	LA-AA
Jasmine		Hernandez	FA-AS
Krystina	M	Hernandez	LA-AA
Percy	W	Hernandez	CT-AAS
Wilber	I	Hernandez	LA-AA
Alexander		Herrera	CT-AAS
Angelica		Herrera	BT-AS
Justin		Herrera	FA-AS
Noemi		Herrera Peguero	CJ-AS
Joseph	Y	Hipol	LE-AA
Michael	C	Hirschfeld	LA-AA
Bohdan		Hladun	HS-AS
Amose		Ho	LS-AS
Kevin		Ho	BT-AS
Demille		Hodge	LA-AA
Janine		Holder	CJ-AS
Craig	S	Hollis	CJ-AS
Kimberly		Holmes	LA-AA
Mohammed	M	Hoque	EM-AAS
Kevin		Hsiu	BT-AS
Chin Chuan		Hsu	LS-AS
Wenxi		Hu	BT-AS
Da Ming		Huang	EM-AAS
Jiamin		Huang	LA-AA
Keke		Huang	BT-AS
Nathalie		Hunter	LE-AA
Farrah	F	Hussain	BY-AS
Mahnoor		Hussain	HS-AS
Hayleh		Hussein	CJ-AS
Rhmha		Hussein	LA-AA
Shemoria	A	Hutchinson	BT-AS
Cadijah	J	Hyacinth	LA-AA
Raul		Ibragimov	MT-AAS
Erdal	J	Ibram	CJ-AS
Paul		Ioannou	TX-AAS
Carolina		Isaza	LA-AA
Raihan		Islam	HS-AS
Marina		Ivezaj	HS-AS
Olivia	M	Jackson	HS-AS
Taylor	M	Jacobs	LA-AA
Ismat		Jahan	MA-AAS
Tranell	R	James	BS-AAS
Vanessa		Jan	BT-AS

Jiwoong		Jang	ME-AAS
Ruey Yau		Jang	LA-AA
John		Janny	TX-AAS
Nataly	M	Jara	HS-AS
Luis		Jaramillo	BT-AS
Stephanie		Jaramillo	NH-AAS
Danyal		Javeid	BT-AS
Karla	D	Javier	CJ-AS
James	S	Jean Baptiste	BT-AS
Ludwens		Jean Baptiste	HS-AS
Elizabeth	B	Jean-Gilles	LA-AA
Natasha		Jemmott	NS-AAS
Christopher	J	Jettoo	BT-AS
Henry		Jiang	LA-AA
Jeffrey		Jiang	LA-AA
Jimmy		Jiang	LA-AA
Lianghua		Jiang	ET-AAS
Winnie	W	Jiang	LA-AA
Yun		Jiang	CT-AAS
Jennifer	M	Jimenez	CJ-AS
Joshua		Jimenez	LA-AA
David		Jimenez Lemus	CT-AAS
Gang		Jin	BT-AS
Senyoung		Jin	HS-AS
Carlton	A	Johnson	ET-AAS
Jennifer	C	Johnson	LA-AA
Jesse		Johnson	BT-AS
Seth	M	Johnson	BA-AAS
Antoinette		Jones	LE-AA
Shaquille	P	Jones	LA-AA
Alena		Joseph	BT-AS
Regine		Joseph	NS-AAS
Marie	E	Joseph Charles	LA-AA
Tania	A	Joseph-Pauline	BT-AS
Suyeon		Jun	BT-AS
Julia		Kafarski	TM-AAS
Liming		Kang	BT-AS
Shakuntala	D	Kanhai	LA-AA
Vasim		Kapadia	DP-AAS
Mary		Kasworm	DP-AAS
Kevin		Keane	TX-AAS
Amanda	M	Keen	LA-AA
Dimitrina		Kehaian	BA-AAS

Joshua		Kellerman	BT-AS
Kristen		Kelly	NH-AAS
Tajia	B	Kelly	LA-AA
Thomas	R	Kennedy	TX-AAS
Nida		Khalid	BT-AS
Mohammad T.		Khan	DP-AAS
Nadia		Khan	CJ-AS
Sana		Khan	HS-AS
Sharaz		Khan	EM-AAS
Suhbat	Z	Khan	BT-AS
Diana	R	Kim	NS-AAS
Hanna		Kim	BA-AAS
Hyaemee		Kim	LA-AA
Kalam		Kim	LA-AA
Ku Hee		Kim	LS-AS
Richard		Kim	NH-AAS
Sarang		Kim	FA-AS
Sharon		Kim	BT-AS
Crystal	A	King-Charles	FA-AS
Schamona	O	Knight	LA-AA
Rachel		Ko	NH-AAS
Tsui Yan		Kong	HS-AS
Katarina		Koullias	LA-AA
Keith	A	Kratchel	PE-AS
Tenzing		Kunsang	LA-AA
Marina	L	Kurtz	LA-AA
Thuya		Kyaw	BM-AAS
Jeraldine		Labuguen	LA-AA
Semona		Lachhman	CJ-AS
Rohit	D	Lachman	CJ-AS
Stephanie		Lagakis	DA-AS
Robert		Lago	CJ-AS
Vishal	A	Lakharam	LS-AS
Shivani	A	Lalla	DA-AS
Tenzin	S	Lama	DP-AAS
Dalan		Lambert	HS-AS
Ross	M	Langhorne	BT-AS
Jelaini		Lantigua	LA-AA
Deedra		Larmond	LA-AA
Samantha	M	Latorre	CJ-AS
Edward	R	Lauro	TX-AAS
Brian	N	Le	LA-AA
Alejandro		Leal Pulido	AM-AS

Jennifer		Lebron	BT-AS
John	D	Ledesma	LA-AA
Mark	A	Ledesma	PE-AS
Abigail	H	Lee	SF-AS
Ashley		Lee	LA-AA
Erica Oi Yi		Lee	BT-AS
Justin	G	Lee	LA-AA
Kevin		Lee	BA-AAS
Nickolan		Lee	BT-AS
Raymond		Lee	LA-AA
Richard	H	Lee	DP-AAS
Wing Yan		Lee	FA-AS
Yi Hung		Lee	BT-AS
Cristian	R	Leon	BT-AS
Daniel		Leon	LA-AA
Eric		Leong	LA-AA
Bianca	M	Leto	LA-AA
Iris		Leung	LA-AA
Brittany	R	Lewonka	LA-AA
Yaneris	C	Leyba	LA-AA
Hui		Li	BT-AS
Qian		Li	LA-AA
Qingwen		Li	BT-AS
Wenting		Li	BM-AAS
Corey	A	Lides	LA-AA
Brianna	N	Lightbourne	CJ-AS
Chuwei		Lin	LA-AA
Eric		Lin	BT-AS
Ting Ting		Lin	LS-AS
Wenjing		Lin	LA-AA
Yan		Lin	BA-AAS
Zhao		Lin	BT-AS
Nicholas	D	Liolios	LA-AA
Chuanyun		Liu	LS-AS
Haiyang		Liu	LS-AS
Haotian		Liu	BT-AS
Jiayin		Liu	BT-AS
Xiliang		Liu	LE-AA
Zhaoxin		Liu	BA-AAS
Mei Hui		Liu Yan	LA-AA
Ginnilyn		Lombardi	TX-AAS
Ninoshka	S	Lombardo	LA-AA
Gisselle		Londono	LA-AA

Bobby	J	Lopez	BT-AS
Daniel		Lopez	HS-AS
Jose		Lopez	CT-AAS
Julian	D	Lopez	HS-AS
Karla	A	Lopez	LA-AA
Janice	N	Louis	DA-AS
Ralph	W	Louissaint	LA-AA
Alice	D	Macdonald	LS-AS
Kevin	A	Machuca	CJ-AS
Nicholas	A	Magnone	LA-AA
Monique		Mahbeer	FA-AS
Ahsen		Mahmood	LA-AA
Anthony		Maldari	TX-AAS
Stephanie		Maldonado	LE-AA
Midge	J	Malivert	LA-AA
Michelle		Manzueta	LA-AA
Tania	L	Maradiaga	BT-AS
Chantal		Marajh	BL-AAS
Nicholas	R	Marasciulo	ME-AAS
Jorge		Marca	ET-AAS
Elizabeth	C	Marcos	BT-AS
Dylan		Marengo	BT-AS
Ileana		Marinescu	LA-AA
Suzanne		Markland	BT-AS
Daniella	M	Markovic	HS-AS
Daniella	Marie	Marotta	LA-AA
Sergio	N	Marquez	LA-AA
Jose	R	Marte Jr	LA-AA
Amanda		Martell	FA-AS
Greg		Martinez	DP-AAS
Katia		Martinez	BA-AAS
Monique		Martinez	CJ-AS
Romel		Martinez	LA-AA
Selena	H	Matos	FA-AS
Juan	C	Maygua	CJ-AS
Saidy	P	Maygua	HS-AS
Sierra	N	Maynard	NS-AAS
Ashley		McAuley	CJ-AS
Danielle	T	McCain	CJ-AS
Adawna	L	McDaniels	LA-AA
Ginger	E	McDonough	BA-AAS
Donnette	K	McFarlane	BT-AS
Carmel	A	McGauran	DP-AAS

Sabreena		McLaulin	BS-AAS
Shanya	K	McLeary	BT-AS
Traycina		McNeil	LA-AA
Jermaine	J	Meadows	LA-AA
Javel	S	Meghie	CJ-AS
Andrea		Mejia	FA-AS
Paola	C	Mejia	LA-AA
Jason	E	Mendez-Faneytt	ME-AAS
Emmanuel		Mendoza	LA-AA
Hilary	M	Mendoza	LA-AA
Francesse		Menelas	LA-AA
Margaretha		Menig	NS-AAS
Elisabeth	R	Mercado	LA-AA
Cynthia		Mercier	LS-AS
Diana	C	Meredith	HS-AS
Christopher		Merk	LA-AA
Alexandra	R	Miah	LA-AA
Chanyu		Miao	EM-AAS
Ashley	A	Mickulas	LA-AA
Breutigam		Milfort	FA-AS
Thomas	J	Mincone	BT-AS
Markus	A	Miraglia	BT-AS
Leslie		Miramon	LA-AA
Yessica		Miranda	NS-AAS
Marisabel		Molina	LA-AA
Maliha		Momtaj	HS-AS
Darnyng	J	Montas	LA-AA
Carlos	A	Montayes	TX-AAS
Steven	A	Montiel-Melgar	HS-AS
Juan	E	Montoya Jr	LA-AA
Christopher		Morales	LA-AA
Mary		Morales	CJ-AS
Steven		Morales	CJ-AS
Vivianne		Morales	NS-AAS
Eli		Mordehachayev	CT-AAS
Jessica	A	Morocho	BA-AAS
Oscar		Morocho	LA-AA
Zev		Moshon	ME-AAS
Raluca	E	Mosora	LA-AA
Dena	G	Mourssi	CJ-AS
Alecia	N	Mowatt	LA-AA
Nicole	A	Mowatt	NH-AAS
Valon		Mujaj	BA-AAS

Damali	A	Mullings	LA-AA
Whitney		Mulzac	CJ-AS
Nazia		Mumtahana	LA-AA
Efe		Musa-Agboneni	BT-AS
Yasmeen	V	Mustafa	LA-AA
Terry	C	Myers	BM-AAS
Farrah	A	Naeem	LA-AA
Deorannie		Nagamootoo	LA-AA
Alyssa		Nanan	MA-AAS
Rebecca		Napoletano	LA-AA
Obaid	T	Naqvi Sr	LA-AA
Daniel	A	Naranjo	LA-AA
Ismail		Naser	FA-AS
Verhaazkhan		Nasirkhan	LA-AA
Marzieh		Nassiri	HS-AS
Angel	L	Naula	ET-AAS
Farah		Naz	BT-AS
Miryam	M	Nektalova	LA-AA
Jordan	A	Neman	LA-AA
Jeovanni	S	Nembhard	LA-AA
Chaitannand	R	Netram	MA-AAS
Valentim	F	Neves III	EM-AAS
Wai Shan		Ng	BA-AAS
Jennifer		Niaupari	HS-AS
Thomas		Nicasio	LA-AA
Laura	C	Nici	NS-AAS
Alvin		Nieves	CJ-AS
Wilson	E	Nieves Vasquez	LS-AS
Linda		Nimron	BS-AAS
Sitorabonu		Niyazmetova	BA-AAS
Tyron	M	Noel	LA-AA
Milena		Noguera-Csernick	BT-AS
Christian		Nolasco	LA-AA
Erica		Noriega	TX-AAS
Cristian	D	Nunez	BT-AS
Jasmin	A	Nunez	CJ-AS
Bradley		Nwoke	LA-AA
Otaverho		Ogbakpah	HS-AS
Jitaek		Oh	CJ-AS
Minna		Oh	BS-AAS
Swan		Oh	HS-AS
Liat	E	Ohayon	LA-AA
Melissa	D	Olah	LA-AA

Victoria	A	Olivier	LA-AA
Sitara		Olomi	LA-AA
Nicholas	A	Ong	BT-AS
Marlina	V	Oppedisano	HS-AS
Prince	A	Opuni	BT-AS
Danielle	D	Oralis	LA-AA
Caroline	E	Ortiz	LS-AS
Daniel		Ortiz Jr	BT-AS
Elkin		Ortiz	BT-AS
Natalie	M	Ortiz	LA-AA
Tiara	A	Ortiz	ME-AAS
Victor	S	Ortiz	DD-AAS
Fatima		Osman	LE-AA
Rony	S	Osorio	LA-AA
Diana		Ovsepyan	NH-AAS
Johnson	O	Oye	BT-AS
Folasade		Oyewo	LA-AA
Gabriela		Pachon	LA-AA
Allisun		Pak	FA-AS
Armen		Pakhladzhyan	TX-AAS
Derek	S	Palaguachi	CJ-AS
Luis	G	Palaguachi Jr	CJ-AS
Maria	C	Palaguachi	NS-AAS
Andrea	M	Pamparau	LA-AA
Kristina	A	Papacostas	LS-AS
Theofilos		Papadopoulos	PE-AS
David	A	Parada	LA-AA
Rewea	L	Paras	LA-AA
Da Young		Park	NH-AAS
Bria	N	Parker	BT-AS
Aviva	J	Pasternak	CJ-AS
Jatinkumar	A	Patel	DP-AAS
Stephanie	M	Patino	LA-AA
Melissa	A	Paucar	LA-AA
Hazel		Paul	LA-AA
Jovanie		Paul	LA-AA
Emilyn		Paulino	BT-AS
Kenneth		Pawlukiewicz	LA-AA
Larry		Pazmino	CJ-AS
Mariapia		Pazos	LA-AA
Daphne	C	Pell	LA-AA
Virginia		Pellegrini	LE-AA
Allana	M	Pepaj	LA-AA

Monica		Pereira	LA-AA
Catherine		Perez	LA-AA
Grace	T	Perez	LA-AA
Joanne	J	Perez	AM-AS
Matthew	R	Perez	CJ-AS
Oscar	R	Perez	NH-AAS
Stephanie	A	Perez	CJ-AS
Anil	L	Periana-Pillai	LA-AA
Eleftheria		Permeti	LA-AA
Derek	Cameron	Perry	LS-AS
Darshanie		Persaud	BT-AS
Jeffrey		Persaud	LA-AA
Mohanie		Persaud	HS-AS
Sherry	R	Persaud	LA-AA
Tarawattie		Persaud	NS-AAS
Vishaal		Persaud	BM-AAS
Lakshmi		Persaud-Sooman	BT-AS
Stacey	L	Peters	TX-AAS
Danielyne		Petion	LA-AA
Herland		Petion	BT-AS
Rebecca		Philantrope	LS-AS
Georgia		Piazza	FA-AS
Briana	C	Pierre	LA-AA
Janna		Pierre	EM-AAS
Kimberly		Pierre	CJ-AS
Althea		Pieters	BH-CERT
Joann		Pietsch	LA-AA
Christian	A	Pillago	BT-AS
Alejandra	X	Pineda	FA-AS
Rosa		Pinto	NS-AAS
Joseph		Plonski	LA-AA
Artur		Podgorski	HS-AS
William	R	Podmore	TX-AAS
Andrea	L	Polak	TM-AAS
Rebecca	N	Pollard-Myers	LS-AS
Michael	J	Pontino	CJ-AS
Rossella		Porcasi	LA-AA
Giuseppe		Porretto	CJ-AS
Tyler	A	Portelli	TM-AAS
Stephanie		Poulard	LS-AS
Shaniqua	Monique	Powell	LA-AA
Kathryn	T	Powers	BT-AS
Gaitree		Prasaud	BT-AS

Michael	P	Pressey	NS-AAS
Nelson		Puello	LA-AA
Amanda		Puhi	LE-AA
Mehvish		Qadri	BM-AAS
Li Hao		Qu	BT-AS
Steve	N	Quallo	BT-AS
John		Quashie	CJ-AS
Mim		Quddus	DP-AAS
Nicole	J	Queirolo	LA-AA
Katherine		Quindi	BW-CERT
Carmen		Quintanilla	LA-AA
Aristeo		Quiroz	BY-AS
Kevin		Quiroz	CJ-AS
Ali	A	Qureshi	LA-AA
Farlann		Racine	HS-AS
Cameal		Ragoobir	LA-AA
Rafeea		Rahim	HS-AS
Mohid		Rajib	LA-AA
Stephan		Rakotoniaina	ME-AAS
Padmanie		Ramdas	NH-AAS
Isaura		Ramirez	LA-AA
Karla	C	Ramirez	NS-AAS
Michelle	A	Ramirez	FA-AS
Kavita		Ramjattan	LA-AA
Dianne	A	Ramkumar	HS-AS
Melissa	S	Ramlakhan	HS-AS
Andrew	G	Ramoo	LA-AA
Stephanie	Y	Ramos	CJ-AS
Kamal	C	Ramroop	BT-AS
Dewval	D	Ranson	NS-AAS
Rashida		Rashid Farokhi	HS-AS
Michael	P	Rashkover	ME-AAS
Scott		Recinos	LA-AA
Shelly		Reichler	LA-AA
Cassie	E	Reilly	LA-AA
Juan		Reinoso	LA-AA
Cynthia	E	Reitman	FA-AS
Fuyu		Ren	DD-AAS
Adrienne		Rendon	LS-AS
Melisa		Rendon	CJ-AS
Mathew		Restrepo	LA-AA
Catherine		Reyes	LE-AA
Catherine	M	Reyes	FA-AS

Scarline		Reyes	CJ-AS
Phillip	J	Reynolds	HS-AS
Margarita		Rice	LA-AA
Diane		Riley	TX-AAS
Amanda	K	Rivera	FA-AS
Gabrielle		Rivera	LA-AA
Geraldine	M	Rivera	LA-AA
Erica	C	Robb	LA-AA
Roseann	M	Rock	LA-AA
Christopher		Rodriguez	LA-AA
Cynthia	M	Rodriguez	CJ-AS
Darisson		Rodriguez	LA-AA
Denzil		Rodriguez	LA-AA
Erica	L	Rodriguez	NH-AAS
Francisbely		Rodriguez	LA-AA
Gabriela	C	Rodriguez	HS-AS
Indira		Rodriguez	LA-AA
Juan	M	Rodriguez	CJ-AS
Kelwin		Rodriguez	CT-AAS
Lisa	P	Rodriguez	BT-AS
Stephanie		Rodriguez	LA-AA
Stephanie		Rodriguez	LA-AA
Tania	B	Rodriguez	LA-AA
Vanessa		Rodriguez	LA-AA
Dshon		Rogers	LA-AA
Steven		Rojas	HS-AS
Raquel	M	Romaine	HS-AS
Edward		Romero	LA-AA
Kelly	X	Romero	BT-AS
Marisol		Rosado	LA-AA
Jessica		Rosales	LA-AA
Alexander	M	Rosario	CJ-AS
Jerald		Rotunno	TX-AAS
Kiana	L	Roundtree	LA-AA
Prattay		Roy	PE-AS
Kelly	J	Rubio	LA-AA
Iliass		Sabillah	DP-AAS
Miguel		Sabujo	CJ-AS
Charlotte	L	Saenz	LA-AA
Kiran		Sagheer	BM-AAS
Manideepa		Saha	NS-AAS
Senjuti		Saha	EM-AAS
Bernard		Saintval	ET-AAS

Sherif	S	Salah	LA-AA
David		Salazar	PE-AS
Kevinn		Salazar	DD-AAS
Nourhan		Saleh	NS-AAS
Mariam		Salim	MA-AAS
Ahmdullah	M	Samady	CT-AAS
Richeal	S	Samaroo	LA-AA
Mardee Mollandt	C	Samper	HS-AS
Ashley		San Andres	LA-AA
Estefani	Samara	Sanchez	CJ-AS
Alexandra		Sandovalmoscoso	LA-AA
Mohammad	M	Sankhla	LS-AS
Nicole	S	Santarelli	LA-AA
Fernando	B	Santiago	LA-AA
Bryan		Santillan	BT-AS
Edward		Santos	ME-AAS
Mirtha		Santos	LA-AA
Connor	F	Scanlon	LA-AA
Sierra		Schaefer	BT-AS
Jessica	L	Schedlbauer	FA-AS
Yosef		Schlusselberg	ET-AAS
Nadia		Seecheran	MO-CERT
Sara		Sekhery	NS-AAS
Monica		Serhan	LA-AA
Emily	D	Serrano	CJ-AS
Fausia	M	Seunarine	LA-AA
Farhana		Shabnam	BT-AS
Aleyah	N	Shah	LA-AA
Shafiullah		Shah	LA-AA
Mohamed		Sharif	DD-AAS
Michael	David	Shaw	LA-AA
Nigel		Shaw	BT-AS
Trevor	O	Sheppard	HS-AS
Yang		Shi	BT-AS
Daniel	J	Shipman	TX-AAS
Bibin		Shrestha	FA-AS
Sze Wing		Shum	FA-AS
Yancy	E	Sibrian	CJ-AS
Farzanah	K	Siddique	HS-AS
Muzammil	H	Siddiqui	CJ-AS
Rubayat		Siddiqui	HS-AS
Nicholas		Simmonds	CJ-AS
Aaron	C	Simmons	LA-AA

Shellie R.		Simon	CJ-AS
Tyriece		Simon	LA-AA
Ricardo	A	Simpson	LA-AA
Reshma		Sinanan	LS-AS
Cynthia		Singh	HS-AS
Gurpreet		Singh	CJ-AS
Hardeep		Singh	BT-AS
Harmanjot		Singh	CJ-AS
Harpreet		Singh	HS-AS
Natasha		Singh	BM-AAS
Rawinder		Singh	BA-AAS
Satnam		Singh	CJ-AS
Vishal		Singh	LA-AA
Jamie	M	Singleton	LS-AS
Ellen	G	Skaris	NH-AAS
Maria		Sloane	LA-AA
Asia	M	Smith	LA-AA
Ayoka	O	Smith	CJ-AS
Dion		Smith	HS-AS
Jamie	A	Smith	CJ-AS
Kevin	A	Smith	CT-AAS
Thomas	J	Smith	BY-AS
Samantha	J	Snyder	NH-AAS
Raymond		So	BA-AAS
Grace		Son	LS-AS
Patteera		Soncharoen	LA-AA
Dhanrajie		Sookchan	NH-AAS
Karissa		Sookra	LA-AA
Denisha	S	Sookraj	CJ-AS
Roshan		Sookram	CJ-AS
Asharay	N	Sowell	LA-AA
Sashoye	Isha	Spence-Reid	NS-AAS
Farah		St Germain	LA-AA
Fitz		St Hilaire	LA-AA
Heni		Stambolski	LE-AA
Sharon		Stark	CJ-AS
Brian		Stephans	BT-AS
Alicia		Stephenson	CJ-AS
Ariel		Strauss	LA-AA
Violeta		Suarez Hidalgo	CJ-AS
Roshni		Subkaran	CJ-AS
Fang-I	C	Sun	LS-AS
Yu		Sun	BT-AS

Ana	L	Suriel	LA-AA
Shivraj		Surujdin	BT-AS
Annmarie		Sussman	FA-AS
Monika	T	Szabo	BT-AS
Christopher	J	Tandoi	PE-AS
David	P	Tanis	BM-AAS
Antonia		Tavarez	LA-AA
Celyne	A	Taylor	CJ-AS
Sharlene		Tejada	LA-AA
Danielle Sarah		Tejeda	LA-AA
Anette		Teleki	LA-AA
Juan	C	Tello	CJ-AS
Abigail	E	Tenecela	LE-AA
Chenge		Teng	BT-AS
Emilia	D	Tercjak	LA-AA
Tianna	L	Tettis	LA-AA
Queenie	K.Y.	The	MA-AAS
Giesensky		Then	BT-AS
William		Thomas	FA-AS
Kenneth		Thompson	BT-AS
Lemar	T	Thompson	DP-AAS
Ivana	L	Thomson	LA-AA
Vickram		Tilakdhari	HS-AS
Lyneise		Tillman	CJ-AS
Melody		To	NH-AAS
Nicholas	R	Todzia	LA-AA
Pakfai		Tong	LA-AA
Camil	J	Topczylko	BT-AS
Brenda		Torres	HS-AS
Frances		Torres	LA-AA
Melissa		Torres	LA-AA
Philippe	G	Trabado	NH-AAS
Jose Ignacio	I	Troya Macias	DP-AAS
Catherine	R	Tulloch	LA-AA
Taylor	A	Turner	LA-AA
Antonino		Tuttolomondo	TX-AAS
Ronallen		Twitty	BT-AS
Balal		Uddin	LS-AS
Lorena	V	Ulloa	HS-AS
Anahit		Ulubabyan	DA-AS
Kenneth		Urbina	CJ-AS
Karol		Valencia	LA-AA
Frank		Vallone	HS-AS

Josselyn	V	Valverde	MA-AAS
Solange	M	Vargas	LA-AA
Amy	L	Vasquez	HS-AS
Bianca	R	Vasquez	LA-AA
Dennys		Vasquez	HS-AS
Fidel	F	Vasquez	CJ-AS
Sharon	J	Vassell	CJ-AS
Catalina		Velez	LE-AA
Salayna		Velez	LA-AA
Jennifer		Vera	LS-AS
Salvatore	F	Vicari	LS-AS
Edwin		Vidal	LA-AA
Francisco		Vieites	LA-AA
Lisa	V	Vigilante	CJ-AS
Catalina		Villa	HS-AS
Lucero		Villa	LA-AA
Sanny		Villalon	FA-AS
Amy	J	Villanueva	LA-AA
Christine	G	Villanueva	CT-AAS
John-Billy		Vincent	HS-AS
Kristy	M	Vitarelli	NS-AAS
Heather	S	Wagner	LE-AA
Mohammad		Waheed	LA-AA
Ryan	R	Walfall	LA-AA
Edward	C	Wallach	BT-AS
Alannah	Marrisa	Walle	LA-AA
Hui Ling		Wang	MO-CERT
Mengxia		Wang	BT-AS
Tong		Wang	BT-AS
Yicong		Wang	FA-AS
Keisha		Watkin	DA-AS
Huiting		Wei	LE-AA
Sijia		Wei	BT-AS
Megan	A	Weiss	LE-AA
Raymond		Weng	BT-AS
Jennifer		Wilches	LA-AA
Amirah	M	Williams	LA-AA
Ashley	M	Williams	DA-AS
Jamie		Williams	CJ-AS
Kayla	S	Williams	HS-AS
Kevon	A	Williams	DD-AAS
Shanice		Willis	LA-AA
Esmeralda		Wills	NS-AAS

Tavon	S	Wilson	LA-AA
Sara	A	Wittingham	BT-AS
Katie		Wong	CJ-AS
Li	T	Wong	FA-AS
Tony	Fung	Wong	DP-AAS
Yolanda		Woods	TX-AAS
Julian		Wright	LS-AS
Pinhong		Wu	MA-AAS
YuYu		Wu	LA-AA
Zeyun		Wu	BT-AS
Maxine	A	Wynter	HS-AS
Chenyu		Xia	BA-AAS
David		Yagudaev	LA-AA
Adam		Yakubova	LA-AA
Alex	C	Yam	LA-AA
Pui-E		Yap	HS-AS
Jie		Ye	LA-AA
Dibanur		Yeasmin	BS-AAS
Amy	J	Yeom	LA-AA
Jae Hee	J	Yim	CJ-AS
Woiser		Youdon	LA-AA
Lissett		Young	LA-AA
Aya		Yousaf	LA-AA
Daniel		Yuan	LS-AS
Xin		Yuan	EM-AAS
Yao		Yuan	CT-AAS
Nelson		Yun	LS-AS
Oscar	J.	Zagalo	BY-AS
Roberto		Zamora	CJ-AS
Emily		Zapata	LA-AA
Ana	B	Zarate	LA-AA
Samra		Zareef	BS-AAS
Jhon	E	Zhagnay	FA-AS
Marina	Yue	Zhai	LA-AA
Anna		Zhang	LA-AA
Mark	Haoxiang	Zhang	CJ-AS
Ming Cheng		Zhang	BT-AS
Xu		Zhang	LA-AA
Ying		Zhang	LA-AA
Hui		Zheng	DP-AAS
Xing Yu		Zheng	LA-AA
Yating		Zheng	MA-AAS
Zhi Yuan		Zheng	EM-AAS

| Lin | | Zhu | BT-AS |
| Samuel | J | Zuniga | LA-AA |

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON ACADEMIC DEVELOPMENT/ELECTIVE ACADEMIC PROGRAMS

Telephone: 718-281-5494
Email: themrajbenny@qcc.cuny.edu

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

From: **Tirandai Hemraj-Benny, Chairperson**

Date: **1st June, 2016**

Subject: Annual Report for the Committee on Academic Development/Elective Academic Programs for 2015/2016

I) COMMITTEE MEMBERS (2015-2016)

Members	Department
Tirandai Hemraj-Benny (Chairperson)	Chemistry
Susan McLaughlin (Secretary)	Biological Sciences
Emily Berry	Health, Physical Education and Dance
Yusuf Gurtas	Mathematics & Computer Science
Susan Jacobowitz*	English
Nicole Lopez-Jantzen	History
Neera Mohess	Library
Ryan Moore	Social Sciences
Vazgen Shekoyan	Physics
Sandra Palmer	Academic Affairs, President's Liaison

*Dr. Susan Jacobowitz requested to be removed from the ADEAP Committee since she was unable to attend all meetings.

II) MEETING TIMES

1. The committee members met seven (7) times during 2015-2016: 4th Sept. 2015; 7th Oct. 2015; 11th Nov. 2015; 2nd Dec. 2015; 3rd Feb. 2016; 2nd March and 11th May, 2016.

2. During Fall 2015, doodle surveys were conducted and meeting times were decided based on maximum availability. The spring teaching schedules for all members were

collected to determine a common meeting time for the spring 2016 semester. Since some members were unwilling to attend meetings on days they do not teach, a common meeting time was set for Wednesdays at 1:00 pm. **The Committee on Committees were informed that in the future the ADEAP will meet on the first Wednesday of the month at 1:00 pm. This information is updated on the committee's webpage.**

III) WEBPAGE

1. David Moretti posted all agendas and minutes for fall 2015-spring 2016.

2. Ms. Constance Williams was contacted to obtain past annual reports of the ADEAP Committee, which was then posted on the committee's webpage.

IV) STUDENT REPRESENTATIVES

No student representatives attended the ADEAP Committee's meetings during the fall 2015 and spring 2016. Several emails were sent to the President of the Queensborough Student Senate about the meeting times.

V) ACTIVITIES: COLLABORATIONS

CETL
1. Dr. Kathleen Landy, Director of CETL, attended several meetings to discuss offering a workshop to full time faculty and adjuncts for faculty development.
2. The ADEAP Committee members created a survey, to determine which topics adjuncts and full time faculty would be most interested in.
3. The survey was transformed into Google Forms by Ms. Neera Mohess which was then sent to all adjuncts and full time faculty on January 27th.
4. The results were tabulated by Ms. Neera Mohess (Attachment A).
5. Based on the results, the ADEAP Committee in collaboration with CETL decided to offer a workshop titled "Structuring Feedback to Improve Student Writing". Due to Dr. Landy's availability the date of the workshop was set to be on Friday, 11th March, 2016 between 2:00 pm and 3:30 pm. The ADEAP Committee sent an invitation to all faculty (Attachment B).
6. Dr. Landy created an agenda for the workshop (Attachment C) and Dr. Yusuf Gurtas created an exit survey (Attachment D).
7. Since only one person RSVP, other than the ADEAP Committee members, Dr. Landy cancelled the workshop.

COMMITTEE ON E LEARNING
1. The chairperson of the eLearning Committee, Dr. Kevin Kolack was contacted
   to establish a possible collaboration.
2. I met with Barbara Saur from the eLearning Committee on 11th April, 2016 to

further discuss a collaborative project with their Brown Bag lunch series.

VI) COMMITTEE MEMBERS (2016-2017)

Members	Department
Tirandai Hemraj-Benny	Chemistry
Emily Berry	Health, Physical Education and Dance
Yusuf Gurtas	Mathematics & Computer Science
Mirna Lekic	Music
Nicole Lopez-Jantzen	History
Neera Mohess	Library
Vazgen Shekoyan	Physics
Anuradha Srivastava	Biological Sciences & Geology
Jodi Van Der Horn-Gibson	Speech Communication & Theatre Arts
Sandra Palmer	Academic Affairs, President's Liaison

VII)   ELECTION

On 11th May, 2016 at 1:30 pm elections for Chairperson and Secretary were held.
Nominations:

(a) Tirandai Hemraj-Benny was nominated by Emily Berry to continue as
Chairperson. The nomination was seconded by Nicole Lopez-Jantzen.

(b) Mirna Lekic was nominated by Tirandai Hemraj-Benny to serve as Secretary.
The nomination was seconded by Emily Berry.

Elections were held by secret ballot. 8 voting committee members were present.

(a) Chairperson:

8 votes for Tirandai Hemraj-Benny

0 abstentions

Note: 1 vote for Tirandai Hemraj-Benny was discarded, as it was a vote by
a non-continuing committee member.

(b) Secretary:

8 votes for Mirna Lekic

0 abstentions

Election Results:

Continuing Chairperson: Tirandai Hemraj-Benny

Secretary: Mirna Lekic

VIII) ACTION PLAN FOR 2016-2017

The committee members reviewed the specific charges from the Steering Committee. It was determined that many of the charges are currently assigned to other committees and offices on campus.

Thus, the committee propose the following action plan for 2016-2017:

Since there are nine (9) committee members and there are several Bylaws Charges and Steering Committee Charges, we will form three subcommittees. These three (3) subcommittees will specifically address:

1. Updating Documents
   a) The Bylaws Charge for 2017-2018
   b) The Guide for Committee on Academic Development Members

   Members who volunteered: Tirandai Hemraj-Benny, Nicole Lopez-Jantzen, Anuradha Srivastava and Sandra Palmer

2. Student Evaluation of Faculty
   Review, evaluate and report recommendations to the Steering Committee and the Academic Senate.

   Members who volunteered: Yusuf Gurtas, Neera Mohess and Vazgen Shekoyan

3. Bi-weekly or Monthly Newsletter/video
   Write a newsletter or create a video on upcoming events which promote faculty development. The committee members can contact the person(s) offering the event or workshop for additional description to establish and promote collaborations across disciplines. Events will be categorized according to the Academies.

   Members who volunteered: Emily Berry, Mirna Lekic and Jodi Van Der Horn-Gibson

All nine members will contribute to all three tasks.

ATTACHMENT A

52 responses

Accepting responses

Workshop Idea #1: Structuring Feedback to Improve Student Writing (52 responses)

4 (7.7%)   3 (5.8%)   13 (25%)   14 (26.9%)   18 (34.6%)
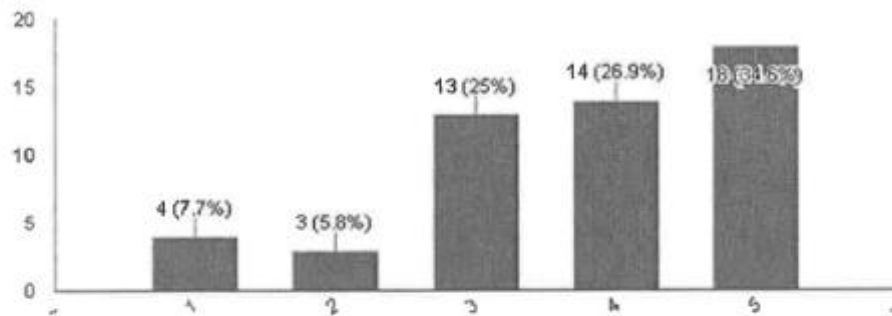
Workshop Idea #2: Techniques for Detecting and Preventing Plagiarism
(52 responses)

8 (15.4%)   5 (9.6%)   14 (26.9%)   16 (30.8%)   9 (17.3%)
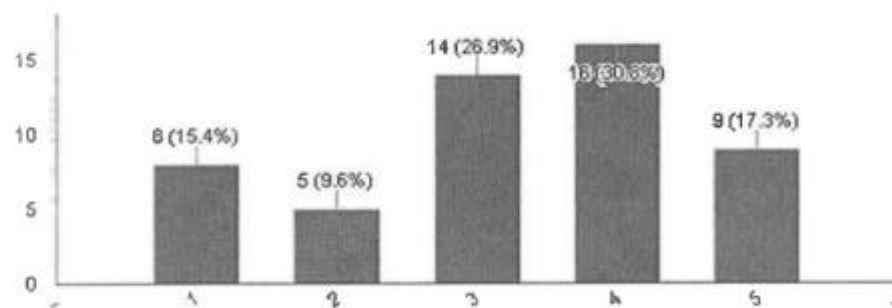
Workshop Idea #3: Academic Freedom: Rights & Limitations (52 responses)

8 (15.4%)   5 (9.6%)   15 (28.8%)   12 (23.1%)   12 (23.1%)
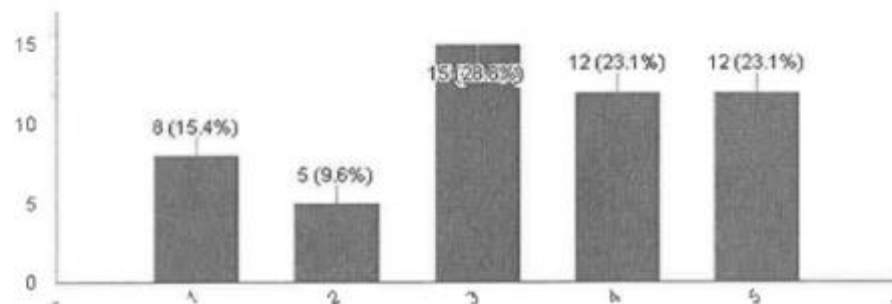
ATTACHMENT B

You are invited to the

2016 Academic Development Committee's Faculty Workshop

This year's topic:

STRUCTURING FEEDBACK TO IMPROVE STUDENT WRITING

When: Friday, March 11th 2016
Time: 2:00 pm to 3:30 pm
Location: CETL Lab (L-313)

Facilitated by

Dr. Kathleen Landy
Director of CETL at QCC

The workshop will include:

• Think-Pair-Share Activity

• Presentation/Facilitated Discussion:
What Kinds of Practice & Feedback Enhance Learning?

• Facilitated Case Study Discussion

Light Refreshments will be served

ATTACHMENT C

Academic Development Committee Workshop:
Structuring Feedback to Improve Student Writing
Friday, 3/11/16, 2 – 3:30pm
CETL

Agenda

- Introductions/Welcome   2 – 2:10pm

- Think-Pair-Share Activity   2:10 – 2:20pm

- Presentation/Facilitated Discussion:
  What Kinds of Practice & Feedback Enhance Learning?   2:20 – 3:00pm

- Facilitated Case Study Discussion   3 – 3:20pm

- Reflection/Next Steps   3:20 – 3:30pm

ATTACHMENT D

Structuring Feedback to Improve Student Writing
ORGANIZED BY ADEC, MARCH 11, 2016

SURVEY

- Have you ever taught or are you currently teaching a WI course? □ Yes □ No

- Have you employed one or more of the strategies discussed today in your writing assignments?   □ Yes □ No

  If Yes, which one(s)

- Do you think you might try a strategy discussed today in your future writing assignments?
  □ Yes   □ No

  If Yes, which one(s)

- What part of this workshop did you find most useful if any?

- What are your recommendations to make this or a similar workshop more helpful and effective in future?

QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

COMMITTEE ON ADMISSIONS
Of the Academic Senate
ANNUAL REPORT

ACADEMIC YEAR
08/2015 – 08/2016

Membership: **Dr. S. Dahlke, Music- Chairperson**
Dr. J. Urciuoli, Student Affairs- Secretary
Professor K. Chiu, Mathematics
Dr. S. Ellerton, Biological Sciences and Geology
Professor E. Gordon, Academic Literacy
Professor D. Weber, Nursing

Dr. J. Tailbird, Steering Committee Designee (Non-voting member)
Dr. D. Sarno, Committee on Committees Liaison
Ms. J. Guzman, CUNY Office Assistant (Admissions)
Dean L. Bruno (Ex-Officio)

1. Approval
The Committee on Admissions met (9) times during Academic Year August, 2015 – August, 2016. Below i
the disposition of the applications:

Meeting Dates	Total Apps. Reviewed	Degree Status Approved	Degree Status Denied	Degree Pending For CCS Decision	More Info.	*NM-ND Approved	*NM-ND Denied	Nursing Approved	Nursing Approved For LA1/HS1
8-2015	6	6	0	0	0	0	0	0	0
10-9-15	30	16	5	1	3	0	0	0	5
11-20-15	71	45	11	0	5	1	0	1	8
12-11-15	60	47	9	1	2	1	0	0	0
FALL 2015	**167**	**114**	**25**	**1**	**10**	**2**	**0**	**1**	**13**
1-8-16	126	92	20	9	4	0	1	0	0
3-31-16	60	32	10	7	4	0	0	0	7
5-12-16	69	50	7	3	3	0	0	2	4
6-30-16	69	45	23	0	4	0	0	1	0
8-4-16	73	40	28	3	2	0	0	0	0
SPRING 2016	**401**	**259**	**88**	**22**	**17**	**0**	**1**	**3**	**11**
TOTAL	**568**	**373**	**113**	**23**	**27**	**2**	**1**	**4**	**24**

*Non-Degree / Non-Matriculated

Bylaws Charge: *Formulate and recommend to the Academic Senate matriculation standards governing entrance of students to the various curricula and programs at Queensborough Community College*

The Committee will continue to scrutinize carefully appeals for re-admission. The Committee will examine all aspects of a student's academic record. It was agreed by all Committee members that applicants with a GPA below 1.50 would be considered under special circumstances accompanied by supporting evidence. Extended absences from QCC will also be taken into account, as personal and professional student maturation likely occur during a long interval.

For the Fall of 2016, the College projects 3,354 freshman student admissions.

Prof. D. Weber, Nursing Department, reviewed and made recommendations for applications from students seeking to declare a major in Nursing.

Bylaws Charge: *Formulate and recommend to the Academic Senate matriculation standards governing re-entrance of student to the various curricula programs at Queensborough Community College*

The committee continued to implement the policy to readmit only those students who seemed to be most likely to complete the degree requirements and graduate.

An alert system was implemented by which both CCS and AC are alerted on appeals forms whether either committee has considered an appealing student before. The form indicates what action either committee took. Representatives from the Office of Internet Technology, in consultation with the Office of the Registrar and AC and CCS chairs solidified a system by which such notations are made on Advisor's Copies of student transcripts. Notations are made in CUNYfirst via "transcript text."

To assist the decisions of the Committee, the GPA calculator is available at each meeting to identify applicants who would not have the mathematical possibility of achieving a 2.0 GPA required for graduation. The GPA calculator continues to be a very effective tool in guiding the decisions of the committee. In addition, The Office of Degree Audit advises the Committee on the viability of applications for which likelihood of graduation are in question.

It was decided, on advice from Tony Davis, Director of Admissions that all student appeals for readmission, which show WU grades due to mental health issues, should be sent first to the Office of the Registrar, which will forward to the Counseling Center. Counselors will work with these students to verify confidential mental health documents. If documents are verified, the Counseling Center will provide a letter of support to CCS for retroactive Ws. After CCS has considered such appeals, appeals will be returned to Admissions Committee for readmit consideration. Readmit appeals without WUs and citing mental health

issues will be considered by AC, after forwarding to the Counseling Center, as outlined above. All mental health issue documentation will be held at the Counseling Center. Any appeal citing mental health issues that raises concerns of possible violence will be forwarded to Tony Davis, Director of Admissions who will consult with Brian Kerr, Dean of Student Affairs. Jankee Guzman, Admissions Office CUNY Office Assistant, reported at the March, 2016 AC meeting that the system was working well.

Members of the Admissions Committee liaised with the Retention Management Team at RMT meetings in an effort to provide information and improve the communication process between the two committees. In the event that no AC member can attend the bi-weekly meetings, AC chair Steven Dahlke will consult with Dean Laura Bruno, who attends all RMT meetings.

To make stages of the appeal process clear to applicants and the various offices or committees handling an appeal, a new application cover page was designed. The new page indicates which office has considered an appeal, the decision of the office, and whether an applicant has appealed before to either AC or CCS.

Due to renovation and ultimate repurposing of the Admissions Office Conference Room, alternative meeting places for AC meetings were discussed. To date, rooms in KHRCA, the Humanities Building, and The Admissions Building have been used as alternatives.

Bylaws Charge: *Consider appeals for matriculation and make decisions in accordance with Board of Trustees policies.*

In academic year 2015-2016, 568 applications for re-admission were reviewed, an increase from 2014-2015 of 40.94%. 20% of students seeking re-admission were denied, and 4.07% were referred to the Committee on Course and Standing (CCS) prior to consideration for readmission. The number of students denied readmission has increased by 8.1% while the number of students referred to CCS has decreased by 1.48%.

Specific charges from Steering Committee

The Committee will continue to forward any comments on assessment of student admission and recruitment received from the Office of Student Affairs to the Committee on Assessment and Institutional Effectiveness.

The Committee periodically receives minutes from the Enrollment Council Management Meetings (CUNY Central Office Board) and discusses trends.

The Admissions Committee established a set meeting time of Fridays at 12:00 PM (approximately three times a semester) as of Fall semester, 2016 in compliance with a request from the Committee on Committees. Challenges arising from a set meeting time include the difficulty of a six-member committee all being available

at the same time, with the majority of the membership having joined the committee before the request. In future, applicants to a committee will consider set meeting times and their own availability before applying.

Drs. Steven Dahlke and Jannette Urciuoli were unanimously elected as chair and secretary, respectively, for the 2016-2017 academic year.

The Admissions Committee thanks Jankee Guzman, CUNY Office Assistant (Admissions), for continued cheerful and extraordinary service to the committee and QCC students; Doreen Fox-Herron, Enrollment Registrar Specialist and Danie Jules, Enrollment Registrar Coordinator, for their assistance with the processing of applications of those students who were nearing graduation; and Dean Laura Bruno, for continued guidance and support. The Chair is honored to serve the college in this capacity, and is personally grateful to all who support the committee's work.

Respectfully submitted,
Steven Dahlke
Chairperson, 2015-2016

Cc: Dr. Steven Dahlke, Admissions Committee Chairperson, 2015-2016;
Dean Laura Bruno; 2015-2016 committee membership

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
ACADEMIC SENATE

COMMITTEE ON ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

TO: Academic Senate Steering Committee
FROM: Prof. Linda Meltzer, Chair, and Dr. Andrea, Salis, Co-Chair, Committee on Assessment and Institutional Effectiveness
SUBJECT: **Annual Report – Committee on Assessment and Institutional Effectiveness (Committee), 2015/2016**
DATE: July 11, 2016

COMMITTEE MEMBERS

Faculty Representatives (Name, Department)

1. Linda Meltzer, Business, Committee Chairperson
2. Andrea Salis, HPED, Committee Co-Chairperson, Secretary and General Education Task Force Representative
3. Franca Ferrari-Bridgers, Speech Communication & Theatre Arts
4. Joseph Goldenberg, Engineering Technology
5. Mark Schiebe, English
6. Changiz Alizadeh, Mathematics & Computer Science
7. Georgina Colalillo, Nursing
8. Sunil Dehipawala, Physics
9. Simran Kaur, Biological Sciences and Geology (on Fulbright Leave)

Liaisons

1. David Sarno, Chemistry, COC Liaison
2. Tammi Rothman, English, Steering Committee Designee
3. Arthur Corradetti, President's Liaison
4. Ian Beckford, Ex-Officio

COMMITTEE MEETINGS
The Committee met on the following dates during AY 2015-2016:

1. October 5, 2015
2. November 2, 2015
3. December 3, 2015
4. February 2, 2016
5. March 2, 2016
6. April 13, 2016
7. May 11, 2016

SUMMARY OF COMMITTEE WORK

The work of the Committee for AY 2015-2016 focused on its charge from the Academic Senate as follows:

1. Reviewed Charge of the Committee
2. Discussed the Committee's assignment to review departments' assessments and where to locate:
   a. Teaching Department Year-end Reports
   b. Non-Teaching Department Year-end Reports
3. Worked collaboratively to review assigned teaching department year-end reports. Had greater focus on teaching departments during time frame as compared to non-teaching Departments.
4. Had norming sessions on course assessment reported in teaching departments' year-end reports.
5. As a result of norming sessions, discussed adding a dimension to teaching departments on course assessment follow-up.
6. Revised rubric used to review teaching-department annual reports (see attached).
7. Discussed what makes an assessment report more useful to serve as model for future assessment.
8. Summarized findings of several individual teaching departments based on assessment objectives.
9. Summarized teaching year-end report findings in one table.
10. Shared revised rubric with Provost and Academic Department Chairpersons.
11. Posted to governance website: agenda, minutes, and annual report of the Committee.
12. Discussed importance of the Assessment Institute and the fostering of a climate of assessment throughout the College. Six committee members participated in the training provided by the Institute.
13. Discussed how teaching department year-end reports are a key resource for faculty and the College; demonstrates how we are performing assessment at our College and achieving the accreditation standards of the Middle States Commission on Higher Education and other programs for which we are accredited.
14. Discussion led by Dr. Ian Beckford on work of General Education Task Force on comparisons between different pedagogies implemented in classes (e.g. HIPs vs. non-HIP general education student learning outcomes).
15. Provost Paul Marchese attended one of our Committee meetings.

FOSTER A CLIMATE OF ASSESSMENT

The Committee is thankful to former Committee Chair, Shele Bannon, who was a guest speaker at our first meeting and explained how assessment of teaching and non-teaching departments and respective rubrics were used in prior years. The Committee is thankful to Dean Arthur Corradetti and Dr. Ian Beckford who have further developed the Assessment Institute, having completed its seventh semester of institutes this spring. In SP16, 15 faculty participated, bringing a total of participating faculty over the past three years to 120.

TEACHING DEPARTMENT YEAR-END REPORTS

The members of the Committee reviewed 16 teaching department year-end reports for 2014-15 posted on the College website under Institutional Effectiveness Reports.   Each department was reviewed based on an assessment rubric developed by the Committee. The number of courses assessed by 11 departments in 2014-15 ranged from ranged from 1 to 8 with an average of 3.5. The reports varied in their level of responses from missing or vague to complete responses for: (1) general education outcomes; (2) curricular objectives; (3) assessment data findings; and (4) action plan. See table below.

Total Average Score for Course Assessment Reports	Score of 1- 3 **General Education Objectives**	Score of 1 -3 **Curricular Objectives**	Score of 1 – 3 **Assessment Data Findings**	Score of 1 – 3 **Action Plan**	**Number of Courses Assessed**
	2.57	2.71	2.30	2.57	3.50

Based on these findings, the Committee has revised the assessment rubric, used to review the reports, to be more clearly aligned with the department year-end report. The revised rubric includes a scoring dimension for follow-up from the prior year's assessment as this is included in the year-end report. The Committee has shared this rubric with departments and the Provost to inform them of how we will review departments' assessment reports in 2016-17.   The departments may use this rubric as a useful guide in preparing their reports.

RECOMMENDATIONS
1. Recommend all current and future committee members attend the Assessment Institute.
2. Continue to review teaching department year-end reports and increase focus on non-teaching annual reports that tie in the previous year's action plan to current year data.
3.   Recommend that each department assign an assessment coordinator to ensure course assessments are completed according to a department-approved schedule to ensure a systematic and meaningful approach to assessment.
4. Discuss survey of department chairs on assessment topics that would be of interest.
5. Continue having guest speakers to our meetings to stay informed of college developments (e.g. General Education Task Force and progress made in future comparisons between lower level courses and higher level courses.)
6. Discuss whether departments should receive guidelines for year-end reports.
7. Recommend that courses with high enrollment be assessed every two years.
8.   Continue to develop and promote faculty workshops on assessment through CETL and the Office of Strategic Planning, Assessment and Institutional Effectiveness.

4

CURRENT COMMITTEE MEMBERS

All of the committee members remain in place for the Fall 2016 semester except Simran Kaur. One new member, Maurizio Santoro rejoined the committee and participated in our last meeting on May 11, 2016.

Linda Meltzer and Andrea Salis were re-elected as Co-Chairs for AY2015-2016 on May 11, 2016.

ACKNOWLEDGEMENTS

The committee is extremely grateful to Dean Arthur Corradetti for support, valuable suggestions. The committee also thanks Dr. Beckford for his expertise and valuable time. Dr. Beckford led a discussion that focused on the work of the General Education Task Force and provided greater insight to ongoing efforts of the Task Force. We also want to thank Provost Paul Marchese for attending our meeting and hearing our thoughts. We thank him for his continued support of our efforts

Linda Meltzer and Andrea Salis gratefully acknowledge the outstanding hard work and dedication of every member of the Committee. Andrea Salis, as Co-Chair served as an exceptional secretary, and I am very grateful.

Respectfully submitted,

Linda Meltzer
Andrea Salis
2015-2016 Co-Chairs Academic Senate Committee on Assessment and Institutional Effectiveness

QUEENSBOROUGH ACADEMIC SENATE COMMITTEE ON ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS
ACADEMIC DEPARTMENT YEAR-END REPORT ASSESSMENT RUBRIC

DEPARTMENT: _____   YEAR OF ASSESSMENT: _____

	3 Exemplary	2 Satisfactory	1 Needs Improvement	0 None Reported
Assessment follow-up from previous year	Evaluation of results and follow-up are clearly linked and demonstrates continuous improvement.	Evaluation of results and follow-up are clearly linked.	Evaluation of results and/or follow-up are poorly described.	
Assessment data findings based on the data reported	Assessment data are clearly described and linked to the Curricular Objectives and General Education Objectives.	Assessment data are clearly described.	Assessment data are poorly described.	
Action Plan based on the findings reported	The Action Plan clearly outlines how the assessment findings will promote continuous improvement.	The Action Plan is clearly described.	The Action Plan is poorly described.	

NUMBER OF COURSES ASSESSED:

GENERAL EDUCATION OBJECTIVES ASSESSED (LIST): _____

CURRICULAR OBJECTIVES ASSESSED (LIST): _____

ACCREDITATION BY EXTERNAL AGENCY (NAME): _____

COMMENTS:

STRENGTHS: _____

WEAKNESSES: _____

5-11-16

_____

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 2015-2016

Date: June 27, 2016

2015/2016 Committee Members:

Dr. Michael Altimari

Dr. Derek Bruzewick (Secretary)

Stephen W. 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

Dr. Jean Murley, Committee for Committees Liaison

Dr. Philip Pecorino, Steering Committee Designee.

Dates of Bylaws Committee Meetings:

The Committee met on the following dates: November 18, 2015, December 16, 2015, February 10, 2016 and May 11, 2016. The committee meetings were held on Wednesdays during

club hours. Thereafter, the members decided to set our official future meeting time as Wednesday between 12:00 PM and 1:30 PM.

Summary of Activities:

The Committee specifically reviewed and acted upon the Senate Charges for the 2015/2016 year with the following results:

* The Committee continued to review the Bylaws and the information posted on the QCC website for both consistency and correctness. Drs. Todd Holden and Michael Altimari, members of the Committee, reported that based on their review of the Bylaws and posted materials that they are in fact correct for the period of their examination. However, the Committee acknowledges that this review should be a constant and ongoing process and should therefore continue each year.

* The Committee, as requested, continued to follow up on outstanding resolutions and now reports that the Resolution relating to the re-designation of The Committee on Continuing Education to The Committee on Continuing Education and Workforce Development was successfully approved by the Senate at its February 16, 2016 meeting and was listed as Attachment F in the Agenda.

* The Committee, as requested, continued to follow up on outstanding resolutions and now reports that the Resolution relating to The Committee on Publications was successfully approved by the Senate at its February 16, 2016 meeting and was listed as Attachment G in the Agenda.

* The Committee, as requested, continued to follow up on outstanding resolutions and now reports that the Resolution relating to The Committee on Ceremonial Occasions was successfully approved by the Senate at its April 12, 2016 meeting and was listed as Attachment F in the Agenda. However, it is important to note that this Recommendation was unusual in that it actually contained a choice of two separate recommendations for the Senate to consider. Ultimately, the Senate voted and approved the second choice contained in that Resolution which read "THEREFORE, the Senate should immediately vote to designate at least one official ceremonial occasion, such as graduation or other significant event and thereafter promptly populate the membership of said Committee."

* The Committee, as requested, continued to follow up on outstanding resolutions and now reports that the Resolution dated April 27, 2015 relating to The Honors Committee is still pending submission to the Senate. This Committee understands that the Honors Program has been very successful and is a testament to the dedication of our faculty and administration to the students. We will to continue to assist the Senate in regard to this Resolution.

* The Committee researched, considered and discussed, as requested, the implications of the *Perez* decision in regard to quorum, voting, discussions via email and the open-meeting law. We have identified several issues relating to the actual impact on the various administrative bodies of the College, including but not limited to our standing committees. Therefore, due to the complexity of the decision and the way in which we are structured, additional time is required to

draft an opinion or resolution for the Senate to consider. We will continue to work on these matters and will have additional guidance for the Senate in the upcoming 16/17 year.

* The Committee is focused on an additional matter; I have met with Dr. David Sarno, Chair of the Committee on Committees relating to the issue of voting and self-nominations to Standing Committees. Our discussion indicated that specific additional language needs to be drafted and agreed upon. We will meet early in the fall of 2016 at a date mutually acceptable to committee members.

* The Committee has discussed and considered, as requested, the typesetting issue which has existed in the Bylaws Article VII, Section 2, Paragraphs 2 and 3. We have worked closely with Dr. Philip Pecorino who has provided copies of previous records from the 1970's and Prof. Elizabeth Sutton who obtained copies from QCC Archivist C. Williams in order to confirm the typographical nature of the problem. We anticipate completing the investigation and will notify The Senate of our findings.

* The Committee will continue its work on the WID/WAC Bylaws Committee revisions in the upcoming 16/17 year.

* We welcomed our new members, Dr. Susan Jacobowitz, Prof. Richard Micieli and Prof. Margaret Stroehlein at our last meeting in May. We also thanked Dr. Todd Holden, Dr. Alicia Sinclair and Prof. Elizabeth Sutton for their service to the Committee. Additionally, the Committee thanked Dr. Derek Bruzewick for his service to the Committee as Secretary.

* Additional thanks were extended to Dean Liza Larios, Dr. Philip Pecorino and Dr. Jean Murley for their continued support and dedication to the Committee.

* Elections for Officers were held for both Chair and Secretary. I informed the members that my term on the Committee was expiring next year, and that a new Chair should transition into that position. Therefore, Dr. Derek Bruzewick volunteered to serve and was unanimously elected by the members. Prof. Margaret Stroehlein then volunteered to serve as Secretary and was also unanimously elected by the members.

Changes to The Bylaws Committee:

The new Committee for the 2016-2017 academic year will be as follows; Committee Members:

Prof. Michael Altimari

Dr. Derek Bruzewick (Chair)

Stephen W. Hammel, Esq.

Dr. Susan Jacobowitz

Prof. Richard Micieli

Prof. Margaret Stroehlein (Secretary)

Ee Stiun Hong (Student Representative)

Liaisons/Designees:

Dean Liza Larios, President's Designee

Dr. Jean Murley, Committee for Committees Liaison

Dr. Philip Pecorino, Steering Committee Designee.

Respectfully Submitted,

Stephen W. Hammel, Chair

Queensborough Community College

The City University of New York

MEMORANDUM

Academic Senate Committee on Computer Resources

To: Academic Senate

From: Lucian Makalanda and Jed Shahar, Co-Chairs of the Committee on Computer Resources

Date: August 26, 2016

Subject: Annual Report of the Committee on Computer Resources for 2015-2016

Members 2015-2016

1. M. Chantale Damas, Physics
2. Matthew Lau, English
3. Marlon Moreno, Chemistry
4. Michael Cesarano, Speech Communication & Theatre Arts
5. Merlinda Drini, Engineering Technology
6. Anissa Moody, Social Sciences
7. Lucian Makalanda, Mathematics and Computer Science
8. Jed Shahar, Academic Literacy
9. Barbara Rome, Nursing

Members 2016-2017

1. Andrew Bulawa, Mathematics & Computer Science (2019)
2. Leslie Ward, Library (2019)
3. Darryl Williams, Foreign Languages & Literatures (2019)
4. M. Chantale Damas, Physics (2018)
5. Matthew Lau, English (2018)
6. Marlon Moreno, Chemistry (2018)
7. Michael Cesarano, Speech Communication & Theatre Arts (2017)
8. Merlinda Drini, Engineering Technology (2017)
9. Anissa Moody, Social Sciences (2017)

Student Representatives
1. Lin Rong
2. Kyle Enriquez
3. Chanele Rodriguez

Liaisons
- Christine Mooney, Business, COC Liaison
- Daniel Armstrong, HPED, Steering Committee Designee
- Bill Faulkner, Finance and Administration, President's Liaison

Lucian Makalanda and Jed Shahar served as co-chairs in 2015-2016. Matthew Lau served as secretary in 2015-2016. Matthew Lau and Darryl Williams were elected as co-chairs of the committee for 2016-2017 on the final meeting of 5/10/2016.

The committee met on the following dates: 10/21/2015, 11/11/2015, 12/9/2015, 2/9/2016, 3/10/2016, 4/13/2016, 5/10/2016

Following is a summary of the actions and efforts of the Committee on Computer Resources for academic year 2015-2016:

- The committee produced a newsletter covering topics related to the college community's use of technology, including articles on security, email storage and data on campus computer usage.
- The committee worked with William Faulkner to review the five-year technology plan: contributing to refining a survey to be used in refining the plan, participating in discussions on computer usage and replacement schedules, as well as discussions between VP Faulkner and CLTs regarding virtualized desktops.
- Discussed technology survey results and emphasized faculty concerns regarding streamlining Starfish interface with email, and the need for students to have access to charging phones and computers on campus.
- Co-Chairs of the committee met with the Library Resources Committee, sharing and explaining draft items in the five-year technology plan that related to their charges, specifically,
  - Discussed variation in internet and wifi access speed in different parts of the library.
  - Library committee shared concerns about space and tech concerns which were then raised in five-year tech plan conversations.
  - The usage and loaning of advanced calculators through the library were raised by both committees, and also discussed
- Committee coordinated with VP Faulkner to present information to the Faculty Executive Committee on the number of classrooms with instructional technology, as well as the plan for making all classrooms have instructional technology available.
- Committee co-chairs participated in review of tech-fee discussions as it was being drafted in the fall, and finalized in the spring.

- Committee formalized meeting times to the second Wednesday (during the second hour of club hours) of each month to help make participation in the committee more predictable, if not for all of the current members, then perhaps for future committee members
- Held two forums for CLTs to meet and discuss technology issues from across campus. These forums were hosted in direct response to the charges from the previous committee.
    - CLTs from multiple departments came together to discuss ongoing practices and issues, educating the committee on matters related to virtualization, wifi support on campus, classroom podium usage/training, among other topics.
    - The committee found the first meeting so useful, that it hosted a spring semester forum.
    - The committee also discussed how useful it would be if we could figure out a way to formalize CLT participation in the committee. This was partially addressed in the appointment of Daryl Williams (Foreign Languages CLT) to the committee for the upcoming year.
    - CLT forum included discussion on how best to use wifi dependent resources that needed re-using or adaptations after the switch from 2.4 to 5.
    - CLTs brainstormed other potentially more cost-effective, user-friendly classroom technology as alternatives to podia.

Following is a summary of the intended actions and efforts of the Committee on Computer Resources for academic year 2016-2017:

- Continue to bring together not just full-time faculty, ACC, and VP of Finance and Administration for discussions related to technology issues, but also other campus groups like CLTs, adjuncts and students.
- Continue producing a newsletter that allows committee members to explore and explain technology issues important to numerous campus parties.
- Monitor the implementation of making every classroom include instructional presentation technology, as well as explore the best way for faculty to use this technology.
- The committee should discuss the most effective and efficient ways to implement the numerous technology resources on campus, and not just present that information in a newsletter, but to have it be part of a meeting, similar to the CLT forums, so that interested faculty can learn how to most efficiently use the resources on campus.

Special thanks to all committee members who each contributed to the committee's work, specifically Matthew Lau for serving as secretary. An extra special thanks to VP Faulkner for his support of the committee's CLT forums and his spirit of collaboration and inclusion.

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON COURSE & STANDING

Telephone
Fax
Email:C&Sappeal@qcc.cuny.edu

TO: P. Bales, Chair - Academic Senate Steering Committee

J. Kuszai, Secretary, Academic Steering Committee

E. Tai, Vice Chair, Academic Steering Committee

FROM: Dr. Nina Sarkar, Chair - Committee on Course & Standing.

SUBJECT: **Annual Report for Committee on Course & Standing for 2015/2016**

DATE:

- **Dr. Nina Sarkar, Chair**   **Business Department**
- **Dr. Dr. Jilani Warsi, Secretary**   **Academic Literacy**
- Dr. Rose-Marie Aikas   Social Science
- Dr. Daniel Armstrong   Health Phys. Ed. & Dance
- Ms. Gina Capozzoli   Counseling
- Dr. George Fragopoulos   English
- Dr. Andrew Nguyen   Biological Sciences & Geology
- Dr. Hayes Mauro   Art & Design
- Dr. Jun H. Shin   Chemistry

The Committee typically meets once a month, however, the intervals between meetings are sometimes extended to accommodate the students. The students are given enough time to submit their appeals after the withdrawal deadline. During the Fall and Spring semesters, the meetings are scheduled on Fridays at 10 am. During the summer, meeting dates are chosen to accommodate the needs of the students.

The Committee on Course & Standing meets to review student appeals for changing their 'WU' grades which are calculated as 'F' grades in their GPA. The appeals are approved or rejected based upon the reasons provided by students who are unable to withdraw within the deadline. The Committee takes a holistic view of the student, reviews student patterns of withdrawing from classes, their transcripts and supporting documents to reach a decision.

The Committee also reviews the dismissal appeals. Most students who perform better during the semester, after they were placed on academic probation are permitted to continue on probation. Students who have been at QCC for few semesters and have been dismissed are given a chance to improve their performance, other factors considered, as against students who have attempted numerous credits and have not reached the required GPA for retention. Most decisions are made on the Committee's judgement of the students' ability to graduate. The Chair, Dr. Nina Sarkar is also a member of the Retention Management Committee of the College therefore, her contribution is crucial as also beneficial.

The number of dismissed students after the end of Spring 2016 semester was unexpectedly large. A total of number of 900 students were on the dismissal list. After consultation with Provost Marchese, it was agreed that the cut-off GPA for placing students on probation would be 1.8 instead of 2.0. This decision was taken to reduce the number of dismissals and was done only once at the end of the Spring 2016 semester. This decision affected 60 of the 900 students who were on the dismissal list.

The Committee on Course & Standing and the Admissions Committee work closely with each other. Most students who are re-admitting or appealing their dismissal to the Admissions Committee invariably require appealing their 'WU' grades and are thus recommended to the Committee on Course & Standing. Both the Committees worked together to create a joint appeal form in order to provide students a one-stop appeal. Since the Committee on Course & Standing requires more specific documents concerning the semester, it is still maintaining a separate form.

There was one policy decision reached during the academic year 2015-2016.

The decision was with regard to a grade change policy in the Nursing Department.

Exisiting policy:
College Policy (QCC College Catalog 2015-2016 page 48)
If a student earns either a failing grade (F or its equivalent) or a D grade in a course and then repeats the course and earns a grade of C or better, the initial F or D will not be counted in the student's GPA, even though the initial grade will continue to appear on the student's transcript. Only the new grade will be counted in the student's GPA.

Proposed:
The first C – or lower grade (not including a WU) that a student receives in any one nursing course will be changed to a NC (no credit) and will not be included in the calculation of the grade point average (GPA).

If the student repeats the course, only the repeated grade will be computed into the grade-point average (GPA), however, the NC grade will remain on the transcript.
Note: Students should remember that repeating a course may limit their ability to meet the satisfactory academic progress requirements, for receipt of federal financial aid.

Rationale:

This policy is requested because Nursing courses have higher credit hours than most other departments. If a student receives anything lower than a C and repeats the course, it lowers their GPA. This makes our students less competitive when applying to a bachelor's degree completion program. At this time, students need a bachelor's degree in Nursing to gain employment in many of our local healthcare facilities.

For the year 2015-2016, all the old members have continued on the Committee on Course & Standing. The Chair, Dr. Nina Sarkar who was also the chair for 2014-2015 was re-elected unanimously by the members. After two years of service as chair of CCS, Dr. Sarkar will step down as chair but continue to remain a member of the committee. Dr. George Fragopoulos was unanimously elected to serve as the new chair of CCS for 2016-2017 academic year. Dr. Hayes Mauro was elected as the faculty secretary of the committee. Dr. Sarkar, Dr. Fragopoulos and Dr. Hayes are working in the summer to ensure a smooth transition of responsibilities to Dr. Fragopoulos.

The Chair extends a special thanks to the Registrar's office for their service to the Committee on Course and Standing. Ms. Ann Tullio, and Ms. Florence Farrat continue to be a tremendous source of support. The committee is very appreciative and thankful for Meera Chowdhury's endless support, dedication and the highest level of professionalism to both students as well as to the Committee. She is invaluable to the committee.

The Chair, with approval from the Committee, continues to review appeals independently, during the semester as well as in summer, in between Committee meetings. Dr. Jilani Warsi has been assisting the Chair to review student appeals independently. Dr. Sarkar wishes to thank Dr. Warsi for his dedication and for his generosity with his time.

Reviewing appeals independently puts a substantial demand on time, especially because of deadlines. The input of the faculty Secretary of the committee is exceedingly helpful. The Chair of CS receives a 3hr release time for serving in the committee. The Chair humbly requests that the Steering Committee look into offering release time for the Secretary of CCS, if possible.

Finally, Dr. Sarkar wishes to thank each and every member of the Committee for their hard work and dedication. Members of the Committee are professionals and the Chair has often drawn on their judgement to sometimes adjudicate difficult decisions. It has been an inspiring experience and has been Dr. Sarkar's privilege to be a part of this caring and dedicated group.

Nina Sarkar

COMMITTEE ON COURSE & STANDING ACTIONS
SEPTEMBER 2015 - AUGUST 2016

Meeting Dates	Total Appeals*	Approved	Denied	Cond. Approvals	No Jurisdiction
July/Aug. 2015	125	86	39	0	0
Sept. 2015	104	51	51	2	0
Oct. 2015	43	20	21	2	0
Nov. 2015	108	40	64	2	2
Dec. 2015	113	50	56	5	1
Jan.2016	80	48	28	3	1
Mar-16	174	87	83	4	1
Apr-16	74	36	37	0	1
May-16	111	66	45	0	0
Jun-15	82	18	64	0	0
Total Appeals Reviewed	1014	502	488	18	6

Jan 13th 2016 Dismissals 608 Granted probation 68 Dismissed 540
June 4, 2016 Dismissals 900 Granted probation 117 dismissed 783
* Including Retroactive/Late withdrawals

Total Dismissals	**1323**
Total Appeals Reviewed Incl. withdrawals/dismissals/deletions/medical:	**1288 (202 dismissal)**

Medical Withdrawals

August 2014 - July 2015

Month	Total Appeals	Approved	Denied
Aug-14	1	1	0
Sep-14	4	4	0
Oct-14	7	7	0
Nov-14	3	3	0
Dec-14	11	11	0
Jan-15	7	7	0
Feb-15	1	1	0
Mar-15	3	3	0
Apr-15	7	7	0
May-15	17	17	0
Jun-15	5	5	0
Jul-15	6	6	0
Total	72	72	0

Medical Withdrawals

August 2015 - July 2016

Month	Total Appeals	Approved	Denied
Aug-14	7	7	0
Sep-14	4	4	0
Oct-14	4	4	0
Nov-14	1	1	0
Dec-14	9	9	0
Jan-15	10	10	0
Feb-15	0	0	0
Mar-15	4	4	0
Apr-15	2	2	0
May-15	9	9	0
Jun-15			0
Jul-15			0
Total	50	50	0

Summary Table:

	2014-2015	2015-2016
Total Appeals (retroactive/late/medical withdrawals)	1513	1086
Total Approved	589 (38.92%)	574 (52.85%)
Dismissal Appeals	151	202
Dismissal Appeals Approved	57 (37.75%)	125 (61.88%)

COMMITTEE ON COURSE & STANDING ACTIONS
SEPTEMBER 2014 - AUGUST 2015

Meeting Dates	Total Appeals*	Approved	Denied	Cond. Approvals	No Jurisdiction
July/Aug. 2014	139	72	67	0	0
Sept. 2014	49	25	21	2	0
Oct. 2014	0	0	0	0	0
Nov. 2014	118	51	62	1	4
Dec. 2014	75	30	44	1	0
Jan.2015	63	31	31	0	1
Feb-15	72	28	41	2	1
Apr-15	86	55	30	2	0
May-15	149	76	73	0	0
Jun-15					
Total Appeals Reviewed	751	368	369	8	6

Jan 17th 2015 Dismissals 477 Granted probation 57 Dismissed 420

June 4, 2014 Dismissals 545 Granted probation 36 dismissed 509

* Including Retroactive/Late withdrawals

Total Dismissals Reviewed	1674
Total Appeals Reviewed Incl. withdrawals/dismissals/deletions/medical:	2,595
Medical Appeals 72	61

Medical Appeals Approved	100%	100%

The Medical appeals are being forwarded to the Health Services. The Director of Health Services is approving the medical appeals since they are better equipped to evaluate the documents and medical issues of students.

All the appeals relating to the mental health issues are being forwarded to Counseling Office for their involvement in evaluating and helping the students.

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
ACADEMIC SENATE

Committee on Cultural and Archival Resources

TO: Joe Kuszai, Secretary, Academic Senate Steering Committee

FROM: Isabella Lizzul, Chair, Committee on Cultural and Archival Resources

SUBJECT: **Annual Report for Committee on** Committee on Cultural and Archival Resources **for 2015 /2016**

DATE: **August 9, 2016**

Committee members:

Ian Beckford, Strategic Planning, Assessment & Institutional Effectiveness (2019)

Leslie Francis, Business (2019)

Cary Lane, Academic Literacy (2019)

John Gilleaudeau, Social Sciences (2018)

Zivah Perel Katz, English (2018)

Isabella Lizzul, Health, Physical Education & Dance (2018)

Nataliya Khomyak, Mathematics & Computer Science (2017)

Mi-Seon Kim, Library (2017)

Barbara Lynch, Speech Communication & Theatre Arts (2017)

Dates Committee met:

10/09/2015
11/13/2015
04/21/2016

Narrative summary of Committee work :

John Gilleaudeau created the following Procedures to aid Cultural Liaisons in the use and promotion of our cultural institutions at QCC.

Cultural Liaison Connections and Checklist:
http://www.qcc.cuny.edu/cultural-liaison/index.html

A Cultural Liaison's principal duty will be to contact regularly each of the Directors of the various QCC Cultural Resources 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.

John Gilleaudeau designed the following checklist to assist the Cultural Liaisons:

KHRCA - Kupferberg Holocaust Resource Center and Archives http://www.qcc.cuny.edu/khrca/ **Director Dan Leshem** dleshem@qcc.cuny.edu ext. 5770	**QPAC Queensborough Performing Arts Center** http://www.qcc.cuny.edu/qpac/ **Director Susan Agin** sagin@qcc.cuny.edu ext. 6311	**QCC AG QCC Art Gallery** http://www.qcc.cuny.edu/artgallery/ **Director Faustino Quintanilla** fquintanilla@qcc.cuny.edu ext. 5095

Activity Undertaken (check off where applicable)	**KHRCA**	**QPAC**	**QCC AG**
Visited website			
Visited in-person			
Know the Director by name			
Know the Director personally			
Aware of current & future exhibits/performances/activities			
Informed colleagues of exhibits/performances/activities			
Distributed information digitally to colleagues			
Distributed information manually to colleagues			
Used exhibits/performances/activities in pedagogy			
Informed colleagues of pedagogical possibilities			
Taken some other creative steps to promote or utilize the cultural institutions on our campus			

Secretary, John Gilleaudeau expressed interest in resuscitating the radio station at QCC as well as a student club dedicated to art and culture, both of which may increase engagement of QCC-CUNY's cultural institutions. Preliminary effort has begun.

Demonstrating Pedagogical Use of Cultural Institutions:

Consistent with the mission of the Committee, the Committee proposed that some space should exist where scholars who have benefited from their use of QPAC, the KHRCA and the QCC Art Gallery could upload samples of their work. In doing so it is hoped that this would demonstrate the influence of these institutions as pedagogical tools, while providing encouragement to others to follow in their steps.
It was suggested that an ideal location may be the Repository at the QCC Library, which is part of the Open Source Project on campus.

New Recommendations:

Continue to build the Institutional Repository at QCC-CUNY for the purpose of storing scholarship artifacts by faculty who have utilized the QPAC, the KHRCA, and the QCC Art Gallery, with the help of member/librarian Mi-Seon Kim. The repository is available and individual faculty need only create their own account before accessing and storing works.

 Continue to work with Mi-Seon to ensure that works are saved in the Scholarly Works category, with tags and meta-tags for easy search on Google and other search engines. The Committee tentatively decided that the repository would be called "HIPS Using Cultural Resources."

Former Committee Recommendations/Actions of the Academic Senate /Strategic Plan items/Middle States Items/Steering Committee Charges:

The Committee continues to invite and encourage faculty from varying departments to incorporate the High Impact Practices within pedagogical involving the Cultural Centers. Cultural Liaison and High Impact Practice Global Diversity and Learning Coordinator Meg Tarafdar has been instrumental in encouraging faculty to utilize the cultural centers to explore issues that affect students as members of their local community as well as global citizens.

Cultural Liaisons, with John Gilleaudeau at the helm, continue to support participation of the campus community in the QCC Art Gallery, Queensborough Performing Arts Center (QPAC), and Kupferberg Holocaust Resource Center & Archives, as well as to promote the use of pedagogy that utilizes the Cultural Centers.

New Committee Members:

Ian Beckford, Strategic Planning, Assessment & Institutional Effectiveness (2019)

Leslie Francis, Business (2019)

Cary Lane, Academic Literacy (2019)

New Chairperson and Secretary:

Isabella Lizzul, Health, Physical Education & Dance, Chair (2018)

John Gilleaudeau, Social Sciences, Secretary (2018)

Acknowledgments: Many thanks to Vice President Zins, our cultural directors and the members of this Committee for all their hard work, for a productive year, and for their support and promotion of our Committee's work and accomplishments. Special thanks to Committee secretary, John Gilleaudeau.

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
CURRICULUM COMMITTEE

To: Peter Bales, Academic Senate Steering Committee

From: Lorena B. Ellis, Chairperson, Committee on Curriculum

Date: May 31, 2016

Subject: ANNUAL Report 2015-2016

CC: C. Williams, College Archives

COMMITTEE MEMBERS

T. Bayer (Nursing)
B. Bonous-Smit (Library)
J. Carroll (Academic Literacy)
L. B. Ellis (Chairperson, Foreign Languages and Literatures)
D. Klarberg (Biological Sciences and Geology)
L. Reesman (Ex-Officio, Office of Academic Affairs, President's Liaison)
E. Tai (History, Senate Steering Committee Designee)
E. Volchok (Business)
P. Wallach (Mathematic, Committee Secretary, Chemistry)
R. Yuster (Engineering Technology, COC Liaison

Acknowledgements:

The Committee wishes to thank the President, Dr. Diane Bova Call, and the Office of Academic Affairs for a number of ways in which they have supported the work of the committee this year, including reassigned time for its Chair, technological means, and information, discussion and advice related to curricular matters.

The Chairperson of the Committee thanks the Committee members listed above, for their dedication and hard work during this academic year and for their useful critiques and constructive recommendations in the revision and updating of the Committee on Curriculum Guide. Especial gratitude goes to Edward Volchok for his valuable support on this project by designing the forms and editing the whole Guide, and Philip Pecorino, Parliamentarian and Professor of Philosophy, constant guidance; and David Moretti, Director of Web Services, for his suggestions in redesigning the Committee on Curriculum website and for his help in updating it. Assistance in the revision of the Committee on Curriculum Guide also provided by members of Communications and Marketing: Stephen Di Dio, Executive Director, Christina Kofron, Administrative Coordinator to the Executive Director; as well as support from the Academic Computer Center: Bruce Naples, Executive Director, and Denis Bejar, Academic Applications Manager, Blackboard & ePortfolio, was greatly appreciated. A special gratitude is due to Arthur Corradetti, Dean for Accreditation, Assessment and Institutional Effectiveness, to Paul Marchese, Provost and Vice President for Academic Affairs, Ann Tullio, Registrar, and Linda Reesman, Faculty Fellow and President's Liaison of the Committee on Curriculum who provided valuable resources and constant professional guidance.

Vice President Dr. Karen Steele, deserves a special word of gratitude. She has continued to share her vast curricular knowledge, guidance, and perfect support with the Curriculum Committee and with the faculty members and departmental Chairs preparing curricular proposals, in spite of her demanding agenda as Vice President for Strategic Planning, Assessment and Institutional Effectiveness. Her advice and thorough review of proposals have been essential to the work of the Curriculum Committee.

Meetings:

The Committee on Curriculum met on Tuesday afternoons, from 2:10 to 4:00 P.M. The committee met 19 times during the 2015-2016 academic year: September 1, and 29; October 20, and 27; November 24; December 1, 8, and, 15; January 5 and 12; February 2, 16, and 23; March 1, 15, and 29; April 5, 19, and 20; May 17, 2016. It concluded all matters on its agenda on the May 17, 2016 meeting.

Members of the Committee on Curriculum recommend that proposing departments consult and discuss with other department chair(s) when submitting new courses with similar interests. To avoid unnecessary delays or misunderstandings, representatives of the proposing departments should also be available to attend meetings to clarify questions of the Committee on Curriculum members when their submissions are being discussed. The Committee on Curriculum has begun work on the development of a video series to assist faculty in navigating proposal submission procedures, that we expect to complete in the fall, 2016 semester. To start this work a message will be sent to department chairs at the beginning of June 2016 to solicit input regarding areas they might wish these video(s) to address, including and not limited to reference links, Frequently Asked Questions, etc.

Committee for 2016-2017:

For the next academic year (2016-2017), the Committee will have the following members:

T. Bayer (Nursing)
J. Carroll (English Department ex-Academic Literacy)
L. Ellis (Chairperson, Foreign Languages and Literature)
T. Holden (Physics)
J. Petersen (Biological Sciences and Geology)
L. Reesman (Ex-Officio, President's Designee, Office of Academic Affairs)
E. Tai (History)
E. Volchok (Business)
P. Wallach (Secretary, Mathematics and Computer Science)
R. Yuster (Engineering Technology)

Actions of the Committee
The committee took the following actions, all but 6 new history courses were approved by the Academic Senate during the 2015-2016 academic year:

1. CHANGES IN COURSES
2. CHANGES IN PROGRAMS
3. NEW CONCENTRATION IN A PROGRAM
4. NEW COURSES
5. DELETION OF COURSES
6. NEW PROGRAMS
7. MERGER OF PROGRAM (Special report: Merger Academic Literacy and English)
8. DELETION OF PROGRAMS
9. OTHER

1. CHANGES IN COURSES

Department of Biological Sciences and Geology

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 Biological Sciences and Geology

FROM:
BI-461 General Microbiology
4 credits. 2 lectures plus a mandatory 4 hour laboratory per week.
 Pre-requisite: ~~BI-202 or BI-302~~

TO:
BI-461 General Microbiology
 Pre-requisite: BI-201

Rationale:
The change in the pre-requisite for the course is to make it compatible with the Public Health Program.

FROM:
BI-503 General Epidemiology
Pre-requisite: BI- 311 or BI-461, ~~or experience in microbiology.~~
3 class hours, 3 credits~~, offered as needed~~

Course Description:
~~Principles, methodology, and statistics in epidemiological analysis of infectious and non infectious diseases, incidence, distribution and control of disease in a population, mechanisms of transmission; environmental and genetic factors, classic examples (snow on cholera); contemporary problems.~~

TO:
BI-503 General Epidemiology
Pre-requisite: BI- 311 or BI-461
3 class hours, 3 credits

Course Description:
History, principles, and application of epidemiologic methods to analyze public health problems like infectious and non-infectious diseases; incidence, distribution and control of disease in a population; mechanisms of transmission; environmental, behavioral and genetic factors. Students will develop skills to read, interpret and evaluate health information from published epidemiologic studies. Course requirement includes conducting an epidemiological study on a research topic of interest.

Rationale:
The course description and syllabus have been updated to make it compatible with the proposed A.S and B.S. Public Health Program with Hunter College. The new description and syllabus better identifies the elements and principles of epidemiology as they pertain to the analysis of public health issues.
Departmental approval: 12/22/2015

FROM:
BI-505 ~~The Environmental Health Professional~~
1 credit hours, 1 credit. ~~Offered in Fall~~

Course Description:
A survey of ~~the field of Environmental Health, including its history and traditional areas of concern such as air, water, waste management, and risk assessment. Other topics include degrees, certification, and environmental health agencies. Guest lectures, films, field trips, and seminars will be scheduled.~~

TO:
BI-505 Current Environmental Issues
1 credit hour, 1 credit.

Course Description:
A survey of environmental problems as they pertain to both ecological stability and human health. Focus is on current areas of concern, including air and water pollution, infectious and chronic diseases, environmental, social and behavioral factors related to health. Course content will include seminars, field trips and online assignments. Other topics will include educational and career opportunities in these fields.

Rationale:
The course content has been updated to reflect the changes in the knowledge and new and emerging career options in the fields of Environmental Science and Public Health. The change will also allow the course to be compatible with the proposed A.S and B.S. Public Health Program with Hunter College.
Departmental approval: 12/22/2015

FROM:
BI-520 ~~Public Health Science~~
BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on CUNY ACT assessment test
3 class hours, 3 laboratory hours (including field observations), 4 credits

Course Description:
A study of how society deals with health and disease; topics include major determinants of health and disease, community health, health care delivery systems and manpower. Selected exercises in physiology and anatomy provide background needed to understand major problems in environmental health and public health. Field observations at nearby community health, environmental and industrial facilities reinforce these concepts.

TO:
BI-520 Introduction to Public Health
BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on CUNY ACT assessment test
3 class hours, 3 laboratory hours (including field observations), 4 credits

Rationale:
The change in the course title is to distinguish it from the new Public Health Biology course. The change will

also allow the course to be compatible with the proposed A.S and B.S. Public Health Program with Hunter College.
Departmental approval: 12/22/2015

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Department of Business

FROM:
CIS-204 Web Design
2 class hours 2 laboratory hours 3 credits
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.

FROM:
CIS-252 Application Development for Mobile Devices
2 class hours 2 laboratory hours 3 credits
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.

FROM:
CIS-254 Data Security for Business
2 class hours 2 laboratory hours 3 credits
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.

FROM:
BU-203 Principles of Statistics
4 class hours 3 credits
Pre-requisites: ~~MA-128 or MA-260~~ or MA-321 ~~or MA-440~~ (Students who have taken MA-240, which is no longer offered, have satisfied the mathematics prerequisite for BU-203)

Course Description:
An introduction to statistical methods and statistical reasoning; nature and scope of statistical inquiries;

collection and presentation of data; descriptive methods with particular reference to frequency distributions, correlation, index numbers and time series analysis; elements of probability, sampling methods, sampling error and principles of estimation.

TO:
BU-203 Principles of Statistics
4 class hours   3 credits
Pre-requisites: <u>MA-114 or MA-119</u> *or MA-321* (*Students who have taken MA-240, which is no longer offered, have satisfied the mathematics prerequisitefor BU-203.*

Course Description:
An introduction to statistical methods and statistical reasoning; nature and scope of statistical inquiries; collection and presentation of data; descriptive methods with particular reference to frequency distributions, correlation, index numbers and time series analysis; elements of probability, sampling methods, sampling error and principles of estimation.

Rationale:
Faculty that teach BU-203 believe that MA-114 or MA-119 or MA-321 provide a sufficient basis for taking BU-203. In addition, students close to graduation often need MA-128, MA-260 or MA-440 and BU-203 in order to graduate and by requiring taking the Mathematics course and BU-203 in sequence instead of concurrently often delays graduation.

FROM:
CIS-251 Analysis and Design of System Projects
2 class hours, 2 laboratory hours, 3 credits
Pre-requisites: CIS-152, CIS-208 and MA-10 or satisfactory score on the Mathematics Placement Test.

Course Description:
Students use all previously learned data processing concepts and techniques in this laboratory course to design and implement a complete data processing application package for common business needs, such as payroll, inventory management, accounts receivable files, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Designs.

TO:
CIS-251 Analysis and Design of System Projects
2 class hours, 2 laboratory hours, 3 credits
Pre-requisites: CIS-152, **CIS-153**, CIS-208 and MA-10 or satisfactory score on the Mathematics
                   Placement Test.

Course Description:
Students use all previously learned data processing concepts and techniques in this laboratory course to design and implement a complete data processing application package for common business needs, such as payroll, inventory management, accounts receivable files, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Designs.

Rationale:
When the CIS (Computer Information Systems) Program revisions were submitted to the Committee on Curriculum last year, one of the pre-requisites – CIS-153 Microcomputer Operating Systems and Utility Software – was inadvertently omitted.

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Engineering Technology

FROM:
ET575 Introduction to C++ Programming Design and Implementation
Pre-requisites: ~~None~~
Co-requisites: ~~None~~
~~3 class hours/~~ 3 credits

Course Description:
This foundation course provides a general understanding of the use and development of computer software applications in fields such as science, mathematics, and business using a high level computer language. The course will concentrate on assessing the practical requirements of a software package and developing applications in C++, which is a high level computer language that teaches the basic skills necessary for implementing it in a variety of real world applications. Topics include the analysis and use of concepts such as: primitive data types and their operators, basic I/O, control statements, decision making, looping, subprograms, arrays, strings and computer ethics. Each student will have a computer platform at his/her disposal from which he/she will design, develop, implement and test programs, while evaluating the interactions between a user and the computer.

TO:
ET575 Introduction to C++ Programming Design and Implementation
Pre-requisites: <u>Prerequisite of MA-321 or co-requisite of MA-114 or MA119 or MA-440</u>
Co-requisites: <u>Prerequisite of MA-321 or co-requisite of MA-114 or MA119 or MA-440</u>
<u>2 class hours, 2 lab hours,</u> 3 credits

Course Description:
This foundation course provides a general understanding of the use and development of computer software applications in fields such as science, mathematics, and business using a high level computer language. The course will concentrate on assessing the practical requirements of a software package and developing applications in C++, which is a high level computer language that teaches the basic skills necessary for implementing it in a variety of real world applications. Topics include the analysis and use of concepts such as: primitive data types and their operators, basic I/O, control statements, decision making, looping, subprograms, arrays, strings and computer ethics. Each student will have a computer platform at his/her disposal from which he/she will design, develop, implement and test programs, while evaluating the interactions between a user and the computer.

Rationale:
Course contact hours are increased to be in line with to introductory programming classes at other colleges such as Queens College and City College. Both these colleges stipulate 3 credits with 2 hours lecture and 2 hours lab for their introductory programming classes. It will be difficult for our students to get transfer credit for this course if the course has fewer contact hours.
The lab outline is provided in the syllabus form.
A math requirement has been added because we have found that students who do not have sufficient math skills do poorly in this class. Presently the course has no requisites.

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Department of Foreign Languages

FROM:
LA-111 Elementary Arabic I
4 class hours, 4 credits
Pre-requisites: ~~Placement by the Department of Foreign Languages and Literatures~~

Course Description:

~~This course is designed for students who have no previous background in Arabic. It focuses on the four essential language skills: listening, speaking, reading and writing. The alphabet, sound system, and basic greetings and expressions will be covered this semester. The main focus is on Modern Standard Arabic (MSA), although students are also trained to speak using spoken Arabic. Weekly attendance in the language laboratory is required.~~

TO:
LA-111 Elementary Arabic I
4 class hours, 4 credits

Course Description:

<u>This is an introduction to Arabic language and culture for students who wish to develop basic listening, speaking, reading and writing skills in Arabic, and explore aspects of culture in Arabic-speaking countries. The alphabet, sound system and Arabic orthography will be covered, as well as elementary greetings and expressions. Students learn Modern Standard Arabic (MSA) , with some exposure to colloquial Arabic forms. Weekly individual practice online or in the language laboratory is required.</u>

Rationale:
The course description for LA-111 needs to be updated in order to: 1) indicate that the culture(s) of Arabic-speaking countries are introduced alongside the teaching of Arabic language; 2) "lab" exercises emphasizing listening and speaking activities can now be completed online and/or in the language laboratory; 3) the Department of Foreign Languages has adopted a new formulation of the prerequisite; 4) the expression " lecture hours" should be replaced by "class hours," in use for all other languages.

FROM:
LC-111 Elementary Chinese I
4 class hours, 4 credits
Pre-requisites: ~~None~~

Course Description:

~~An introduction to Mandarin Chinese. Practice in the four language skills – listening, speaking, reading, and writing. Emphasis on pronunciation and conversation. Both the pinyin romanization system and characters will be introduced. This is the first semester of a two-semester course of beginning Chinese. Weekly attendance in the language laboratory is required.~~

TO:
LC-111 Elementary Chinese I
4 class hours, 4 credits

Course Description:

<u>This course is an introduction to Chinese language and culture designed for students who have not learned Mandarin at home. Students will develop basic listening, speaking, reading and writing skills in Mandarin, and explore aspects of culture in Chinese-speaking countries. Both the pinyin Romanization system and characters will be introduced. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.</u>

Rationale:
Upon review, the LC-111 course description for Chinese language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) this course is not for heritage speakers of Mandarin; b) the four language skills are taught in the context of, and alongside, culture; c) "lab" exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online. It was decided to indicate that placement by Department of Foreign Languages is a prerequisite for LC-111.

FROM:
LF-111 Elementary French I
4 class hours, 4 credits
Pre-requisites: ~~None~~

Course Description:
~~Elements of French grammar; learning to understand and speak the language. Intensive oral practice, as well as practice in writing simple compositions. Weekly attendance in the language laboratory is required~~.

TO:
LF-111 Elementary French I
4 class hours, 4 credits

Course Description:
This course is an introduction to French language and culture designed for students who have no previous background in French. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of French and Francophone cultures. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LF-111 course description for French language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) courses at the 111-level are for beginners only; b) the four language skills are taught in the context of, and alongside, culture; c) "lab" exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online. It was also decided to indicate that placement by the Department of Foreign languages is a prerequisite to LF-111.

FROM:
LG-111 Elementary German I
4 class hours, 4 credits
Pre-requisites: ~~None~~

Course Description:
~~Students learn the elements of German grammar and learn to understand and speak the language. Intensive oral practice as well as an introduction to writing simple compositions. Weekly attendance in the language laboratory is required.~~

TO:
LG-111 Elementary German I
4 class hours, 4 credits

Course Description:
This course is an introduction to German language and culture designed for students who have no previous background in German. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of culture in German-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LG-111 course description for German language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) courses at the 111-level are for beginners only; b) the four language skills are taught in the context of, and alongside, culture; c) "lab" exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online. It was also decided to indicate that placement by the Department of Foreign Languages is a prerequisite to LG-111.

FROM:
LH-111 Elementary Hebrew I
4 class hours, 4 credits
Pre-requisites: ~~None~~

Course Description:
~~Reading of elementary Hebrew prose, understanding the spoken language; oral expression and simple written composition. Weekly attendance in the language laboratory is required.~~

TO:
LH-111 Elementary Hebrew I
4 class hours, 4 credits

Course Description:
This course is an introduction to Hebrew language and culture. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of Israel and Jewish culture. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LH-111 course description for Hebrew language was found to be outdated, and therefore the Department of Foreign Languages has decided to specify the following the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online. It was decided to indicate that placement by the Department of Foreign Languages is a prerequisite to LH-111.

FROM:
LI-111 Elementary Italian I
4 class hours, 4 credits
Pre-requisites: ~~None~~

Course Description:
~~Introduction to reading, writing, and speaking the language; study of the grammar; oral practice. Weekly attendance in the Language Laboratory is required.~~

TO:
LI-111 Elementary Italian I
4 class hours, 4 credits

Course Description:
This course is an introduction to Italian language and culture designed for students who have no previous background in standard Italian. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of Italian culture. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LI-111 course description for Italian language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) courses at the 111-level are for beginners only; b) the four language skills are taught in the context of, and alongside, culture; c) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online. It was also decided to indicate that placement by the Department of Foreign Languages is a prerequisite to LI-111.

FROM:
LS-111 Elementary Spanish I
4 class hours, 4 credits
Pre-requisites: ~~None~~

Course Description:
~~Elements of Spanish grammar and orthography with emphasis on everyday practical vocabulary. Intensive aural-oral practice. Weekly attendance in the Language Laboratory is required.~~

TO:
LS-111 Elementary Spanish I
4 class hours, 4 credits

Course Description:
This course is an introduction to Spanish language and culture designed for students who have no previous background in Spanish. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of Spanish and Spanish-American cultures. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LS 214 course description for Spanish language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) courses at the 111-level are for beginners only; b) the four language skills are taught in the context of, and alongside, culture; c) "lab" exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online. It was also decided to indicate that placement by the Department of Foreign Languages is a prerequisite to LS-111.

FROM:
LA-112 Elementary Arabic II
4 ~~lecture~~ hours, 4 credits
Pre-requisites: ~~Placement by the Department of Foreign Languages~~

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

TO:
LA-112 Elementary Arabic II
4 class hours, 4 credits
Pre-requisites: LA-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

Course Description:
This course is the second half of a first-year course in Modern Standard Arabic. Emphasis is on the progressive development of listening, speaking, reading and writing skills, and learning basic grammatical constructs. Students continue to learn about cultural and social contexts of the Arabic-speaking world. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
The course description for LA-112 needs to be updated in order to: 1) indicate that the culture(s) of Arabic-speaking countries are introduced alongside the teaching of Arabic language; 2) "lab" exercises emphasizing listening and speaking activities can now be completed online and/or in the language laboratory; 3) the Department now uses a different formulation for the prerequisite to LA-112; 4) the expression "lecture hours" should be replaced by "class hours," the term in use for all other languages.

FROM:
LC-112 Elementary Chinese II
4 class hours, 4 credits

Pre-requisites: ~~LC-111 (or the equivalent), with a grade of C or better~~.

Course Description:
~~Continuation of LC-111. Further practice in the four language skills to help students develop simple, practical conversational skills in Mandarin. Weekly attendance in the language laboratory is required.~~

TO:
LC-112 Elementary Chinese II
4 class hours, 4 credits
Pre-requisites: <u>LC-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>

Course Description:
<u>This course is the second half of a first-year course in Mandarin. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore the culture of Chinese-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.</u>

Rationale:
Upon review, the LC-112 course description for Chinese language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LC-112.

FROM:
LF-112 Elementary French II
4 class hours, 4 credits
Pre-requisites: ~~LF-111 (or the equivalent), with a grade of C or better~~.
Course Description:
~~Continuation of LF-111. Weekly attendance in the language laboratory is required~~.

TO:
LF-112 Elementary French II
4 class hours, 4 credits
Pre-requisites: <u>LF-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>

Course Description:
<u>This course is the second half of a first-year course in French. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore the culture of France and Francophone countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.</u>

Rationale:
Upon review, the LF-112 course description for French language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LF-112.

FROM:
LG-112 Elementary German II
4 class hours, 4 credits
Pre-requisites: ~~LC-111 (or the equivalent), with a grade of C or better~~.

Course Description:
~~The study of basic German grammar is completed. Students learn to read easy German prose and express their ideas. Weekly attendance in the language laboratory is required.~~

TO:
LG-112 Elementary German II
4 class hours, 4 credits
Pre-requisites: <u>LG-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>

Course Description:
<u>This course is the second half of a first-year course in German. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore the culture of German-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.</u>

Rationale:
Upon review, the LG-112 course description for German language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LG-112.

FROM:
LH-112 Elementary Hebrew II
4 class hours, 4 credits
Pre-requisites: ~~LH-111 (or the equivalent), with a grade of C or better~~.

Course Description:
~~Continuation of Hebrew I. Weekly attendance in the language laboratory is required.~~

TO:
LH-112 Elementary Hebrew II
4 class hours, 4 credits
Pre-requisites: <u>LH-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>

Course Description:
<u>This course is the second half of a first-year course in Hebrew. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore Israel and Jewish culture. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.</u>

Rationale:
Upon review, the LH-112 course descriptions for Hebrew language were found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LH-112.

FROM:
LI-112 Elementary Italian II
4 class hours, 4 credits
Pre-requisites: ~~LI-111 (or the equivalent), with a grade of C or better~~.

Course Description:
~~Continuation of LI-111. Weekly attendance in the Language Laboratory is required.~~

TO:
LI-112 Elementary Italian II
4 class hours, 4 credits
Pre-requisites: <u>LI-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>

Course Description:
<u>This course is the second half of a first-year course in Italian. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore Italian culture. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.</u>

Rationale:
Upon review, the LI-112 course description for Italian language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LI-112

FROM:
LS-112 Elementary Spanish II
4 class hours, 4 credits
Pre-requisites: ~~LS-111 (or the equivalent), with a grade of C or better~~.
Course Description:
~~Complete study of Spanish grammar with emphasis on everyday practical vocabulary. Weekly attendance in the Language Laboratory is required.~~

TO:
LS-112 Elementary Spanish II
4 class hours, 4 credits
Pre-requisites: <u>LS-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>

Course Description:
<u>This course is the second half of a first-year course in Spanish. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore Spanish and Spanish-American cultures. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.</u>

Rationale:
Upon review, the LS-112 course description for Spanish language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LS-112.

FROM:
LA-213 Intermediate Arabic I
Pre-requisites: Placement by the Department of Foreign Languages
3 ~~lecture~~ hours, 3 credits

Course Description:
Intermediate Arabic I is a third-semester course, continuing to develop listening, speaking, reading and writing in Modern Standard Arabic (MSA), and fostering acquaintance with colloquial variants of Arabic. ~~The course builds vocabulary as well as knowledge of the Arabic grammar system and conventional Arabic usage within the context of assignments designed to familiarize students with everyday activities in the Arabic-speaking world. Weekly attendance in the language laboratory is required.~~

TO:
LA-213 Intermediate Arabic I
Pre-requisites: LA-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures
3 class hours, 3 credits

Course Description:
Intermediate Arabic I continues to develop listening, speaking, reading and writing in Modern Standard Arabic (MSA), and to foster acquaintance with colloquial variants of Arabic. New vocabulary, idiomatic phrases and grammatical structures will be introduced within the context of assignments that familiarize students with everyday activities in the Arabic-speaking world. Weekly individual listening, speaking and viewing activities in the language laboratory or online are part of the course.

Rationale:
The course description for LA-213 needs to be updated in order to: 1) indicate that the culture(s) of Arabic-speaking countries are introduced alongside the teaching of Arabic language; 2) "lab" exercises emphasizing listening and speaking activities can now be completed online and/or in the language laboratory; 3) the Department of Foreign Languages has adopted a new formulation for the prerequisite; 4) the expressions "lecture hours" should be replaced by "class hours," in use for all other languages.

FROM:
LC-213 Intermediate Chinese I
Pre-requisites: ~~LC-112 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading, and writing. Content-appropriate cultural information will be presented to promote the students' understanding of the Chinese-speaking world. This is the first semester of a two-semester course of intermediate Chinese.~~

TO:
LC-213 Intermediate Chinese I
Pre-requisites: <u>LC-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>
3 class hours, 3 credits

Course Description:
<u>This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Cultural material will be introduced at an appropriate level in order to foster students' understanding and appreciation of the culture of Chinese-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.</u>

Rationale:
Upon review, the LC 213 course description for Chinese language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LF-213 Intermediate French I
Pre-requisites: ~~LF-112 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~Review of French grammar; selected readings in French literature studied and analyzed.~~

TO:
LF-213 Intermediate French I
Pre-requisites: <u>LF-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>
3 class hours, 3 credits

Course Description:
This course is for students who wish to strengthen and expand their vocabulary and knowledge of grammar, and improve their ability to converse on everyday subjects. Students will be exposed to contemporary social and cultural issues of the French-speaking world through film and multimedia. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LF 213 course description for French language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, French and Francophone culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LG-213 Intermediate German I
Pre-requisites: ~~LG-112 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~Intensive review of German grammar through practice of the phonological and grammatical structure of German orally and in writing. Selected readings in contemporary German prose.~~

TO:
LG-213 Intermediate German I
Pre-requisites: <u>LG-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>
3 class hours, 3 credits

Course Description:
This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Cultural material will be introduced at an appropriate level in order to foster students' understanding and appreciation of the culture of German-speaking countries. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LG-213 course description for German language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LH-213 Intermediate Hebrew I
Pre-requisites: ~~LH-112 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~General review of grammar covered in Hebrew I (LH-111) and Hebrew II (LH-112); readings, short stories, reports, and discussion in the language.~~

TO:
LH-213 Intermediate Hebrew I
Pre-requisites: <u>LH-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>
3 class hours, 3 credits

Course Description:
This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Cultural material will be introduced in order to broaden students' understanding and appreciation of Israel and Jewish culture. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LH 213 course descriptions for Hebrew language were found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LH-213.

FROM:
LI-213 Intermediate Italian I
Pre-requisites: ~~LI-112 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~General review of grammar; readings and discussion in Italian.~~

TO:
LI-213 Intermediate Italian I
Pre-requisites: <u>LI-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>
3 class hours, 3 credits

Course Description:
This course provides an opportunity to acquire increased fluency in spoken Italian with an emphasis on natural, colloquial usage. New vocabulary, idiomatic phrases and grammatical structures will be introduced in a cultural context. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LI-213 course description for Italian language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LS-213 Intermediate Spanish I
Pre-requisites: ~~L-112 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~Review of Spanish grammar with intensive aural-oral practice, through the use of videotapes and selected~~

~~readings.~~

TO:
LS-213 Intermediate Spanish I
Pre-requisites: LS-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures
3 class hours, 3 credits

Course Description:
This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Cultural material will be introduced in order to broaden students' understanding and appreciation of Spanish-speaking cultures. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LS-213 course description for Spanish language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite

FROM:
LC-214 Intermediate Chinese II
Pre-requisites: ~~LC213 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
The focus of this course is to continue the improvement of oral communication skills, along with reading, writing and grammar. It is designed to help students expand their vocabulary, and to study more complex grammatical structures. Components of Chinese culture will be integrated through readings, discussions and realia.

TO:
LC-214 Intermediate Chinese II
Pre-requisites: LC-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures
3 class hours, 3 credits

Course Description:
The focus of this course is to continue the improvement of oral communication skills, along with reading, writing and grammar. It is designed to help students expand their vocabulary, and to study more complex grammatical structures. Components of Chinese culture will be integrated through readings, discussions and realia. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LC-214 course description for Chinese language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LF-214 Intermediate French II
Pre-requisites: ~~LF213 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~Intensive training in literary analysis through study of French works. Emphasis on French composition and conversation.~~

TO:
LF-214 Intermediate French II
Pre-requisites: <u>LF-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>
3 class hours, 3 credits

Course Description:
<u>This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics relating to France and the Francophone world presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course. This course is appropriate for heritage speakers.</u>

Rationale:
Upon review, the LF-214 course description for French language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LG-214 Intermediate German II
Pre-requisites: ~~LG213 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits
Course Description:
~~Intensive training in literary analysis through study of German works. Emphasis on German composition and conversation.~~

TO:
LG-214 Intermediate German II
Pre-requisites: <u>LG-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>
3 class hours, 3 credits

Course Description:
This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics of German-speaking countries presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LG-214 course description for German language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LH-214 Intermediate Hebrew II
Pre-requisites: ~~LH213 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~Compositions, readings, and discussion of the material covered in class. Short stories, poems, scenes from plays, reports, and discussions in the language.~~

TO:
LH-214 Intermediate Hebrew II
Pre-requisites: LH-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures
3 class hours, 3 credits

Course Description:
This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics of Israel and Jewish culture presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LH 214 course description for Hebrew language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LI-214 Intermediate Italian II
Pre-requisites: ~~LI213 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~Short stories, poems, scenes from plays, reports, and discussion in Italian~~

TO:
LI-214 Intermediate Italian II
Pre-requisites: LI-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures
3 class hours, 3 credits

Course Description:
This course emphasizes reading and comprehension of authentic texts, including newspaper or magazine articles, and excerpts from contemporary literary works. More complex grammar and vocabulary are introduced through discussion of selected social and cultural issues presented in the reading material. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

Rationale:
Upon review, the LI-214 course description for Italian language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LS-214 Intermediate Spanish II
Pre-requisites: ~~LS213 or the equivalent, with a grade of C or better or permission of the Department~~
3 class hours, 3 credits

Course Description:
~~Emphasis on written composition. Selections from Spanish and Spanish-American literature read and~~

~~analyzed.~~

TO:
LS-214 Intermediate Spanish II
Pre-requisites: <u>LS-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures</u>
3 class hours, 3 credits

Course Description:
<u>This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics of Spanish-speaking countries presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.</u>

Rationale:
Upon review, the LS 214 course description for Spanish language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

FROM:
LF-401 French and Francophone Cultures Today
Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours 3 credits ~~Offered as needed~~

Course Description:
A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English.

TO:
LF-401 French and Francophone Cultures Today
Pre-requisites <u>or Co-requisite: ENGL 101</u>
3 <u>class</u> hours, 3 credits

Course Description:
A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English. <u>This course does not fulfill the foreign language requirement.</u>

Rationale:
The revision of LF 401 is made necessary because the amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with the culture course will enhance the students' ability to express their ideas in writing.

FROM:
LG-401 The Culture of German-Speaking Countries Today
Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours 3 credits ~~Offered as needed~~

Course Description:
Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will read English translations of contemporary writings and apply an

interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. The course will be taught in English as WI.

TO:
LG-401 The Culture of German-Speaking Countries Today
Pre-requisite <u>or Co-requisite: ENGL 101</u>
3 <u>class</u> hours, 3 credits

Course Description:
Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will read English translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. This course will be taught in English. <u>This course does not fulfill the foreign language requirement.</u>

Rationale:
The revision of LG 401 is made necessary because the amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with the culture course will enhance the students' ability to express their ideas in writing.

FROM:
LI-401 ~~Italy Today~~
Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours 3 credits ~~Offered as needed~~

Course Description:
~~This course will focus on the ways Italy and Italian culture have changed in the past 50 years, and analyze the forces behind these changes. Different cultural aspects, such as politics, education, music and fashion will be taken into consideration. The course will be taught in English~~

TO:
LI-401 Italian Culture through Film
Pre-requisite <u>or Co-requisite: ENGL 101</u>
3 <u>class</u> hours, 3 credits

Course Description:
<u>Students will be introduced to important themes of Italian culture by viewing and analyzing representative Italian films from the post-World War II era to the present. Topics examined include: the family, how World War II has shaped contemporary Italian culture, Italy as a country of emigrants and immigrants, and organized crime. This course will be conducted in English, and all films will have English subtitles. This course does not fulfill the foreign language requirement.</u>

Rationale:
The revision of LI 401 is made necessary because the course as first formulated was found to lack focus and a clear way of organizing a vast subject. Students are naturally attracted to the film medium, but need to learn to interpret film just as they learn to interpret literary and other texts. The films have been chosen to convey a broad historical and social perspective on contemporary Italian culture, and to enable examination and discussion of key issues in Italian history and society.

FROM:
LS-402 Latin American and Caribbean Cultures Today
~~Pre-requisites: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours 3 credits

Course Description:
A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English.

TO:
LS-402 Latin American and Caribbean Cultures Today
Pre-requisites or Co-requisite: ENGL 101
3 class hours, 3 credits

Course Description:
A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English. This course does not fulfill the foreign language requirement.

Rationale:
The revision of LS 402 is made necessary because the amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with the culture course will enhance the students' ability to express their ideas in writing.

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Department of Health, Physical Education and Dance

FROM:
HE 103 ~~Nutrition and Health~~
1 hour lecture 3 hours laboratory 2 credits
~~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**
1 hour lecture 3 hours laboratory 2 credits
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.

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Department of History

All history courses
FROM:
~~HI~~

TO:
HIST

Rationale:
The change in prefix from a two-letter prefix of HI to a four-letter prefix of HIST for all History courses was

decided in order to conform with other departments that have already made this change to their course prefixes. This change will also conform with other CUNY colleges who have adopted this four-letter prefix format.

FROM:
~~HI~~ **110 Introduction to Ancient Civilization**
~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours; 3 credits

Course Description:
A historical survey of the development of ideas and institutions in Ancient China, India, the Near East, Greece, and Rome. Emphasis is on their political, economic, social, legal, religious, cultural, and intellectual achievements. Consultation of primary sources in translation.

TO:
HIST 110 Introduction to Ancient Civilization
Co-requisite: ENGLISH 101
3 hours; 3 credits

Course Description:
A historical survey of the development of ideas and institutions in Ancient China, India, the Near East, Greece, and Rome. Emphasis is on their political, economic, social, legal, religious, cultural, and intellectual achievements. Consultation of primary sources in translation.

Rationale: (for **all** 5 history courses)
The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

FROM:
~~HI~~ **111 Introduction to Medieval and Early Modern Western Civilization**
~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours; 3 credits

Course Description:
The development of Western civilization from the beginning of the Middle Ages to the French Revolution; the major political, intellectual, religious, economic, and social movements which transformed Western civilization from a medieval to a modern society. Materials drawn from texts and original sources.

TO:
HIST 111 Introduction to Medieval and Early Modern Western Civilization
Co-requisite: ENGLISH 101
3 hours; 3 credits

Course Description:
The development of Western civilization from the beginning of the Middle Ages to the French Revolution; the major political, intellectual, religious, economic, and social movements which transformed Western civilization from a medieval to a modern society. Materials drawn from texts and original sources.

Rationale: (for **all** 5 history courses)
The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

FROM:
H̶I̶ 112 Introduction to Modern Western Civilization
~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT~~
~~Assessment Test~~
3 hours; 3 credits

Course Description:
The development of Western civilization from the French Revolution. Major political, economic, intellectual, social, and scientific forces considered. Focus is on the impact of major ideologies – including liberalism, socialism, and nationalism, as well as the emergence of totalitarianism. Readings include textual and original source material.

TO:
HIST 112 Introduction to Modern Western Civilization
Co-requisite: ENGLISH 101
3 hours; 3 credits

Course Description:
The development of Western civilization from the French Revolution. Major political, economic, intellectual, social, and scientific forces considered. Focus is on the impact of major ideologies – including liberalism, socialism, and nationalism, as well as the emergence of totalitarianism. Readings include textual and original source material.

Rationale: (for **all** 5 history courses)
The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

FROM:
H̶I̶ 127 Growth of American Civilization I: Colonial Period Through Reconstruction
~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT~~
~~Assessment Test~~
3 hours; 3 credits

Course Description:
The development of American civilization examined from its origins through the aftermath of the Civil War. Deals with vital political, economic, social, and cultural forces and institutions. The Revolutionary era, the Constitutional period, the Jacksonian, Civil War, and Reconstruction eras, and such developments as sectionalism, nationalism, and industrialization are surveyed. Readings include textual and original source materials.

TO:
HIST 127 Growth of American Civilization I: Colonial Period Through Reconstruction
Co-requisite: ENGLISH 101
3 hours; 3 credits

Course Description:
The development of American civilization examined from its origins through the aftermath of the Civil War. Deals with vital political, economic, social, and cultural forces and institutions. The Revolutionary era, the Constitutional period, the Jacksonian, Civil War, and Reconstruction eras, and such developments as sectionalism, nationalism, and industrialization are surveyed. Readings include textual and original source materials.

Rationale: (for **all** 5 history courses)
The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

FROM:
HI 128 Growth of American Civilization II: Reconstruction to the Present
~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT~~
~~Assessment Test~~

Course Description:
The development and growth of modern American civilization examined. Emphasis is on social, political, cultural, and economic forces that have shaped the nation, concentrating on both internal developments and the roots of American expansion abroad. Themes discussed include immigration, nativism, the changing role of women, the Great Depression, the New Deal, America's wars, the United States as a world leader, civil rights and the growth of popular cultures. Readings include textual and original source materials.

TO:
HIST 128 Growth of American Civilization II: Reconstruction to the Present
Co-requisite: ENGLISH 101
3 hours; 3 credits

Course Description:
The development and growth of modern American civilization examined. Emphasis is on social, political, cultural, and economic forces that have shaped the nation, concentrating on both internal developments and the roots of American expansion abroad. Themes discussed include immigration, nativism, the changing role of women, the Great Depression, the New Deal, America's wars, the United States as a world leader, civil rights and the growth of popular cultures. Readings include textual and original source materials.

Rationale: (for **all** 5 history courses)
The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

FROM:	TO:
HI 123 Recent American Civilization ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**HIST 123 Recent American Civilization** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same
FROM: **HI 132 World History Since 1500** ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**TO:** **HIST 132 World History Since 1500** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same
HI 133 Introduction to Modern East Asian Civilization ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**HIST 133 Introduction to Modern East Asian Civilization** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same
HI 135 History of New York State ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**HIST 135 History of New York State** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same

HI 136 African-American History ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**HIST 136 African-American History** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same
HI 140 Latin American History I: Ancient Times to Independence (1500 b.c. to 1825) ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**HIST 140 Latin American History I: Ancient Times to Independence (1500 b.c. to 1825)** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same
HI 141 Latin American Story II: Independence to the Present ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**HIST 141 Latin American History II: Independence to the Present** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same
HI 154 History and Health Care ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**HIST154 History and Health Care** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same
HI 178, 179 Special Topics in History ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**HIST 178, 179 Special Topics in History** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same
HI 193 Introduction to the History of Borderlands ~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ 3 hours; 3 credits Course description: remains the same	**HIST 193 Introduction to the History of Borderlands** **Prerequisite or Co-requisite**: ENGLISH 101 3 hours; 3 credits Course description: remains the same
FROM: **HIST-186: Introduction to Legal History I: The Ancient World through the Early Modern Period** Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	**TO:** HIST-186: Introduction to Legal History I: The Ancient World through the Early Modern Period Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST-187: Introduction to Legal History II: The Enlightenment through the Present Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.~~ Co-requisite: English 101 3 class hours; 3 credits	HIST-187: Introduction to Legal History II: The Enlightenment through the Present Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same

Course description: remains the same	
HIST-281: History of Nationalism and the Politics of Identity Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	HIST-281: History of Nationalism and the Politics of Identity Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST-292: History of Fascism, Nazism, and Communism. Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	HIST-292: History of Fascism, Nazism, and Communism. Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST-292: History of Fascism, Nazism, and Communism. Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.~~ Co-requisite: English 101 3 class hours; 3 credits. Course description: remains the same	HIST-292: History of Fascism, Nazism, and Communism. Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST-252 History of Medieval and Early Modern Spain Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	HIST-252 History of Medieval and Early Modern Spain Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST-205 History of the First World War: 1914-1918 Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	HIST-205 History of the First World War: 1914-1918 Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST-242 History of Modern Japan: 1868-1989 Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.~~ Co-requisite: English 101 3 class hours; 3 credit Course description: remains the same	HIST-242 History of Modern Japan: 1868-1989 Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same

HIST-227 British History since 1688 Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205),~~ ~~or satisfactory score on the CUNY/ACT Assessment~~ ~~Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	HIST-227 British History since 1688 Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST 211 History of Early Christianity: Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205),~~ ~~or satisfactory score on the CUNY/ACT Assessment~~ ~~Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	HIST 211 History of Early Christianity Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST 236 History of Germany Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205),~~ ~~or satisfactory score on the CUNY/ACT Assessment~~ ~~Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	HIST 236 History of Germany Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST 208 History of the Romans and Their Empire Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205),~~ ~~or satisfactory score on the CUNY/ACT Assessment~~ ~~Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	HIST 208 History of the Romans and Their Empire Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
HIST 238 History of Russia Pre-requisites: ~~BE-122 (or 226) and BE-112 (or 205),~~ ~~or satisfactory score on the CUNY/ACT Assessment~~ ~~Test.~~ Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same	HIST 238 History of Russia Pre-requisites: **Prerequisite or** Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same
FROM: **HI 113 Europe and the World since 1945** 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-~~ ~~205), or satisfactory score on the CUNY/ACT~~ ~~Assessment Test~~ Course description: remains the same	**TO:** HIST 222 Europe and the World since 1945 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same
HI 118 Ancient Greek history 3 hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-~~ ~~205), or satisfactory score on the CUNY/ACT~~ ~~Assessment Test~~ Course description: remains the same	HIST 218 Ancient Greek history 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same

HI 125 Immigration and Ethnic groups in the US 3 class hours; 3 credits Offered in Spring Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 276 Immigration and Ethnic groups in the US 3 class hours; 3 credits Offered in Spring Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI 126 Women in America 3 class hours; 3 credits Offered in Fall Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 226 Women in America 3 class hours; 3 credits Offered in Fall Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI129 Recent American Civilization 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 239 Recent American Civilization 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI144 Modern Economic History 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 244 Modern Economic History 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI 153 Western War and Warfare: from Gunpowder to Desert Storm 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 253 Western War and Warfare: from Gunpowder to Desert Storm 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI 165 The European Renaissance 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 265 The European Renaissance 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI173 Barbarians, from the Roman Empire to the Early Modern World 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 209 Barbarians, from the Roman Empire to the Early Modern World 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI177 Greek and Roman Mythology 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 250 Greek and Roman Mythology 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI 181 History of the Second World War 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT~~	HIST 206 History of the Second World War 3 class hours; 3 credits

	Assessment Test~~	Pre-requisite <u>or co-requisite</u> ENGL 101
Course description: remains the same	Course description: remains the same
HI185 The Holocaust 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 290 The Holocaust 3 class hours; 3 credits Pre-requisite <u>or co-requisite</u> ENGL 101 Course description: remains the same
HI 191 History of Genocide in the Twentieth Century 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 291 History of Genocide in the Twentieth Century 3 class hours; 3 credits Pre-requisite <u>or co-requisite</u> ENGL 101 Course description: remains the same
HI195 Judaism, Christianity, and Islam 3 class hours; 3 credits Offered in Fall Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 295 Judaism, Christianity, and Islam Pre- 3 class hours; 3 credits Pre-requisite <u>or co-requisite</u> ENGL 101 Course description: remains the same

Rationale:
The history department has come to the conclusion that students would be better served if certain history electives were designated at the 200-level. It would indicate that, while there is no history prerequisite, the student should expect these courses to be dealing more intensely with specific topics, as opposed to the 100-level courses, which are broader overviews of longer developments in history. The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

Department of Nursing

FROM:
NU 101 Safe and Effective Nursing Care ~~of Client~~ Level I
3 class hours 12 clinical laboratory hours 7 credits
NU 101 ~~provides the student with the theoretical basis and practical application of nursing concepts underlying the practice of safe and effective nursing care - across the life cycle - with a focus on the aging population. Primary emphasis is placed on meeting the client's basic self-care needs. Communication techniques (written and oral), legal/ethical parameters of healthcare, basic pharmacology, cultural considerations and teaching-learning principles are described and utilized with individuals and small groups. The nursing process, as a problem-solving tool, provides the basis of patient care. Students learn basic assessment skills for individual clients. Critical thinking techniques, necessary for diagnosing and treating human responses to actual or potential health problems are utilized. Clinical experiences in the college laboratories, hospitals, nursing homes and community settings provide the basis for the development of professional behaviors.~~

Note: Admission to evening clinical sequence (NU-101) will be in the Fall semester only.

Students may repeat only one nursing course (NU-101, NU-102, NU-201 or NU-202) in the Clinical Program. However, a repeat of NU-101 will require an approval from the Nursing Department Appeals Committee. This

includes students who withdrew from a course after the first day, for any reason, and students who completed the course with a grade below passing.

TO:
NU 101 Safe and Effective Nursing Care Level I
3 class hours 12 clinical laboratory hours 7 credits
NU 101 establishes the foundation for evidence-based practice by providing an introduction to the professional nursing role and responsibilities. The eight core competencies used as a framework that is congruent with the national health care goals are: professionalism, safety, assessment, patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement and informatics. Students will be introduced to the nursing process which will guide them in the development of the knowledge, skills and attitudes necessary to perform the role of a professional nurse, with an emphasis on the aging population. Significant components of the course include effective communication; basic physical assessment; basic pharmacology; nutrition; peri-operative care; principles of teaching/learning and infection control; and health promotion. A variety of teaching methodologies are used to facilitate the diverse learning needs of nursing students utilizing classroom and clinical experiences.

FROM:
NU 102 Safe and Effective Nursing Care ~~of Client~~ Level II
5 class hours 12 clinical laboratory hours 9 credits
NU 102 ~~provides the student with the theoretical basis and application of nursing concepts underlying the safe and effective practice of nursing as it relates to self-care needs - across the life cycle - with a focus on the adult and pediatric client. Psychosocial, end-of-life, spiritual and cultural aspects of care are included. Teaching-learning principles are utilized for clients across the life span. Relevant therapeutic nutrition, pharmacology and holistic healing modalities are presented. Students continue to develop communication and assessment skills as well as critical thinking strategies. Professional practice is further developed utilizing evidenced-based research. Clinical experiences take place in the college laboratories, hospitals and community settings.~~

TO:
NU 102 Safe and Effective Nursing Care Level II
5 class hours 12 clinical laboratory hours 9 credits
NU 102 is designed to augment the fundamental principles for developing and implementing plans of care that improve outcomes for adult patients. The patient history, assessment, socio-cultural factors and best practices will be incorporated into the treatment plan. Utilizing the nursing process, students will integrate foundational knowledge and skills into the clinical practice. Practicum experiences will expose students to electronic documentation, collaborative care, medication administration and a variety of disease processes in a diverse patient population. Significant components of the course include care of the patient with sepsis, alterations in fluids and electrolytes, as well as cardiac, endocrine, gastro-intestinal and respiratory systems. Pharmacological and nutritional interventions will be integrated into the coursework. Various methodologies will be used to support the development of the eight core competencies.

FROM:
NU 201 Safe and Effective Nursing Care ~~of Client~~ Level III

NU 201 ~~provides the student with the theoretical basis and application of nursing concepts underlying the practice of nursing as it relates to self care needs - across the life cycle - with a focus on assisting adults and families to achieve and maintain an optimal level of health and wellness. Related therapeutic nutrition and pharmacology continue as a focus of practice. Refinement of assessment, teaching-learning, communication and critical thinking strategies continues.~~ Development of professional accountability continues with emphasis on writing and evidenced- based research. ~~Learning experiences are provided in the college laboratory, acute care, maternal-child, and community health care settings.~~

TO:
NU 201 Safe and Effective Nursing Care Level III
NU 201 prepares students to provide comprehensive care to the child-bearing family with an emphasis on men's, women's and children's health care needs.The student will utilize evidence-based knowledge and

critical thinking skills to apply concepts of family dynamics, socioeconomic issues, health and wellness, and cultural implications of health care. Risk reduction and disease prevention will be incorporated into nursing care. Significant components of the course include complex cardiac, oncological, genitourinary and gynecological disorders. Assessment and intervention in child and partner abuse will be addressed. Development of professional accountability continues, with an emphasis on writing, evidence-based research and leadership skills. The role of the nurse as a patient advocate and collaborative member of the interdisciplinary team continues. Students will continue to enhance the application of the eight core competencies in a variety of clinical health care settings. This course fulfills a Writing Intensive requirement.

FROM:
NU 202 Safe and Effective Nursing Care ~~of Client~~ Level IV (change of title and course description)
5 class hours 12 clinical laboratory hours 9 credits
NU 202 provides the student with the knowledge and skills needed to manage ~~safe and effective care of clients - across the life cycle -~~ with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of clients in acute care and community settings utilizing evidenced-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Interdisciplinary communication and collaboration ~~are~~ emphasized. ~~Teaching and learning practices are implemented for the elderly client in community centers. Professional behaviors related to healthcare policy, finance and regulation, and policy formation are introduced. Clinical experiences are provided in college laboratories, hospitals and community settings with the inclusion of a mental health and community health experience.~~

TO:
NU 202 Safe and Effective Nursing Care Level IV
5 class hours 12 clinical laboratory hours 9 credits
NU 202 provides the student with the knowledge and skills needed to manage patients with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of patients in acute care and community settings utilizing evidence-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Collaboration and interdisciplinary communication continue to be emphasized. Professional behaviors related to healthcare policy, financial regulations, and policy formation are discussed. Significant components of the course include multisystem failure, autoimmune and immune disorders, eating and childhood disorders, major psychiatric disorders, disaster preparedness, and population health. Advanced application of the eight core competencies are integrated into nursing practice.

The following rationale applies to all (4) course revisions above.

Rationale:
We are updating the language to reflect the current health care system. Course descriptions were made more specific. Content was shifted to allow the curriculum to progress more effectively and align with the health care needs of our population.

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Department of Physics

FROM:
PH-111 Space, Astronomy and Our Universe
~~2.25 class hours 0.75 lab hours~~/3 credits
Co-requisites: ~~None~~

Course Description:

"Space, Astronomy, and our Universe" discusses topics related to space and astronomy, beginning with our planet and our Moon, and extending to stars, galaxies, and the Universe as a whole. This course will explore physical processes and laws that govern the motion and evolution of all objects in the Universe, including planets, stars and galaxies.

TO:
PH-111 Space, Astronomy and Our Universe
3 class hours, 3 credits
Co-requisites: PH-112

Course Description:
"Space, Astronomy, and our Universe" discusses topics related to space and astronomy, beginning with our planet and our Moon, and extending to stars, galaxies, and the Universe as a whole. This course will explore physical processes and laws that govern the motion and evolution of all objects in the Universe, including planets, stars and galaxies.

Rationale:
It has been observed that students taking PH-112 perform much better in PH-111. The Physics Department strongly feels that the students are better served when PH-111 is taken in conjunction with PH-112. The material in PH111 will be better covered in the lecture with the extra time.
Departmental approval: 11/18/2015.

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Department of Speech Communication and Theater Arts

FROM:
SP 230 Video Production
2 class hours, 2 lab hours, 3 credits
Pre-requisites/Co-requisites: BE-112 or BE-205 & BE-122 or BE-226

Course Description:
Video Production I is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films **and videos** in class as well as additional assigned readings.

TO:
SP **130** Video Production **I**
2 class hours, 2 lab hours, 3 credits
Pre-requisites/Co-requisites: BE-112 or BE-205 & BE-122 or BE-226

Course Description:
Video Production I is an introductory class in the creation and aesthetics of **digital** video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short **group and solo** projects. This class will also have screenings of various short films in class as well as additional assigned readings.

Rationale:
The number change from level 200 to level 100 makes it clear that the course is an introductory level course. The course will become a pre-requisite to a new course, SP 230 Video Production II, and will be offered each semester and enrollment will still be capped at 16 as this number corresponds to available work-stations in the Media Lab.

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2. CHANGES IN PROGRAMS

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

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

FROM: ~~Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	TO: <u>Associate in Science (A.S.) Degree in Art with concentrations in Art and Design or Art History</u>

FROM: ~~Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	TO: <u>Associate in Science (A.S.) Degree in Dance</u>

FROM: ~~Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	TO: <u>Associate in Science Degree (A.S.) in Music</u>

FROM: ~~Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	TO: <u>Associate in Science (A.S.) Degree in Theatre with concentrations in Acting or Technical Theatre</u>

Changes in curricular requirements: None

Changes in General Education Core Requirements: None

FROM: ~~Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	**TO**: The <u>Associate in Science (A.S.) Degree in Art with concentrations in Art and Design and Art History</u>

REQUIREMENTS FOR THE ~~A.S. DEGREE~~ COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102
     6
 REQUIRED CORE 1B: Mathematical &
	REQUIREMENTS FOR THE <u>Associate in Science (A.S.) Degree in Art with concentrations in Art and Design and Art History</u> COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102
	     6

Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C[1]: Creative Expression (select one from 2C[1]) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2]) <u>3</u> Sub-total 30	REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C[1]: Creative Expression (select one from 2C[1]) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2]) <u>3</u> Sub-total 30
MAJOR All students ~~in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.~~ Sub-total 21-23	**MAJOR** All students <u>majoring in the Associate in Science (A.S.) Degree in Art</u> must complete one of the concentrations: Art & Design or Art History. Sub-total 21-23
ADDITIONAL MAJOR REQUIREMENTS SP-211[3] Speech Communication[3] 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science[4] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 Sub-total 5-7	**ADDITIONAL MAJOR REQUIREMENTS** SP-211[3] Speech Communication[3] 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science[4] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 Sub-total 5-7
ELECTIVES Free Electives 0-3 Sub-total 0-3	**ELECTIVES** Free Electives 0-3 Sub-total 0-3
Total Credits Required 60	Total Credits Required 60
1 Recommended: ~~select from area different from concentration (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111)~~. 2 Recommended: select course from 2C in ~~concentration~~ discipline. 3 Students who ~~have taken~~ SP-211 in the Common Core are recommended to take a Foreign	1 Recommended: DAN-111, MU-110, MU-120, SP-471, SP-472, or TH-111. 2 Recommended: select an additional course from 2C in <u>major</u> discipline: <u>ARTH-100—ARTH-128, ARTH-202 or ARTH-225</u>. 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

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

CONCENTRATIONS Courses may be selected from the following categories to fulfill the 21-23 credit concentration in the Fine and Performing Arts	

ART AND DESIGN CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:
 	
Six (6) credits from:
  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
 	
14-20 credits from:
  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
	Associate in Science (A.S.) Degree in Art
	ART AND DESIGN CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:
	
	Six (6) credits from:
	  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
	
	14-20 credits from:
	  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
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
	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
	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

ART HISTORY CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:
The following courses are required (6 credits):
       ARTH-101 History of Art I
       ARTH-202 History of Art II
14-20 credits from1:
       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
1 One studio art course may be substituted for an art history course in consultation with a departmental advisor.
	<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:
	The following courses are required (6 credits):
	       ARTH-101 History of Art I
	       ARTH-202 History of Art II
	14-20 credits from1:
	       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*1*
	1 One studio art course may be substituted for an art history course in consultation with a departmental advisor.

FROM: ~~Associate in Science in Visual and Performing Arts~~	TO: <u>The Associate in Science (A.S.) Degree in Dance</u>

(FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre A	
REQUIREMENTS FOR THE A.S. DEGREE COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102 6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C[1]: Creative Expression (select one from 2C[1]) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2]) 3 Sub-total 30	REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Dance COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102 6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C[1]: Creative Expression (select one from 2C[1]) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2]) 3 Sub-total 30
MAJOR All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements. Sub-total 21-23	MAJOR All students majoring in the Associate in Science (A.S.) Degree in Dance must complete 21-23 credits in Dance major electives as outlined below. Sub-total 21-23
ADDITIONAL MAJOR REQUIREMENTS SP-211[3] Speech Communication[3] 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science[4] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 Sub-total 5-7	ADDITIONAL MAJOR REQUIREMENTS SP-211[3] Speech Communication[3] 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science[4] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 Sub-total 5-7
ELECTIVES Free Electives 0-3 Sub-total 0-3	ELECTIVES Free Electives 0-3 Sub-total 0-3

Total Credits Required 60	Total Credits Required 60
1 Recommended: ~~select from area different from concentration~~ (ARTH-100—ARTH-128 ~~including~~ ARTH-202 ~~&~~ ARTH-225, ~~or DAN-111,~~ ~~or~~ MU-110, ~~or~~ MU-120, ~~or~~ SP-471, ~~or~~ SP-472, or TH-111). 2 Recommended: select course from 2C in ~~concentration~~ discipline. 3 Students who ~~have taken~~ SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110	1 Recommended: ARTH-100—ARTH-128, ARTH-202, ARTH-225, MU-110, MU-120, SP-471, SP-472, or TH-111). 2 Recommended: select <u>an additional</u> course from 2C in <u>major</u> discipline<u>: DAN-111.</u> 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-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110

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

Two courses in Repertory or Workshop (4-6 cr) Select from DAN 160, 161 260, 261 or 262 (audition required for 260, 261, 262) 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 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) Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).	Two courses in Repertory or Workshop (4-6 cr) Select from DAN 160, 161 260, 261 or 262 (audition required for 260, 261, 262) 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 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) Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).

FROM: ~~Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Art~~	TO: The Associate in Science (A.S.) Degree in Theatre with concentrations in Acting or Technical Theatre
REQUIREMENTS FOR THE ~~A.S. DEGREE~~	REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Theatre with concentrations in Acting or Technical Theatre

COMMON CORE REQUIREMENTS
REQUIRED CORE 1A:
English Composition I, II Take EN101 & 102
     6
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)
     3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)   3
FLEXIBLE CORE 2A: World Cultures & Global Issues
(select one from 2A)   3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity
(select one from 2B)   3
FLEXIBLE CORE 2C[1]: Creative Expression
(select one from 2C[1])   3
FLEXIBLE CORE 2D: Individual & Society
(select one from 2D)   3
FLEXIBLE CORE 2E: Scientific World
(select one from 2E)   3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:
(select one course[2])   <u>3</u>
	COMMON CORE REQUIREMENTS
	REQUIRED CORE 1A:
	English Composition I, II Take EN101 & 102
	     6
	REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)
	     3
	REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3
	FLEXIBLE CORE 2A: World Cultures & Global Issues
	(select one from 2A) 3
	FLEXIBLE CORE 2B: U.S. Experience & Its Diversity
	(select one from 2B) 3
	FLEXIBLE CORE 2C[1]: Creative Expression
	(select one from 2C[1]) 3
	FLEXIBLE CORE 2D: Individual & Society
	(select one from 2D) 3
	FLEXIBLE CORE 2E: Scientific World
	(select one from 2E) 3
	FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:
	(select one course[2]) <u>3</u>

Sub-total 30	Sub-total 30

MAJOR All students ~~in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.~~ Sub-total 21-23	**MAJOR** All students majoring <u>in the Associate in Science (A.S.) Degree in Theatre</u> must complete 21-23 credits in Theatre requirements and electives as outlined below. Sub-total 21-23

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

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

Total Credits Required 60	Total Credits Required 60

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

THEATRE ARTS CONCENTRATION – Students ~~select~~ 21-23 credits in consultation with a departmental adviser as follows:	THEATRE MAJOR – 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	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 & Digital Media	One of the following courses (3 Credits): TH-221 Acting II TH-231 Stagecraft II TH-152 Standard Speech for Stage, Film, Television & 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	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

FROM: ~~Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	TO: <u>Associate of Science (A.S.) Degree in Music</u>
REQUIREMENTS FOR THE ~~A.S. DEGREE~~	REQUIREMENTS FOR THE <u>Associate of Science (A.S.) Degree in Music</u>

COMMON CORE REQUIREMENTS
REQUIRED CORE 1A:
English Composition I, II Take EN101 & 102
    6
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)
    3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)   3
	COMMON CORE REQUIREMENTS
	REQUIRED CORE 1A:
	English Composition I, II Take EN101 & 102
	    6
	REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)
	    3
	REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3

FLEXIBLE CORE 2A: World Cultures & Global Issues		FLEXIBLE CORE 2A: World Cultures & Global Issues	
(select one from 2A)	3	(select one from 2A)	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity		FLEXIBLE CORE 2B: U.S. Experience & Its Diversity	
(select one from 2B)	3	(select one from 2B)	3
FLEXIBLE CORE 2C[1]: Creative Expression		FLEXIBLE CORE 2C[1]: Creative Expression	
(select one from 2C[1])	3	(select one from 2C[1])	3
FLEXIBLE CORE 2D: Individual & Society		FLEXIBLE CORE 2D: Individual & Society	
(select one from 2D)	3	(select one from 2D)	3
FLEXIBLE CORE 2E: Scientific World		FLEXIBLE CORE 2E: Scientific World	
(select one from 2E)	3	(select one from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:		FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:	
(select one course[2])	3	(select one course[2])	3
Sub-total	30	Sub-total	30

MAJOR	MAJOR
All students ~~in the Visual and Performing Arts A.S. Degree Program~~ must complete ~~one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.~~	All students majoring in the Associate of Science (A.S.) Degree in Music must complete 21-23 credits in Music courses as outlined below.
Sub-total 21-23	Sub-total 21-23

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

ELECTIVES		ELECTIVES	
Free Electives	0-3	Free Electives	0-3
Sub-total	0-3	Sub-total	0-3

Total Credits Required 60	Total Credits Required 60

1 Recommended: ~~select from area different from concentration~~ (ARTH-100—ARTH-128, ~~including~~ ARTH-202 & ARTH-225, ~~or~~ DAN-111, ~~or MU-110, or MU-120,~~ or SP-471, ~~or~~ SP-472, or TH-111). 2 Recommended: select course from 2C in concentration discipline. 3 Students who ~~have taken~~ SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.	1 Recommended: ARTH-100—ARTH-128, ARTH-202, ARTH-225, DAN-111, SP-471, SP-472, or TH-111). 2 Recommended: select an additional course from 2C in major discipline: MU-110, MU-120. 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-11, HI-112; or a Social Sciences course.

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

~~MUSIC CONCENTRATION~~ – Students select 20-26 credits in consultation with a departmental advisor as indicated below.
 	
The following courses are required:
     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
 	
Two credits selected from the: MU-400 series
The remaining 6-12 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.
	MUSIC MAJOR– Students select 20-26 credits in consultation with a departmental advisor as indicated below.
	
	The following courses are required:
	     MU-110 Introduction to Music or
	     MU-120 Survey of Western Music
	     MU-241 Music Theory and Keyboard Harmony Iand
	     MU-242 Music Theory and Keyboard Harmony II or
	     MU-231 Jazz Theory Iand
	     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
	
	Two credits selected from the: MU-400 series
	The remaining 6-12 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.

<div align="center">

Academic Program Revision Proposal
A.S. Degree in Visual and Performing Arts

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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.

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VAPA Visual & Performing Arts   (Change in title only)
(As the State of New York does not register concentrations, the titles of the new degrees need to be adjusted to the titles approved by the State of New York.)
Departmental approval: approval date March, 31, 2016

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

FROM: ~~Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	TO: Associate in Science (A.S.) Degree in Art
FROM: ~~Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	TO: Associate in Science (A.S.) Degree in Dance
FROM: ~~Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	TO: Associate in Science Degree (A.S.) in Music
FROM: ~~Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	TO: Associate in Science (A.S.) Degree in Theatre
Changes in curricular requirements: None	
Changes in General Education Core Requirements: None	
FROM: ~~Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	**TO**: The Associate in Science (A.S.) Degree in Art
REQUIREMENTS FOR THE ~~A.S. DEGREE~~ COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102 6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) 3	REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Art COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102 6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)

REQUIRED CORE 1C: Life and Physical Sciences		3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3	REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3	

Left Column	Right Column
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C[1]: Creative Expression (select one from 2C[1]) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2]) <u>3</u> **Sub-total** 30	3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C[1]: Creative Expression (select one from 2C[1]) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2]) <u>3</u> **Sub-total** 30
MAJOR All students ~~in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.~~ **Sub-total** 21-23	**MAJOR** All students <u>majoring in the</u> Associate in Science (A.S.) Degree in Art must complete one of the concentrations: Art & Design or Art History. **Sub-total** 21-23

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

Total Credits Required 60	**ELECTIVES** Free Electives 0-3 **Sub-total** 0-3 **Total Credits Required** 60
1 Recommended: ~~select from area different from concentration (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225,~~ or DAN-111, ~~or~~ MU-110, ~~or~~ MU-120, ~~or~~ SP-471, ~~or~~ SP-472, or TH-111~~)~~. 2 Recommended: select course from 2C in ~~concentration~~ discipline~~.~~	1 Recommended: DAN-111, MU-110, MU-120, SP-471, SP-472, or TH-111. 2 Recommended: select an additional_course from 2C in <u>major</u> discipline: <u>ARTH-100—ARTH-128, ARTH-202 or ARTH-225</u>. 3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement of</u> SP-

3 Students who ~~have taken~~ SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110	211 and are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110
CONCENTRATIONS ~~Courses may be selected from the following categories to fulfill the~~ ~~21-23 credit concentration in the Fine and Performing Arts~~	Associate in Science (A.S.) Degree in Art

AND DESIGN CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:
Six (6) credits from:
   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
14-20 credits from:
   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
	ART AND DESIGN CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:
	Six (6) credits from:
	   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
	14-20 credits from:
	   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 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	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 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
	Associate in Science (A.S.) Degree in Art

ART HISTORY CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:
The following courses are required (6 credits):
   ARTH-101 History of Art I
   ARTH-202 History of Art II
14-20 credits from1:
   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
***1** One studio art course may be substituted for an art history course in consultation with a departmental advisor.*
	ART HISTORY CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:
	The following courses are required (6 credits):
	   ARTH-101 History of Art I
	   ARTH-202 History of Art II
	14-20 credits from1:
	   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***1***
	***1** One studio art course may be substituted for an art history course in consultation with a departmental advisor.*

OM: ~~Associate in Science in Visual and Performing~~	**TO**: The Associate in Science (A.S.) Degree in

Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts	Dance
REQUIREMENTS FOR THE A.S. DEGREE	REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Dance
COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102 6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C[1]: Creative Expression (select one from 2C[1]) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2]) 3 **Sub-total** 30	COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102 6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C[1]: Creative Expression (select one from 2C[1]) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course[2]) 3 **Sub-total** 30
MAJOR All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements. **Sub-total** 21-23	**MAJOR** All students majoring in the Associate in Science (A.S.) Degree in Dance must complete 21-23 credits in Dance major electives as outlined below. **Sub-total** 21-23
ADDITIONAL MAJOR REQUIREMENTS SP-211[3] Speech Communication[3] 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science[4] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 **Sub-total** 5-7	ADDITIONAL MAJOR REQUIREMENTS SP-211[3] Speech Communication[3] 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science[4] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 **Sub-total** 5-7
ELECTIVES Free Electives 0-3 **Sub-total** 0-3	**ELECTIVES** Free Electives 0-3 **Sub-total** 0-3
Total Credits Required 60	**Total Credits Required** 60

1 Recommended: ~~select from area different from concentration~~ (ARTH-100—ARTH-128 ~~including ARTH-202~~ & ARTH-225, ~~or DAN-111,~~ or MU-110, ~~or~~ MU-120, ~~or~~ SP-471, ~~or~~ SP-472, or TH-111). 2 Recommended: select course from 2C in ~~concentration~~ discipline. 3 Students who ~~have taken~~ SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110	1 Recommended: ARTH-100—ARTH-128, ARTH-202, ARTH-225, MU-110, MU-120, SP-471, SP-472, or TH-111). 2 Recommended: select <u>an additional</u> course from 2C in <u>major</u> discipline<u>: DAN-111</u>. 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-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110
~~CONCENTRATIONS~~ ~~urses may be selected from the following categories to fulfill the~~ ~~21-23 credit concentration in the Fine and Performing Arts~~	
~~DANCE CONCENTRATION –~~ Students select 21-23 credits In consultation with a departmental adviser as follows: DAN 110 Foundations of Dance Movement (3 cr) Two courses in Modern Dance technique (4cr) (level determined by placement class) Select from DAN 124, 125, 126, 127, 220, 221 or 222 Two courses in Ballet technique (4cr) (level determined by placement class) Select from DAN 134, 135, 136, 137, 230, 231 or 232 DAN 249 Modern Dance Improvisation (2cr) DAN 251 Choreography I(2cr)	<u>DANCE MAJOR</u> - Students select 21-23 credits In consultation with a departmental adviser as follows: DAN 110 Foundations of Dance Movement (3 cr) Two courses in Modern Dance technique (4cr) (level determined by placement class) Select from DAN 124, 125, 126, 127, 220, 221 or 222 Two courses in Ballet technique (4cr) (level determined by placement class) Select from DAN 134, 135, 136, 137, 230, 231 or 232 DAN 249 Modern Dance Improvisation (2cr)

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Two courses in Repertory or Workshop (4-6 cr)

Select from DAN 160, 161 260, 261 or 262
(audition required for 260, 261, 262)

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

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)

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

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DAN 251 Choreography I (2cr)

Two courses in Repertory or Workshop (4-6 cr)

Select from DAN 160, 161 260, 261 or 262
(audition required for 260, 261, 262)

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

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)

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

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FROM: ~~Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Art~~

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TO: The Associate in Science (A.S.) Degree in Theatre

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REQUIREMENTS FOR THE ~~A.S. DEGREE~~

COMMON CORE REQUIREMENTS
REQUIRED CORE 1A:
English Composition I, II Take EN101 & 102
    6
REQUIRED CORE 1B: Mathematical &
Quantitative Reasoning (select one from 1B)
    3
REQUIRED CORE 1C: Life and Physical Sciences
(select one from 1C)   3
FLEXIBLE CORE 2A: World Cultures & Global Issues
(select one from 2A)   3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity
(select one from 2B)   3
FLEXIBLE CORE 2C[1]: Creative Expression
(select one from 2C[1])   3
FLEXIBLE CORE 2D: Individual & Society
(select one from 2D)   3
FLEXIBLE CORE 2E: Scientific World
(select one from 2E)   3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:
(select one course[2])   <u>3</u>
          Sub-total 30

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REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Theatre

COMMON CORE REQUIREMENTS
REQUIRED CORE 1A:
English Composition I, II Take EN101 & 102
    6
REQUIRED CORE 1B: Mathematical &
Quantitative Reasoning (select one from 1B)
    3
REQUIRED CORE 1C: Life and Physical Sciences
(select one from 1C)   3
FLEXIBLE CORE 2A: World Cultures & Global Issues
(select one from 2A)   3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity
(select one from 2B)   3
FLEXIBLE CORE 2C[1]: Creative Expression
(select one from 2C[1])   3
FLEXIBLE CORE 2D: Individual & Society
(select one from 2D)   3
FLEXIBLE CORE 2E: Scientific World
(select one from 2E)   3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:
(select one course[2])   <u>3</u>
          Sub-total 30

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MAJOR

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

Sub-total 21-23

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

Sub-total   5-7

ELECTIVES
Free Electives   0-3
Sub-total

Total Credits Required   60

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

MAJOR

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.

Sub-total 21-23

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

Sub-total   5-7

ELECTIVES
Free Electives   0-3
Sub-total   0-3

Total Credits Required   60

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

THEATRE ARTS CONCENTRATION – Students ~~select~~ 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 & 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	THEATRE MAJOR – Students complete 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 & 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
FROM: ~~Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts~~	**TO:** Associate of Science (A.S.) Degree in Music
REQUIREMENTS FOR THE ~~A.S. DEGREE~~ COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102　　6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)　3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)　　　　　　　　　　3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)　　　　　　　　　　3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity	REQUIREMENTS FOR THE Associate of Science (A.S.) Degree in Music COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102　　6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)　3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)　　　　　　　　　　3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)　　　　　　　　　　3 FLEXIBLE CORE 2B: U.S. Experience & Its

(select one from 2B)	3

FLEXIBLE CORE 2C[1]: Creative Expression
(select one from 2C[1])   3
FLEXIBLE CORE 2D: Individual & Society
(select one from 2D)   3
FLEXIBLE CORE 2E: Scientific World
(select one from 2E)   3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:
(select one course[2])   3
                              Sub-total   30

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

                              Sub-total   21-23

ADDITIONAL MAJOR REQUIREMENTS
SP-211[3]   Speech Communication[3]   3
HE-101   Intro. to Health Education or
HE-102   Health Behavior & Society   1-2
One course in PE-400 or PE-500 series or DAN-100 series   1
Laboratory Science[4] BI-132, BI-171, CH-102, CH111,
CH-121 ET-842, PH-112   0-1

                              Sub-total   5-7

ELECTIVES
Free Electives   0-3
                              Sub-total   0-3

                    Total Credits Required   60

1 Recommended: ~~select from area different from concentration~~ (ARTH-100—ARTH-128, ~~including~~ ARTH-202 ~~&~~ ARTH-225, ~~or~~ DAN-111, ~~or MU-110, or MU-120, or~~ SP-471, ~~or~~ SP-472, or TH-111).
2 Recommended: select course from 2C in concentration discipline.
3 Students who ~~have taken~~ SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.
4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.
All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110;

Diversity
(select one from 2B)   3
FLEXIBLE CORE 2C[1]: Creative Expression
(select one from 2C[1])   3
FLEXIBLE CORE 2D: Individual & Society
(select one from 2D)   3
FLEXIBLE CORE 2E: Scientific World
(select one from 2E)   3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:
(select one course[2])   3
                              Sub-total   30

MAJOR
All students majoring in the Associate of Science (A.S.) Degree in Music must complete 21-23 credits in Music courses as outlined below.

                              Sub-total   21-23

ADDITIONAL MAJOR REQUIREMENTS
SP-211[3]   Speech Communication[3]   3
HE-101   Intro. to Health Education or
HE-102   Health Behavior & Society   1-2
One course in PE-400 or PE-500 series or DAN-100 series   1
Laboratory Science[4] BI-132, BI-171, CH-102, CH111,
CH-121 ET-842, PH-112   0-1

                              Sub-total   5-7

ELECTIVES
Free Electives   0-3
                              Sub-total   0-3

                    Total Credits Required   60

1 Recommended: ARTH-100—ARTH-128, ARTH-202 , ARTH-225, DAN-111, SP-471, SP-472, or TH-111).
2 Recommended: select an additional course from 2C in major discipline: MU-110, MU-120.
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-11, HI-112; or a Social Sciences course.
4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.
All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120,

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	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
~~MUSIC CONCENTRATION~~ – Students select 20-26 credits in consultation with a departmental advisor as indicated below. *The following courses are required:* 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 *Two credits selected from the: MU-400 series* The remaining 6-12 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.	<u>MUSIC MAJOR</u>– Students select 20-26 credits in consultation with a departmental advisor as indicated below. *The following courses are required:* MU-110 Introduction to Music or MU-120 Survey of Western Music MU-241 Music Theory and Keyboard Harmony Iand MU-242 Music Theory and Keyboard Harmony II or MU-231 Jazz Theory land 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 *Two credits selected from the: MU-400 series* The remaining 6-12 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.

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.

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Department of Business

Revisions: Certificate Program

Here is the information to include in a proposal to revise an existing degree or certificate program:
Departmental approval October 7, 2015

1.	**Program Name:**	Computer Information Systems – Certificate Program
2.	**Program Code:**	79418
3.	**HEGIS number:**	5101

4.	**Date approved by the department**	10	7	2015
		Month	**Day**	**Year**
5.	**Date the changes will be effective (if approved)**	08	25	2016
		Month	**Day**	**Year**

6.	**All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~**
7.	**All new text, courses, credits, etc. should be marked by <u>underlining</u>.**
8.	**All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~**
9.	**Show the whole set o program requirements in a From/To format (see example below)**

From:		**To:**	
Computer Information Systems – Certificate Program		**Computer Information Systems – Certificate Program**	
Core Requirements	Credits	**Core Requirements**	Credits
Required Core:1 A: English Composition I: ENGL-101	3	Required Core:1 A: English Composition I: ENGL-101	3
Flexible Core: 2A, 2B, 2C, 2D, or 2E: Liberal Arts and Sciences Electives (select two courses)	6	Flexible Core: 2A, 2B, 2C, 2D, or 2E: Liberal Arts and Sciences Electives (select two courses)	6
Subtotal	9	Subtotal	9
Requirements for the Major		**Requirements for Major**	
CIS-101 (formerly BU-500) Introduction to Microcomputer Applications	3	CIS-101 (formerly BU-500) Introduction to Microcomputer Applications	3
~~CIS-152 (formerly BU-520) Computer Programming for Business I~~	~~3~~	<u>CIS-102 Computer Programming Fundamentals for Business</u>	<u>3</u>
~~BU-509 Projects in Data Processing~~	~~3~~	<u>CIS-153 (formerly BU-532) Microcomputer Operating Systems and Utility Software</u>	<u>3</u>
		<u>CIS-206 (formerly BU-530) Spreadsheet Business Applications</u>	<u>3</u>
		<u>CIS-208 (formerly BU-508) Database Management Systems</u>	<u>3</u>
Subtotal	~~9~~	<u>Subtotal</u>	<u>15</u>
Options (choose A or B)		**<u>Electives (select 2 courses from the following)</u>**	

OPTION A – COMPUTER PROGRAMMING		CIS-152 (formerly BU-520) Computer Programming for Business I	3
BU-502 COBOL Programming	3	CIS-201 (formerly BU-534) Local Area Network Management	3
BU-504 Systems Analysis and Design with Business Applications	3	CIS-204 (formerly BU-524) Web Design	3
CIS-202 (formerly BU-522) Computer Programming for Business II	3	CIS-251 Analysis and Design of Systems Projects	3
CIS-153 (formerly BU-532) Microcomputer Operating Systems and Utility Software	3		
Subtotal	12	Subtotal	6
Option B – MICROCOMPUTER APPLICATIONS SOFTWARE			
CIS-208 (formerly BU-508) Database Management Systems	3		
CIS-206 (formerly BU-530) Spreadsheet Business Applications	3		
CIS-153 (formerly BU-532) Microcomputer Operating Systems and Utility Software	3		
BU-859 Desktop Publishing (Software)	3		
Subtotal	12		
Total	60	Total	60

10. Write a Rationale for all the changes

The Computer Information Systems (CIS) program was recently updated and revised. The revised CIS program was approved by the Academic Senate in May 2015. The previous program provided CIS majors with a choice of two tracks – Microcomputer Applications Software or Computer Programming. The revised program no longer provides for separate tracks. Creating a single track for CIS majors enables a more extensive set of required core courses which will better prepare our students for employment and/or college transfer. The revisions to existing courses in the revised CIS Program reflected changes to technology and industry directions. The CIS Certificate is being updated to reflect the changes in the recently approved CIS program.

11. Write a Summary for all the changes

The Computer Information Systems Certificate program is now one track and requires more courses in the major. In addition, it reflects the revised courses and course numbering of the CIS courses. All the Computer Information Systems courses have been given a new prefix: CIS (formerly BU).

12. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.

None. [All course revisions and new courses were approved when revising the A.A.S. in Computer Information Systems which was approved by the Academic Senate May 2015.]

Courses new to the Certificate program:
CIS-102 (replaced BU-502 which was not originally required in the Certificate program.)

13. **If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.**

BU-502 is replaced with CIS-102.

BU-509 and BU-504 is replaced with CIS-251 (a new course which combines topics from the two previous courses).

BU-522 is now CIS-202 but is no longer required in the CIS Certificate program but is still offered A.A.S. in Computer Information Systems in the Business Department.

BU-859 is no longer required in the CIS Certificate program but is still offered in the A.A.S. in Office Administration and Technology program in the Business Department.

14. **Explain briefly how students currently in the program will be able to complete the requirements**

There are only a few students in the certificate program. If a student needs a course no longer offered in the original certificate program, they should go the Business Department for a course substitution.

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Environmental Science program

Environmental Science program (now separated from the Environmental Health/Science program). Departmental approval 12/22/15.

1.	**Program Name:**	Environmental Science			
2.	**Program Code:**	37858			
3.	**HEGIS number:**	5408			
4.	**Date the changes will be effective (if approved)**	5	2	2016	
		Month	**Day**	**Year**	

5.	**All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~**
6.	**All new text, courses, credits, etc. should be marked by <u>underlining</u>.**
7.	**Show the whole set o program requirements in a From/To format (see example below)**

From:		To:	
Common Core	Credits	Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)	6	REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 440)*	4	REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 440)*	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*	4	REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*	4
FLEXIBLE CORE: II. A: World Cultures & Global Issues	3	FLEXIBLE CORE: II. A: World Cultures & Global Issues	3

FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3	FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3	FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3	FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*	4.5	FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*	4.5
FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)*	4.5	FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)*	4.5
Subtotal	**35**	**Subtotal**	**35**
Major		Major	
BI-461 General Microbiology	4	BI-461 General Microbiology	4
BI-202 General Biology	4	BI-202 General Biology	4
BI 480 Environmental Science	4	BI 480 Environmental Science	4
BI-160 Ecology	4	BI-160 Ecology	4
GE-101 Physical Geology	4	GE-101 Physical Geology	4
Subtotal	**32**	**Subtotal**	**20**
Advised Electives	5	Advised Electives	5
Total Credits Required:	60	**Total Credits Required:**	60
Advised Electives May Include		Advised Electives May Include	
~~BI-505 Current Trends in Environmental Health and Environmental Science~~	1	BI-505 Current Environmental Issues	1
BI-554 Research Laboratory Internship	2	BI-554 Research Laboratory Internship	2
CH-110/111 Chemistry and the Environment/lab	4	CH-110/111 Chemistry and the Environment/lab	4
ET-840 Energy for a Green Society	4	ET-840 Energy for a Green Society	4
ET-841 The Science of Energy and Power in the Modern World	3	ET-841 The Science of Energy and Power in the Modern World	3
~~ET-842 Energy Production and Conservation~~	~~1 (co Req ET-841)~~		
ET-843 The Role of Energy in Society	3	ET-843 The Role of Energy in Society	3
GE-102 Historical Geology	4	GE-102 Historical Geology	4
HE-110 Cardiopulmonary Resuscitation	1	HE-110 Cardiopulmonary Resuscitation	1
MA-336 Computer-Assisted Statistics	3	MA-336 Computer-Assisted Statistics	3

MA-441 Analytic Geometry and Calculus	4	MA-441 Analytic Geometry and Calculus	4
PH-120/121 Introduction to Meteorology/lab	4	PH-120/121 Introduction to Meteorology/lab	4
PH-124 Global Warming	3	PH-124 Global Warming	3

8. **Write a Rationale for all the changes**

> The BI-505 course has been revised and renamed to include topics relevant to Environmental Science
> The ET-841 course is an elective that can be taken without the lab component
> ET-842 is a lab with ET-841 as co-requisite; these two courses together are equivalent to ET-840 (which is already listed as an advised elective)

9. **Write a Summary for all the changes**

> The Environmental Science program has been approved by NYSED as a separate tract (previously submitted as a dual tract with Environmental Health). The program outlined above is the same as what had been submitted as part of the dual tract except for the minor changes in advised electives.
>   BI-505 has been revised as a seminar series that will include topics relevant to Environmental Science. The ET advised electives as proposed will allow students to choose either a 3 credit course without a lab (ET-841) or an equivalent 4-credit course with a lab component (ET-840). Since students who wish to take this course with a lab can enroll in ET-840, it is not necessary to offer ET-842.

10. **If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.**

> BI-505 course revision has already been approved by QCC Curriculum Committee

11. **If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.**

> No Biology courses have been deleted from the program

12. **Explain briefly how students currently in the program will be able to complete the requirements**

> Environmental Science is a new program-as such students will fulfill the revised requirements as they enroll in the program

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Engineering Technology

This revision was unanimously approved at our January 27, 2016 Department Meeting.
The Department of Engineering Technology recommends the following curriculum revision to the Computerized Architectural and Industrial Design Program. These changes serve to update the program, and are in response to our recent QCC Program Review. The revision was previously approved by the Academic Senate Curriculum Committee and by the Academic Senate at its April, 2015 meeting. Two tracks were originally approved: Track 1 was for Architectural Design and track 2 was for Construction Management. However, the New York State Education Department feels that these should be separate programs. The curriculum revision proposal that follows revises the Computerized Architectural and Industrial Design Program into a single A.A.S. degree program in Architectural Technology. The Construction Management program may be considered at a later date.

Here is the information to include in a proposal to revise an existing degree or certificate program:

1.	**Program Name:**	~~Computerized Architectural and Industrial Design~~ Architectural Technology
2.	**Program Code:**	UAPC 0919 Day 3919 Evening / NYSE Code 01531

3.	HEGIS number:	5303			

4.	Date the changes will be effective (if approved)	September	1	2016	
		Month	**Day**	**Year**	

5.	All text or items that will be deleted or changed should be marked with a ~~strikethrough~~.
6.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.
7.	Show the whole set o program requirements in a From/To format (see example below)

From:			To:	
~~Computerized Architectural and Industrial Design~~			<u>Architectural Technology</u>	
Common Core	Credits		Common Core	Credits
Required Core 1A EN-101,102 English Composition I, II	6		Required Core 1A EN-101,102 English Composition I, II	6
Required Core 1B MA-114 College Algebra and Trigonometry	4		Required Core 1B MA-114 College Algebra and Trigonometry	4
Required Core 1C PH-201 General Physics I	4		Required Core 1C PH-201 General Physics I	4
Flexible Core 2A, 2B, 2D, or 2E Social Science or History Elective (2 Courses)	6		Flexible Core 2A, 2B, 2D, or 2E Social Science or History Elective (2 Courses)	6
Subtotal	20		Subtotal	20
Major			Major	
~~MT-111 Technical Graphics~~	2		<u>ARCH-119 Visualization I</u>	2
~~MT-124 Metallurgy and Materials~~	3		<u>ARCH-113 Building Technology I</u>	3
~~MT-212 Technical Descriptive Geometry~~	3		<u>ARCH-129 Visualization II</u>	<u>2</u>
~~MT-219 Surveying and Layouts~~	3		<u>ARCH-125 Surveying & Site Planning</u>	3
~~MT-341 Applied Mechanics~~	3		<u>ARCH-121 Architectural Design II</u>	<u>4</u>
~~MT-345 Strength of Materials~~	3		MT-341 Applied Mechanics	3
~~MT-369 Computer Applications in Engineering Technology~~	3		MT-345 Strength of Materials	3
~~MT-453 Piping Systems~~	3		<u>ARCH-237 Environmental Systems</u>	3
~~MT-454 Fundamentals of HVAC Systems~~	~~2~~		<u>TECH-100 Intro to Engineering & Technology</u>	<u>1</u>
~~MT-481 Architectural Design I~~	3		<u>ARCH-111 Architectural Design I</u>	3
~~MT-482 Structural Drafting and Design~~	3		<u>ARCH-248 Structures I</u>	3
~~MT-484 Construction Methods~~	3		<u>ARCH-123 Building Technology II</u>	3
~~MT-488 Computer-Aided Design I~~	3		<u>ARCH-231 Architectural Design III</u>	<u>4</u>

MT489 Computer-Aided Design II	3	ARCH-241 Adv. Architectural Modeling	3
Sub-total	40		40
Total	60	Total	60

8.   Write a Rationale for all the changes

The Department of Engineering Technology recommends this curriculum revision to the Computerized Architectural and Industrial Design Program. These changes serve to update the program, and are in response to our recent QCC Program Review and a response from the New York State Education Department to our previous submittal. These revisions were unanimously approved at our January 27, 2016 Department Meeting.

The current Computerized Architectural & Industrial Design program was designed in the early 1980's when personal computers were a relatively new phenomena and the task of drafting still comprised a significant portion of the workforce. Since that time, the landscape of the Architectural workplace has changed significantly. Computers have not only become ubiquitous, but are also accompanied by a variety of specialized application software that is highly mature. Further, the workforce has consolidated such that a particular individual will no longer be solely a drafter. Workers are now tasked with an increasing amount of design work, while still being required to perform drafting duties.

9.   Write a Summary for all the changes

MT-219 Surveying & Layouts is renamed ARCH-125 Surveying and Site Planning.
MT-481 Architectural Design I is revised to be ARCH-111 Architectural Design I.
MT-482 Structural Drafting & Design is revised to be ARCH-248 Structures I.
MT-484 Construction Methods is revised to be ARCH-123 Building Technology II.
MT-489 Computer Aided Design II is revised to be ARCH-241 Adv. Architectural Modeling.
MT-453 Piping Systems is revised to be ARCH-237 Environmental Systems. ARCH-237 combines the essentials of MT-453 and MT-454 and adds new material for relevance.
MT-124 Metallurgy and Materials is revised to be ARCH-113 Building Technology I.
MT-488 Computer Aided Design I is revised to be ARCH-231 Architectural Design III.
MT-111 Technical Graphics is revised to be ARCH-119 Visualization I.
MT-212 Descriptive Geometry is revised to be ARCH-129 Visualization II.
MT-368 Computer Applications in Engineering Technology is revised to be ARCH-121 Architectural Design II.
MT-100 Introduction to Engineering & Technology is renamed TECH-100 Introduction to Engineering & Technology.

10.   If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.

Note: There are no new or revised courses. All courses and course revisions were previously Approved by the Curriculum Committee and the Academic Senate.

11.   If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.

MT-454 Fundamentals of HVAC Systems (1 class hour, 4 lab hours, 2 credits) will continue to be offered by the department.

12.   Explain briefly how students currently in the program will be able to complete the requirements

ARCH courses will be used as equivalent courses for MT courses. If a course is not offered the student will be given a substitute course.

Program revision for the A.S. in Engineering Science

HEGIS: 5609
NYSED Code: 01521

Effective: Upon approval

From: **A.S. in Engineering Science**		To: **A.S. in Engineering Science**	
Common Core	**Credits**	**Common Core**	**Credits**
REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)	6	REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 441)	4	REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 441)	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: CH 151)	4	REQUIRED CORE: I. C: Life & Physical Sciences (Required: CH 151)	4.5
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course from II.A)	3	FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course from II.A)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course from II.B)	3	FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course from II.B)	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course from II.C)	3	FLEXIBLE CORE: II. C: Creative Expression (Select one course from II.C)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course from II.D)	3	FLEXIBLE CORE: II. D: Individual & Society (Select one course from II.D)	3
FLEXIBLE CORE: II. E: Scientific World (Required: PH 411)	3.5	FLEXIBLE CORE: II. E: Scientific World (Required: PH 411)	3.5
FLEXIBLE CORE: II: A, B, C, D or E (Required: PH 412)	3	FLEXIBLE CORE: II: A, B, C, D or E (Required: PH 412)	3
Subtotal *Students are required to take STEM variants in I.B, I.C, and II.E; if students do not take STEM variants in common core, they will have to take additional credits to complete their degree requirements.*	**32.5***	**Subtotal** *Students are required to take STEM variants in I.B, I.C, and II.E; if students do not take STEM variants in common core, they will have to take additional credits to complete their degree requirements.*	**33***
Major		**Major**	
MA 442 and 443 Analytical Geometry II and III	8	MA 442 and 443 Analytical Geometry II and III	8
MA 451 Differential Equations	4	MA 451 Differential Equations	4
PH 413 Calculus Physics III	3.5	PH 413 Calculus Physics III	3.5
EE 101 Engineering Design I	1	EE 101 Engineering Design I	1
EE 204 Electric Circuits	3	EE 204 Electric Circuits	3
EE 103 Computer-aided Analysis for Electrical Engineers	2	EE 103 Computer-aided Analysis for Electrical Engineers	2
Computer programming options (select one): PH 240 Computerized Physical Measurement using Graphical Programming *OR* ~~ET 810 Digital Computation Fundamentals~~ *OR* ET 505 Introduction to C++ Object Oriented Programming *OR* CS 101 Algorithmic Problem solving I	3	*Computer programming options* (select one): PH 240 Computerized Physical Measurement using Graphical Programming *OR* ET 575 Introduction to C++ Programming Design and Implementation *OR* ET 505 Introduction to C++ Object Oriented Programming *OR* CS 101 Algorithmic Problem solving I	3-4
Subtotal	**24.5**	**Subtotal**	24.5 - 25.5
Engineering ~~Concentrations~~			

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Chemical Engin.: CH 152, Gen. Chem. II; CH 251, Organic Chem. I; CH 252, Org. Chem. II *Civil Engin.:* PH 416, Thermodynamics; MT 345, Strength of Materials; MA 461, Linear Algebra *Electrical Engin.:* EE 205, Linear Systems Analysis; PH 416, Thermodynamics; CH 152, Gen. Chem. II; ET 540, Digital Computer Theory I *Mechanical Engin.:* MT 293, Parametric Computer-aided Design Drafting; PH 416, Thermodynamics; PH 440, Modern Physics; MA 461, Linear Algebra; CH 152, Gen. Chem. II **Subtotal** ~~8~~ ***TOTAL CREDITS REQUIRED*** **65**	**Engineering <u>Advised Electives</u>** ***Students may select from any of the following courses:*** *Chemical Engin.:* CH 152, Gen. Chem. II; CH 251, Organic Chem. I; CH 252, Org. Chem. II *Civil Engin.:* PH 416, Thermodynamics; MT 345, Strength of Materials; MA 461, Linear Algebra *Electrical Engin.:* EE 205, Linear Systems Analysis; PH 416, Thermodynamics; CH 152, Gen. Chem. II; ET 540, Digital Computer Theory I *Mechanical Engin.:* MT 293, Parametric Computer-aided Design Drafting; PH 416, Thermodynamics; PH 440, Modern Physics; MA 461, Linear Algebra; CH 152, Gen. Chem. II **Subtotal** <u>6.5-7.5</u> ***TOTAL CREDITS REQUIRED*** **65**

Rationale: Most of the changes are corrections. Credit subtotals have been corrected to reflect actual course credits. ET-810 is no longer offered so ET-575 Introduction to C++ Programming Design and Implementation has been added as a Computer Programming option. The term *Engineering Concentrations* has been changed to <u>Engineering Advised Electives,</u> to reflect the intent of the previous program revision. This allows students greater choice for better alignment with individual baccalaureate programs.

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3. NEW CONCENTRATION IN A PROGRAM

History Department

Here is the information to include in a proposal to add a new concentration to an existing degree program.

1.	Program Name:	Liberal Arts and Sciences A.A. degree, History Concentration			
2.	Program Code:	01522			
3.	HEGIS number:	5649			
4.	Date approved by the department	5	4	2016	
		Month	Day	Year	
5.	Date the changes will be effective (if approved)	1	1	2017	
		Month	Day	Year	
6.	All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~				
7.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.				
8.	All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~				
9.	Show the whole set o program requirements in a From/To format (see example below)				

From:	To:	
Liberal Arts and Sciences A.A. degree – (there are currently 15 concentrations)	Liberal Arts and Sciences A.A. degree, History concentration (this concentration will be added to the current list of concentrations)	
Common Core	Common Core	Credits

	REQUIRED CORE: 1. A: English Composition I, II Take ENGL 101 & 102	6
	REQUIRED CORE: 1. B: Mathematical & Quantitative Reasoning Required	3
	REQUIRED CORE: 1. C: Life & Physical Sciences Required:	3
	FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
	FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity:	3
	FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
	FLEXIBLE CORE: II. D: Individual & Society:	3
	FLEXIBLE CORE: II. E: Scientific World	3
	FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3
Subtotal	Subtotal	30-34[1]
Major	Major	
	Two Foreign language Courses (Two sequential courses required)	6
	One History course from HIST-110, HIST-111, HIST-112 (if already taken in common core, one course from HIST-200 series is recommended; if two History courses have been taken in common core, one additional course from HIST-200 series is recommended).	3
	SP-211 (if already taken in common core, one Social Science course from Anthropology, CRIM-101 or CRIM-102, Economics, Sociology, Political Science, or Psychology is recommended)	3
	One English course from ENGL-200 series	3
	One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.	0-1
	History Concentration: Choose three courses from HIST100 and/or HIST 200 series	8-9
	Additional Liberal Arts (one course from HIST-200 series recommended)	0-3
Subtotal	Subtotal	26-28
Additional Major Requirements	HE-101 Introduction to Health Education or HE-102 Health Behavior & Society	1-2
	Two courses in Phys. Ed. or Dance from PE-400 or PE-500 series or DAN-100 series	2
Subtotal		3-4
Total	Total	60

10. <u>Write a Rationale for all the changes</u>

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[1] The credit range accounts for those students who opt to take STEM Variants in 1B, 1C, 2E, and the additional course in the flexible core.

> In preparation for a Dual/Joint in History with Queens College, currently under development, a history concentration in the Liberal Arts and Sciences A.A. degree is recommended. The history concentration will prepare students for majoring in history at a four-year institution.

11. Write a Summary for all the changes

> This program adds a History concentration to existing concentrations in the Liberal Arts and Sciences curriculum. No changes need to be made to current curricula or concentrations to accommodate this new concentration. Students will be able to choose additional credits in History to strengthen their History course experiences before transferring to a four-year college.

12. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.

> No new courses (besides those already submitted to curriculum committee) are needed.

13. If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.

> No courses are to be deleted

14. Explain briefly how students currently in the program will be able to complete the requirements

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4. NEW COURSES

Department of Biology

BI-521 Public Health Biology
Pre-requisites: General Biology 1, BI-201
3 class hours, 3 credits

Course Description:

This course is a general survey of basic scientific and biomedical concepts of modern public health problems and explores mechanisms and models of the major categories of disease. It offers biological perspective on public health issues including infectious diseases, vaccines, genetic illnesses, neoplastic processes and environmental illnesses. The course content provides an overview of the biological mechanisms of disease prevention and progression and the current research related to public health problems.

Rationale:
The course will satisfy the major's elective for QCC students in the proposed A.S and B.S. Public Health Program with Hunter College. This is a foundation course that provides an overview of biological principles associated with disease distribution.
Departmental approval: 12/22/2015

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Department of Chemistry

CH 116: Introduction to Nanoscience Lecture
3 hours; 3 credits

Course Description:

This course, which consists of lecture and laboratory components, is an introduction to nanoscience chemistry and its technological applications in our society. The synthesis of nanomaterials, the tools used to characterize these materials, and the societal impacts of nanomaterials and nanotechnology, such as ethical, legal and environmental implications, will be studied.

Note: Successful completion of CH-116 lecture satisfies the Life and Physical Sciences General Education Core Requirement. Students are strongly encouraged to take CH-117 lab while taking CH-116 lecture to satisfy the laboratory science requirement for graduation and improve the chances of transfer to other colleges. This course may not be used as part of the Science or Mathematics Concentration required for the A.S. in Liberal Arts and Sciences curriculum.

Rationale:

Nanoscience is an emerging and exciting field. This course will provide students with the basic background knowledge to be able to function in an ever increasing nano-scale world. There is an increased interest in educating undergraduates about this growing discipline. Students will be introduced to the latest developments that are occurring in academia as well as in industry. Students will have the unique opportunity to obtain hands-on experience in using a Scanning Electron Microscope, not common at most community colleges. An industry speaker will also visit to present latest developments. This course is currently being offered at City College and similar courses are also currently being implemented at the other CUNY community colleges. It is expected that students who take this course will have improved writing and presentation skills and will be able to perform effective literature studies, as noted already for students at Bronx and Hostos CC.

CH-117: Introduction to Nanoscience Laboratory
Co-requisite: CH-116: Introduction to Nanoscience Lecture
3 hours; 1 credit

Course Description:

This laboratory course complements CH-116 (Introduction of Nanoscience Lecture) and provides basic knowledge of nanoscience chemistry. Students will synthesize nanomaterials such as nanoparticles, and analyze these materials by various microscopic methods. Various applications of nanomaterials will also be studied.

Note: Students are strongly encouraged to take CH-117 lab while taking CH-116 lecture to satisfy the laboratory science requirement for graduation and improve the chances of transfer to other colleges. This course may not be used as part of the Science or Mathematics Concentration required for the A.S. in Liberal Arts and Sciences curriculum.

Rationale:

This course will provide students with the essential hands-on experience to complement the CH 116 Introduction to Nanoscience Lecture course. Students will have the unique experience in utilizing modern instrumentations such as the Atomic Force Microscope and Scanning Electron Microscope to study nanomaterials. There is an increased interest in educating undergraduates about this growing discipline.

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Department of Engineering Technology
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ET-580 Object Oriented Programming
Pre-requisites: ET-575 Introduction to C++ Programming Design and Implementation
3 hours, 3 credits

Course Description:

This course covers object-oriented programming principles and techniques using C++. Topics include pointers, classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features.

Rationale:

Object Oriented programming is a programming style that is associated with the concept of objects, having data fields and related member functions. Objects are instances of classes and are used to interact amongst each other to create applications. Instance means, the object of class on which we are currently working. C++ can be said to be as C language with classes. In C++ everything revolves around object of class, which have their methods & data members. This course will help students master all techniques of software development in the C++ Programming Language and demonstrate these techniques by the solution of a variety of problems spanning the breadth of the language.

ET-585 - Computer Architecture
Pre-requisite or Co-Requisite: English 101
3 hours, 3 credits

Course Description:
The course covers the basic principles of computer organization, operation and performance. It also deals with embedded systems, peripheral devices, memory management, and processor family evolution patterns.

Rationale:
This course provides a strong foundation for students to understand modern computer system architecture and to apply these understandings and principles to future computer designs.
It is structured around the three primary building blocks of general-purpose computing systems: processors, memories, and networks. It will prepare the students for jobs in the computer science and computer engineering industry and can act as a spring board to more advance level courses.

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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 unfolding, meaning, 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

205 - Literary History
Pre-requisite: English 102
4 class hours, 4 credits

Course Description:

An exploration of how literary artists and their creations have responded to earlier writers, and how such responses have historically impacted literature in English. Students will also enhance their analytical and interpretative skills through writing about literary traditions, genres, periods, and movements. Readings include representative genre texts from at least two national literatures and historical periods.

Rationale:

This course offers a critical framework for understanding literary history and the way it has shaped literary studies, exploring the resonances and disjunctions between literary movements and traditions, as well as their corresponding historical contexts. By identifying these patterns in a diverse array of texts, genres and literary periods, students will be able to draw on new and prior knowledge as a means to hone their critical reading and writing skills. This course differentiates itself from traditional literary survey courses, as it offers both narrower and deeper focus on genre, national literatures, and historical periods. This course articulates with Queens College, ENGL 242: Literary History, a four-hour course within QC's English major, thus making transfer to Queens highly efficient and attractive to students (see Item 19). Offering ENGL 205 as a regular class will further 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.

ENGL 206 – Genre

Pre-requisite: English 102
4 class hours, 4 credits

Course Description:

Broadly defined, genre refers to different forms of literary expression, such as fiction, poetry, and drama, but genres are also a reflection of cultural contexts and traditions. In this course, students will focus on different definitions of genre; issues of form, style, and content; and how ideas about genre change over time. Readings will include texts from at least two genres and two national literatures as well as material from before and after 1800.

Rationale:

This course will offer a critical framework for understanding genre and the way it has framed literary studies, teaching broad areas of genre such as fiction, poetry, drama, or film, and highlighting other modes such as horror and romance, or fantasy and myth. By recognizing prior expectations and familiar patterns within a diverse array of texts (including genre theory and criticism), students will be able to draw on past learning as a means to engage and/or revise assumptions to enrich critical thinking and writing skills. This course articulates with Queens College ENGL 243: Genre, a four-hour course within QC's English major, thus making transfer to Queens highly efficient and attractive to students (see item 19). Offering ENGL 206 as a regular class will further 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.

ENGL 220 - Introduction to Creative Writing

Pre-requisite: English 102
4 class hours, 4 credits

Course Description:

A workshop class that introduces writers to the elements of poetry, fiction, drama, and creative nonfiction. Students explore through their own writing and reading of published writers the conventions of each genre, the interrelationships between them, the diversity of expression possible in each. Students will engage with in-class writing exercises, group writing, workshop critique, technique-specific practices, reading and group discussion with the aim of creating a collection of creative work in several genres.

Rationale:

Most four-year colleges with CUNY have a sophomore-level Introduction to Creative Writing class, followed by genre specific writing courses. QCC currently offers fiction and poetry writing classes (ENGL 221 and 222) for both introductory students and more advanced students, combined. Creating an introductory level creative writing course would better serve both new and advanced writing students, allowing deeper exploration of genres for advanced students. Such a course would allow English major and concentration students better

preparation for transfer, particularly if they are considering a creative writing emphasis after transfer from QCC.

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Department of Foreign Languages

LC-322 Introduction to Chinese Linguistics
Pre-requisite: Placement by the Department of Foreign Languages and Literatures
3 class hours, 3 credits

Course Description:
This course introduces the basic linguistic structure, history and variation of Mandarin Chinese to undergraduate students who already have prior knowledge of Chinese. Linguistic topics include: phonetics, phonology, morphology and etymology, as well as syntax, semantics and pragmatics of modern Chinese. Individual and group projects will complement lectures, readings and discussions.

Rationale:
Queensborough Community College has a growing population of Chinese students from China, Taiwan, Malaysia and other regions of Asia. This course serves advanced-level Chinese students who would like to continue to broaden their knowledge of Chinese language and linguistics. For students who take Chinese to fulfill their language requirement, this course can serve as either the first or second course of the required language classes. Students can also take this course as an elective.

LF-217 French for Business and the Professions
Pre-requisite: A grade of "C" or higher in LF 213, or placement by the Department of Foreign
  Languages and Literatures
3 class hours, 3 credits

Course Description:
A course with emphasis on learning how business is conducted in French, for students interested in working in any business or professional capacity. Students will create conversations in formal (business) settings, acquire business vocabulary and related grammar, write a CV and cover letter, and create a marketing campaign. Fundamental work-related cultural differences of English-and French-speaking countries will be discussed. Students will also complete an oral presentation on a business, technology or economic issue in a French-speaking country. Weekly individual listening or viewing assignments online or in the language laboratory are part of the course.

Rationale:
This course is intended to serve heritage and non-heritage speakers of French who would like to prepare to use French in a business or professional setting. Grammar, vocabulary and pragmatics will be treated at the intermediate level, and will focus on practical situations calling for an oral or written response, for example: a job interview, or writing a business letter. Students will be assigned to view videos and research topics relating to cultural and economic topics in several French-speaking countries.

Starting in Fall 2016, heritage/native speakers of French will be placed into either LF 213 or LF 214/217, depending on their level. Students who take LF 213 will be able to choose between LF 214 and LF 217 for the second half of their language requirement. Students who start in LF 214 will take LF 217 for the second half of their language requirement, and students who take LF 217 first, may take LF 214 second. LF 214 and LF 217 will be offered in alternating semesters. The vocabulary and grammar material presented in the two courses will not be the same.

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Department of History

HIST-186: Introduction to Legal History I: The Ancient World through the Early Modern Period
Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT
                Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the ideological, intellectual, and practical development of laws, legal theory, and justice systems in various societies from the Ancient World to the Early Modern period. Using primary and secondary sources, the course discusses the historical context in which legal theory and practice developed and flourished, as well the global impacts of the spread of European legal systems during the Age of Exploration.

Rationale:

This is an entry level elective course that provides students with knowledge of the function and evolution of law, legal concepts, and justice systems from the Ancient World through the Early Modern period. Legal history, as a field, is important not only as a basis for understanding many of the documents of governance and negotiation that are studied as sources for historical events and processes, but as a means to better prepare students for professional specialization in various aspects of law and criminal justice. The history of law is also useful as an approach to understanding ethical and historical problems, how societies define acceptable and unacceptable behavior, how and what they choose to punish, and how of these concepts change over time as societies develop. A course on Legal History will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

HIST-187: Introduction to Legal History II: The Enlightenment through the Present
Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT
                Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the ideological, intellectual, and practical development of laws, legal theory, and justice systems in various countries and internationally from the Enlightenment through the present. The course discusses the historical context in which these legal theory and practice developed and flourished, as well the global impacts of the development of International Law and International Courts in the wake of the Second World War and Decolonization.

Rationale:

This is an entry level elective course that provides students with an understanding of the function and evolution of law, legal concepts, and justice systems from the Enlightenment through the present. Legal history, as a field, is important not only as a basis for understanding many of the documents of governance and negotiation that are studied as sources for historical events and processes, but as a means to better prepare students for professional specialization in various aspects of law and criminal justice. The Enlightenment and the Napoleonic wars drastically changed the European approach to justice, as did the War Crimes Tribunals after the Second World War so a study of the legal changes from the Enlightenment through the present is an excellent window into evolving concepts of human rights and justice. A course on Legal History will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

HIST-281: History of Nationalism and the Politics of Identity

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the ideological and intellectual histories of the rise of the Nation-State, Nationalism, and Identity concepts such as the "race" concept. The course discusses the historical context in which these ideologies developed and flourished, as well as the global impact of the rise of these new forms of identity and the ways in which these identities have been politicized for various purposes.

Rationale:

This is an entry level elective course that provides students with knowledge of the rise of nationalism and the nation-state in a global context in the nineteenth century. The history of Nationalism has had an enormous impact on global phenomena with compelling interest in ethical and historical problems. A course on the history of Nationalism and the Politics of Identity will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

HIST-292: History of Fascism, Nazism, and Communism.

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the ideological and intellectual histories of the most impactful totalitarian ideologies and political practices of the twentieth century: Fascism in Italy, Nazism in Germany, and Communism in Soviet Russia and China. The course discusses the historical context in which these ideologies developed and flourished, as well the global impacts of the regimes that practiced them in the twentieth century.

Rationale:

This is an entry level elective course that provides students with a knowledge of totalitarian regimes in a global context in the twentieth century. The history of Fascism, Nazism, and Communism are recognized for their impact on global phenomena with compelling interest in ethical and historical problems. A course on the history of Fascism, Nazism and Communism will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century.

HIST-252 History of Medieval and Early Modern Spain

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

A study of the historical development of the Iberian Peninsula (modern Spain and Portugal) from the time of the Visigothic invasions to the end of the Habsburg dynasty. The course examines the political, military, social, economic, and cultural events and currents that shaped the character of Spanish institutions. The historical development of Spain will be examined within the larger context of European and world history.

Rationale:
This entry-level elective course will provide the students with the knowledge and understanding of a region and a period in time that contributed in great measure to the development of Western civilization and European world hegemony. Spain during this period provides a great example of the interaction of different cultures and the establishment of global connections. The course will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering specific geographic settings across different time periods.

HIST-205 History of the First World War I: 1914-1918
Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT
           Assessment Test.
Co-requisite: English 101
3 class hours; 3 credits

Course Description:
This course examines the history and impact of this seminal catastrophe of the twentieth century: the First World War, 1914-1918. This course examines the history, as well as cultural, ideological and intellectual impact of the war. It focuses on Europe, Asia, the Middle East and the United States as well as on the revolutions that were caused by the war. The course discusses the historical context in which the war was fought and ended as well as how it impacted the history of the decades to follow the events of 1914-1918.

Rationale:
This is an entry level elective course that provides students with knowledge of the First World War in a global context in the twentieth century. The history of this war is recognized for its impact on global phenomena with compelling interest as ethical and historical problems. A course on the history of First World War will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century.

HIST-242 History of Modern Japan: 1868-1989
Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT
           Assessment Test.
Co-requisite: English 101
3 class hours; 3 credits

Course Description:
This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1868 and 1989. The course focuses on modern Japan's role in East Asia and the world as well as on the economic, political, and social impacts that were caused by developments that took place there. Discussions include the historical context in which modern Japan was created and in which way its historical developments impacted the world

Rationale:
This is an entry level course that produces students with knowledge of Modern Japan in a global context in the nineteenth and twentieth century. The history of this country is studied for its impact on global phenomena with compelling interest as social and historical problems. A course on the history of Modern Japan will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part o f a series of courses covering global issues of the twentieth century.

HIST-227 British History since 1688

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course provides a survey of British history from the Glorious Revolution of 1688 to today. Topics will include the development of parliamentary supremacy over the monarchy, the political, social and cultural interconnections between the English, Scots and Irish, the Industrial Revolution, the rise and fall of the British Empire, the impact of two world wars and the development of the postwar welfare state.

Rationale:

At one point a course on British History was in the college catalog but it was removed when there was no interest from the faculty in offering the course. For the past several years, Dr. Kenneth Pearl, a specialist in Modern Britain, has taught the British History survey as a "Special Topics" course. Based on his continued interest in teaching the topic and strong student interest, the department would like to reintroduce the course into our list of offerings. This is an entry level elective course. The study of Modern British History covers many issues that are of great significance for today's undergraduate. The democratization of British politics, the evolution of British law, the rise and decline of the British Empire and Britain's involvement in two world wars have all had an impact not just for those living within the British Isles but also globally.

HIST 211 History of Early Christianity

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the origins of Christianity, from the life and death of the historical Jesus in the first century to the Christianization of the Roman world in the fourth and fifth centuries. The course discusses the historical context of the development of and acceptance, or rejection, of major Christian beliefs, as well as the effects of Roman persecution and ultimately acceptance of Christianity and the effects of Christianity on Roman culture and society.

Rationale:

This is an entry level course that gives students an in-depth knowledge of the history of Christianity from its beginning to the year 500. Christianity is one of the major world religions, and through this course students will understand the founding, fundamental ideas, and spread throughout the Roman world of the religion. A course on the history of early Christianity will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. The course was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

HIST 236 History of Germany

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

A history of the German-speaking areas of central Europe with special focus on the time period since 1870.

Topics include the first unification, the two world wars, Nazism, the Holocaust, and the contemporary Federal Republic.

Rationale:

This is an entry level elective course that provides students with a knowledge of the fourth-largest economy in the world and the dominant nation within the European Union. The course will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. The course is part of a series of courses covering global issues of the modern world. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

HIST 208 History of the Romans and Their Empire
Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT
                Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:
This course will survey some of the major developments and problems in Roman history, with particular emphasis on the period between the third century BCE and the second century CE. Although the course will cover a diverse array of topics, ranging from social and demographic history to slavery, many of the lectures and discussions will concentrate on the way in which the development and articulation of Roman imperial power affected general historical trends over this period.

Rationale:
This is an entry level elective course that both expands the History Department's offerings to accommodate the Dual/Joint degree program with Queens College (in development), and provides a context in which students can develop skills relevant to historical analysis (chiefly, skills pertaining to research, note-taking, and textual analysis). Thus, the first goal of the course is to acquaint students with current trends in historical thinking about the Roman world, while the second is to introduce them to the practicalities of producing historical analysis – both by exploring how historians approach and analyze evidence from the past, and by examining how historians draw conclusions on the basis of this material.

HIST 238 History of Russia
Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT
                Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:
A history of the Russian state in modern times with special emphasis on the revolutionary and Soviet periods. Topics include the rise of Russian power, imperial government, Lenin, the two world wars, Stalin, Soviet economic development and decay, the collapse of the Soviet Union, and post-Soviet Russia.

Rationale:
This is an entry level elective course that provides students with the complex history of this important country, which was the other superpower in the Cold War and remains one of the most powerful nations in the world. The course will help fulfill the college mission of promoting intellectual inquiry and global awareness among. The course enables students to develop research, note-taking, and textual interpretation skills. The course is of a series of courses covering global issues of the modern world. It was developed to expand the history offerings to accommodate the new Dual/Joint program in development with Queens College.

HIST 207 History of the Greeks and the Persians
Co-Requisite: English 101
3 hours; 3 credits

Course Description:
This course examines through comparison the history of two of the most influential civilizations in world history: the ancient Greeks and Persians. Discussions of the historical context will address how these civilizations developed and flourished, as well as the global impact of the achievements and ideas of these civilizations that are still to be felt today in many regions around the world.

Rationale:
This is an entry level elective course that provides students with knowledge of the origins of Western civilization and their dependence on earlier Eastern traditions. A course on the history of the Greeks and the Persians will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. This course was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College

HIST-247: "History of the Modern Middle East, 1795-2011
Pre-requisite or Co-Requisite: English 101
3 hours, 3 credits

Course Description:
This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1795 and 2011. The course focuses on the Modern Middle East's role in the world as well as on the economic, political, and social impacts that were caused by developments that took place there. The course discusses the historical context in which the Modern Middle East developed and in which ways it has impacted on the world.

Rationale:
This is an entry level elective course that provides students with knowledge of the Modern Middle East in a global context in the nineteenth and twentieth century. The history of this country is studied for its impact on global phenomena with compelling interest as social and historical problems. A course on the history of the Modern Middle East will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

History courses approved by the committee on curriculum on March 15, 2016, but **not** approved at the April 12, 2016 senate nor at May 10, 2016 senate: **HIST-204, HIST-263, HIST-223, HIST-203, HIST-212, HIST-219**

HIST-203 Economic History of the Ancient World
Pre-requisite or Co-Requisite: English 101
3 hours, 3 credits

Course Description:
This course offers an introduction to key problems in the economic history of the ancient Greek and Roman worlds. The course emphasizes the connections between individuals' economic strategies and the social, political, and economic institutions in which those individuals were embedded; it does so by exploring how factors like gender, slavery, and sociability affected trade, manufacture, and agriculture. The course also examines key questions of performance: to what extent could the economies of the ancient world generate intensive growth, and who benefitted from any resultant gains?

Rationale:
This is an entry-level elective course. This course both expands the History Department's offerings to

accommodate the Dual/Joint degree program with Queens College (in development), and provides a context in which students can develop skills relevant to historical analysis (chiefly, skills pertaining to research, note-taking, and textual analysis). Thus, the first goal of the course is to acquaint students with current trends in historical thinking about the economic history of the ancient world, while the second is to introduce them to the practicalities of producing historical analysis – both by exploring how historians approach and analyze evidence from the past, and by examining how historians draw conclusions on the basis of this material.

HIST-204 Topics in Slavery
Pre-requisite or Co-Requisite: English 101
3 hours, 3 credits

Course Description:
This course explores slavery in its social, cultural, and economic contexts. Each semester may focus on different time periods. The problems to be investigated include the origins and development of chattel slavery in theses societies; the impact of slave systems on the socio-economic structures and cultures of their host societies; the effort of slaves to exercise agency through accommodation of resistance; and the role and frequency of manumission in various societies.

Rationale:
This is an entry level elective course that both expands the History Department's offerings to accommodate the Dual/Joint degree program with Queens College (in development), and provides a context in which students can develop skills relevant to historical analysis (chiefly, skills pertaining to research, note-taking, and textual analysis). Thus, the first goal of the course is to acquaint students with current trends in historical thinking about slavery, while the second is to introduce them to the practicalities of producing historical analysis – both by exploring how historians approach and analyze evidence from the past, and by examining how historians draw conclusions on the basis of this material.

HIST-212 History of Piracy and the Sea
Pre-requisite or Co-Requisite: English 101
3 hours, 3 credits

Course Description:
This course surveys the maritime history of the world by focusing on the history of maritime theft, or piracy, as a means to investigate the history of sea-borne trade; maritime aggression; littoral communities; and international law. Course readings will draw from a range of primary sources, including narrative histories; legal texts; and works of fiction, as well as selected readings from scholarly writing on the history of overseas trade, exploration, piracy, maritime warfare; and maritime law.

Rationale:
This is an entry-level elective course that provides students with a knowledge of the history of piracy and its relationship to maritime history from ancient times to the present. The study of piracy incorporates a consideration of history of maritime trade; the history of warfare and aggression; the history of littoral and seafaring communities; the history of slavery; and the history of international law. Piracy and maritime history are documented by a rich range of narrative, literary and legal texts that provide challenging and engaging opportunities for students to engage in the analysis of complex texts. A course on the history of piracy and the sea will thus help fulfill the college mission of promoting intellectual inquiry and global awareness among students. This course will also enable students to develop research, note-taking, and textual interpretation skills. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College

HIST-219 History of the Mediterranean
Pre-requisite or Co-Requisite: English 101
3 hours, 3 credits

Course Description:
This course surveys the history of Mediterranean society from ancient times to the present. Among topics to be included will be: geo-political; environmental and cultural diversity around the Mediterranean; war, commercial, political and religious rivalries; religious and ethnic traditions; social practices; and slavery.

Special attention will be dedicated to primary source documents, and historiography.

Rationale:
This is an entry level elective course that provides students with a knowledge of the history of the Mediterranean, and how the study of the Mediterranean has shaped a more general scholarly understanding of European history. The history of the Mediterranean is understood as a point of origin, contact, and conflict between the three monotheistic faiths of western European society. This course will offer an introduction to the history of their interactions from a political, economic, social and cultural perspective. A course on the history of the Mediterranean will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College

HIST-223 History of the Cold War
Pre-requisite or Co-Requisite: English 101
3 hours, 3 credits

Course Description:
This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1945 and 1991. It will focus on Europe, Asia, the Middle East and the United States as well as on the economic, political, and social impacts that were caused by the Cold War. The course discusses the historical context in which the Cold War was fought and ended.

Rationale:
This is an entry level elective course that provides students with knowledge of the Cold War in a global context in the twentieth century. The history of this war is recognized for its impact on global phenomena with compelling interest as ethical and historical problems. A course on the history of Cold War will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part o f a series of courses covering global issues of the twentieth century. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

HIST-247: "History of the Modern Middle East, 1795-2011
Pre-requisite or Co-Requisite: English 101
3 hours, 3 credits

Course Description:
This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1795 and 2011. The course focuses on the Modern Middle East's role in the world as well as on the economic, political, and social impacts that were caused by developments that took place there. The course discusses the historical context in which the Modern Middle East developed and in which ways it has impacted on the world.

Rationale:
This is an entry level elective course that provides students with knowledge of the Modern Middle East in a global context in the nineteenth and twentieth century. The history of this country is studied for its impact on global phenomena with compelling interest as social and historical problems. A course on the history of the Modern Middle East will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

HIST-263 History of American Cities
Pre-requisite or Co-Requisite: English 101

3 hours, 3 credits

Course Description:
This course examines the development of America's cities and suburbs from the Civil War through the present. The course looks at the dramatic transformation of the United States from predominantly rural society to a majority urban nation and its consequences. This includes the challenges of population growth and slum development, the influence of federal and municipal government on urban and suburban development, racial and class segregation, the evolution of urban cultures, the threat of 'violence' and 'disorder,' and in the last four decades, the impact of deindustrialization, globalization, and gentrification. Readings are a combination of primary sources and historical monographs.

Rationale:
This is an entry level course that produces students who understand the development of America's cities and suburbs from the late nineteenth century to the present. The course enables students to develop research, note-taking, and textual interpretation skills. On a broader level, the course situates the urban environment in an historical context, providing students with an awareness of the urban legal, spatial, and economic structures navigate on a daily basis. When students leave the classroom, they will enter workplaces, rent or buy property, and engage in leisure activities within the very urban environment examined during this course. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

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Department of Speech and Theatre
(new "experimental" course)
SP-230 Video Production II

Pre-requisites: SP-130 Video Production I
2 class hours; 2 lab hours; 3 credits

Course Description:

Video Production II is an intermediate level class in the media production. Students will learn single camera set up, lighting and audio for remote production for interviews and narrative as well as advancing skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct shoots, and edit their own projects in the class.

Rationale:
Digital Media Field Production will be an upper-level course designed as the second in a series of foundational courses in Media Arts Production within the department of Speech and Theatre. Student demand for a follow up course to our elective media production course that has been running for several years has been high as has the demand for a major in this area of study. The course will be capped at 16 as that is the number of computer stations in the Media Arts Centre. The course will be offered every spring semester.
Departmental approval: 11/09/2015

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Department of Social Sciences

PHIL-148 Public Health Ethics
3 class hours; 3 credits
Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test.

Course Description:
A consideration of the ethical implications of modern health research and practice. Topics include

professional versus universal ethics, the rights of current and future generations, Public Health measures, truth and information in science, and public health policy.

Rationale:
Needed as part of an articulation agreement with Senior CUNY Colleges as part of the Public Health Degree Program.

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5. COURSE DELETIONS

Department of History

HI 120 American Civilization 1 3 credits, 3 hours
Rationale
The courses is a duplication HI 127.

HI 211 American Civilization 1
3 credits, 3 hours
Rationale
The courses is a duplication HI 127.

HI 121 American Civilization 2
3 credits, 3 hours
Rationale
The courses is a duplication HI 128.

HI 221 American Civilization 2
3 credits, 3 hours
Rationale
The courses is a duplication HI 128.

HI 123 American Civilization 3
3 credits, 3 hours
Rationale
The courses is a duplication HI 129.

HI 213 American Civilization 3
3 credits, 3 hours
Rationale
The courses is a duplication HI 129.

HI 220 History and Health Care
3 credits, 3 hours
Rationale
The courses is a duplication HI 154.

HI 210 A History of Modern Israel
3 credits, 3 hours
Rationale
The courses is a duplication HI 190.

HI 150 Revolution if Modern Times
3 credits, 3 hours
Rationale

The courses is a duplication HI 350.

HI 410 The Negro in American History
3 credits, 3 hours

Rationale
The courses are duplication of HI 350

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6. NEW PROGRAM

Public Health Program

QUEENSBOROUGH COMMUNITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN PUBLIC HEALTH
LEADING TO THE
ASSOCIATE IN SCIENCES DEGREE

EFFECTIVE FALL 2016

CO-SPONSORED BY THE DEPARTMENTS OF
BIOLOGICAL SCIENCES AND GEOLOGY AND
HEALTH, PHYSICAL EDUCATION AND DANCE

APPROVED BY
QUEENSBOROUGH COMMUNITY COLLEGE ACADEMIC SENATE
date of approval

College Representative: Provost and Vice President for Academic Affairs,
Paul Marchese
Contact: Provost and Vice President for Academic Affairs,
Paul Marchese
Telephone: (718) (631-6344)
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Provost's Signature: _____

Provost's Name: _____

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ABSTRACT

Queensborough Community College (QCC) of the City University of New York (CUNY) proposes an Associate in Science (A.S.) degree in Public Health. This program will become part of the continuum in public health education within the CUNY School of Public Health. The program will have articulations agreements with CUNY B.S. degree programs in Public Health and Community Health that are accredited by the Council on Education for Public Health (CEPH). The curriculum will consist of public health coursework including lower division biology, statistics, public health education, and general education foundational courses. This will prepare student graduates of the program for transfer into the upper division degree programs in Public Health without any loss of credit upon completion of the requisite 60 credits at QCC.

PURPOSE AND GOALS

QCC proposes to offer an Associate in Science (A.S.) degree in Public Health. This degree will enable students to transfer to upper division baccalaureate degree programs in Public Health and to enter the public health career fields. The goals of the program are to: (1) prepare students for further studies in public health; (2) fulfill the current and growing job needs in public health; and (3) will create a sustainable partnership between QCC and Hunter College and be a part of the CUNY Public Health Workforce Preparation Project - a model for the continuum of public health education from community colleges to graduate education.
The proposed program will also build on the strength of existing QCC programs and will utilize faculty expertise to update existing courses and develop new curricula.

The QCC Public Health Program will equip students with the knowledge and skills required to succeed as Public Health Workers in the modern Public Health work environment.

NEED AND JUSTIFICATION

Excerpts from *Preparing the Public Health Workforce for the New York Metropolitan Region, the City University of New York Public Health Workforce Project*, June 2014:
Public health and related fields are among the fastest growing employment sectors in the New York region and nationally, with an estimated 250,000 new workers needed nationally by 2020 (http://www.asph.org/UserFiles/PHWFShortage0208.pdf). More than 25 percent of public health workers have retired in the past decade and only 20 percent of the current workforce has formal training in public health. According to the Bureau of Labor Statistics, national employment of health education specialists and community health professionals is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people about health habits and behaviors and utilization of available health care services (http://www.bls.gov/ooh/community-and-social-service/health-educators.htm).
CUNY has a unique opportunity to become a nationally recognized ASPPH demonstration project for a continuum of public health education that is influenced by the educational needs of public health workforce. In the coming decades, having the right public health workforce can help New York take on some of its most urgent health, economic and social problems. A public health workforce of the right size and with the right skills can help to:

- Ensure that the region's growing aging population receives the services needed to maintain health, wellness and community ties, avoid institutionalization and prevent premature deaths;
- Leverage new investments in health care provided by the Patient Protection and Affordable Care Act and the state's Medicaid redesign to advance prevention and reduce unnecessary and costly health care utilization;
- Mitigate the persistent socioeconomic inequalities in health generated by the region's high levels of inequalities in wealth and income;

- Integrate the million new people – many immigrants from other nations – expected to be added into the region's population in the next two decades and link them to the health and social services they will need;
- Promote the lifestyles, environments and policies that support health and prevent costly and preventable illnesses, injuries and premature deaths
- Provide new entry-level jobs and opportunities for career advancement for the region's workforce, including those hardest hit by the 2008 recession.

Dynamic changes in the health conditions and health technologies require new skills for the 21st century public health professionals. These changes include:
- Rise of chronic diseases, demanding new skills in prevention and disease management;
- New threats to well-being and safety from natural disasters, climate change and terrorism calling for new skills in mitigation, disaster preparedness and emergency response;
- Emergence of new information and communication technologies that enable better coordination of services, more comprehensive surveillance of emerging health problems, and the capacity to evaluate services more systematically; and
- New evidence and expert consensus on the influence of social factors on health, requiring expansion of public health interventions from ones most focused on individual behavior to a more balanced portfolio of individual, community, and organizational and policy interventions.

Public health professionals are defined as all those responsible for providing the essential services of public health regardless of the organization in which they work. Table 1 lists the 10 essential services that public health professionals provide.

Table 1 Essential Services of Public Health Workers
1. Monitor health status to identify community health problems.   2. Diagnose and investigate health problems and health hazards in the community.   3. Inform, educate, and empower people about public health issues.   4. Mobilize community partnerships to identify and solve health issues.   5. Develop policies and programs that support individual and community health efforts.   6. Enforce laws and regulations that protect health and ensure safety.   7. Link people to needed personal health services and ensure the provision of health care when otherwise unavailable.   8. Ensure a competent public health and personal health care workforce.   9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services.   10. Conduct research for new insights and innovative solutions to health problems.

Shown in Table 2 below, the public health workforce in New York City includes workers in a wide variety of job titles distributed among several major sectors of our economy.

Table 2 Public Health Workforce in NYC			
Sector	Number of Jobs (in thousands) (November 2013)	% of all jobs in NYC	Selected types of job titles
Health care and social assistance	643.3	16	Community health professional, health education specialist, patient navigator, program manager
Government	542.5	13.4	Public health sanitarian, public health nurse, public health epidemiologist
Professional, Scientific and Technical Services	361.2	9	Public health faculty, research scientist
Accommodation and food services	306.1	7.6	Nutritionist, dietitian

Educational Services	214.8	5.3	Health education teacher, school nurse
Other Services	178.0	4.4	Outreach worker
All other sectors	1,786.2	44.3	
Total Jobs	4,032.1	100	

Several converging factors make this the opportune time for CUNY to pursue a continuum of public health education: (1) the recommendations of the *ASPPH Task Force on the Future of Public Health Education* provides a blue print for a continuum of public health education that is reflective of the public health workforce needs among other relevant concerns; (2) emerging trends in public health and the *Affordable Care Act* represent strong opportunities for which CUNY is uniquely positioned; and (3) the commitment and support of CUNY and the partner institutions to create a unified approach to public health education within the university. Additionally, in recognition of the fact that the CEPH, the accrediting body for programs in public health, is implementing a requirement that undergraduate programs in public health be accredited.

The SPH is focusing on four key themes that reflect the critical public health challenges that will guide its research, education and service activities:
- Contribute to healthier, sustainable cities
- Promote healthy aging through the lifespan
- Prevent complex chronic diseases and improve their management
- Eliminate health disparities and advance health equality

A large segment of the current workforce has not received a formal education and as a large percentage is reaching retirement age there is opportunity to replace those retiring with a better trained generation. With the retirement of individuals without formal educational training in public health, those with A.S. and B.S. degrees will be prepared to replace them and thereby respond to the need.

Employment Trends
According to the NYC Labor Market Information Service 2015 Public Health: Industry Demand Profile for Queensborough Community College, "there were 845 advertisements for Bachelor's degree candidates making up 63 percent of all public-health related ads during the same four-month period. (Thirty-nine of the ads were for individuals with a high school diploma or the equivalent. The remaining 34% of the ads were seeking candidates with masters or doctoral degrees.)"
Hospitals were the largest advertisers with 208 ads, followed by colleges and universities (109), specialty hospitals (55), doctor's offices (48), and dialysis centers (46). The highest volume employers were HHC, Memorial-Sloan Kettering, Stony Brook University, Rutgers, and NYU Langone. Over the past four years, Conance, Merck, and Mt. Sinai also have been high volume advertisers for public health candidates with Bachelor's degrees.

STUDENTS
A.   Interest/Demand

A survey of student interest in a public health degree program at QCC was administered through SurveyMonkey to students enrolled in Biology, Health and Physical Education courses in fall 2015. One-hundred and eighteen (118) students responded. The survey described the Public Health program and briefly asked students to respond to questions that included, "If QCC offered an Associate degree in Public Health, would you be interested?" Over 73 percent (73.45%) of respondents answered "yes" and 26.55% answered "no". In a follow-up question, the students were asked to indicate their level of interest in majoring in Public Health. Forty-six percent (46%) answered either "extremely" or "very" interested and over 33 percent (33.63%) were moderately interested. Only 15% had slight interest and just over 5% (5.31%) had no interest at all. That is nearly eighty percent (79.64%) of respondents' demonstrated moderate to extreme interest in a Public Health degree program at QCC.

B.   Enrollment Projections

Based on the survey results, informal discussions with students and the enrollment in other health-related programs at QCC, we anticipate that at least 40 students will seriously consider participating in the program if

offered in fall 2015. Enrollment is expected to increase steadily to 55 in the second year, 75 in the third year, 90 in the fourth year and an anticipated 115 students by the fifth year (See table below).

	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	20	12	23	20	30	21	35	28	45	35
P-T	5	3	7	5	8	6	15	12	20	15
Sub-totals	25	15	30	25	38	27	50	40	65	50
Totals	40		55		65		90		115	

C.   Admission Requirements

Students seeking admission to the Public Health degree program must first satisfy the general requirements for entry to Queensborough: completion of either a high school diploma or a New York State Equivalency Diploma. Upon acceptance, students must take the CUNY Placement Exams, which measure proficiency in reading, writing, and mathematics.

CURRICULUM

The proposed A.S. Public Health degree program will require students to complete courses in the following areas: (1) General Education Common Core Pathways; (2) General Education Flexible Core Pathways; (3) Public Health Major Requirements; and (4) Advised Public Health Major Electives. The 60 credit A.S. Public Health degree program consists of 32 general education Pathway Common and Flexible Core required credits, 19 Public Health major required courses and nine Public Health elective credits.

Proposed A.S. in Public Health Curriculum

Common Core Requirements

		Credits
Required Core 1A:	EN-101 English Composition I	3
	EN-102 English Composition II	3
Required Core 1B:	MA-119 College Algebra*	3
Required Core 1C:	BI-201 General Biology I*	4
Flexible Core 2A:	World Cultures and Global Issue (Recommended ANTH 160 Anthropology of Health & Healing)	3
Flexible Core 2B:	US Experience & its Diversity (Recommended SP-211 Speech Communication)	3
Flexible Core 2C:	Creative Expression (Select one from 2C)	3
Flexible Core 2D:	Individual and Society (Recommended SOCY- 101 Introduction to Sociology)	3
Flexible Core 2E:	BI-520 Public Health Science (*new title: Introduction to Public Health*)*	4
Select one from 2A-E:	(Recommended PHIL-148 Public Health Ethics *(new course)*)	3

*Required STEM
Variables for major   Credits 32

Requirements for the Major

BI-461	General Microbiology	4

HE-114	Foundations of Health Promotion & Disease Prevention	3
HE-103	Fundamentals of Human Nutrition	3
BI -503	General Epidemiology	3
IS-151	The Health of the Nations	2
MA-336	Statistics	3
		Total = 18 Credits

<u>Major Electives</u> **-** Advised major electives selected from the list below and guided by appropriate transfer articulations. A total of 10 credits of the courses below should be taken.

BI-521	Public Health Biology (*new course*)	3
BI-501	Environmental Health	4
BI-505	The Environmental Health Professional (*new title: Current Environmental Issues*)	1
BI-554	Research Laboratory Internship	2
HE-102	Health, Behavior and Society	2
HE-104	Addiction and Dependencies	3
HE-105	Human Sexuality	3
HE-107	Mental Health: Understanding Your Behavior	3
HE-108	Health & Physical Fitness	3
HE-110	Cardiopulmonary Resuscitation	1
HE-111	Stress Management	3
		Total = 10 Credits

These courses respond to the need to provide students with general requirements and program requirements that will prepare them for successful completion of a bachelor's degree in Public Health and other related majors. An undergraduate program schedule and an articulation agreement between the proposed A.S. Public Health degree at Queensborough and the B.S. Community Health offered by Hunter are shown in Appendices A.

The General Education requirements fulfill the Pathways Common Core and the Flexible Core requirements and will include courses in English, Mathematics, Biology, Speech and Social Sciences. The program requirements consist of courses that will provide a solid foundation in General Education and Public Health. The scope of courses within the general education and program requirements is consonant with Queensborough's mission that "…is dedicated to the development of the whole individual in an environment that promotes intellectual inquiry, global awareness, and lifelong learning." This Public Health degree program is comprehensive, multi-layered and serves as a framework for students to become active, responsible partners in their intellectual pursuits. It provides the opportunity for students to achieve their academic and career goals by providing a rich general education core aimed at enhancing students' critical thinking and decision making skills, and utilizing effective learning strategies."

To ensure students participate in experiential learning, a service learning component will be embedded in the curriculum as a requirement for the major. Students must also meet two writing intensive courses requirements.

COST ASSESMENT
A.   Faculty
The Biology and Health Education faculty have the requisite qualifications and experience to provide valuable expertise, guidance and support, to the proposed Public Health program. Current full-time faculty in both departments are currently teaching several sections of the proposed Public Health program courses and are fully qualified to teach the variety of courses the Public Health program offers (See Appendix B). Their research interests and publications also demonstrate expertise in the field. Queensborough's faculty from Social Sciences would be providing some of the general education requirements.

B.   Facilities and Equipment

The proposed program can be established without requiring Queensborough to increase significantly its expenditures in faculty, space and equipment. Most of the courses are currently being taught by either Biology

or Health Education faculty. The two departments have the faculty and supplies needed to teach the new proposed courses. Moreover existing faculty, facilities, and equipment will be enough to meet program needs for at least five years. During that time, faculty will also seek grant funding opportunities that would enhance the program. Cost for faculty is based on the number of additional sections that would be offered in the major for a given year. The revenue generated by the program will more than offset any costs.

Evaluation

Institutional processes currently are in place at Queensborough for evaluating the effectiveness of majors. These processes are appropriate for evaluating new major programs as well. Like all other academic programs at Queensborough, the new A.S. degree in Public Health will undergo self-study and external evaluation via the college's academic program review. Academic program reviews are conducted on a five-year rotation according to a designated schedule. Faculty review committees are formed within a department, or across departments depending on the sponsorship of the program. Using data provided by Institutional Research and course assessment posted to the college website for courses applicable to the program, the committees discuss student outcomes, curriculum, faculty, and facilities; generate major findings; and formulate recommendations. There are program review templates and other templates and resources for this effort on the college website.

The purpose of an academic program review is to analyze and evaluate the degree or certificate program under review, coming to consensus on a plan for improvement. The academic program review process includes four phases: review and analysis of program data and discussion of issues and concerns to be addressed in the program review report, preparation of the program review report, organizing the external reviewer site visit, and preparing an action plan to be vetted by the administration.

The program review report is prepared and written by a review committee, which is constituted at the beginning of the fall semester of the academic year in which the program review process begins. If the academic program is sponsored by one department, the corresponding academic chair constitutes a review committee consisting of faculty from that department. If the program has two or more sponsoring departments, the corresponding department chairs select one or two faculty representatives to serve on the review committee.

In support of the research and analysis required of the program review report, the review committee receives a comprehensive data packet from the Office of Institutional Research and Assessment. This data packet forms the basis for subsequent discussions of the review committee about the direction and focus of the program review.

Following the preparation of the report, external reviewers (representative of the disciplines constituting the degree program) visit the campus to meet with faculty members, administrators, and students; the panel prepares a site visit report. In response to this report, an action plan is developed, followed by an administrative response that operationalizes the action plan and sets the strategic direction of the program for the next five years.

In addition to the guidelines in this document, review committee members are encouraged to use the resource materials on the Strategic Planning, Assessment, and Institutional Effectiveness website, including the Assessment Handbook and previous program review reports of the same and similar degree programs. Click here: http://www.qcc.cuny.edu/assessment/apr.html.

See Attachment: Public Health Program

New Program

ENGINEERING TECHNOLOGY

Dual-Joint Degree Program in Computer Science and Information Security with John Jay College of Criminal Justice.

Departmental approval date March 16, 2016.

QUEENSBOROUGH COMMUNITY COLLEGE

AND

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A DUAL ADMISSION / JOINT PROGRAM IN

COMPUTER SCIENCE AND INFORMATION SECURITY (A.S. DEGREE PROGRAM)
AND
COMPUTER SCIENCE AND INFORMATION SECURITY (BS DEGREE PROGRAM)
EFFECTIVE JANUARY, 2017
SPONSORED BY
THE ENGINEERING TECHNOLOGY DEPARTMENT OF QUEENSBOROUGH COMMUNITY COLLEGE
AND
DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE OF JOHN JAY COLLEGE OF CRIMINAL
JUSTICE

CONTACTS:
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ENGINEERING TECHNOLOGY, QCC   MATH AND COMPUTER SCIENCE, JJC

APPROVED BY:

_____   _____
DR. PAUL MARCHESE   DR. JANE BOWERS
PROVOST AND VICE PRESIDENT   PROVOST AND SENIOR VICE
FOR ACADEMIC AFFAIRS, QCC   PRESIDENT FOR ACADEMIC AFFAIRS

Abstract:

The Queensborough Community College (QCC) Department of Engineering Technology proposes an Associate in Science (A.S.) dual/joint degree program in Computer Science and Information Security with John Jay College of Criminal Justice (JJC). QCC students will enroll in its lower division program and upon graduation students will pursue a BS at JJC by enrolling in upper division courses at that institution. The lower division courses in computer science and information security are prerequisites for the upper division courses. In addition the curriculum will provide a solid foundation in general education with courses such as, but not limited to; English, Mathematics, and Social Science.

The field of Computer Science and Information Security provides a myriad of job opportunities and career paths. The education and training that will be jointly provided by both QCC and JJC will generate a sense of hope, purpose, and stability for the enrolled students. This is especially important in light of the current security environment of the country.

Purpose and Goals:

Queensborough Community College proposes to develop a dual joint degree program with John Jay College of Criminal Justice in Computer Science and Information Security. The program will attract and allow students to complete their first two years of college at Queensborough and progress seamlessly to John Jay College of Criminal Justice to complete their bachelor's degree. Furthermore the dual/joint degree program will offer increased educational opportunities for Hispanics, African Americans, Asians, Woman and other underrepresented minorities in the cybersecurity field.

Most community colleges and many independent technical institutes and proprietary schools offer an associate's degree in computer science or a related information technology field. Employers usually look for people who have broad knowledge and experience related to computer systems and technologies, strong problem-solving and analytical skills, and good interpersonal skills. Courses in computer science or systems design offer good preparation for a job in computer occupations. The level of education and the type of training that employers require depend on their needs. One factor affecting these needs is changes in technology. Employers often scramble to find workers capable of implementing new technologies. Workers with formal education or experience in information security, for example, are in demand because of the growing need for their skills and services. Because jobs are better suited to the level of training provided by these programs, the dual joint degree program will offer students the flexibility and training to fill a variety of jobs titles with growth potential.

Queensborough will use existing courses from its Internet and Information Technology Program and create new courses to develop a new Associate in Science Program in Computer Science and Information Security, which will provide the fundamental knowledge required for cybersecurity. Queensborough Community College and John Jay College of Criminal Justice propose a dual admission/joint degree program (A.S./B.S.) in Computer Science and Information Security that will help address the shortage of trained and qualified cybersecurity specialists in the New York City Metropolitan area. In addition, the planned degree aims to:

1) improve student academic success at the community and senior colleges;
2) increase the rate of transfer from the associate degree to the bachelor's degree;
3) bolster opportunities for students' career entry and success in the cyber security and tech fields, and
4) ensure curricular alignment between the colleges and the needs of cybersecurity and tech employers.

Need for Cybersecurity

Cybersecurity represents an unusually broad, remarkably well-compensated set of new and emerging occupational areas, offering a surfeit of employment opportunities in New York City due to the severe shortage of qualified cyber-workers. These occupations rank among the fastest growing professional employment opportunities in NYC.[2] The NYC Department of Labor estimates overall growth in cyber-allied fields at over 20% by 2020, with higher projections for selected categories (36.5%), and with near astronomical growth rates

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[2] According to the U.S. Bureau of Labor Statistics, growth in information security jobs is projected at 37% from 2012–2022, a rate two and one-half times faster than the average for all occupations: http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm.

anticipated (58.6%) for the most highly skilled by 2022.[3] This explosive growth places New York City second nationally—just behind Washington, D.C.—for cybersecurity employment opportunities.[4]

The field offers remarkable earning opportunities for successful college graduates. Entry-level positions in the cybersecurity fields are unusually well-paid, with private sector career entrants earning roughly $60,000 to start, a figure that can double within the first two years of employment. The number of those entering the cybersecurity occupations, however, has lagged severely behind the number of openings, causing a critical gap in the public and private sectors' security defense and severe shortages of cyber-workers in specific industries, including financial services, healthcare and retail trade--among the largest industries in the NYC economy. Private sector New York employers point to the problem of inappropriately prepared applicants who lack rudimentary familiarity with the professional work world. They also underscore the dearth of knowledgeable and skills-qualified career entrants, which causes long-term job vacancies, limits the productivity of newly hired cybersecurity professionals, and stunts economic growth as the incidence and costs of cybercrime mushroom and place at grave financial risk both businesses and the public.

Queensborough Community College and John Jay will launch this collaborative program by building on their successful track-record in the CUNY Justice Academy. The CUNY Justice Academy is a unique educational partnership connecting John Jay College of Criminal Justice to CUNY's six traditional community colleges. This program currently provides academic pathways leading from associate degree study to a bachelor's degree and ultimately to exciting careers in the fields of Computer Science, Criminal Justice, Forensic Science and Forensic Financial Analysis. Assessment shows that CUNY Justice Academy programs have led to an unprecedented transfer rate of associate degree students from the participating community colleges to John Jay College when compared to the rate of non-CUNY Justice Academy transfers. The programs of the CUNY Justice Academy have also positively and significantly impacted student G.P.A.s, rates of credit accumulation and time to degree completion. We anticipate that students who enroll in the proposed dual admission/joint degree program Computer Science and Information Security will benefit similarly.

The new degree program will benefit from a workforce development partnership with the Cybersecurity Workforce Alliance (CWA)--an association of private sector employers, technology innovators, and educators, including the Federal Reserve Bank of NY, Fidelity Bank, Bank of NY Mellon, J.P. Morgan Chase, Morgan Stanley, Goldman Sachs, SIFMA, Express Scripts, RANE, iQ4, and Capgemini, among others--formed to increase and improve the cybersecurity workforce-- and numerous public sector cybersecurity employers. The curriculum is also consistent with the framework of the National Institute for Standards and Technology's (NIST) National Initiative for Cybersecurity Education (NICE), which will increase our graduate's marketability.

Internship and other experiential learning opportunities developed by the participating colleges and also by external partners will further prepare students for the workforce. The degree program also will make use of new and emerging technologies to optimally ready students[5] for cybersecurity careers, thereby expanding employment opportunities for the city's lower income college students by providing them with openings to highly paid jobs in the private sector that have been previously unavailable to them. Queensborough, as a CompTIA Authorized Academy Partner, will incorporate into this new program our existing training courses for industry certifications in A+ Certification, Network+ Certification, and Security+ Certification. CompTIA certification exams are an internationally recognized validation of foundation-level security skills and knowledge, and are used by organizations and security professionals around the globe. Computer Science and Information Security careers start with the right education, and research has shown that certified employees have superior communication skills and are better able to understand new or complex technologies. Furthermore, Queensborough's proven track record and involvement with high schools will help ensure the high enrollment and graduation rate required to meet the workforce demand for cybersecurity specialists in the New York City Metropolitan area.

Underrepresented Groups in the Computer Science and Information Security Workforce

The fields of computer science, programming, and information security have been growing in popularity for decades, due primarily to solid financial and professional prospects, and the incalculable effect of the digital revolution on every facet of our culture and society. However, the abundant opportunities in the world of computer science have, for the most part, been overlooked by underrepresented minority students, particularly

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[3] See http://www.labor.ny.gov/stats/lsproj.shtm for 2012-2022 growth projections and http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf for industry-specific cybersecurity employment increases over the last 5 years. Cybersecurity workers earn 2-3 times more than the national average for similarly educated employees.
[4] http://www.washingtonpost.com/news/capital-business/wp/2014/03/05/evidence-that-the-d-c-area-really-is-a-hotbed-for-cybersecurity-jobs/ and http://www.burning-glass.com/research/cybersecurity/; cybersecurity postings have **grown 74%** from 2007-2013 nationally.
[5] John Jay students are among the poorest of senior college students at CUNY according to the most recent IPEDS' Pell eligibility reporting data. CJA community college students rank in the bottom half of all CUNY college students, with one exception, using the same criterion.

those in the African-American, Hispanic, and Native American communities. The reasons for this problem are numerous and complex, as are its solutions.

The facts are indisputable and disheartening. The computer science education revolution has left our minority communities behind. Statistics on the subject painfully bear this out. For example, data from the National Science Foundation indicates that, although 36.4 percent of the resident population of the United States is non-white, only about 18 percent of all bachelor's degrees in computer science in the U.S. go to non-white students. According to the Census Bureau, women make up 47 percent of the workforce, but only 27 percent work in computer related jobs. Blacks account for 11 percent of workers overall, but only 7 percent in the computer science industry. Hispanics make up 15 percent of the workforce and only 6 percent of computer jobs. And the problem appears to be getting worse.

There is no doubt that career opportunities for computer science graduates are plentiful. This is particularly true for underrepresented minority graduates, as employers continue to actively seek them out in an effort to diversify their workforce. The problem is convincing minority students to recognize these opportunities.

Queensborough is located in one of the most diverse counties in the United States and is one of the most diverse campuses in the nation. The college, with nearly 16,000 students, comprises nearly equal populations of African-Americans, Asians, Caucasians and Latinos, representing 143 nations of birth and 84 native languages. Committed equally to open-admission access for all learners and to academic excellence within an environment of diversity, Queensborough emphasizes the integration of academic and support services with a focused attention to pedagogy. Among the nearly 3,500 freshmen students enrolled annually, Hispanic students represent the largest group (31 percent), followed by Black student (25 percent), Asian students (22 percent) and Caucasian students (15 percent). The College offers Associate degree and certificate programs that prepare students for careers and for transfer to Baccalaureate degree programs. The College offers a broad base of community-oriented activities including continuing education, on- and off-campus learning centers, and cultural and recreational events. The College provides a network of developmental education and student support services designed to enable its diverse students to succeed in their college studies. Students are provided opportunities for challenge, stimulation, and growth through advanced courses, special projects, appropriate academic advisement, and personal and career counseling. Several mentoring programs reinforce this campus climate and ensure retention and will encourage transfer of students to continue on for the B.S. in Computer Science and Information Security degree at John Jay.

Student Interest/Enrollment

The A.S. Program in Computer Science and Information Security is designed to attract students who have an interest in pursuing a career in computer science and who also wish to specialize in information security. There is a large untapped source of students in the Borough of Queens who can benefit from this type of program, especially in light of the excellent job outlook. QCC's Marketing Department, Office of Admissions and the Engineering Technology Department will market the proposed program with an aggressive information campaign. The QCC Web site will be updated with webpages devoted to the program. The Web pages will include a curriculum outline, employment outlook information, a FAQ list and, if possible, testimonials from recent graduates of John Jay's Bachelor of Science in Computer Science and Information Security. In addition, QCC will take every step necessary to ensure that every incoming student with an interest in a STEM career is made aware of the program. Every incoming freshman student will be given a flyer with a description of the program. Furthermore flyers will be distributed along with other recruitment materials to all New York City and Western Nassau High Schools through a comprehensive database which was created and is maintained by the Engineering Technology Department. A survey conducted in March 2016 among STEM students at QCC showed overwhelming interest in this dual/joint program. The survey was administered to QCC students enrolled in the engineering and engineering technology majors. The questionnaire included a description of the program along with a list of the freshman and sophomore year required course sequences at QCC (60 credits). The questionnaire asked students if they would be interested in the program. Out of 529 responses, 448 respondents expressed interest in the program (approximately 85%). We also expect the marketing of the program at both major recruitment functions and on the QCC Web site will result in an increase in transfer students to the college. Finally, we expect that this program will be popular among students currently enrolled at QCC and anticipate a slight shift of other majors to this program. According to recent figures from the Office of Institutional Research for Fall 2015 enrollment trends by curriculum, 2,070 students were enrolled in curricular programs (engineering, technology, computer science) from which to draw student interest for the cyber security program.

Projected Student Enrollment

	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	25	N/A	50	20	75	50	100	80	125	100
P-T	20	N/A	20	15	30	30	40	40	50	50
Sub-totals	45	N/A	70	35	105	80	140	120	175	150
Totals	45		105		185		260		325	

Curriculum

The proposed Associate in Science degree in Computer Science and Information Security consists of courses that allow students to pursue further education and careers in Computer Science, Cybersecurity and Information Technology, as well as other software and computer networking related fields. The proposed program will allow students to enter the upper division baccalaureate program in Computer Science and Information Security at John Jay. The curriculum emphasizes basic computer science principles and provides a foundation in programming and cybersecurity as well as computer industry certifications. The program meets the general education requirements for the associate degree at QCC and also meets the general education requirements for the baccalaureate degree at John Jay.

QCC/JJ DUAL /JOINT DEGREE PROGRAM: A.S. IN COMPUTER SCIENCE & INFORMATION SECURITY (QCC) AND B.S. IN COMPUTER SCIENCE & INFORMATION SECURITY (J JC)

QCC A.S. COMPUTER SCIENCE	CR.		JJC EQUIVALENTS	CR.
Gen Ed: Required Core			**Gen Ed: Required Core**	
EN 101 English Composition I	3		ENG 101 College Composition I	3
EN 102 English Composition II	3		ENG 201 College Composition II	3
MA 119 College Algebra OR MA 440 Pre-calculus OR MA-441 Analytical Geometry & Calculus I OR MA 260 Pre-calculus and Elements of Calculus for Business Students	3-4		MAT 105 College Algebra OR MAT 141 Pre-calculus OR MAT 241 Calculus I	3 or + 1bl
Life and Physical Science	3-4		Life and Physical Science	3 +1 bl
Gen Ed: Flexible Core			**Gen Ed: Flexible Core**	
World Cultures & Global Issues	3		World Cultures & Global Issues	3
U.S. Experience in Its Diversity	3		U.S. Experience in Its Diversity	3
Creative Expression	3		Creative Expression	3
Individual & Society (Recommended : 2.D. CRIM 101 Intro to the American Criminal Justice System)*	3		Individual & Society	3
Scientific World	3		Scientific World	3
6th Flexible Core Course	3		6th Flexible Core Course	3
General Education Subtotal	**30-32**		**Subtotal toward JJ Gen. Ed.**	**30-32**
Requirements for the Major			**Requirements for the Major**	
MA 440 Pre-Calculus	4		MAT 141 Pre-Calculus	3 + 1 bl
MA 441 Analytical Geometry and Calculus I	4		MAT 241 Calculus I	3 + 1 bl
MA 471 Introduction to Discrete Mathematics	3		MAT 204 Discrete Mathematics	3
ET 704 Networking Fundamentals I	4		CSCI 379 Computer Networking	3 + 1 bl
ET 570 Creating Smartphone Apps	3		CSCI blanket (can be used towards Computer Sci Elective)	3
ET 575 Intro to C++ Programming Design and Implementation	3		CSCI 271 Intro to Computing & Programming	3
ET 580 Object Oriented Programming	3		CSCI 272 Object-Oriented Programming	3
ET 585 Computer Architecture	3		CSCI 274 Computer Architecture	3
Subtotal toward Major	**27**		**Subtotal toward Major**	**27**
Electives				
Computer Sci/Security Elective **	**3**		CSCI blanket	**3**
TOTAL CREDITS REQUIRED FOR A.S.	**60**		**TOTAL CREDITS ACCEPTED TO JJ**	**60**

Note: *Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements. All students must complete two (2) WI designated classes to fulfill degree requirements.*
**Elective: ET 725 Computer Network Security strongly recommended

Course and Title	
General Education (College Option) and other Required Courses	
	Credits
Justice Core II. Either Justice in Global Perspective OR Struggle for Justice and Equality in U.S.	3
Learning from the Past OR Communications	3
PART ONE. Major Core Courses	
CSCI 360 Cryptography and Cryptanalysis	3
CSCI 373 Advanced Data Structures	3
CSCI 374 Programing Languages	3
CSCI 375 Operating Systems	3
CSCI 377 Computer Algorithms	3
CSCI 411 Computer Security and Forensics	3
CSCI 412 Network Security and Forensics	3
PART TWO. Required Math Courses	
MAT 301 Probability and Statistics	3
PART THREE. ELECTIVES	
Computer Science Elective (if not taken at QCC: CSCI 362 or 376 or 380)	0-3
Mathematics Elective (if not taken at QCC: MAT 242 or 310 or 351 or 371 or 380)	0-3
PART FOUR. ETHICS	
PHI 3XX Ethics and Information Technology	3
PART FIVE. CAPSTONE COURSES	
CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I & II	6
Subtotal	**33-39**
Electives	**15-21**
TOTAL CREDITS AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE	**60**

Total Degree credits for the Bachelor of Science in Computer Science & Information Security - 120

Faculty
No additional full-time faculty will be needed for the proposed program in the first three years. Current QCC faculty members already teach the courses that represent the general and major requirements in the program. Additional adjunct faculty will be needed, however, for additional sections of courses required to run the program.

Cost
There are minimal additional facilities or equipment costs associated with this program. QCC has state-of-the-art computer laboratories already equipped with hardware and software that will support this program. Normal ongoing computer and software updates would be made for the courses already being taught.

Additional References
The White House: FACT SHEET: Cybersecurity National Action Plan (CNAP)
https://www.whitehouse.gov/the-press-office/2016/02/09/fact-sheet-cybersecurity-national-action-plan
The White House: The Comprehensive National Cybersecurity Initiative
https://www.whitehouse.gov/issues/foreign-policy/cybersecurity/national-initiative

Department Of Homeland Security: Join DHS Cybersecurity
https://www.dhs.gov/homeland-security-careers/dhs-cybersecurity

Forbes Magazine: One Million Cybersecurity Job Openings in 2016
http://www.forbes.com/sites/stevemorgan/2016/01/02/one-million-cybersecurity-job-openings-in-2016/#4509bb127d27
Forbes Magazine: College Degrees with the Highest Starting Salaries
http://www.forbes.com/sites/susanadams/2013/04/15/college-degrees-with-the-highest-starting-salaries-3/#147b84077f0b

Computer Science Online: A Guide to Computer Science Careers
http://www.computerscienceonline.org/careers/
Computer Science Zone: The 50 Highest Paying Jobs in Computer Science
http://www.computersciencezone.org/50-highest-paying-jobs-computer-science/

Additional Computer Science and Information Resources
Codecademy: Interactive tool for learning how to program
https://www.codecademy.com/
MIT: Open Courseware – Online self-study courses in Computer Science
http://ocw.mit.edu/courses/electrical-engineering-and-computer-science/
Harvard: Intensive Introduction to Computer Science Open Learning Course
https://www.extension.harvard.edu/open-learning-initiative/intensive-introduction-computer-science
Stack Exchange: Computer Science Q&A for Students
http://cs.stackexchange.com/

Related Sites
Google Developer
https://developers.google.com/
Apple Developer
https://developer.apple.com/
Microsoft Developer
https://msdn.microsoft.com/en-us
Github: Collaborative programming for private and public projects
https://github.com/

Appendices

Appendix A:

COURSE DESCRIPTIONS FOR REQUIRED COURSES

ENGL-101 English Composition I *2* (1A*1*)(formerly EN-101)

3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY/ACT Writing and Reading tests. Note: Credit will not be given to students who have successfully completed EN-103.

Development of a process for producing intelligent essays that are clearly and effectively written; library work; 6,000 words of writing, both in formal themes written for evaluation and in informal writing such as the keeping of a journal. During the recitation hour, students review grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements.

ENGL-102 English Composition II: Introduction to Literature *2* (1A*1*)(formerly EN-102)

3 class hours 1 conference hour 3 credits Prerequisite: EN-101

Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

MA-119 *3* College Algebra *4* (1B*2*)

3 class hours 1 recitation hour 3 credits Prerequisite: MA-10 or exempt from remedial mathematics or permission of Department Corequisite: May be taken as a corequisite to MA-121.

A basic presentation of the fundamental concepts of college algebra, systems of linear equations, inequalities, linear, quadratic, exponential and logarithmic functions. During the recitation hour, students review properties of signed numbers, graphing of linear equations, basic geometric concepts, solution of linear equations, factoring algebraic expressions and its applications to rational expressions. A graphing calculator will be required.

MA-440 Pre-Calculus Mathematics *3* (1B*2*)

3 class hours 2 recitation hours 4 credits Prerequisite: MA-119 and MA-121 with a C or better in both courses or MA-114 with a grade of C or better, or satisfactory score on the Mathematics Placement Test, Level II.

Mathematical foundations necessary for the study of the calculus. An introduction to analytic geometry, and the elementary functions of analysis, including algebraic, trigonometric, logarithmic, and exponential functions. The use of the graphing calculator will be included.

MA-441 Analytic Geometry and Calculus I (1B*2*)

4 class hours 1 recitation hour 4 credits Prerequisite: MA-440 (with a grade of C or better).

Functions and graphs; derivative of algebraic and trigonometric functions with applications; indefinite and definite integrals with applications; the fundamental theorem of integral calculus; conic sections. Students will develop problem solving skills and construct mathematical models in the computer laboratory using software such as MAPLE, DERIVE, CONVERGE, and MATHCAD.

MA-471 Introduction to Discrete Mathematics

3 class hours 3 credits Prerequisite: MA-440

Concepts in set theory, functions, logic, proofs, elementary number theory, introduction to abstract algebra.

CRIM-101 Introduction to the American Criminal Justice System *4* (2D*1*)

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course is an introductory survey of the American criminal justice system with a view to its social and institutional context and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including (substantive and procedural) criminal law, police, courts and corrections. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. Key issues will be addressed as they arise at different stages of the process, such as the conflict between crime control and due process, and conflicts related to, for example, gender, class and ethnicity. This course will satisfy the Social Sciences elective requirement for all QCC degree programs.

ET 570 Creating Smartphone Apps*1* (2E*2*)

3 Class Hours 3 Credits

This course introduces the use and features of smartphones in modern life and how to create working applications. Students will create apps using existing modules and building blocks. No prior programming knowledge is necessary. After this initial experience, basics of the Java programming language will be introduced along with a minimum of XML programming to introduce the student to the needs of more advanced apps. Software development kits (SDK), along with the development environment will also be covered. In addition, students will have the opportunity to distribute apps into the Marketplace.ET-575 Introduction to C++ Programming Design and Implementation (2E *1*)

ET-575 Introduction to C++ Programming Design and Implementation (2E *1*)

2 Class Hours, 2 Lab Hours, 3 Credits

Prerequisite MA-321 or corequisite MA-114 or MA-119 or MA-440

This foundation course provides a general understanding of the use and development of computer software applications in fields such as science, mathematics, and business using a high level computer language. The course will concentrate on assessing the practical requirements of a software package and developing applications in C++, which is a high level computer language that teaches the basic skills necessary for implementing it in a variety of real world applications. Topics include the analysis and use of concepts such as: primitive data types and their operators, basic I/O, control statements, decision making, looping, subprograms, arrays, strings and computer ethics. Each student will have a computer platform at his/her disposal from which he/she will design, develop, implement and test programs, while evaluating the interactions between a user and the computer.

ET-580 Object Oriented Programming

3 Class Hours 3 Credits

Prerequisite ET-575

This course covers object-oriented programming principles and techniques using C++. Topics include pointers, classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features.

ET-585 Computer Architecture

3 Class Hours 3 Credits

Prerequisite ET-575

The course covers the basic principles of computer organization, operation and performance. It also deals with embedded systems, peripheral devices, memory management, and processor family evolution patterns.

ET-704 Networking Fundamentals I

3 class hours 3 laboratory hours 4 credits Prerequisite and/or corequisites: None

This is an introductory level course that provides students with the basic terminology and skills needed to design, build and maintain small to medium networks. Topics include: OSI model; electronics and signals, collisions and collision domains, MAC addressing, LANs, structured cabling, cabling tools, Ethernet, network design and documentation, power supply issues, Internet Protocol addressing and subnetting, network protocols. This course is the first in a series of four courses designed to prepare students for taking the Cisco Certified Network Associate (CCNA) certification exam. Students are provided with classroom and laboratory experience in current and emerging networking technology.

ET-725 Computer Network Security

3 Class Hours 3 Credits

Prerequisite ET-704 or Department Permission

This course covers computer network security design and vulnerabilities. Topics include: Cryptography and encryption, denial-of-service attacks, firewalls and intrusion prevention systems, software and operating system [OS] security, legal and ethical aspects of cybercrime and computer crime.

Appendix B:

PROGRAM CONTENT AND REQUIREMENTS

Program Content and Requirements				
	Course Number and Course Title*	No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the college core (if applicable)	Required Core 1A – ENGL-101, ENGL-102 English Composition I, II*	6	No	No
	Required Core 1B – MA 119, College Algebra or higher)* MA 121 Trigonometry (if required)	3-4	No	No
	Required Core 1C – Life & Physical Science* One science laboratory course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.	3-4	No	No
	Flexible Core 2A – World Cultures & Global Issues*	3	No	No
	Flexible Core 2B – U.S. Experience in Its Diversity*	3	No	No
	Flexible Core 2C – Creative Expression *	3	No	No
	Flexible Core 2D – Individual & Society (Recommended: CRIM-101 Intro to the American Criminal Justice System)*	3	No	No
	Flexible Core 2E – Scientific World *	3	No	No
	Flexible Core 2A, B, C, D, or E*	3	No	No
	General Education Core subtotal	**30-32**		
List each course required for the major (include any field experience, research, thesis, or capstone course)	MA-440 Pre-Calculus*	4	No	No
	MA-441 Analytical Geometry and Calculus*	4	No	No
	MA-471 Introduction to Discrete Mathematics*	3	No	No
	ET-704 Networking Fundamentals I	4	No	No
	ET-570 Creating Smartphone Apps	3	No	No
	ET-575 Intro to C++ Programming Design and Implementation	3	No	No
	ET-580 Object Oriented Programming	3	Yes	No
	ET-585 Computer Architecture	3	Yes	No
	Major Requirements subtotal	**27**		
List each free electives	Computer Science/Security Elective (Recommended: ET 725 Computer Network Security)**	3	No	No
Total credits		**60**		

*Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements. All students must complete two (2) WI designated classes to fulfill degree requirements.
**Elective: ET 725 Computer Network Security strongly recommended.

Computer Science & Information Security A.S. / B.S.

Dual/Joint Degree Program with John Jay College of Criminal Justice

Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II (Take ENGL 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 119 or higher)*	3-4
REQUIRED CORE: I. C: Life & Physical Sciences	3-4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course - Recommended: CRIM 101 Intro to the American Criminal Justice System)	3
FLEXIBLE CORE: II. E: Scientific World (Select one course)	3
FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3
Subtotal	**30-32**

Major	
MA 440 Pre-Calculus	4
MA 441 Analytical Geometry and Calculus I	4
MA 471 Introduction to Discrete Mathematics	3
ET 704 Networking Fundamentals I	4
ET 570 Creating Smartphone Apps	3
ET 575 Intro to C++ Programming Design and Implementation	3
ET 580 Object Oriented Programming	3
ET 585 Computer Architecture	3
Subtotal	**27**

Elective(s)	
Computer Science/Security Elective**	**3**
Total	**60-62**

Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.
All students must complete two (2) WI designated classes to fulfill degree requirements.
**Elective: ET 725 Computer Network Security strongly recommended.*

Appendix C:

PROGRAM SCHEDULING

FRESHMAN AND SOPHOMORE YEAR COURSE SEQUENCES AT QUEENSBOROUGH COMMUNITY COLLEGE (60 CREDITS)

FRESHMAN YEAR: FALL		FRESHMAN YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
RC: EN 101 English Composition I	3	RC: EN 102 English Composition II	3
RC: MA 119 or higher	3-4	MA 440 Pre-Calculus	4
FC: Creative Expression	3	FC: Individual & Society (Recommended : 2.D. CRIM 101 Intro to the American Criminal Justice System)*	3
RC: Life & Phys Sci	3-4	ET 575 Intro C++ Programming	3
FC: U.S. Experience	3	ET 570 Creating Smartphone Apps	3
Total Credits	**15-17**	**Total Credits**	**16**

SOPHOMORE YEAR: FALL		SOPHOMORE YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MA 441 Analytical Geo & Calc I	4	ET 704 Network Fundamentals	4
ET 580 Object Oriented Program	3	MA 471 Intro Discrete Math	3
ET 585 Computer Architecture	3	FC: 6th Flex Core	3
FC: World Cultures	3	Computer Sci elective	3
FC: Scientific World	3		
Total Credits	**16**	**Total Credits**	**13**

Total credits required for A.S. in Computer Science
60-62

JUNIOR AND SENIOR YEAR COURSE SEQUENCES TO BE TAKEN AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE (60 CREDITS) – SAMPLEPROGRAM

JUNIOR YEAR: FALL		Credits	JUNIOR YEAR: SPRING		Credits
Col Opt	Justice in Global Perspective	3	Col Opt	Learning fr Past or Com	3
CSCI 373	Advanced Data Structures	3	CSCI 375	Operating Systems	3
MAT 301	Probability & Statistics	3	CSCI 377	Computer Algorithms	3
CSCI 374	Programming Languages	3	MAT	Mathematics Elective	3
	Elective or Minor	3		Elective or Minor	3
	Total Credits	**15**		**Total Credits**	**15**

SENIOR YEAR: FALL		Credits	SENIOR YEAR: SPRING		Credits
CSCI 411	Computer Security & Forensics	3	CSCI 412	Network Security & Forensics	3
CSCI 400	Capstone Exp in Cybersecurity I	3	CSCI 401	Capstone Exp in Cybersecurity II	3
PHI 3XX	Ethics & Info Technology	3	CSCI 360	Cryptography & Cryptanalysis	3
	Elective or Minor	3		Elective or Minor	3
	Elective or Minor	3		Elective or Minor	3
	Total Credits	**15**		**Total Credits**	**15**
Total credits to be taken at John Jay College					**60**
TOTAL CREDITS FOR THE DUAL / JOINT A.S. IN COMPUTER SCIENCE (QCC)/ B.S. IN COMPUTER SCIENCE & INFORMATION SECURITY (JJC)					**120**

Appendix D:

FACULTY TEACHING ASSIGNMENTS

Faculty Assignment

Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits
Stuart Asser	Professor	Full-time	Full-time		
Belle Birchfield	Professor	Full-time	Full-time		
John Buoncora	Lecturer	Full-time	Full-time		
Nathan Chao	Professor	Full-time	Full-time		
Edward Davis	Assistant Prof.	Full-time	Full-time		
Merlinda Drini	Assistant Prof.	Full-time	Full-time		
Marvin Gayle	Associate Prof.	Full-time	Full-time		
Joseph Goldenberg	Associate Prof.	Full-time	Full-time		
MD.Shahadat Hossain	Assistant Prof.	Full-time	Full-time		
Robert Kueper	Assistant Prof.	Full-time	Full-time		
Danny Mangra	Associate Prof.	Full-time	Full-time		
Mike Metaxas	Assistant Prof.	Full-time	Full-time		
Hamid Namdar	Associate Prof.	Full-time	Full-time		
Kee Park	Assistant Prof.	Full-time	Full-time		
Jeffrey Schwartz	Assistant Prof.	Full-time	Full-time		
Dugwon Seo	Assistant Prof.	Full-time	Full-time		
Dimitrios Stroumbakis	Assistant Prof.	Full-time	Full-time		
Graig Weber	Associate Prof.	Full-time	Full-time		
Richard Yuster	Professor	Full-time	Full-time		
Kuaile Zhao	Assistant Prof.	Full-time	Full-time		
			Full-time		

Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits

Leila Alvandi	Lecturer	Adjunct	PT		
Brian Banho	Lecturer	Adjunct	PT		
Edward Brumgnach	Professor	Adjunct	PT		
Brian Clark	Lecturer	Adjunct	PT		
Bing-Chuan Chiu	Lecturer	Adjunct	PT		
John Ducroiset	Lecturer	Adjunct	PT		
Omar Ellis	Lecturer	Adjunct	PT		
Pericles Emanuel	Professor	Adjunct	PT		
Walter Heinz	Lecturer	Adjunct	PT		
Tim Johnson	Assistant Prof.	Adjunct	PT		
Michael Kozma	Lecturer	Adjunct	PT		
Moshe Lachter	Lecturer	Adjunct	PT		
Ephraim Laifer	Assistant Prof.	Adjunct	PT		
Michael Lawrence	Lecturer	Adjunct	PT		
John Leccese	Lecturer	Adjunct	PT		
Lin Lu	Assistant Prof.	Adjunct	PT		
Robert Mazzella	Lecturer	Adjunct	PT		
Louis Nashelsky	Professor	Adjunct	PT		
Peter Novak	Assistant Prof.	Adjunct	PT		
Vaughn Nystrom	Lecturer	Adjunct	PT		
Peter Paolino	Lecturer	Adjunct	PT		
Jerry Sitbon	Lecturer	Adjunct	PT		
Kimmon Stair	Lecturer	Adjunct	PT		
Joann Sun	Lecturer	Adjunct	PT		
Andrei Szabo	Lecturer	Adjunct	PT		
Brian Toyota	Lecturer	Adjunct	PT		
Steven Trowbridge		Adjunct	PT		
James Valentino		Adjunct	PT		
Richard Victolo		Adjunct	PT		
Huixin Wu		Adjunct	PT		

FACULTY

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)	Relevant Occupational Experience (e)	Relevant other experience (such as certification/ licensure) (f)
ET 575 Intro C++ Programming	3	Merlinda Drini Nathan Chao Steven Trowbridge Hamid Namdar Richard Yuster Mike Metaxas Joann Sun Vaughn Nystrom	Ph.D. EE 2009 CCNY Ph.D. EE 1975 Cooper Union MA Computer Science, 2012 MSCSci, 1994, NYIT MSEE, 1967 NYU MSEE, Polytechnic U. of NY 1973 MS Comp Sci, 1995, NYIT MBA, St. John's University, 1976	PE, State of NY PE, State of NY PE, State of NY PE, State of NY	
ET 570 Creating Smartphone Apps	3	Nathan Chao Robert Kueper Mike Metaxas Michael Lawrence Vaughn Nystrom Marvin Gayle	Ph.D. EE 1975 Cooper Union BSET, 1989 ESC MSEE, Polytechnic U. of NY 1973 USAF Acad. BS Eng. 1978 MBA, St. John's University, 1976 MSEE, 1997 CCNY	PE, State of NY PE, State of NY PE, State of NY	
ET 580 Object Oriented Program	3	Merlinda Drini Steven Trowbridge Joann Sun Michael Lawrence Vaughn Nystrom Omar Ellis	Ph.D. EE 2009 CCNY MA Computer Science, 2012 MS Comp Sci, 1995, NYIT USAF Acad. BS Eng. 1978 MBA, St. John's University, 1976 MS Manag. Info. Sys. Devry, 2009		
ET 585 Computer Architecture	3	Merlinda Drini Steven Trowbridge Belle Birchfield Jeffrey Schwartz	Ph.D. EE 2009 CCNY MA Computer Science, 2012 PhD EE, Columbia 1995 MSEE, 1993, MIT MSCSci, 1994, NYIT	PE, State of NY PE, State of NY PE, State of NY	

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Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)	Relevant Occupational Experience (e)	Relevant other experience (such as certification/ licensure) (f)
		Hamid Namdar Richard Yuster Mike Metaxas	MSEE, 1967 NYU MSEE, Polytechnic U. of NY 1973	PE, State of NY	
ET 704 Network Fundamentals	4	Merlinda Drini Danny Mangra Andrei Szabo Brian Toyota Kimmon Stair	Ph.D. EE 2009 CCNY MSEE, Polytechnic U. of NY 2002 MSEE, Polytechnic Inst. Bucharest 1977 MS Telecom Mgt., 2009, Stevens Inst. Of Tech. MBA, LIU 2010	PE, State of NY	
ET 725 Computer Network Security	3	Merlinda Drini Marvin Gayle Michael Lawrence Andrei Szabo	Ph.D. EE 2009 CCNY MSEE, 1997 CCNY USAF Acad. BS Eng. 1978 MSEE, Polytechnic Inst. Bucharest 1977	PE, State of NY	

FACULTY TO BE HIRED

Not applicable

Appendix E New Resources
Appendix F Projected Revenue
Appendix G Supporting Materials for Projected Revenue
Appendix H Five-year Financial Projections

Appendix I
STUDENT SURVEY

Student Interest Survey

Queensborough Community College (QCC) is planning to offer an Associate in Science (A.S) degree in Computer Science and Information Security. Computer security, also known as cybersecurity or IT security, is the protection of information systems from theft or damage to the hardware or software. The proposed degree program will be a jointly registered, dual admission program, with John Jay College of Criminal Justice's Bachelor of Science in Computer Science and Information Security. On successful completion of the lower division at QCC, students will have a seamless transition to the upper division of the baccalaureate program at John Jay.

The following page lists the freshman and sophomore year course sequences at QCC (60 credits).

Circle Yes or No
Would you be interested in this program?   Yes   No

1. **Department:**   Engineering Technology
2. **Course, prefix, number, & title:**   ET-580 Object Oriented Programing
3. **Pre-requisites (if any):**   • ET-575

Co-requisites (if any):

4. **Hours (Class, recitation,
   laboratory, studio) & Credits:**   3 hours, 3 credits hrs.

		Month	**Day**	**Year**
5.	**Date Approved by Department:**	3	16	2016
6.	**Date Submitted to Curriculum Committee:**	3	26	2016

7. **In order to avoid unnecessary delays or difficulties, please state if the proposal was discussed with other department chair(s) with similar interests.**

	Yes*	**No**
	X	

   *If yes, which department(s):   Math & Business

8. **Course Description for college catalog:**

This course covers object-oriented programming principles and techniques using C++. Topics include pointers, classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features.

9. **Rationale – why the course is needed or desired:**

Object Oriented programming is a programming style that is associated with the concept of objects, having data fields and related member functions.
Objects are instances of classes and are used to interact amongst each other to create applications. Instance means, the object of class on which we are currently working. C++ can be said to be as C language with classes. In C++ everything revolves around object of class, which have their methods & data members.
This course will help students master all techniques of software development in the C++ Programming Language and demonstrate these techniques by the solution of a variety of problems spanning the breadth of the language.

10. **Curricula into which the course would be incorporated and the requirements it will satisfy:**

Computer Science and Information Security (Required)
Internet and Information Technology (Elective)
Electronic Engineering Technology (Elective)
Computer Engineering Technology (Elective)
Telecommunications Technology (Elective)

11. **Curricular objectives addressed by this course:**

A. Demonstrate proficiency in factual knowledge and conceptual understanding required for transfer to the junior year in computer science, information technology or a related discipline.
B: Engineering Competence: Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve computer science and computer engineering technology problems.
C: Demonstrate an understanding of professional and ethical responsibility

12. **General Education Objectives: Check those that will be assessed:**

	1. Communicate effectively through reading, writing, listening and speaking
X	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
X	3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life
	4. Use information management and technology skills effectively for academic research and lifelong learning
X	5. Integrate knowledge and skills in their program of study
	6. Differentiate and make informed decisions about issues based on multiple value systems
	7. Work collaboratively in diverse groups directed at accomplishing learning objectives
	8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes

9. Employ concepts and methods of the natural and physical sciences to make informed judgments

10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

General Education Objectives addressed by this course: Select from list. (There is no minimum required for these objectives.)	Briefly describe activities in the course which help students meet each of these General Education Objectives.
• use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	Homework problems and exams with require them to solve network engineering problems using calculations and judgment.
• reason quantitatively and mathematically as required in their fields of interest and in everyday life	Throughout the semester students will be applying mathematics to real world computer problems, including design problems, which often require not only calculation but judgment as well.
• integrate knowledge and skills in their program of study	During the course period, students implement top down design methodologies using a high-level hardware description language, develop hierarchical design structures and employ systematic debugging to solve problems. They will also be asked to document their processes as they develop their designs.

13. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		
Requirement for the Major:	x	
Elective for the Major:		
Liberal Arts and Sciences:		
Writing Intensive:		

*If yes, submit Common Core Course Submission Form & Syllabus to Dr. A. Corradetti

14. Course objectives/expected student learning outcomes.

Course objectives	Learning outcomes
• To understand object oriented programming and advanced C++ concepts	Students should: • Be able to explain the difference between object oriented programming and procedural programming. • Use C++ to build object-oriented programs that include objects in an inheritance hierarchy
• Take a problem and develop the structures to represent objects and the algorithms to perform operations.	Students should: • Perform object oriented programming to develop solutions to problems demonstrating usage of control structures, modularity, I/O. and other standard language constructs. •
• .Understand and demonstrate the concepts of object-oriented design, polymorphism, information hiding, and inheritance.	Students should: • Demonstrate adeptness of object oriented programming in developing solutions to problems demonstrating usage of data abstraction, encapsulation, and inheritance. • Demonstrate ability to implement one or more patterns involving realization of an abstract interface and utilization of polymorphism in the solution of problems which can take advantage of dynamic dispatching.

• Take a problem and develop the structures to represent objects and the algorithms to perform operations.	• Students will be able to: • Apply standards and principles to write truly readable code. • Test a program and, if necessary, find mistakes in the program and correct them.

15. Attach department course syllabus (see Recommended Syllabus template, Form 4):

16. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Object-Oriented Programming in C++ (4th Edition) 4th Edition
by Robert Lafore, ISBN-**10:** 0672323087, ISBN-**13:** 978-0672323089

17. Methods of Instruction (such as lecture, performance, web-enhanced, online, video, writing intensive, etc.):

This course will have 50% lecture and 50% laboratory. If the students are unable to finish the assigned lab work within the class time, they will need to visit the departmental open labs.

18. Methods by which student learning will be evaluated (describe the types of evaluation methods to be employed; note whether certain evaluation methods are required for all sections):

- One midterm examination
- One final cumulative examination
- Quizzes
- Projects
- Homework assignments

19. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:

This course is targeted to senior-level undergraduate students.

20. Faculty availability:

	Instructor 1	Instructor 2	Instructor 3
Name:	Merlinda Drini	Steven Trowbridge	Joann Sun
Degree:	Ph.D. EE CCNY	MA Comp Sci Queens Col	MS Comp Sci, NYIT
Years in Profession:	15	15	15
Years Teaching:	7	5	10

21. Facilities and technology availability:

Existing ET facilities.

22. List of courses to be withdrawn, or replaced by this course, if any:

None

23. Enrollment limit and frequency the course is offered (each semester, once a year, or alternating years):

Each semester.

24. What changes in any programs will be necessitated or requested as a result of this course's additions/charges

None

Note: These definitions of terms are for the purposes of this assessment project only

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning objectives	An explicit statement of the skills and knowledge a student is expected to learn and be able to demonstrate either in general education, in a curriculum, or in a course
(Student) Learning outcomes	Student behaviors, performance, or activities that demonstrate that students are meeting or have met the learning objective(s)
General education objectives	Desired student learning in general education skills and in the liberal arts and sciences: *communication, analytic reasoning and problem solving, quantitative skills and mathematical reasoning, information management, integration of knowledge, differentiation of values, development of personal and collaborative skills, history, social sciences, mathematics and sciences, the humanities and the arts*
Curricular objectives	An explicit statement of the major points of learning that students must achieve to complete a program of study; these include both general education objectives and objectives specific to the curriculum
Course objectives	Major points of learning that students must achieve to complete a course; course objectives include general education objectives, curricular objectives, and objectives specific to the course

*   *   *

Week	Topics
1	**Ch.1 Introduction to Object Oriented Programming** • Characteristics of Object Oriented Language • C++ and C • The Unified Modelling Language (UML)
2	**Ch.2 Overview of C++ Programming** • Program Construction • Output • Directives • Comments • Variables • Input • Arithmetic Operations • Library Functions
3	**Ch. 3 Loops and Decisions** • Relational Operations • Loops • Decisions • Logical Operations • Precedence
4	**Ch. 4 Structures** • Defining the Structure • Accessing Structure Members • Enumerations
5	**Ch. 5 Functions** • Simple Functions • Passing Arguments • Returning Values • Reference Arguments • Overloaded Functions
6	**Ch. 6 Objects and Classes** • A Simple Class • C++ Objects as Physical Objects • C++ Objects as Data Types • Constructors • Objects as Function Arguments **Exam 1**
7	

1. A detailed course syllabi of pertinent courses [include a laboratory outline when applicable] [see Recommended Syllabus template, Attachment 7]:

	Ch. 6 Objects and Classes cont. & Ch.7 Arrays and Strings • Returning Objects from Classes • Structures and Classes • Classes, Objects, and Memory • Introduction to Arrays • Arrays as Class Member Data • Arrays as Objects • C-Strings • The Standard C++ string Objects
8	Ch.8 Operator Overloading • Overloading Unary and Binary Operators • Data Conversion • UML Class Diagram
9	Ch. 9 Inheritance • Derived Class and Base Class • Derived Class Constructors • Class Hierarchies • Levels of Inheritance • Multiple Inheritance
10	Ch. 10 Pointers • Addresses and Pointers • Pointers and Arrays • Pointers and Functions • Pointers and C-Type Strings • Pointers to Objects • Pointers to Pointers • Memory Management
11	Ch. 12 Streams and Files • Stream Classes • Stream Errors • Disk File I/O with Streams • File Pointers • Error Handling • File I/O with Member Functions
12	Ch. 14 Templates and Exceptions • Function Templates • Class Templates • Exceptions

13	**Ch. 15 The Standard Template Library** • Introduction to the Standard Template Library STL • Algorithms • Sequence Containers • Iterators • Specialized Iterators • Associative Containers
14	**Ch. 16 Object Oriented Software Development** • Software Development Process • Use Case Modeling • The Programming Problem • From Use Cases to Classes • Writing the Code • Interacting with the Program • Final Thoughts
15	**Final**

1. **Department:** Engineering Technology
2. **Course, prefix, number, & title:** ET-585 Computer Architecture
3. **Pre-requisites (if any):**
   - ET-575

   Co-requisites (if any):
4. **Hours (Class, recitation, laboratory, studio) & Credits:** 3 hours, 3 credits.

	Month	Day	Year
5. **Date Approved by Department:**	3	16	2016
6. **Date Submitted to Curriculum Committee:**	3	26	2016

7. **In order to avoid unnecessary delays or difficulties, please state if the proposal was discussed with other department chair(s) with similar interests.**

	Yes*	No
	X	

   ***If yes, which department(s):** Math & Business

8. **Course Description for college catalog:**

The course covers the basic principles of computer organization, operation and performance. It also deals with embedded systems, peripheral devices, memory management, and processor family evolution patterns.

9. **Rationale – why the course is needed or desired:**

This course provides a strong foundation for students to understand modern computer system architecture and to apply these understandings and principles to future computer designs.
It is structured around the three primary building blocks of general-purpose computing systems: processors, memories, and networks. It will prepare the students for jobs in the computer science and computer engineering industry and can act as a spring board to more advance level courses.

10. **Curricula into which the course would be incorporated and the requirements it will satisfy:**

Computer Science and Information Security (Required)
Internet and Information Technology (Elective)
Electronic Engineering Technology (Elective)
Computer Engineering Technology (Elective)
Telecommunications Technology (Elective)

11. **Curricular objectives addressed by this course:**

   A. Demonstrate proficiency in factual knowledge and conceptual understanding required for transfer to the junior year in computer science, information technology or a related discipline.
   B: Engineering Competence: Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve computer science and computer engineering technology problems.
   C: Demonstrate an understanding of professional and ethical responsibility

12. **General Education Objectives: Check those that will be assessed:**

	1. Communicate effectively through reading, writing, listening and speaking
X	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
X	3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life
	4. Use information management and technology skills effectively for academic research and lifelong learning
X	5. Integrate knowledge and skills in their program of study
	6. Differentiate and make informed decisions about issues based on multiple value systems
	7. Work collaboratively in diverse groups directed at accomplishing learning objectives
	8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
	9. Employ concepts and methods of the natural and physical sciences to make informed judgments

10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

General Education Objectives addressed by this course: Select from list. (There is no minimum required for these objectives.)	Briefly describe activities in the course which help students meet each of these General Education Objectives.
• use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	Homework problems and exams with require them to solve network engineering problems using calculations and judgment.
• reason quantitatively and mathematically as required in their fields of interest and in everyday life	Throughout the semester students will be applying mathematics to real world computer problems, including design problems, which often require not only calculation but judgment as well.
• integrate knowledge and skills in their program of study	During the course period, students implement top down design methodologies using a high-level hardware description language, develop hierarchical design structures and employ systematic debugging to solve problems. They will also be asked to document their processes as they develop their designs.

13. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		
Requirement for the Major:	x	
Elective for the Major:		
Liberal Arts and Sciences:		
Writing Intensive:		

*If yes, submit Common Core Course Submission Form & Syllabus to Dr. A. Corradetti

14. Course objectives/expected student learning outcomes.

Course objectives	Learning outcomes
• To understand the structure and operation of modern computer systems	Students should: • Understand and identify the components, and their interaction, in a typical modern day processor. • Describe the components of computer systems and their inter-relationships
• To understand how high level language constructs, such as C, are implemented in a machine assembly language	Students should: • Understand and write assembly language programs. • Understand how compiler generates machine code for simple C programs
• Understand basic hardware concepts (digital circuits -- gates, number representation, combinational and sequential circuits)	Students will: • Explain and use different numbering systems, data representations, and arithmetic and logical operations • Implement different computer instruction sets

15. Attach department course syllabus (see Recommended Syllabus template, Form 4):

16. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Introduction to Computing Systems: From bits & gates to C & beyond 2nd Edition
by Yale Patt, Sanjay Patel
ISBN-13: 978-0072467505
ISBN-10: 0072467509

17. Methods of Instruction (such as lecture, performance, web-enhanced, online, video, writing intensive, etc.):

This course will have 75% lecture and 25% laboratory. If the students are unable to finish the assigned lab work within the class time, they will need to visit the departmental open labs.

18. Methods by which student learning will be evaluated (describe the types of evaluation methods to be employed; note whether certain evaluation methods are required for all sections):

- One midterm examination
- One final cumulative examination
- Quizzes
- Homework assignments

19. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:

This course is targeted to senior-level undergraduate students.

20. Faculty availability:

	Instructor 1	Instructor 2	Instructor 3
Name:	**Merlinda Drini**	**Belle Birchfield**	**Jeffery Schwartz**
Degree:	Ph.D. EE CCNY	**Ph.D EE, Columbia**	**MSEE, MIT**
Years in Profession:	15	20	20
Years Teaching:	7	15	15

21. Facilities and technology availability:

Existing ET facilities.

22. List of courses to be withdrawn, or replaced by this course, if any:

None

23. Enrollment limit and frequency the course is offered (each semester, once a year, or alternating years):

Each semester.

24. What changes in any programs will be necessitated or requested as a result of this course's additions/charges

None

GLOSSARY OF TERMS
Note: These definitions of terms are for the purposes of this assessment project only

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites

(Student) Learning objectives	An explicit statement of the skills and knowledge a student is expected to learn and be able to demonstrate either in general education, in a curriculum, or in a course
(Student) Learning outcomes	Student behaviors, performance, or activities that demonstrate that students are meeting or have met the learning objective(s)
General education objectives	Desired student learning in general education skills and in the liberal arts and sciences: *communication, analytic reasoning and problem solving, quantitative skills and mathematical reasoning, information management, integration of knowledge, differentiation of values, development of personal and collaborative skills, history, social sciences, mathematics and sciences, the humanities and the arts*
Curricular objectives	An explicit statement of the major points of learning that students must achieve to complete a program of study; these include both general education objectives and objectives specific to the curriculum
Course objectives	Major points of learning that students must achieve to complete a course; course objectives include general education objectives, curricular objectives, and objectives specific to the course

*   *   *

Week	Topics
1	**Ch.1 Introduction to Computer System** • Computers as universal computational devices • How do we get the electrons to do the work?
2	**Ch.2 Bits, Data Types, and Operations** • Bits and data types • Integer data types • 2's Complement Integers • Binary-Decimal conversion • Decimal-Binary conversion
3	**Ch.2 Bits, Data Types, and Operations cont.** • Operation on bits (Arithmetic) • Operation on bits (Logical Operations) • Other data representation
4	**Ch.3 Digital Logic Structures** • The transistor • Logic Gates • Combinational Logic Circuits • Basic Storage Elements • The Concept of Memory • Sequential Logic Circuits
5	**Ch.4 The von Neumann Model & Ch5. LC3** • Basic Components • Instruction Processing • Changing the Sequence of Execution • Stopping the Computer • Operate, Data Movement, Control Instructions
6	**Ch. 6 Programming & Ch. 7 Assembly Language Programming** • Problem Solving • An Assembly Language Program • The Assembly Process • Beyond the Assembly of a Single Assembly Language Program **Exam 1**
7	**Ch. 8 Overview of I/O** • I/O Basics • Input from the Keyboard • Output to the Monitor • Interrupt Driven I/O • Implementation of Memory-Mapped I/O

2. A detailed course syllabi of pertinent courses [include a laboratory outline when applicable] [see Recommended Syllabus template, Attachment 7]:

8	**Ch. 9 TRAP Routines and Subroutines** • Introduction • TRAP Mechanism, Instruction • TRAP Routines • Subroutines
9	**Ch. 10 The Basic Structure of the Stack** • Introduction • Interrupt-Driven I/O • Arithmetic Using a Stack • Data Type Conversion
10	**Ch. 11 Program Execution in C** • Translating High-Level Language • Interpretation • Compilation • The C Compiler
11	**Ch. 15 Testing and Debugging** • Types of Errors • Testing • Debugging • Programming for Correctness
12	**Ch. 16 Pointers and Arrays & Ch. 17 Recursion** • Pointers • Arrays • Recursion • Fibonacci Numbers • Binary Search • Integer to ASCII
13	**Ch. 18 I/O in C** • The C Library • I/O, One Character at a Time • Formatted I/O • I/O from Files
14	**Ch. 19 Data Structures** • Structures • Arrays of Structures • Dynamic Memory Allocation • Linked Lists • Summary

15	
	Final

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7. PROGRAM MERGER

Special Monthly Report on

RESOLUTION on the MERGER of the faculty and existing programs of the Department of Academic Literacy with the English Department.

The Committee on Curriculum has acted to send the following item to the Academic Senate for its consideration and adoption.

RESOLUTION on the MERGER of the faculty and existing programs of the Department of Academic Literacy with the English Department.

Whereas, the current Department of Academic Literacy and the English Department both serve to prepare incoming students for the demands of college-level reading and writing, both departments believe that the needs of their students and faculty could be better served by combining their resources, and

Whereas, the faculty of the Department of Academic Literacy and the English Department both support the idea of joining with the English Department, and

Whereas, the faculty of the English Department voted to accept the merger of the English Department and the Department of Academic Literacy,

Whereas, the QCC Faculty bylaws require that:

Article VIII. 8.7d "In departments of more than one discipline, an elected representative of each discipline shall serve as a sixth member of the department committee, if that discipline is not represented on the personnel and budget committee. This representative shall be present, participate, and vote only in actions affecting members and recruitment of members of that specified discipline. The word "affecting" as used above means that only one discipline can be considered to be directly involved in any single personnel and budget action. Discipline representatives shall be elected at the same time as other personnel and budget members. The content discipline structure of the department shall be recommended by the department and approved by the Academic Senate."

Be it resolved that, Queensborough Community College:

- abolish the Department of Academic Literacy

- merge the faculty and existing programs of Department of Academic Literacy into the English Department

- the name of the merged department shall be the Department of English

- recognize that the structure of the English Department shall reflect the contents of two disciplines, "English" and "Academic Literary," until the department determines that the two disciplines have been sufficiently integrated

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8. DELETION OF PROGRAMS

Department of Engineering Technology

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

Rationale:
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.

———————————————————————————————————————

Business Department

Management – Real Estate-Insurance)
Concentration of the AAS in Management program
Program Code: 01525 Hegis Code: 5004
Departmental approval 11- 04 – 2015
Effective Date for Discontinuation/Deletion: 08-25-2016

Rationale:
The Real Estate/Insurance concentration of the AAS in Management program includes two Real Estate courses (BU-308 and BU-310; BU-310 replaced BU-307) and two Insurance courses (BU-305 and BU-306). Since Fall 2008, there has been low enrollment for these four courses often resulting in cancelling the courses or not offering the courses. Occasionally, the insurance courses have been offered as Independent Study. To avoid misleading students that may interested in enrolling in this program, only to be subsequently informed that the courses will not be offered due to low enrollment, it has been decided to discontinue the Real Estate/Insurance concentration. The four courses will be designated as 'inactive' courses until such time the Management program is reviewed and possibly revised to include some or all of these courses at a later date.

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9. OTHER

Attachment: General Education Task Force Report

The committee discussed the General Education Assessment Task Force Report to the Academic Senate, May 2016. The Committee on Curriculum has read and discussed the General Education Assessment Task Force Report and has the following recommendation.

"With regard to the Action Plan proposed for the General Education Task Force for the coming academic year 2016-2017, members of the Committee on Curriculum would like to express concerns regarding Part B, Item No. 5, *'Propose that discipline-specific outcomes, especially #8 (social sciences and history), #9 (science), and #10 (arts and humanities) be dropped as general education outcomes; they can be better assessed as part of academic program review.'* We believe that the elimination of discipline-specific outcomes would not be desirable, as discipline-specific learning outcomes constitute a valuable--indeed, critical-- component of general education."

Committee on eLearning
A Queensborough Community College Academic Senate Standing Committee

2015-2016 Annual Report

Introduction and Thank You

On behalf of the Committee, I would like to thank all Committee members for their excellent service and commitment to shared governance over the past year. This was a successful year for the Committee's goal of providing oversight and support for eLearning on campus. I would like to give a special thank you to two of our members who are retiring from QCC as of the end of the school year and whose work on the Committee has been invaluable: Bruce Naples and Barbara Saur. It has been an honor to serve as Chairperson of this important group of faculty, staff, and students.

– Kevin Kolack, Ph.D., June 2016

Committee Members

For 2015-2016, the Committee was composed of: Dona Boccio (CoC designee), Caf Dowlah (Steering Committee designee), Nidhi Gadura, , Aviva Geismar, Kwang Kim, Dimitrios Kokkinos, Kevin Kolack (chair), Hamid Namdar (secretary), Bruce Naples (President's designee), Sharon Reeves, Barbara Saur, Yaguang Wei (student representative), and Eileen White.

For 2016-2017, Nidhi Gadura's term on the Committee expired, as did that of Kevin Kolack and Eileen White who were reappointed to the Committee. Meg Tarafdar was newly appointed. As noted above, Barbara Saur is retiring from QCC and has been replaced by the CoC with Barbara Rome. Dona Boccio's term on the CoC is ending and a new CoC designee will be appointed. Kevin Kolack was reelected unopposed to serve as Chair and Hamid Namdar was reelected unopposed to serve as Secretary.

Committee Meetings

The Committee met at its regularly scheduled time (Thursdays at 3PM, the week of Senate meetings) throughout the 2015-2016 school year (9/17/15, 10/15/15, 11/12/15, 12/10/15, 2/18/16, 3/10/16, 4/14/16, 5/12/16). Agendas and Minutes were posted on the Committee's web site by the Chairperson.

Steering Committee 2015-2016 charges and responses, including Committee actions and recommendations:

Provide input on technological and pedagogical support for faculty developing PNET and FNET classes.

>This is the mission of the ACC's eLearning Institute, from which the Committee receives regular updates. The web page for faculty support (http://www.qcc.cuny.edu/facultysupport/index.html) which the ACC controls, is (by their own admission) a low priority and is not updated as often as it could/should be (and the same is true for the analogous student support page

http://www.qcc.cuny.edu/StudentSupport/index.html).

Recommend to the Registrar that online courses be better identified in CUNYfirst.

> This is out of the Committee's control, <u>and</u> that of the Registrar. The Registrar depends on department Chairs to accurately designate their courses. The Committee and Registrar's office do not believe the problem lies with the accurate assignment of designations to courses, but rather with student <u>and advisor</u> awareness of what the designations mean.

Based upon recommendations of 2014-2015 report, members of the Committee should meet with the Marketing Committee to review possible ways to identify eLearning for students, and advertise strengths of program to non-traditional students.

> While scheduling a meeting with Marketing proved to be incredibly difficult, a meeting was eventually held. Marketing chose not to assist with this effort (flyers are no longer allowed on campus and digital signage is mostly not operational), instead leaving it to the Committee to meet with members of Advisement in the various Academies to promote student awareness of the FNET/PNET designations (the only designations of those available regularly used at QCC). Due to turnover in the Advisement office, this will require an ***ongoing effort*** on the Committee's part. Marketing appears have its own plans to advertise QCC eLearning offerings in concert with another Administrative office, and controls the qccOnline web page (http://www.qcc.cuny.edu/qccOnline/index.html) which links to the two ACC pages above as well as the student eLearning Readiness Program and information regarding online classes (http://www.qcc.cuny.edu/qccOnline/classes.html) which prominently notes the meaning of the PNET/FNET designations at the top of the page.
>
> Digital signage should be repaired and expanded, and faculty/staff should be made aware of how to request inclusion of information on the signage (via the online form at http://www.qcc.cuny.edu/communications/dssRequestForm.html). The Committee will submit signage requests concerning "PNET/FNET designations" as well as "how to request signage."
>
> Marketing, the ACC or the Committee could publish a YouTube video about PNET/FNET designation on the official QCC site (via Marketing) or via a new Senate or Committee channel.

Discuss and review the effectiveness of linking the eLearning Readiness Program (eLRP) to course registration as part of the registration process and/or making the eLRP an actual pre-requisite for online courses, which apparently is not currently easy to do.

> QCC does not employ "registration stops" the way other campuses do. While this is certainly a "best practice" that is emphasized in the faculty eLearning Institute, this is left to the individual instructor, and the Committee is taking no further action.

Discuss and review the effectiveness of making the eLRP a part of ST-100, which is moving to a fully online course.

> This was accomplished without Committee action. ST-100 is now online and includes the eLRP.

Discuss and review the effectiveness of possibly including an online assignment that would

further prepare students for online courses.

> This is already part of the eLearning Institute- assignments for online courses are often online, and faculty are encouraged to develop assignments tailored to their courses.

Emphasizing the importance of using Tigermail accounts to students and faculty.

> Again, this is already a point of emphasis in the eLearning Institute. Many syllabi for traditional and online classes emphasize this point.

Review the effectiveness of the eLRP as currently developed.

> A survey of the eLRP was appended to the Program itself, and students seemed overall satisfied with the Program. Committee members Kolack and Kim initiated communication with the team at Hostos Community College who developed their more advanced Blackboard-based adaptive release eLRP (which was initially modeled on the QCC Softchalk-based eLRP), resulting in a CIRG grant proposal to expand a uniform eLRP across all of the CUNY community college campuses. This effort is ongoing.

Based upon recommendations of 2014-2015 report, members of the Committee should continue their brown-bag series for faculty on effective online teaching (with the use, we would suggest, of simple email blasts to advertise them). The following topics have been proposed: rubrics; effective online group management; using writing in the classroom; and new apps in teaching and learning. The Steering Committee would only add that a session on effective assignments for web-enhanced instruction might also be useful.

> Retiring Committee member Barbara Saur coordinated bag lunch seminars on the dates below, using a 20-Minute Mentor Commons video (QCC has a license) as a springboard for discussion. Scheduling during the Spring semester is challenging due to calendar conflicts. A survey was deployed to faculty in November 2015 to choose future topics. Approximately 12-20 faculty attended each seminar on:
> (April 1st, 2015: What kinds of questions encourage student interactions?)
> October 21st, 2015: Where can I find flippable moments in my class?
> Nov. 11th, 2015: How do I assign students to groups?
> April 13th, 2016: How do I use VoiceThread for online student discussion?
> Effective assignments for web-enhanced instruction was not chosen as a topic because this is already part of the eLearning Institute which is open to faculty officially enrolled in the Institute as well as to those who have already attended it and are actively teaching online.
> Committee Secretary Namdar has agreed to continue to organize these seminars, potentially with ACC, CETL or Senate funding providing lunch for attendees to increase attendance. Future topics suggested by the poll include:
>> How Can I Design Copyright-Compliant Courses?
>> What Are Five Tips for Writing Effective Learning Outcomes?
>> How Can I Use Technology to Improve Learning?
>> How Can I Create an Online Service Learning Project?
>> In Blended Courses, What Should Students Do Online?
>> What Do Students Want in Online Courses?
>> How Can I Align Technology with My Pedagogical Goals?
>> How Can I Get Useful Feedback to Improve My Online Teaching?

How Can I Assess Critical Thinking with Student-Created Work?

Monitor the QCC website's support of mobile devices and the ability of faculty on the eLearning Committee to import their work to the QCC website.

> Respectfully, such monitoring is not an eLearning Committee charge- we feel this is better suited to the Committee on Computer Resources in concert with the ACC, IT, and Marketing. With respect to importing work to the QCC web site, the Chair of the eLearning Committee (like all Committee Chairs) has access to the eLearning web site (but is reportedly the only Committee Chair to update a Committee's site). Similarly, individual faculty and departments are able to update their own web pages via the Cascade server. In the future, should the Senate choose to reiterate this charge, perhaps a representative from Marketing can be assigned to attend Committee meetings to update the community on such matters and provide ideas on how to best encourage faculty to make use of the QCC web site.

Continue to refine the excellent flyer on studying and fitness, and look for ways to disseminate it to the campus population, possibly in concert with the Committee on the Library and the Committee on Student Activities.

> Committee Chair Kolack has been in communication with, and attended a meeting of, the Library Committee. Committee Member Geismar has expressed interest in moving this joint project of the two Committees forward, and a "resources" web page of exercises and best practices is in development. How and where to deploy this on the QCC web site (possibly on one of the ACC or Marketing pages above) is a point of ongoing discussion/concern.

Provide input on the college's standards for effective eLearning programs.

> This was accomplished without Committee action. The QCC eTeam does this via the Quality Matters rubric.

Provide input on the curriculum of the e-Learning Institute conducted for faculty development.

> This was accomplished through our monthly meetings with ACC Director Bruce Naples. The eLearning Institute was reformatted in the Spring 2016 semester to occur on consecutive Fridays, rather than in a condensed version over the summer. Assessment of the program by the ACC is ongoing.

Provide input regarding learning outcomes assessment for eLearning courses.

> Course assessments are the same online and offline at QCC. (As noted below, end-of-semester evaluations are handed out as normal in partially online courses, and are mailed to students for fully online courses.) Most faculty teaching online courses assess their courses in some fashion throughout the semester, as is advised in the eLearning Institute.

Monitoring reliability of Blackboard and Epsilen, and provide advice to the college community when appropriate.

> Denis Bejar of the ACC does this as part of his job description. Epsilen is no longer in use by QCC– the new ePortfolio platform is Digication (newly integrated into Blackboard) and is as underused by faculty and students as Epsilen was before it. Downtime on

Blackboard and Digication has been minimal, although Blackboard sometimes has usage issues. (CUNY is Blackboard's largest customer. Alternatives are being explored by a multi-campus group on which QCC has a representative (Bruce Naples, currently).) Digication is primarily used as a HIP, but needs further promotion to faculty and students for use as a repository of their work at QCC (see below).

Develop protocols of departmental evaluation such as peer observations for PNET and FNET classes.

The Committee is not sure this is possible, but this point does warrant additional attention. The Graduate Center, for instance, requires a "mentor" faculty member be assigned to new online courses. The Committee is concerned that some faculty members at QCC might see this as an intrusion into the classroom (beyond the required observation of untenured faculty), but is considering proposing this to the Senate.

Review the procedure for Student evaluations of faculty teaching PNET classes.

As noted above, end-of-semester evaluations are handed out as normal in partially online courses, and are mailed to students for fully online courses. No revision is necessary.

If needed, present resolutions restricting class size for eLearning classes.

This is not needed. FNET/PNET classes are already limited to 24 students. QCC has not embraced the MOOC model and there does not seem to be the feared movement toward replacing faculty by enlarging online courses at QCC.

Monitor implementation of E-portfolios as a High Impact Practice (HIP) for the Academies.

The HIP coordinators are already doing this.

Monitor possible implementation of other HIPs in eLearning.

This was explicitly discussed at a Committee meeting, and the Learning Communities HIP seems to be an ideal implementation. However, the Committee was once again faced with questions regarding implementing the practice. Linking face-to-face courses is already problematic enough logistically, but the HIP coordinators are making it happen. They, in conjunction with CETL, could add PNET/FNET courses into the mix for interested faculty.

Collaborate with Committees on Academic Development and Computer Resources in support of workshops to support instructional technology, as well as support for faculty writing technology-related grants.

This is being accomplished without Committee action by the ACC and the Office of Grants and Sponsored Programs.

Possible additional collaboration with the committees on Continuing Education & Curriculum regarding the role course delivery might play in structuring course content; as well as Departments (for curriculum-specific best practices & development of more hybrid and asynchronous on-line courses).

This is being accomplished without Committee action by the ACC and CETL.

Request from the Office of Academic Affairs, assessment of the following areas: eLearning

Readiness Program, ACC.

> The Committee respectfully refuses to request oversight of one department by another at the present time. This can be revisited in the future if the Steering Committee wishes.

Comment, where appropriate to the Committee charge, on Queensborough's meeting of revised Middle States Accreditation Standard 3: "An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations." As well as Revised Middle States Standard 4: "Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success."

> The Committee believes that eLearning at QCC is as successful as traditional courses due to the training and support provided by the ACC and IT departments, as augmented by the Committee's ongoing activities and those of CETL.

Review and Revise, as needed, and in consultation with the Steering Committee, Committee guide.

> Only a 2007 pdf version of the Committee Guide could be found. The Committee Guide has been completely revised and is attached and available for Steering Committee input. Word and pdf versions have been posted to the Committee web page to allow for future edits. Please note that the "Guide for Standing Committee Chairpersons" mentioned in the Committee Guide was requested, but no longer seems to exist. We hope that a new document is developed for the benefit of future incoming Chairpersons.

Other Items Acted Upon by the Committee

The Bylaws were never changed to reflect the existence, charges, and proper name of this Committee following its establishment as an independent entity separate from the Committee on Computer Resources. The Committee proposed an update to the Bylaws which was submitted to the Steering Committee and the Bylaws Committee for action in the Fall 2016 semester.

Additional Items for the Coming Year

The QCC IT plan was published in 2016. The Committee will need to confirm that points concerning eLearning are proceeding as planned.

Respectfully submitted,

Kevin Kolack, Ph.D.
Committee on eLearning Chairperson

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

COMMITTEE ON ENVIRONMENT, QUALITY OF LIFE AND DISABILITY ISSUES of the ACADEMIC SENATE

TO: Dr. Peter Bales, Chairperson, Academic Senate Steering Committee

FROM: Profs. Leah Anderst and Sebastian (Ben) Murolo, Co-Chairs, Committee on Environment, Quality of Life and Disability Issues

SUBJECT: Annual Report of the Committee on Environment Quality of Life and Disability Issues for September 2015-May 2016

DATE: June 16, 2016

Committee Members:
Prof. Leah Anderst, Co-Chair
Prof. Sebastian Murolo Co-Chair
Prof. Patricia Kinneary, Secretary
Prof. Sheila Beck, Member
Prof. Sara Danzi Engoron, Member
Prof. Dominic Hull, Member
Prof. Wei Lei, Member
Prof. Julia Rothenberg, Member
Prof. Weier Ye, Member

Chong Jue, Liaison to the Committee on Committees
Clara Wajngurt, Liaison to the Steering Committee
Vice-President William Faulkner, Liaison, President's Designee

Mr. Ben-Ami Freier, Office of Services for Students with Disabilities, Committee Liaison
Mr. Mel Rodriguez, Environmental Health and Safety, Committee Liaison
Mr. Edward Locke, Office of Campus Safety, Committee Liaison
Ms. Isabel Hocevar, R.N., Office of Health Services, Committee Liaison
Ms. Mary-Beth Shaw, Committee Liaison
Victor Silva and Sherice Leggette, Student Members

Number of Committee Meetings: The Committee on Environment, Quality of Life and Disability Issues met six times during the 2015-2016 academic year.

During 2015-2016, Vice President William Faulkner served as the President's Designee to the Committee on Environment, Quality of Life, and Disability Issues.

Space Allocation/Utilization/Facilities

Humanities Building Renovations and Concerns

The committee discussed a few issues related to the Humanities building: renovations to the English department offices, renovations to the elevator, and the courtyard space and bird netting. The English department renovations took place over the summer of 2015, and while the department continues to consider privacy concerns especially as it relates to meetings with students, the renovations have been met with satisfaction. The elevator has also received cosmetic renovations, repairs to the walls and the floor.

The courtyard of the Humanities building is protected from birds by netting. Early in the fall of 2015, the netting trapped and killed a number of small birds. Faculty members from English in particular expressed concern with this. Ripped portions of the netting were subsequently repaired, and additional decoy owls were placed around the area. The remainder of the academic year had no reported bird deaths via the netting.

Parking Concerns

The committee received requests from the FEC parliamentarian related to the difficult parking situation for faculty and staff on campus. The committee discussed parking concerns during the March 23, 2016 meeting and gathered information to write a report to submit to the FEC. The parking concerns raised centered chiefly on questions related to enforcing rules against illegally parked cars and cars parked without faculty/staff tags. Ed Locke and Lt. Black explained the multiple ways that the parking lots are monitored: entry gate staff, a security staff member roving in the lots to enforce tags are on cars, and security cameras. They also indicated that there are occasionally cars parked in the main faculty and staff lot without tags because guests visit our campus for a few reasons including job interviews or guest lectures, and security tries to accommodate those guests as well. It was acknowledged that parking is a problem at QCC, given the increase in our student population over the last ten years and the attendant increase in staff and faculty who drive to campus. A number of possibilities to alleviate parking concerns were discussed by the committee and included in the report to the FEC.

Flyers on Campus

New this academic year, paper flyers and posters related to student club events cannot be posted on bulletin boards around campus. During the March 23, 2016 meeting, committee members noted this in particular in the Humanities and Sciences buildings. The rationale behind this restriction is unclear. The committee discussed alternative ways to disseminate information related to events to the broader campus community: emails to the campus community, flyers handed out to faculty members, e-signage, and creating a new area on the QCC app dedicated to club events.

Food Pantry

This spring semester saw the creation of a food pantry for the campus community. An ad-hoc committee on food insecurity at QCC, which included one member of this committee, researched other CUNY food pantries and helped to establish and pilot a pantry on campus. This committee received a naming request, and unanimously approved the name "Lucille A Bova Food Pantry."

College Health and Environment Issues

Anti-Bullying Issues and Sub-Committee

The subcommittee of this committee on Anti-Bullying continued to meet over the course of this year, chaired by Clara Wajngurt. Following the anti-bullying statement created by the committee and approved by the faculty

senate during the spring of 2015, the subcommittee focused on gathering information related to bullying on campus, chiefly through a survey distributed to campus employees via survey monkey. The survey was discussed in the December 16, 2015 meeting, and members of the committee expressed reservations. The survey was disseminated during the spring 2016 semester following advice from the senate parliamentarian. Results of the survey were discussed at the final meeting of the semester, and there was disagreement about whether to distribute a summary of the survey responses without write-in comments or, the complete survey responses including many write-in comments, or none of the survey results.

As of the upcoming 2016/2017 academic year, the subcommittee will fall under the charge of the Steering Committee and will no longer be a part of this committee.

Safety and Security Issues

Annual Security Report

The annual security report (the Clery Report) was discussed at the December 16, 2015 meeting. Committee members noted an increase in incidents labeled "stalking" from 2013 to 2014. Lt. Black explained what kinds of incidents may fall under that term, he explained that Title IX requirements may have resulted in an increase in reporting such incidents, and he provided suggestions for faculty in particular on ways to minimize the potential for stalking among students. His suggestions include encouraging students not to share personal emails or phone numbers and instead to communicate with each other via QCC email and Blackboard.

Hate Stickers and Flyers on Campus

Hate stickers and related flyers were brought to the committee's attention and discussed at the October 7, 2015 meeting. QCC Public Safety received complaints of finding hate stickers in different areas on or near campus. These stickers are directed at various groups of people, primarily immigrants and people of color. Public Safety indicated if these stickers were seen on campus to take them down and be reported to public safety. Mr. Edward Locke and Lt. Jack Black also reported that there have been various disturbing postings against NYPD found mostly on the 3rd and 4th floor of the Humanities building and in parts of the Sciences building. The local police precinct is aware of it. The committee took copies of the stickers provided at the meeting.

Security Cameras on Campus

The committee received an email request with several questions pertaining to Video Surveillance on campus from the Faculty Executive Committee Parliamentarian. The issue was discussed with Public Safety during the February 24, 2016 meeting and subsequent meeting on March 29, 2016. A committee co-chair met with Bruce Naples, head of the ACC, to discuss the issue and public safety was at the meeting sharing their cameras. Since their cameras are in public places there are no rights to privacy as explained however, in the classroom was a concern by the committee and FEC.

The committee discovered that Public Safety has access to data from all cameras in public places and the Academic Computing Center has access to cameras in classrooms or computer labs. Public Safety does not have regular access to the data from these cameras. The Art Gallery staff has access to cameras in their spaces.

Student union staff has access to cameras in the student union and Building and Grounds can access certain cameras on campus as needed. There is a stringent approval process to gain access to ACC cameras. ACC can remotely turn off cameras when class is not in session. This is mainly because the bulbs used are expensive. Faculty have the ability to turn off cameras if they so choose.

The concern by the FEC, was that ACC cameras are supposed to be used solely for protection of equipment but in one instance brought to the committee's attention it was used for other purposes. Public Safety indicated it requests recording from ACC cameras if there is such an incident to determine what actually occurred. The committee submitted a report to the FEC related to security cameras on campus.

Recommendations for 2016-2017

The following are the members of the Committee on Environment, Quality of Life, and Disability Issues for 2016-2017:

Prof. Leah Anderst, Co-Chair
Prof. Dominic Hull, Co-Chair
Prof. Sara Danzi Engoron, Member
Prof. Edward Davis, Member
Mr. Benama Freier, Member
Prof. Jonathan Funk, Member
Prof. Wei Lei, Member
Prof. Julia Rothenberg, Member
Prof. Weier Ye, Member

Prof. Sebastian (Ben) Murolo, Liaison to the COC
Prof. Clara Wajngurt, Liaison to the Steering Committee
Vice-President William Faulkner, Liaison, President's Designee

Mr. Mel Rodriguez, Environmental Health and Safety, Committee Liaison
Lt. Jack Black, Office of Campus Safety, Committee Liaison
Ms. Isabel Hocevar, R.N., Office of Health Services, Committee Liaison
Ms. Mary Beth Shaw, Title IX Officer, Committee Liaison

At our May 4, 2016 meeting, Profs. Leah Anderst and Dominic Hull were elected as Co-Chairs for the 2016-2017 academic year. A committee secretary will be elected during the first meeting of the fall 2016 semester.

Plans for the 2016-2017 academic year:
- to continue to consider solutions for the parking issues on campus
- to continue to consider ways that student groups can advertise events on campus
- to develop ways to increase recycling and sustainability measures on the QCC campus
- to respond to the quality of life needs and queries of campus community.

Respectfully Submitted,
Leah Anderst, Co-Chair
Sebastian (Ben) Murolo, Co-Chair

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON THE LIBRARY

To: Drs. Emily Tai, Peter Bates and Joel Kuszai, Steering Committee, Academic Senate

From: Dr. Joanne Chang, Chairperson
Date: May 26th, 2016

Subject: Library Committee Annual Report, Fall 2015-Spring 2016

Committee Members: Joanne Chang, Music (2018), James Timbilla, Biological Sciences/Geology (2018), Helmut Loeffler, History (2017), Lisa Scandaliato, Art Gallery Asst Director (2017), Sujun Wei, Chemistry (2016), Elizabeth DeGiorgio, Art /Design (2016), Student representatives: Sayma Chowdhury and Bolaji Ayorinde
Liaisons: Jankowski, Jeffery, Social Sciences, COC Liaison; Kerri-Ann Smith, Academic Literacy, Steering Committee Designee; Jeanne Galvin, Library, President's Liaison.

Dates Committee Met:
The Library Committee met five times in the course of the academic year, at the following dates and times: October 28th at 12:30pm, December 2nd at 12:30pm, March 9th at 12:30pm, April 20th at 1:30pm and May 18th at 12:30pm

Narrative Summary of Committee Work:
In the course of the 2015/2016 academic year, the library committee reviewed its charges and focused its attention on several important matters.

During the academic year the committee received updates concerning the accessibility of the library restrooms for students with disabilities. The committee was informed that the project to make restrooms for both genders on 2nd and 3rd floor compliant with the requirements according to the American with Disabilities Act (ADA) will begin in the summer of 2016 by Building and Grounds.

The committee reports that the digital resources are plentiful in the library. Faculty and students' preference on eBook and/or kindle are different which also involves the issue of copyright. All printing and scanning are in place and working well. In general, Library's hours are extended during finals week, and during that time students have access to all electronic resources and books on reserve. Approximately one third of the Library's collection is available via e-book. Majority of textbooks assigned by professors are not available in e-book format making it difficult to digitalize the collection in its entirety.

For student service, the committee reports that Library offers course related instruction, about 400 sessions a year, and whenever requested by a faculty member. Library also does walk in sessions at the end of each semester. It is available at the reference desk 75.5 hours per week. Late night chats are offered 11 hours a week by the Library. Faculty members can request an embedded librarian for their classes. This service is available for regular classes, PNETs and FNets.

The committee invited chairs from Committee of Computer Resources for a discussion of the CUNY Five Year Master Plan. The Plan offers a future view of the applications and challenges of technology, and the issues we face to sustain and grow its use and effectiveness in and out of the classroom. Chairs Makalanda and Shahar focused the discussion on the Library's assessment in regard to ebooks, calculators for student loan, and possible use of student phones for textbook loans.

The committee also invited chair from eLearning Committee in responding to the project "Fitness while Studying". The committee suggested Stretches that can be done quietly and in one place would be ideal such as static stretches as well as ones that concentrated on areas that are stressed while studying such as the shoulders and neck. The committee also suggested short periods of meditation. eLearning Committee chair suggested the committee reach out to a professor from Health and Dance Department who is also in the eLearning Committee to brainstorm ideas. In terms of spreading the word perhaps IT can set up an alert that reminds users to stretch and take a break. The digital signage throughout the library can be used to display stretches using images with reminders to stretch and take breaks while studying.

New Recommendations:
It is recommended that Library Committee members continue to work with Committee of Computer Resources for CUNY Five Year Master Plan for keeping technology part of Library updated.

It is recommended that Library Committee members continue to work with eLearning Committee and possibly faculty from Health and Dance Department for securing online copyright resources for "Fitness while Studying" project for all members at QCC including faculty and students.

It is recommended that the Library Committee complete the project of framing the posters and student artwork already selected for hanging in the Library.

It is recommended that the Library Committee follow up the disability bathroom conversion with B&G in Fall 2016.

New Committee Members:
The 2015-2016 Library Committee welcomes our new members, Dr. Larisa Honey from Social Science Department and Agnieszka Tuszynska from English Department. We welcome Dr. Chang and Lisa Scandaliato who were unanimously elected as our new Chair and Secretary, respectively, for the 2016-2017 academic year at our meeting on May 18th.

Acknowledgements:
The Library Committee wishes to thank Director Jeanne Galvin for her invaluable expertise and advice, as well as her resourcefulness and dedication in responding to the needs of the students and faculty of Queensborough Community College. We also wish to thank Professor DiGiorgio for her major effort and devotion in getting over 30 selected pictures framed and ready to be hung in the library over the summer. We are grateful for Committee Chairs Professor Lucian Makalanda and Professor Jed Shahar from Computer Resources for their presentation at our meeting for the Five Year CUNY Master Plan, as well as eLearning Committee Chair Professor Kevin Kolak for his presentation and possible further collaboration finishing up the "Fitness while Studying" project. The committee expresses its gratitude for Diane Carey's generous gift of Kehinde Wiley poster. We also wish to thank Professor Philip Pecorino, Professor Emily Tai, Professor Bates, and Porfessor Jeffrey Jankowski for their availability, support and guidance throughout the year. It was a privilege and pleasure to work with each and every member of the 2015-2016 Library Committee. Last but not least, the Library Committee member expresses the condolence for loss of a precious member Dr. Barbara Bonous-Smit this semester.

QUEENSBOROUGH COMMUNITY COLLEGE THE CITY UNIVERSITY OF NEW YORK ACADEMIC SENATE
ACADEMIC SENATE COMMITTEE ON PRE-COLLEGE, CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

TO: Secretary, Academic Senate Steering Committee
FROM: Committee on Pre- College, Continuing Education, &
             Workforce Development, Eladia Raya, Chairperson
SUBJECT: Annual Report
DATE: May, 30 2016

Committee Members: Eladia Raya (Chairperson), Rommel Robertson
                             (Secretary), Naydu Carmona, Mike Metaxas, Mary Ann
                             Rosa, Rosanne De Joseph Vogel

President's Liaison: Denise Ward

COC Liaison: Jeff Jankowski

Steering Comm. Designee: Christine Mooney

Student Representative: Adam Puertas

Dates Met: October 21, 2015; December 16, 2015;
                             April 13, 2016; May 18, 2016

- The committee met in the fall on October 21, 2015. Committee chair, Dr. Raya reported on the delay in securing much needed updates to committee's webpage to reflect the committee's name change in 2014, changes to the committee's online guidelines as well as recent changes to the committee charge and composition. Dr. Raya reported on the need for the committee to also update the recent changes in the liaison membership of the committee and stressed the need to reach out to Student Government to request the student representative to the committee. The chair Chair also discussed the committee's plan of action for the academic year 2015-16. The committee unanimously approved the motion to task David Moretti with making the necessary

changes to the Committee website as was deemed necessary. The committee also approved motions to seek guidance/clarity from the Steering Committee and Denise Ward with regard to charges Two and Three as well as ways to ensure the all QCC Pre-College programs are in compliance with S2. Section 6206 of the NY Education Law (subdivision 18) regarding approved experiential or applied learning activities.

- In the fall the committee held its second meeting on December 16, 2015. The V.P. Denise Ward of the Office of Pre-College, Continuing Education, and Workforce Development reported to the committee. V.P. Ward briefed current and new committee members on function of department and clarified the committee's charge. She provided the committee with updated workflow chart for department that identifies important program directors, managers and personnel (~ 500 employed across all programs) V.P. Ward also provided updated listings of award programs totaling $17 million. The new tuition based programs for spring 2016 included the following:
    - Creating Smart Phone Apps- a three module course designed to teach registrants how to use the features of smart phones and how to create working smartphone applications.
    - Art History Series: Couples in the Art World- a four module course focusing on lovers who supported each other as they perfected their art.
    - Digital Photography: Using your DSLR camera- a course designed to familiarize DSLR users with their cameras.
    - EDUTAINMENT for Early Childhood- two individual 9 session courses designed to facilitate learning through entertainment for the common core

  New Grants and Contracts include:
    - Con Edison- Careers in STEM [$15,000]
    - Workforce Development Grant/CUNY [$25,000]
    - Perkins Major Effort [$256,114]
    - Small Business Services: Home Health Grant [$165,551]
    - Martin Van Buren HS SIG [$140,788]

  V.P. Ward ended her report to the committee with a discussion and clarification of the assessment process for various Continuing Education programs:
    - Health programs are assessed and certified by external NYC agency

- ○ College Now CLIPS programs are reviewed and assessed by CUNY Central
- ○ Professional development programs are assessed internally via internal syllabus review and teaching observations reports.

The Committee Chair Reported to the committee that Section 17 of the Committee charge on the QCC website was updated and the committee voted to seek permission from the Steering Committee to update the guide for Committee on Continuing Education.

- In the spring the committee held its first meeting on April 16, 2015.

V.P. Denise Ward provided an updated report to the department's on new tuition based programs for programs summer 2016. New tuition based programs include:

- ○ Gold Coast Sports Academy (Basketball and Tennis)- run by OASIS as part of an 11yr partnership with QCC and will feature daily programs conducted by retired professional athletes Sue Bird, Karl-Anthony Towns (Basketball) and Paul Annacone (Tennis).
- ○ Summer Math Start (new CUNY Start program)- is an intensive 8 week low-cost program designed to build math skills for incoming QCC students placed in remedial math placement later in the application process or who missed earlier placement exams.
- ○ History Series Topics on "Election 2016"- 2 session course designed to connect the 2016 election to elections of the past.
- ○ Vinyasa Flow Yoga- is the latest trend for low-impact cardio, strengthening, and flexibility that links breathing and movement in a flowing sequence.
- ○ Cardio Hip Hop- is a fun and intense way to burn calories , tone muscles, achieve weight loss and/or increase stamina, all while indulging in a fun-filled dance activity.
- ○ Total Body- a 5 session fitness class specifically designed to tone and strengthen the muscles in all areas of the body integrating both body weight and added resistance exercises.
- ○ Teens College: The Majors and Minors (Topics in STEM)- are 9 session programs designed to increase student competencies in the

sciences and research strategies in STEM related fields via two major paths[Scientific Researchers or The Coding Academy]

Newly awarded grants and contracts include:

- o Capital One Foundation- Workforce Development Strategies ($50k)- the goal is to bring together colleges specializing in workforce development to create model workforce development program
- o 21st Century Community Learning Center- 1year Extension ($755)
- o CUNY Strategic Improvement Initiative: College Focus Bootcamp Development ($42k)

V.P. Ward also discussed the ongoing challenges of finding space to house new and growing programs. The committee sought direction from Denise Ward on modification to Committee's Mission Statement to reflect the evolution of the mission of the Pre-college, continuing Education and Workforce Development office.

- The final meeting of the academic year took place on May 18, 2016.

The committee welcomed Carol Goldfond and Steven Cheng as newly elected members. The chair provided a final update on the recent changes to the information on the committee's webpage. Elections were held to select a new committee chairperson and secretary. Rommel Robertson was elected the new committee chair and Naydu Carmona was elected the new committee secretary. The committee expressed their heart felt gratitude and appreciation to the outgoing chair Eladia Raya and fellow committee member Rosanne Vogel for their dedication, hard work, and service to the committee.

I would like to thank all the members of the committee for their support, the secretary for his assistance during the year and especially I would like to thank Vice president Denis Ward for her thorough reports on the many programs and initiatives she oversees as Director of the Department of Precollege, Continuing Education & Workforce Development.

Respectfully submitted,
Eladia Raya, Chair, Committee on Pre- College, Continuing Education, & Workforce Development

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON PUBLICATIONS

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

FROM: Dr. Urszula Golebiewska, Chair, Committee on Publications

SUBJECT: **Annual Report for Committee on Publications for 2015/2016**

DATE: June 8, 2016

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Committee members: Kathleen Alves, Raul Luiz Armendariz, Wendy Ford, Urszula
Golebiewska , Jennifer Maloy, Danny Mangra
President's Designee: Stephen Di Dio
Steering Committee Designee: Mangala Tawde

Chair: Urszula Golebiewska
Secretary: Raul Luiz Armendariz
Web Master: Danny Mangra

During the Fall 2015 & the Spring 2016 the Committee on Publications met 7 times: Wednesday
October 7, 2015 at 4PM, Thursday November 5, 2015 at 2PM, Wednesday December 2, 2015 at
4:10PM, Monday February 22, 2016 at Noon, Tuesday March 31, 2016 at 2PM, Tuesday April
19, 2016 at 11AM, and Monday May 16, 2016 at Noon. All meeting were held in the Biology
Conference room M-209.

Major Tasks Accomplished:

1. The Committee on Publications received an email request from the Academic Senate Steering
Committee on behalf of the subcommittee on Bullying, a subcommittee of the Committee on
Environment, Quality of Life, and Disability Matters, to investigate whether or not the faculty
senate approved statement on Bullying, *Bullying in the QCC community,* has been incorporated
into the Faculty Handbook or College Catalog. The committee did not find the anti-bullying
statement to be in either the online faculty handbook nor in the 2015-2016 College Catalogue.
Subsequent inquiry with the president and communication with the subcommittee of Bullying
brought assurance that the statement will appear in the new edition of the College Catalogue and
other publications.

2. The Committee on Publications followed up the last year request regarding the changes to the Bylaws of the Committee. Turned out that the matter was tabled previously and finally during this term the changes were approved.

3. The Committee developed an award for the best departmental website. An e-mail was sent to the chairs of the academic departments informing them about the new award and requesting names of the individuals responsible for the websites. To select the best departmental website the Committee developed grading rubrics (Jennifer Maloy wrote the first draft amended by other members) and each member graded departmental websites (omitting his/hers department). The average scores were calculated and the Nursing Department emerged as the clear winner. The Committee designed a Certificate (Urszula Golebiewska wrote the first draft) to be presented to the winning department. The Certificate was printed by the marketing department and signed by the President of the College and the Chair of the Committee. Wendy Ford donated a frame for the Certificate. The framed Certificate was presented to the chair of Nursing. An e-mail informing the College about the winner of our new award was drafted and sent.

4. The Committee recommends continuing awarding the best departmental websites. Finish drafting tips for the best departmental website. The Committee recommends continuing reviewing the college publications. Kathleen Alves requested Backboard for the Committee to place documents underdevelopment that should be used when working on updates.

5. During the May 16th, 2016 meeting the committee unanimously elected **new chair**: Kathleen Alves, **secretary**: Raul Luiz Armendariz and **new web master**: Wendy Ford

The Committee welcomes two **New Members**: Mohammad Javdan and Chukwudi Ikwueze
The Committee thanks **Departing Members**: Danny Mangra, Mangala Tawde and Urszula Golebiewska

QUEENSOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
COMMITTEE ON STUDENT ACTIVITIES OF THE ACADEMIC SENATE

<u>ANNUAL REPORT FOR 2015-2016</u>

To: **Dr. Peter Bales, Chair of the Academic Senate Steering Committee**
    Dr. Emily Tai, Vice Chair of the Academic Senate Steering Committee
    Dr. Joel Kuszai, Secretary of the Academic Senate Steering Committee

From: Dr. King, Chairperson of the Committee on Student Activities
Date: June 2, 2016
Subject: Annual Report of the Committee on Student Activities for 2015-2016

<u>COMMITTEE MEMBERS:</u>

Dr. Carolyn King (Chairperson), Dr. Adam Luedtke (Secretary), Prof. Susan Garcia (Member), Prof. Linda Ostrowe (Member), Prof. Lawrence Bentley, (Member), Dr. Danny Sexton (member), Dr. Peter A. Novick (Steering Committee Designee), Dr. Ted Rosen (Former member/volunteer), Vice-President Michel Hodge (President's Designee), Prof. Barbara Blake-Campbell (Committee on Committees Liaison), and Mr. Raymond Volel (Student Life Specialist).

<u>DATES COMMITTEE MET:</u>

The Committee on Student Activities met twelve times in the course of the academic year on the following dates and times: August 19th, 2015 at 11:15 a.m., September 3rd, 2015 at 4:10 p.m., September 17th, 2015 at 4:07 p.m, September 29th, 2015 at 4:10 p.m., October 6th, 2015 at 4:05 p.m., November 3rd, 2015 at 4:05 p.m., December 1st, 2015 at 4:10 p.m., February 23rd, 2016 at 1:00 p.m., March 15th, 2016 at 1:25 p.m, March 29th, 2016 at 1:25 p.m., April 12th, 2016 at 1:25 p.m., and May 24th, 2016 at 3:11 p.m.

<u>SUMMARY OF THE WORK OF THE COMMITTEE ON STUDENT ACTIVITIES FOR THE YEAR 2015-2016</u>

August 19, 2015, Oakland Dining Room (1st meeting)

Dr. King, Dr. Ted Rosen, Prof. Susan Garcia, and Dr. Danny Sexton met from 11:15am until 2pm. The agenda for this meeting and the minutes of June 3rd were both approved.

Update on Volunteer Fair (VF):

- We have so far about 10 organizations and need each person to follow up with their contacts that haven't responded. We discussed the need for a registration form to send to our contacts. Dr. Sexton agreed to draft and email the form to the group.
- Some changes were made to the flyer to be sent to our contacts. We will ask Prof. Ostrowe to edit and to send final version of flyer to Stephen Di Dio for approval.
- Dr. King will contact B&G to confirm set-up and check on parking for the day of the VF. Dr. King will also contact Mr. Ray Volel about setting up a table at the Club Fair on Sept. 2nd to allow students to get information about the VF.
- Prof. Garcia will be contacting Ray Perez about Music (speakers for VF).
- Dr. Ted Rosen is going to look into getting some funds for the popcorn machine. Dr. King will ask Mr. Volel the proper procedure to invite the Student Government Association to participant in and to cosponsor the VF.
- **Our next meeting will be September 3rd at 4:00pm in the Oakland room.**

September 3rd, 2015, Oakland Dining Room (2nd Meeting)

Dr. King, Dr. Rosen, Dr. Sexton and Prof. Ostrowe met from 4:10pm until 5pm. The agenda for this meeting and the minutes of August 19th meeting were both approved.

Update on Volunteer Fair (VF):

- We have 10 organizations and our goal is to have **15-20 CONFIRMED!!** Each member will continue to follow-up with the contacts that haven't responded. Dr. Rosen suggested inviting someone from the Mayor's Office on Volunteering, but warned that this is a political liaison and we have to make sure that the administration at QCC approves. Prof. Ostrowe will contact Ronni Weprin about having our list of organizations vetted.
- Prof. Garcia, Dr. King and Dr. Rosen participated in the Club Fair on Sept. 2nd. They shared a table with the Mock Trial Club and displayed a large poster of the Volunteer Fair Flyer. Our presence at the Club Fair generated a lot of interest in the VF from both faculty and students.
- Dr. Sexton's registration form has been edited and can now be used for communication with our targeted organizations. Dr. Sexton will be the ONLY person to receive the registrations. However, each member will be responsible for any other communications with their organizations.
- We discussed minor changes to the wonderful flyer that Prof. Ostrowe created. We decided we need two versions: One to go out immediately in order to put the date on the calendar; and the final one that lists our co-sponsors. Prof. Ostrowe will send final version of flyer to Stephen Di Dio for approval and will also have the information for the event listed on all appropriate QCC calendars.
- Dr. Rosen and Prof. Ostrowe suggested possible avenues to seek funding. Dr. King will send a request to VP Hodge and the Student Government seeking co-sponsors and requesting $450 that would be used to hire "Send In the Clowns" to provide a popcorn vendor for the event.
- Dr. King confirmed the parking with B&G. Ed Locke just wants a reminder one week before the event.
- We discussed all the details that need to come together to make for a successful event. To that end, we agreed that we need weekly and very short meetings to work on the Volunteer Fair. Prof. Ostrowe reminded us there are some details we have to establish

before the event. Namely, how the event proceeds from start to finish. Who will do the greetings? Where will they organizations first assemble? Should the organizations be announced? We need tablecloths? How will the tables be arranged?

- We discussed our availability to meet during the semester. It seems that Tuesdays, 4-6pm is the day that works for almost everyone. Dr. Rosen is NOT in on Thursdays, but will participate as often as possible to help with the Volunteer Fair. Because of the September holidays, we will meet on ONE more Thursday (9/17) and then will keep Tuesday as our meeting day.
- **Our next meeting will be Thursday, September 17th, 2015, 4-6pm in room TBA.**

September 17, 2015, MA-317 (3rd Meeting)

Dr. King, Dr. Rosen, Dr. Sexton, Prof. Ostrowe, Prof. Garcia, and Prof. Bentley met from 4:07pm until 5:15pm. The agenda for this meeting and the minutes of the September 3rd meeting were both approved.

Update on the Volunteer Fair (VF):
- Dr. Sexton has received 3 completed registration forms from participating agencies. There are a total of 7 external agencies confirmed and 4 on campus offices. Prof. Garcia is going to contact Mary in Service Learning to ask if she would consider inviting representatives from some of the agencies they work with. Dr. King will contact Drs. Luedtke and Novick about outreach to Animal and Art related agencies for the VF. Prof. Ostrowe will call Dean Amato from Homes for the Homeless.
- Dr. King will notify Public Safety and B&G about 1 week prior so tables and parking can be allocated. She is also waiting to hear from Student Government about whether they will provide funds and/or co-sponsor the event. By Monday, 9/21, she should have a response. Once we hear from Student Government, Prof. Ostrowe will finalize the flyer and request about 500 copies to be displayed on tables throughout the campus, as well as distributed on the day of the fair.
- The fair has been posted on the Calendar of Events as well as the digital signage. Prof. Ostrowe will arrange for the Office of Student Affairs to send an email to all QCC students.
- Dr. King will invite the President of Student Government to our next meeting. We have $250 from the Office of Academic Affairs towards the $450 we need. Therefore we should negotiate with the popcorn vendor able the possibly of working for just 1 hour of the event for that amount.
- Prof. Garcia will contact Ray Perez about having music and a microphone.
- Prof. Ostrowe emailed and left a voicemail message for Ronni Weprin asking whether we should invite the Mayor's Voluntary Action Center. There has been no response to date.
    - **Proposed Structure of the Day for VF**
        - o Tables to be set up by 11am (Request an additional 1-2 tables for us and refreshments.)
        - o Invite the representatives to come at 11:30am. They will be greeted by Dr. King, Dr. Sexton and Dr. Rosen. Those of us who have a class during this time will join after.
        - o The tables will be set up in the shape of a "U", with the open side facing the Science Bldg.

- o Representatives may sit where they choose.
- o At around 12:30 pm, Dr. King will speak on the microphone encouraging students to come on over. Hopefully, we can have students help out with this as well.
- o We will have a sign-in sheet by the popcorn area to obtain as many student signatures as possible.
- o Wrap up will be around 1:45pm.

- **The meeting that was scheduled for Friday, 9/15 has been rescheduled to Tuesday, 9/29 at 4pm in MA-317. It seems as though most of the committee will be available for that day and time.**

September 29, 2015, MA-317 (4th Meeting)

Vice President Michel Hodge, Dr. King, Dr. Rosen, Prof. Garcia, Dr. Sexton, Prof. Bentley, and Mr. Ray Volel met from 4:10pm until 5pm. The agenda for this meeting and the minutes of the September 17th meeting were both approved.

Update on the Volunteer Fair:
- Dr. Sexton had received 9 completed registration forms from participating organizations. (We didn't get any agencies that involved animals and the arts.) There are a total of 6 on-campus offices.
- Dr. King will confirm the amount of tables by next meeting and inform Public Safety. She will also send out a reminder email. The Holocaust center will be getting back with Dr. King to let her know if they are coming. (Dr. Luedtke Adam had been in communication with Marisa Berman.)
- The Student Government agreed to co-sponsor and donated $200.00. Wei Li should be contacted regarding payment of invoices.
- We discussed the proposed structure for the Volunteer Fair:
  - o Tables will be set up at 10:00-10:30am. (Semi-circle with opening to face parking lot and popcorn stand in the center.)
  - o Dr. King will send email to everyone to be ready to START @ 12:00pm. She will also purchase plastic tablecloths.
  - o Dr. King, Dr. Rosen, Dr. Sexton and Prof. Bentley to greet guests and set-up tables.
  - o Prof. Bentley is bringing water for the representatives of the organizations.
  - o Mr. Volel wanted a table for Voter Registration.
  - o We will have students sign the Sign-in sheets (At popcorn table?)
- During out next meeting, we will confirm everything else.

New Business
- Mr. Volel discussed the events coming up: Latino Festival (10/01/15), Leadership weekend (10/16/15-10/18/15), Club Presidents and Advisory Luncheon (10/21/15), Halloween Party (10/29/15).
- **Our next meeting will be on Tuesday, October 6th, 4:00pm in MA-317.**

October 6th, 2015, MA-317 (5th Meeting)

Dr. King, Dr. Luedtke, Prof. Bentley, Prof. Garcia, Dr. Novick, Prof. Ostrowe, Student Government president Mr. Ricky Panayoty, Dr. Rosen, Dr. Sexton, and Mr. Ray Volel met from 4:05pm until 5:15pm. The agenda for this meeting was approved. The minutes of September 29th will be approved at the next meeting.

Update on the Volunteer Fair (VF)

- The Completion Day Assembly is happening at the same time as our VF. Student Government president Mr. Ricky Panayoty will try to attend VF, around 11am, after he attends the Completion Day Assembly. We thought it would be a great idea for him to make a statement at the VF. Dr. Rosen pointed out that we don't have to start the event right at noon – just get the music going.
- Mr. Ray Volel has someone from NYPIRG who will come.
- Dr. Sexton mentioned that Queens Public Library is coming and will be available to get students library cards.
- AHRC New York will participate. The contact person is Karen Zuckerman.
- The American Cancer Society cannot come.
- There will be 10 outside organizations in all.
- Parking has been arranged for the volunteer organizations.
- The sandwich boards are up (we have two of them).
- The VF announcement is running on the electronic bulletin board.
- The issue of Wi-Fi access for the guests was brought up and Dr. Novick volunteered to coordinate their Wi-Fi access.
- Dr. Sexton will be the main person for registration – he will collect student names & Student IDs.
- Prof. Garcia and Mr. Ray Perez will coordinate the music.
- The idea was floated to do a card for the victims and community at Umpqua Community College. It was decided to create large card(s). Dr. Luedtke will email the image from the Volunteer Fair Flyer (tree with hands) to Mr. Ricky Panayoty.

New Business

- Prof. Bentley brought up the question of what should be changed for our Committee Charges, since it goes into the Annual Report. Dr. Novick will go through the Committee Charges and indicate which tasks are either: A) Done; B) In Progress; C) Should Be Changed; or D) Irrelevant/Obsolete.
- We still have not received the names of the students who are/will be on our committee
- VP Hodge wants to come to our next meeting.
- **Our next meeting is scheduled for Tuesday, November 3 at 4 pm in MA-317.**

November 3, 2015, MA-317 (6th Meeting)

Dr. King, Dr. Novick, Prof. Ostrowe, Mr. Volel, Prof. Garcia, Dr. Sexton, Prof. Bentley and Mr. Brian Kerr (in lieu of VP Hodge) met from 4:05pm until 4:55pm. The agenda for the meeting was approved and the minutes of September 29, 2015 and October 6, 2015 were both approved.

Old Business

- **Volunteer Fair**: The event was a success. Over 400 students completed the sign-in sheet. We don't know yet the number of students who registered to vote. A thank you email has been sent to all of the community partners. The email also asked to provide some data on how many students signed up and followed up after the initial event. Two representatives have both replied. Jeanie from MHA said she had a great response from students at the event but students have yet to follow up. Kyle from Reading Partners said 60-70 students signed up and was one of the strongest responses that he has ever had at an event such as this. We are looking for a way to follow up again before the end of the year to see how many students have contacted the community partners and what we can do to change/better accommodate them. We are also interested in whether BMCC's volunteer fair was similar/different to ours. Finally, the card created for the Umpqua CC was given to the SGA. We plan on holding the Volunteer Fair again in the Fall of 2016.

New Business

- **Student Activities Report:** Mr. Volel reported that future events include Karaoke in the SU, a sexual harassment workshop on November 17th, a cyber mania communication workshop on November 24th and an academic success workshop on December 8th. Additionally, a multicultural show will be help on November 24th which may also include a fashion show. The Emerging Leaders Program is still meeting on Saturdays from 9am-1/3:00pm in which 28 to 30 students have been attending. There is also a leadership conference at the College of Staten Island in November that Ms. Gisella Rivera and Mr. Volel are currently recruiting students for. Finally, Mr. Volel is looking for SGA candidates for the Spring election.

- **Meeting of the Committee Chairs:** Dr. King attended the meeting on October 14th. and she related to our committee the many praises that were issued regarding the Volunteer Fair. One important point that was stressed at this Committee Chair meeting was the importance of having all members at each meeting and making sure that everyone has a voice. Our liaison is Prof. Barbara Blake-Campbell and we need to come up with requirements/days/times that we meet for the 2016-2017 before the next election. Finally, if anyone is having an issue, then you should contact Dr. Emily Tai or Dr. Peter Bales directly. We need to make sure the website is continually updated as well.

- **Charges for 2015-2016:** Dr. Novick edited the outdated or completed charges so that we can focus on what is new and most important. Although we still have not been assigned student members, Dr. King will email _SGA to find out if any students have been assigned. Our first charge that we are looking into is on updating the new student welcome packet. Mr. Brian Kerr recommended that we contact Dr. Carol Alleyne who Dr. King is going to invite to our next meeting. The second charge we picked out was about creating a survey for students to see if they are interested in any new clubs or activities. We will need to plan this out and figure out the best way to administer this survey (survey monkey, postcards, digital boards, QCC connect?). The third charge we discussed dealt with working with PTK to work with student volunteer efforts on campus.

Dr. Novick will email Dr. Tai about this charge as we don't really understand what is expected. The final charge we discussed addressed collaboration with the Committees on eLearning and The Library to work on the "Fitness while Studying" campaign. Dr. Novick will email Dr. Tai to find out the chairs of the aforementioned committees to see how we can be of assistance. We also plan on inviting Stephen DiDio and his team again to check up on the success of the QCC Connect application.

- **Our next meeting will be on Tuesday, December 1ˢᵗ at 4:00pm in MA-317.**

December 1, 2015, Ma-317 (7ᵗʰ Meeting)

Dr. King, Prof. Ostrowe, Mr. Volel, Prof. Garcia, Dr. Sexton, Prof. Bentley, Prof. Barbara Blake-Campbell (Committee on Committees Liaison) and Guest Dr. Carol J. Alleyne, Director of New Student Engagement met from 4:10pm until 4:55pm. The agenda for December 1, 2015 meeting was approved. The minutes of November 3, 2015 were also approved.

Old Business

- **Volunteer Fair:** members reviewed the list of vendors who were invited to the fair and divided the list up according to who contacted the member in order to reach out to re-invite them next Fall 2016 and to see how many of our students have followed-up on volunteer opportunities.

New Business

- Our first charge for 2015-2016 is updating the new student welcome packet. To that end Dr. Carol J. Alleyne, Director of New Student Engagement was invited to describe and discuss the packets given to new students as well as the entire welcoming process, as it exists today.
- Dr. Alleyne proceeded to provide a lengthy description of her extensive program and process and much discussion ensued.
  The Student Advisement Packet, which consists of:
  1. **An Advisement Guide** which lists and describes counseling or advisement services available to students such as; CETL, The Writing Center, The Counseling Center among many other services.
  2. **A CUNYFirst Guide:** full of information related to the navigation through CUNYFirst, or how to produce a degree audit form, as well as extensive financial aid information.
     (This committee will request a copy of the guides when the next batch is printed.)

  Student Orientation:

  Invitations are sent to the large body of student orientees after the college receive their: Commitment Fee/Deposits and Health Forms are completed.

- Orientation Agenda: Here the packets are presented and the students are divided into smaller Welcome Sessions with groups of approximately 30 students for live information presentations to students regarding;
  1. Pretesting and the need for remediation.
  2. College Readiness.
  3. Financial Aid.
  4. Academy Placement (Academization)
- Dr Alleyne described some new ideas (An Orientation Week) to possibly be implemented in the next Freshmen Orientation in January 2016 involving spreading the orientation activities over several days or the first week leading up to classes.
  - The use of Student Ambassadors across campus at set locations to provide advice or answer questions.
  - The inclusion of Breakout Seminars in the orientation.
  - Academy seminars.
- **Committee Charge: "A Freshman Experience Survey"** After hearing the entire presentation the group agreed that there seemed to be little need for the committee to spend time re-developing what sounds like a well-planned and organized orientation session and manual. Rather the group felt that our efforts should focus on developing or enhancing a Freshman Survey. There is currently a survey issued to students after the Fall Semester. Dr. Victor Fichera (Principal Investigator for Academy Assessment Protocol, Institutional Research) was mentioned as someone who is involved in the process and should be contacted for further information. The possibility of getting a survey ready for spring was put forward.
- **Student Activities Report:** Mr. Volel reported that: (1) the SG Winter Gala, which is a formal event with DJ and free food would take place on 12/03/15; (2) The Emerging Leaders Program will have its last meeting on Saturday, 12/05/15; (3) Yearbook pictures for seniors will be held in the SU 12/07/15-12/1015; and (4) Quiet hours will take place in SU from 12/14/15 until the end of finals.
- **Our next meeting is on Tuesday, February 2nd at 4:00 in MA-317.**

February 23, 2016, MC-21 (8th Meeting-rescheduled from February 2nd, 2015)

Vice President Michel Hodge, Dr. King, Dr. Luedtke, Prof. Ostrowe, Dr. Sexton, Mr. Volel, Dr. Luedtke and student representative Mr. Oscar Zagalo met from 1:00 pm until 1:45 pm. The agenda for this meeting was approved. The minutes of December 1, 2015th meeting were also approved.

Old Business
- Follow-Up/Feedback on Office of New Student Engagement Survey. Dr. King will email the PDF from the survey.
- Follow-Up/Feedback on Volunteer Fair. Although the Fair was a great success, Dr. King mentioned that some of the organizations were overwhelmed with responses. One woman she spoke to took a lot of student emails, but we are unsure of the level of

follow-through. It was decided for our next fair that we should possibly focus on volunteer opportunities that are either on campus (or at least closer to campus, i.e. not in Nassau County) and/or for class credit and/or can be done in more flexible shifts (one day, on weekends, etc.). We will think and discuss more about how to implement this, and when the next Fair should be (some suggested that it might be better to do it in Spring Semester, to capitalize on students heading off for Summer break). We do have student emails from the sign-in sheets, so we could seek feedback either independently or as part of our survey of student activity needs.

New Business
- We welcomed new student member Mr. Oscar Zagalo, a biotech major.
- We began to create a plan to address "A Freshman Experience Survey." One of the Committee's charges is to determine what student activities students are interested in. Although the OIRA collects data from the Freshman Survey, our data doesn't have to be from Freshmen only. It was decided that we will create and publicize a survey by the end of the Semester (May). At the next meeting, on Tuesday, 3/8, we will come with plans for how to design and publicize the survey. Dr. King will contact Dr. Victor Fichera and/or Dr. Elizabeth Lackney to see if they should attend that meeting.

- **Report of Student Activities:** Mr. Volel mentioned that we are gearing up for student elections. Thirty-six (36) students have thus far picked up the application to run for office, which doesn't mean much since the return rate is low (their goal is to give out at least 100). The Deadline is March 17, 2016. Dr. Luedtke mentioned that Mr. Volel could come to his American Government class to publicize it, and will arrange that. The elections will be the week before Spring Break. Mr. Volel also mentioned that the ratification process for clubs is underway, and will be done by March 9th, in time for the President's luncheon. There will also be a women's self-defense class (open to all) during club hours on March 30, entitled "Women Fight Back". Finally, there is an upcoming student government trip to Hudson Community College for ASGA.

Other business
- Dr. Luedtke will contact Dr. Emily Tai about publicizing the event for the Food Insecurity Sub-Committee.
- VP Hodge mentioned that he is not on the email list, and asked if Dr. King could add him and his assistant, Mr. Reynald Pierre-Charles.
- **Out NEXT MEETING is on Tuesday, March 8, at 1 pm in MC-21.**

March 15, 2016, MC-21 (9th Meeting-rescheduled from March 8, 2016**)**

Ms. Julie Agustin (Student Member), Dr. Victor Fichera (guest), Prof. Garcia, VP Hodge, Dr. King, Dr. Luedtke, Prof. Ostrowe, Dr. Sexton, and Mr. Raymond Volel met from 1:15pm until 2pm. The agenda for the March 15, 2016 meeting was approved. The minutes of February 23, 2016 will be approved at the next meeting (March 29?).

New Business
- Guest Dr. Victor Fichera, Principal Investigator for the Academy Assessment Protocol, was welcomed.
- We welcomed new student member Ms. Julie Agustin.

- Create plan to address "A Freshman Experience Survey"
- One of the Committee's charges is to determine what student activities students are interested in. Dr. Fichera broke explained how he did the Freshman Experience survey. Dr. King and others chimed in on what we want, what the charge is, etc. We all discussed pros and cons of different questions. Dr. Fichera wants to percolate on it, including the question of whether or not to use Survey Monkey. One issue is the crowded survey landscape – VP Hodge said that the Title 9 survey is also launching in March. In other words, Dr. Fichera explained that students are overwhelmed with surveys. Julie agreed and said that there are too many surveys for students. The HIP survey is also happening in April-May. In regards to the Freshman Experience survey, we could use the same wording for all students. We could throw in other questions too. VP Hodge said that students use the student app. Dr. King asked what technology platform to use. We discussed the logistics of doing the survey in the Fall semester vs. the Spring semester. Dr. Sexton said the students mentioned useful things for our purposes. Julie said NO to a survey just before Final Exam week. Dr. Fichera then proposed that we go for April 9 (end of the first week of April) - aim for doing our survey between the Title 9 and the HIP one. We agreed. Regarding the question of students working on the survey, Dr. Fichera said that there are too many logistical challenges. He doesn't want students to work on it. If we think of any other questions to give him, we should let him know. We'll get back to him by next week, we'll think on it. We talked about interest vs. activity questions, and other specific areas. Dr. Fichera went into specific questions on the freshman impact survey. The biggest responses were no time or too busy. Mr. Volel suggested a question about "do you know of the office of student activities?" Ray said the most common response he receives from graduating students is, "this is the first time I've been in here - wow, they have so much." Dr. Fichera said a survey is different from a test. It was tentatively decided to use the following 4 questions:
  - Are you aware of the office of student activities?
    - ☐ If yes, then what are things they offer?
    - ☐ If yes, what things are you part of?
    - ☐ What would you suggest we offer?

Ms. Augustin approved the language. Dr. Fichera will write it up and send it to Dr. King. She'll send it around. Dr. Fichera wants to send us a pilot of the survey because Survey Monkey can have problems. Before the next meeting on 3/29, we'll send out the questions. Dr. Fichera will come to that meeting.

- **Report of Student Activities**: Mr. Volel discussed the upcoming student elections. Workshops are coming up for candidates, such as a "Slate Workshop" on forming teams to run in the elections. There will be a VP Senators' meeting this Wednesday. There will also be a women's self-defense class (open to all) during club hours on March 30, entitled "Women Fight Back". Finally, there is an upcoming candidates' orientation for the elections coming up in April, where they will learn the electoral rules. The candidates' forum will be on April 13.
- Other Business: Prof. Garcia mentioned the wellness festival and health fair coming up, as well as the blood drive happening this week.

- **NEXT MEETING: Tuesday, March 29, at 1:15 pm in MC-21.**

March 29, 2016, MC-21 (10th meeting)

Prof. Bentley, Dr. Victor Fichera (Guest), Mr. Brian Kerr (in lieu of VP Hodge), Dr. King, Prof. Ostrowe, Ms. Gisela Rivera, Ms. Julie Agustin (Student member) and Mr. Ray Volel met from 1:25 pm until 2:20 pm. The agenda for 3/29/16 meeting was approved. The minutes of 2/23/16 and 3/15/16 were also approved.

Student Survey on Clubs and Activities
- All in attendance reviewed the "First Draft of Survey Questions" which was a compilation of this committee's questions drafted by Dr. Fichera. We discussed and revised several survey items. Dr. Fichera is going to implement the suggested changes and create the survey in Survey Monkey. He will send this out to the committee to pilot.
- Dr. Fichera and Mr. Kerr expressed that VP Hodge asked that the committee consider having the survey go out in the Fall 2016 instead of this semester due to the number of surveys being sent to students.

Report of Student Activities
- Mr. Volel informed us of the following events:
  - Family Feud event will be going on tonight (3/29) and today is the last day for students to hand in packets to be on the ballot for student elections.
  - 3/30- Girls Fight Back event
  - 4/6- Candidate orientation for student elections
  - 4/7- International Students Club is holding a Culture Clash event
  - 4/12- Civility and Anti-Hazing workshop
  - 4/13- Candidates Forum and start of SGA elections in the Admin. Building Lobby (running through 4/20)

Volunteer Fair
- Due to time constraints, we will be discussing the Volunteer Fair during our next meeting. Dr. King mentioned that it may be best to run it in the Fall 2016 as it was such a success last semester.

- **Our next meeting is scheduled for Tuesday, April 12, 2016 in MC-21.**

April 12, 2016, MC-21 (11th meeting)

Prof. Bentley, Prof. Garcia, Dr. King, Prof. Ostrowe, Dr. Sexton, Mr. Oscar Zagalo (student) met from 1:25pm until 2:05pm. The minutes of 3/29/16 were approved. The agenda for 4/12/16 was also approved.

Student Survey on Clubs and Activities
- Prof. Ostrowe suggested switching the order for questions #4 and #5 and reworded question #4 to "list any QCC clubs that you may be interested in," and Dr. Sexton suggested adding "please select all that apply" after question #4.

- Everyone was asked to try the survey at least once more and e-mail Dr. King with any suggestions for changes.

Volunteer Fair, Fall 2016
- The committee discussed the following as related to the next Volunteer Fair: date, locations, and organization.
- The volunteer fair will be held in the fall 2016 semester either the last week of September or the first week of October depending upon space availability. After the fall fair, the committee will consider if another one should be scheduled for the spring 2017 semester.
- Two possible locations have been suggested: (1) the quad and (2) the new lobby space of the Science Building, if completed.
- The committee discussed what type of organizations to invite and members volunteered to be the contact for various organizations: Prof. Bentley: animals and health, Prof. Garcia: fitness, nutrition, service learning, and after school, Dr. King: environmental and parks, Dr. Luedtke: meal providers and music, Prof. Ostrowe: children and the elderly, and Dr. Sexton: library, tutoring, and criminal justice.

- **Our next meeting is scheduled for Tuesday, May 10, 2016 from 1:15 to 2:10pm. Location to be announced.**

May 24, 2016, M-340 (12th Meeting-rescheduled from May 10, 2016)

Prof. Bentley, Prof. Garcia, VP Michel Hodge, Ms. Margaret Howell (new member), Dr. King, Dr. Luedtke, Prof. Ostrowe, Dr. Sexton, Dr. Kerri-Ann Smith (new member), and Mr. Volel met from 3pm until 4pm. The agenda for May 24, 2016 was approved. The minutes of April 12, 2016 was also approved.

Status of Student Survey

- We continue to edit and communicate with Dr. Fichera about the survey. Due to conflicts with lots of surveys and other events, we decided to wait until the fall, 2016.
- It should be every student, ideally, although VP Hodge warned about low response rates.
- One idea is to do it during the Club Fair or the Volunteer Fair.
- VP Hodge reminded us the College does the Student Experience survey or another survey yearly.
- VP Hodge asked how many questions ours is. Ours is down to 5-6 questions
- One idea was to get the survey on the QCC App (it wouldn't be a "push notify" for emergencies).
- The issue came up of surveying Freshmen only. Do we want to do it with just them? Ideally no.
- Mr. Volel had an idea for NYPIRG to walk around and ask. Best results are hand-to-hand, face-to-face.
- We might do it over the course of a semester (could be better due to students acclimating).
- Also, talk to colleagues (Mr. Volel's point). Can we ask our classes? And get colleagues to ask theirs?

- This will go on the agenda for the fall. We'll push on it for fall.
- Prof. Ostrowe will follow-up with Dr. Fichera and email his responses to some of our questions.

Follow-up to meeting of May 24th, 2016 (Student Survey)

- **Prof. Ostrowe and Dr. Fichera** met to clarify a few things and this is the latest survey that he has developed. https://www.surveymonkey.com/r/2PQVSJF
- Here are answers to some of the questions we raised.
1. What would be a good target number of student surveys (including both freshmen and upper classmen) to have a significant sample size?
   a. About 10-20%
2. What does he think about using various methods of collection: asking students to administer during student events (paper), asking our colleagues to conduct in their class (Paper or Survey Monkey); using social media?
   a. We can have the link added to the QCC FB page. Paper surveys aren't feasible mostly because of the skip logic of the survey. Best results may be found if as many people are encouraging it as possible.
3. When is the best time to conduct survey?
   a. Right before Thanksgiving.

Volunteer Fair (VF) Fall, 2016

- Quad is booked for last Wednesday in September (28th). In case of rain we've got the Student Union. Dr. King looked into space in new science building - but it's cannot be reserved yet.
- Dr. King explained the Volunteer Fair to our new members.
- VP Hodge says we are welcome to put in a proposal for student affairs (reiterated $250 budget)
- Get student government involved early, they might have money (not Mr. Volel, but the Student Government, SGA, directly). Mr. Volel explained that if we want student government to contribute money we need to show the value-added to student government and they'll support it. He can send us the officers' names and we can contact them and get the ball rolling.
- Mr. Volel had an idea to combine the survey with the Volunteer Fair, i.e. have people do the survey at the Fair. Then we don't need to take attendance separately.
- Snack discussion-Maui Wowee smoothies is one idea, some support voiced for that. Maybe we could combine the smoothie thing with our survey! Dr. King: we need to look at the budget and see about pricing for food etc.
- Recap /question - what should we do over the summer with Fair and what do we need to do for day of Fair? We need to send them registration forms, get tables, security, music, snacks, funding, flyer gets designed, vet organizations, meet at 11 day of event. Last time, we were set up too close to the music (was too loud). Sign-in sheets, press has to get there, invoices & cleanup etc. gets done afterwards.
  o Over summer we will each contact our previous organizations and inquire if they are interested in participating in the Fall 2016 fair.
  o Dr. King will send to us the organizations that participated last year, and the contact people. This way the new members can have an idea of what organizations attended.
  o Prof. Ostrowe offered to contact people (even though her term is over) and Dr.

King approved.

- o Prof. Garcia brought flyer for Nassau CC day of service as an example we might use.
- o We discussed the timeliness of having a Voter registration table. Drs. Sexton and Smith realized that it would work; it wouldn't be too late for the election in November.
- o Since many of us have still have the documents we used in the last Volunteer Fair we have a good start for this next fair.
- o We will take it up in next meeting.

Report on Student Activities

- Winding down the semester and preparing for recognition dinner/award dinner - achievements of clubs and student government throughout semester. Leonard's - give out awards, have a party. Admin is invited, club advisers, club officers. It's Wednesday, June 1.
- Club fair date set for next year: 8/31, first Wednesday of semester, on the field. Rain date: Sep. 7.
- Meeting with new board, getting them ready for what's ahead. Saying goodbye to current board.
- During finals they have breakfast (snacks/coffee) so students can come in Union and study.
- SGA scholarship: merit scholarship from student government. Deadline this Friday. Emails have been sent.

New Business

- **We welcomed the new members: Ms. Margaret Howell (Financial Aid Office) and Dr. Kerri-Ann Smith (Academic Literacy).** We gave a brief orientation to our new members and also directed them to the Committee Guide.
- **Dr. Sexton was elected as Chair and Dr. Adam Luedtke was elected as Secretary.**
- Every year we have to submit an Annual Report, before annual leave. Dr. King will prepare the 2015-2016 Annual Report and will be asking each of the current members for recommendations that we have regarding the work we do, challenges, etc.
- We want to update the committee guide which is dated 2006-2007.
- We also have to officially submit the changes to our 2015-2016 charges. We'll address it in the fall.
- Our next meeting should be one week before we return for the fall semester. We will schedule this meeting electronically. We don't have to meet this summer. So let's do organizations for volunteer fair etc. via email.

The Committee's Recommendations for the 2016-2017 Committee on Student Activities

The Committee recommends the following for the 2016-2017 academic year:

1.) It would be great to have a mid-semester Club Fair or Event with all the clubs. The college has them at the beginning of each semester, but nothing after. It would be a great way to capture students who missed it or were just preoccupied with starting their semester.
2.) We want to update the committee guide which is dated 2006-2007.
3.) We should find a regular room to meet in.

Acknowledgements

The Committee on Student Activities would like to give a special thanks to Mr. Raymond Volel for attending our meetings and keeping us updated on all of the incredible events designed by the various clubs and by student government. We would like to thank the Student Government and Office of Student Affairs for their support of the 2015 Volunteer Fair. Furthermore, we would like to thank Dr. Carol Alleyne and Dr. Victor Fichera. We would also like to thank Vice President Hodge for his help and guidance this semester as the President's Designee. Finally, as always, we would like to thank Dr. Philip Pecorino, Dr. Emily Tai, and Dr. Peter Bales for taking time out of their busy schedules to answer questions and guide our committee for success.

Respectfully submitted,

Dr. Carolyn King, Chair

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

COMMITTEE ON VENDOR SERVICES

TO: Dr. Emily Tai, Chairperson, Academic Senate Steering Committee

FROM: Johannes Burgers, Larisa Honey, and Paul Sideris, Co-Chairs and Secretary, Vendor Services Committee

SUBJECT: Annual Report of the Committee on Vendor Services, September 2015-- May 2016

DATE: June 20th, 2016

Committee Members:
Prof. Johannes Burgers, Co-Chair
Prof. Larisa Honey, Co-Chair
Prof. Paul Sideris, Secretary
Prof. Li Xu Li, Member
Prof. Kathleen Pechinka, Member
Prof. Cheryl Tokke, Member

Prof. Jean Murley, Liaison to the Committee on Committees
Vice-President William Faulkner, Liaison, President's Designee

William Parrinello, Student Representative

Number of Committee Meetings: The Committee on Vendor Services met four times during the 2015-2016 academic year.

During 2015-2016, Vice President William Faulkner served as the President's Designee to the Committee on Vendor Services.

Creating a Plan for Vendor Services Assessment

Building on our committee reboot from last year, we continued to try to enhance our institutional presence. We did so through a two pronged approach. First, we created a designated e-mail for our committee so that people with potential questions could reach us. Before the e-mail address, people were only lodging complaints and feedback through social media posts that were forwarded to the committee intermittently, if at all. Now there is a centralized hub for anything related to the vendor services on campus.

The second, more long-term approach, will be to implement a college-wide vendor services assessment. We have spent a large part of the year liaising with the student senate and VP Faulkner regarding the feasibility of implementing a substantial student experience survey regarding the food and drink services available on campus. After discussing the roll-out of the new eating space and kitchen in the Science with VP Faulkner, we are hoping to have our survey up and running somewhere in the Fall of 2016. The goal will be to establish what kinds of vendors students are seeking and what their potential spending patterns might be.

Vendor Assessment Pilot

As a way to great a framework for the larger survey, Vendor Services Committee Cheryl Tokke created a Service Learning project that tasked her students to do a small scale experience survey of the vending machines on campus. The results were revealing.

On May 11, 2016, the Vendor Services Committee, along with student liaison, William Parrinello, and Vice President William Faulkner, observed class presentations in Cheryl Tokke's Marketing 401 course.

Six groups of students presented the results of market research they conducted on the vending machines over the course of the semester. In the presentations, students provided brief summaries of their findings, concerns and recommendations for increasing the usage of the vending machines on campus. As part of their research, students conducted an inventory of the number of vending machines in each building, their locations, types of snacks or drinks offered, and the types of machines that were available. They also interviewed potential customers who were in the areas around these vending machines and analyzed QCC demographic data in order to cater their recommendations to the specific clientele on campus.

In total, the students surveyed vending machines in six campus buildings: The Technology building, the Student Union, the Administrative Building, the Science building, the Humanities building, and the Kennedy building.

Findings:
Total vending machines on campus: 50-54
Technology Building: 2
Student Union: 3 (1 snack and 2 drink)
Administrative Building: 5
Science Building: 9 (all in same area)
Kennedy Building: 4
Humanities Building: 19 (12 on the first floor)

Products: Mostly chips and soda
Machines: Some with lights, some without; some take credit cards, some do not

Users: Primarily millennials (16,182 students vs 618 faculty). Many interviewed did not use the vending machines. According to one survey, 8 out of the 10 did not use the vending machines at all.

Concerns: Survey respondents were concerned about the nutritional value of the products, the cost, the length of time the inventory remained in the machines and the confusion with accessing the different types of machines on campus.

Suggestions: Each group provided suggestions for increasing vending machine usage on campus and developed marketing strategies geared specifically toward millennials. These recommendations focused on inventory, the vending machines, social media and rewards/incentive programs.

1. Inventory: A top suggestion was to increase the variety and amount of health snacks and drinks offered, including dried nuts, baked chips, protein bars and health shakes.

2. Vending Machines: A greater uniformity of machines was suggested, as was a shift to only machines that could take cards. In terms of location, it was suggested that the machines be better dispersed throughout the buildings. A map with locations of the vending machines was also suggested. Better maintenance of the machines was also recommended as people were hesitant to use machines that looked like products had been abandoned there and were possibly expired.

3. Social Media/Technology: Because students use social media on a regular basis, this was viewed as a way to encourage greater vending machine use. Students suggested setting up an Instagram account that could offer coupons or other types of deals. QCC Connect and email were also suggested as ways to engage students and increase their vending machine purchases.

4. Rewards/incentives: Several of the groups suggested rewards programs that could incentivize vending machine purchases. It was suggested that when used in conjunction with the One Card or Tiger Card that these rewards programs could also help the vendors track users vending history in order to develop targeted marketing campaigns. One group suggested using QCC Connect to offer monthly promotions via email. The One Card could be used with the app, offering extra points for certain types of products. Another group suggested that a point system could offer rewards toward a free snack along with a snack rating system. A third group suggested using the One Card to create a vendor's lottery and donation program to support students with disabilities. In this system, 3 cents of each dollar spent would go toward a scholarship for students in the disabilities program at QCC. At the end of the school year, 5 students would be chosen for the scholarships. In addition to the scholarships, students who participated in the One Card purchases would be eligible for lottery proceeds. A presentation for all winners would help advertise the program on campus at the end of the year.

Recommendations for 2015-2016

The following are the members of the Committee on Vendor Services for 2016-2017:

Prof. Johannes Burgers, Interim Chair
Prof. Paul Sideris, Interim Secretary
Prof. Li Xu Li, Member
Prof. Kathleen Pechinka, Member
Prof. Miguel Quiroz, Member
Prof. Cheryl Tokke, Member

Prof. Jean Darcy, Liaison to the Steering Committee
Vice-President William Faulkner, Liaison, President's Designee

We were not able to hold elections by the end of the term. This will be done in September 2016. For the time being Johannes Burgers will function as interim Chair.

Recommendations to Prof. Burgers for year 2016-2017 would be—

- Evaluate the results of Cheryl Tokke's pilot.
- Develop a statistically sound student experience survey.
- Create an implementation plan for deploying the survey.

Respectfully Submitted,

Prof. Johannes Burgers, Co-Chair
Prof. Larisa Honey, Co-Chair
Prof. Paul Sideris, Secretary

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON WRITING IN THE DISCIPLINES/
WRITING ACROSS THE CURRICULUM (WID/WAC)

Telephone: 718 631 5399
Email: Bberkhout@qcc.cuny.edu

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

FROM: Dr. Bjorn Berkhout, Chair, Committee on WID/WAC

SUBJECT: **Annual Report for Committee on WID/WAC for 2015/2016**

DATE: August 28, 2016

_____

Membership

Officers:
>   Dr. Bjorn Berkhout (Music), Chair
>   Dr. Peter Grey (English), Secretary

Members:
>   Dr. Kimberly Ambruso (Nursing)
>   Dr. Christopher Jimenez (Speech Communications)
>   Dr. Marvin Gayle (Engineering Technology)
>   Dr. Daniel Garbin (Mathematics and Computer Sciences)
>   Dr. James Nichols (History)
>   Dr. Lakersha Smith (Social Sciences)
>   Dr. Areti Tsimounis (Biological Sciences and Geology)
>   Dr. Robert Becker, Dr. Johannes Burgers, and Dr. Jeff Jankowski (Coordinators of the WID/WAC Program)

Liaisons/Designees
>   Dr. Glenn Burdi (Academic Affairs), President's Designee
>   Dr. Kathleen Wentrack, Committee on Committees Liason
>   Dr. Maron Mareno, Steering Committee Designee
>   Monica Soto (Student Representative)

Committee Meetings

The WID/WAC Committee met three times during the 2015-2016 academic year. The meetings were held on the following dates: December 2, May 11 and May 23. The minutes for each of the meetings are

available for review on the website for the QCC Academic Senate (the minutes for the May 23 meeting will be available upon approval by the committee at its next meeting). The Committee acknowledges the service of the secretary, Dr. Peter Grey, in preparing the minutes. In addition, five waiver requests were coordinated via email during the academic year as they were submitted to the Committee by Dr. Glenn Burdi of Academic Affairs. One waiver came at the end of the summer session of 2016. The vote will be finalized in Fall 2016.

Many of the discussions and deliberations involving the petitions were done through email, which has proven to be both efficient and effective.

Narrative Summary of the Committee Work

Bylaw Charges and the Committee Actions:

  a. Oversee and make recommendations to the Academic Senate related to the WID/WAC Program;

The committee addressed the findings of the HIPS assessment with regards to the WI practice. The initial assessment of the WI Program, based on the evaluation of artifacts collected and scored by CETL, was that many QCC students continue to struggle with writing at a consistently high level. It should be noted that the process scored an end result and did not necessarily measure changes and improvement in the student's writing ability as a result of the class or the impact on 'deep learning' of the materials.

The post-assessment reflection also revealed that faculty themselves had different opinions regarding the balance of WI objectives and whether the goal and focus of assessment should be on the student's ability to write (and thus should be measured against a writing rubric) or on whether the writing helped them learn the materials on a deeper level (and thus should be measured on a content rubric), or measured on both.

As a result, CETL formed a WI pilot program where WI student artifacts where collected and evaluated using two rubric: one for content (developed specially for the pilot) and for writing. Kathleen Landy took the initiative to invite Dr. Berkhout as the Chair of the WID WAC program to participate in the pilot program. It was very helpful to have the chair of WID WAC involved and the committee thanks Kathleen Landy for her welcoming and supportive outreach to the committee on this matter.

The committee discussed that fact that after completion of training that there is no significant follow up for the WI certified faculty. The ongoing volunteer sampling of WI faculty assignments and syllabi by the committee can serve as an initial, though admittedly partial, glimpse at how WI classes evolve post-WI training and further recommendations can be discussed after the collection of the sampled artifacts.

The committee looks forward to continuing working with CETL in this regard and again sees the importance of its role in strengthening communication between administration, WI faculty within

the departments and the WID WAC program via the directors as the college continues to its wo rk with the WID WAC requirement and its role as a high impact practice.

b. Review and make recommendations to the WID/WAC Director(s) concerning the WID/WAC Professional Development Program

During the 2015-16 academic year it was discovered that there is no easy way of contacting all faculty currently teaching WI classes. This hampers communication between the Committee and WI faculty and limits the Committee's ability to effectively oversee the WID/WAC program. This became noticeable in at least two situations:

- During the 2016 Spring Semester the Administration conducting a QCC High Impact Practice Experience Survey of WI students. In order to improve the response rate it was hoped that an email could be sent to all WI faculty so they were aware of the survey a nd could encourage the students to respond.
- It was also noticed in our own attempts to survey WI faculty with regard to the syllabus used and the types of assignments being offered.

The committee could also use such a list to send notifications to WI faculty regarding WI standards, possible follow up training opportunities or any other relevant information pertainin g to WI classes.

To have the committee manually generate a list each and every semester based on a list of WI faculty does not seem efficient, and it would seem beneficial to look into ways to have such a list generated automatically for the Committee.

This issue is mentioned again under **New Recommendations**.

c. Consult with the Committee on Course and Standing on waiver requests from students on any writing intensive (WI) degree requirements that the Committee on Course and Standing may be called upon to decide;

During the semester the committee voted to convert an Econ 101 class to WI status after it was discovered through the students' initiative that the class was not WI despite being designated as WI in the class schedule. This was deemed the cleanest and fairest solution. The committee would like to investigate ways of minimizing these types of situations in the future (see **New Recommendations**).

There were six petitions, including two over the summer break. Of the four that occurred over the regular academic year three were approved and one was denied due to lack of evidence and documentation. Of the three that were approved, one involved issues with advisement and another involved a student whose final WI class changed to non-WI status in the days before the semester's start when it was too late to adjust his schedule. In both cases compelling letters of support where included from the faculty and it was clear the students had made a good faith effort to try and satisfy the requirement. The final approval was granted based on a transfer class that was deemed equivalent of our WI classes.

For the two petitions that discussed over the summer, one was denied due to lack of sufficient documentation. The other is pending.

    d. Make the final decision on the designation and recertification of any course or section as WI;

A list of WI certified classes for the 2014-15 academic year was presented to the Committee, discussed and approved. However, the committee is limited in this charge by the following fact: The list represents classes that the Chairs have sanctioned as meeting WI requirements. It is likely that the Chairs will always have more direct knowledge about the nature of these classes and the qualifications of the faculty who teach them then the committee. However, the list provided to the committee prior to the beginning of the semester often unavoidably and quickly changes in the days prior to the start of the semester. This has resulted in the list being approved retroactively after the classes have already begun running, but this is not ideal.

Changes can occur as a result of class cancelations or sudden additions to meet student demand complicated by issues of available faculty. This sometimes creates instances of WI classes being taught by those currently in training or by those who may not yet have had the training or other 'unforeseen circumstances'.

The main concern is WI classes not being taught by properly trained faculty (about 7% of the current WI classes). The committee believes that the best course of action is to make note of the classes approved by the Chairs that end up not being taught by faculty who have completed the training and then communicate this information to the administration. The hope is by monitoring such incidents (which sometimes may be unavoidable, as Chairs must sometimes offer WI classes with faculty substitutes when sudden changes occur with regard to scheduling and course enrollment issues) to reduce such incitements in the future to as few as possible.

Another idea proposed was to have two votes, one 'preliminary' and the other as a final vote after the semester. Though this doesn't solve the problem, it does give the committee a potential chance to voice concerns prior to the start of the semester (see **New Recommendations**).

    e. Coordinate with the Curriculum Committee on issues concerning curriculum.

The committee will continue to observe how the above may impact issues concerning curriculum.

New Recommendations

1. Develop improved procedures for certifying the list of approved WI classes. This could include:
   - Having a preliminary vote prior to the start of the semester and a post semester final vote
   - Continued monitoring of non-certified faculty teaching WI classes

2. Develop an email list that reaches all faculty who are teaching a WI class to better facilitate communication
3. Develop ways of minimizing situations such as the ECON 101 where we needed to certify a class as WI after the start of the semester due to a designation error.
4. It was brought to the committee's attention that the WI program has problems retaining Writing Fellows because of the distance of the commute to Bayside. Options including ride sharing or subsidized travel on the Long Island Railroad should be explored.

Recommendations from the Academic Senate

The Committee addressed the 11 recommendations from the Academic Senate as follows:

1. Receive reports of assessments conducted on WI courses by the Office of Academic Affairs (distinct from conduct of assessments) as well as the WI program more broadly conceived. This would include any evaluations of the effect of Writing Intensive courses as implementation of high-impact activities from the Office of Institutional Research

This recommendation has been covered in detail under Charge a in the narrative portion of the report.

2. Evaluate impact of integration of WID/WAC into the High Impact Activities across campus; consider the possibility of modifying the purview of the WID/WAC committee to incorporate all High Impact Activities;

The committee discussed the unique role of WI within the High Impact Practices. It is the only one that is required, and thus there is a need for the committee to resolve issues regarding student fulfillment of that requirement. Complicating the WI as a High Impact Practice is that several entities take part including the committee, the program itself with its coordinators, the faculty trained to teach WI and the Chairs who initially approve of the classes being offered as WI.

The committee believes the first issue to resolve is the previously mentioned improvement in communication between the committee and the WI faculty. Once that can be settled, the committee's involvement in other High Impact Practices can be examined.

3. Evaluate suggestions for expanding the number of WID/WAC courses in order to meet student demand for courses that enable them to fulfill WID/WAC requirement

There were 285 WI sections offered in the Fall of 2015. The low number of WI petitions show students do not in general have problems finding WI classes to meet there needs. The problems that do surface have more to do with sudden changes to a class deemed WI (often because of unforeseen problems with scheduling, teacher availability and sufficient enrollment).

One of the petitions had a letter of support from an ASAP student manager that mentioned she was noticing more WI classes changing after registration has begun. This is something that can cause problems, particularly for students who schedules become set or if it isn't clearly communicated to students that a change has occurred. So far the number of cases brought to the committee where this has been a problem is quite manageable though we were also forced to change a class to WI status as a result of an error in the WI listing at the registrar. These are issues the committee should continue to monitor.

4. Evaluate impact of WID/WAC certification for upper-level English courses, and consider the possibility of certifying upper level electives in other subjects, if they meet various writing intensive criteria.

The committee is happy to consider all upper level classes in any subject.

5. Report on any procedural changes in the approval of WID/WAC courses or certification of WID/WAC faculty as a result of new CETL leadership

There has been no new problems, but please reference the issue covered under Charge d in the narrative section of the report.

6. Obtain list of WID/WAC trained faculty

The list was obtained and cross referenced with those who were teaching WI classes in the Fall 2015 semester. It revealed that 19 instructors without certification were teaching 21 sections (out of 285) of WI classes (see the narrative section under Charge d).

7. Explore possibility of creating a "voluntary sampling of WI class syllabi

A concern surfaced as the committee crafted language requesting samples of WI syllabi and assignments. These samples are simply to give the committee and WID WAC directors a window into how WI classes evolve take after the faculty receive their training with any information discovered used to improve the program as a whole. The committee does not wish to create the appearance that we were monitoring or judging the assignments or syllabi submitted, which would lead to concerns of academic freedom.

Wording has been a delicate matter, and it is preferred that the request go directly to WI faculty rather than relying on the Chairs to pass on the request as earlier planned so that the individual instructors feel no pressure to do the voluntary submissions. Again, the issue of creating a WI faculty email list must first be solved.

The committee is also looking for ways to collect samples anonymously. One potential solution is to set up a shared file where faculty can upload their artifacts without any personal identification as opposed to emailing them directly to the WID WAC Chair. This way, all the WID WAC Committee and program directors would have access to the artifacts as well while keeping them anonymous.

8. Work with the Committee on Committees to identify WI trained faculty in each department who can serve on the WID/WAC committee

The committee had nine full members (up from five) representing a broad range of departments during the 2015-16 academic year after adding four additional qualifying members. The committee thanks Dr. David Sarno, Chair of the Committee on Committees for his work on bringing our total up to the full nine members.

9. As per recommendations of Annual Report for 2014-2015, edit and update committee website

Upon preparing of the final report it was noticed that the website description still lists three rather than nine members. The committee will address this again in the fall.

10. Respond to questions related to the need for working during annual leave period

Two waivers came during the annual leave period, but no meetings needed to be called during the summer session.

11. Revise committee guide, as needed

The committee will continue to monitor the committee guide and revise as needed

12. Contribute comment on the impact of WID/WAC for Queensborough's meeting of of revised Middle States Accreditation Standard 3:
   o *an institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.*
   As well as revised Middle States Accreditation Standard 5:
   o *Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

With the completion of CETL's initial evaluation of the WID WAC program, the committee is happy to contribute comment with our perspective, but the committee would find it helpful for direction in terms of scope and timing of such comments.

Matters of Interest

- As of 2015-16 the WID WAC program had three co-directors: Dr. Jeffrey Jankowski, Dr. Joost Burgers and Dr. Robert Becker.

- Dr. Christopher Jimenez (Speech Communication) was elected chair at its meeting on May 23 and replaces Dr. Bjorn Berkhout, whose term on the committee ended at the end of the 2015-16 academic year. Dr. Scott Litroff will be joining the committee representing the Department of Music.

- Dr. Peter Gray will no longer be at QCC as he has taken another positions out of state. Another member will need to be found to replace him and the committee will need to elect a new secretary for the 2016-17 academic year and.

- The Committee acknowledges the time spent by Dr. Glenn Burdi in preparing the cases for the committee's consideration.

- The Chairperson would like to thank all members who served on the Committee throughout the academic year.

Respectfully submitted,

Dr. Bjorn Berkhout
Chair, 2015-2016

SENATE TECHNOLOGY OFFICER REPORT

2015-2016

Introduction

The job of the Senate Technology Officer has various responsibilities, nearly all of which involve voting and elections. This document describes those functions that were performed in the 2015-2016 academic year. I, Jeffrey L. Schwartz, was the STO this year.

Table of Acronyms

aHEO	Assistant to Higher Education Officer
ARC	Academic Review Committee
CLT	College Laboratory Technician
CoC	Committee on Committees
FEC	Faculty Executive Committee
HEa	Higher Education Assistant
HEA	Higher Education Associate
HEO	Higher Education Officer
QCC	Queensborough Community College
SFDC	Student-Faculty Disciplinary Committee
SGA	Student Government Association
STO	Senate Technology Officer
UFS	University Faculty Senate

Academic Senate – Monthly Changes

The STO is in charge of voting during meetings of the Academic Senate. The clickers that we use must be functional and votes must be recorded and given to the Senate Secretary.

This table shows all personnel changes in the Academic Senate this academic year.

	Outgoing Senators	Incoming Senators
September 2015	2014-15 SGA Members	2015-16 SGA Members
October 2015	No changes	No changes
November 2015	Aranzazu Borracheru	Jose Osorio
December 2015	No changes	No changes
February 2016	No changes	No changes
March 2016	No changes	No changes
April 2016	No changes	No changes
May 2016	Aithne Bialo-Padin John Luby Charles Neuman Jose Osorio Julian Stark Lana Zinger	Joanne Chang Margot Edlin Urszula Golebiewska Peter Irigoyen Mi-Seon (Christine) Kim Craig Weber

CoC: Senate Faculty Member-At-Large Election

Every spring the CoC runs an election to fill the one-third of the seats of the Members-At-Large whose three-year terms are expiring. The timeline for this election is shown in this table:

Academic Senate Faculty Members-At-Large (run by CoC)		
Required List: Faculty	**Start Date**	**End Date**
Write/Approve Petition	-----	Mon., Feb. 1, 2016
Circulate Petition (at least two weeks are required)	Tues., Feb. 2, 2016	Tues., Feb. 23, 2016*
Write/Approve Ballot (at least one week is required)	Wed., Feb. 24, 2016	Mon., Feb. 29, 2016
Voting (at least two weeks are required)	Tues., Mar. 1, 2016	Tues., Mar. 15, 2016

* This deadline was extended by one week due to low response.

The results of this election are seen here:

Academic Senate Faculty Election 2016

Report date: Tuesday 15 March 2016 17:00 EDT

Faculty Member-At-Large Candidates

As at Poll close: Tuesday 15 March 2016 17:00 EDT
Number of voters: 248 · Group size: 374 · Percentage voted: 66.31
Ranked by votes

Rank	Candidate	Votes	%
1	Emily S. Tai – History	162	65.32
2	Alexandra Tarasko – Nursing	131	52.82
3	Peter Bales – Social Sciences	127	51.21
4	Lorena Ellis – Foreign Languages and Literatures	118	47.58
5	Michael Cesarano – Speech Communication and Theatre Arts	116	46.77
5	Joel Kuszai – English	116	46.77
7	Susan Jacobowitz – English	113	45.56
8	Urszula Golebiewska – Biological Sciences and Geology	107	43.15
9	Julia Carroll – Academic Literacy	106	42.74
10	Margot Edlin – Academic Literacy	105	42.34
11	Mi-Seon (Christine) Kim – Library	92	37.10
12	Shannon Kincaid – Social Sciences	90	36.29
13	Julian Stark – Biological Sciences and Geology	89	35.89
14	Craig Weber – Engineering Technology	87	35.08
15	Janice Molloy – Nursing	82	33.06
16	Barbara Rome – Nursing	74	29.84
17	Joanne Chang – Music	73	29.44
18	Arthur Adair – Speech Communication and Theatre Arts	71	28.63
19	Jose J. Osorio – Foreign Languages and Literatures	51	20.56
20	William Blick – Library	40	16.13
21	Richard E. Mako – Library	38	15.32

Julian Stark, Janice Molloy, and Barbara Rome were not offered senate seats due to departmental limits.

CoC: Senate CLT Member-At-Large Election

This spring the term of one of the two Senate CLT Members-At-Large expired. The CoC ran an election to fill this seat. The timeline for this election is shown in this table:

Academic Senate CLT Representative (run by CoC)		
Required List: CLTs	**Start Date**	**End Date**
Write/Approve Petition	-----	Mon., Feb. 1, 2016
Circulate Petition (at least two weeks are required)	Tues., Feb. 2, 2016	Tues., Feb. 23, 2016*
Write/Approve Ballot (at least one week is required)	Wed., Feb. 24, 2016	Mon., Feb. 29, 2016
Voting (at least two weeks are required)	Tues., Mar. 1, 2016	Tues., Mar. 15, 2016

* This deadline was extended by one week due to low response.

The results of this election are seen here:

Academic Senate CLT Election 2016

Report date: Tuesday 15 March 2016 22:07 EDT

CLT Member-At-Large Candidates

As at Poll close: Tuesday 15 March 2016 17:00 EDT
Number of voters: 30 · Group size: 44 · Percentage voted: 68.18
Ranked by votes

Rank	Candidate	Votes	%
1	Peter Irigoyen – English	24	80.00
2	Mahendra Mohan – Business	6	20.00

CoC: Academic Senate Committee Assignments

Although the Academic Senate Committee Assignments do not involve an election, the CoC asks the STO to act as a middleman to have the database of eligible committee members generated.

The timeline for these assignments are seen in this table:

Senate Standing Committees* (run by CoC)		
Required List: Faculty, CLTs, and HEOs (including HEO, HEa, HEA, and aHEO) with EMPLID (Adjuncts to be added on an individual basis if necessary)	**Start Date**	**End Date**
Write/Approve E-mail	-----	Mon., Feb. 1, 2016
Ready Website and E-mail Links	Tues., Feb. 2, 2016	Tues., Feb. 9, 2016
Preference Selection (at least two weeks are required)	Wed., Feb. 10, 2016	Wed., Feb. 24, 2016

**Note: This is the one vote that is not run from BigPulse.

CoC: Notes for 2016-2017

1. Fourteen faculty members have senate terms expiring in April 2017. No CLTs or Adjuncts have terms expiring at that time.

2. Andrew Nguyen left the senate after the meeting on May 10, 2016. Since he is in the Biological Sciences and Geology Department, Julian Stark was asked to take his place and accepted.

3. The Academic Literacy Department being absorbed into the English Department as of July 1, 2016. The Academic Senate will be affected in two ways:

   a. The English Department will have more than the maximum number (4) of allowed Members-At-Large. All senators from that combined department will be allowed to finish their terms but any senators who are running will be restricted by this limit, including those whose terms are expiring and would otherwise wish to run again.

   b. The soon-to-be former chair of the Academic Literacy Department will no longer be a senator. At the present time there are no plans to fill this newly available seat.

4. After receiving the original version of this report David Sarno added, "Standing Committees that currently have one member from both departments will now have two members from English. As with the Senate, I believe it makes sense to allow these committee members to finish their terms. Committee rosters and other documents might address this, for example, as "[Member name], English (formerly Academic Literacy), [term ends]".

FEC: Special Committee Elections

The FEC is charged with holding elections to generate a list of nominees to give to the president who will then be chosen to serve on special committees. In 2016 the committees that were due to hold elections will be the Academic Review Committee and the Student-Faculty Disciplinary Committee.

The ARC is restricted to one member from any department. The SFDC does not have this restriction.

The ARC is limited to tenured faculty only. The SFDC does not have this restriction.

The timing for both of these elections was as follows:

FEC Committee (ARC and SFDC) Membership Elections (run by FEC)		
Required List: Faculty with CLTs	**Start Date**	**End Date**
Write/Approve Petition	-----	Wed., Mar. 18, 2015
Circulate Petition (at least two weeks are required)	Thu., Mar. 17, 2016	Thu., Mar. 31, 2016
Write/Approve Ballot (at least one week is required)	Fri., Apr. 1, 2016	Wed., Apr. 6, 2016
Voting (at least two weeks are required)	Thu., Apr. 7, 2016	Thu., Apr. 21, 2016

Results of those elections were as follows:

Academic Review Committee

As at Poll close: Thursday 21 April 2016 17:00 EDT
Number of voters: 235 · Group size: 418 · Percentage voted: 56.22
Number of blank votes: 11
Ranked by votes

Rank	Candidate	Votes	%
1	Belle Birchfield, Professor, Engineering Technology	98	41.70
2	Barbara Bonous-Smit, Associate Professor, Library	78	33.19
3	Antonella Ansani, Professor, Foreign Languages and Literatures	72	30.64
4	Ted M. Rosen, Associate Professor, Business	70	29.79
5	Edward Volchok, Associate Professor, Business	55	23.40
6	Maurizio Santoro, Professor, Foreign Languages and Literatures	41	17.45

Student-Faculty Disciplinary Committee

As at Poll close: Thursday 21 April 2016 17:00 EDT
Number of voters: 219 · Group size: 418 · Percentage voted: 52.39
Number of blank votes: 27
Ranked by votes

Rank	Candidate	Votes	%
1	Kerri-Ann Smith, Assistant Professor, Academic Literacy	139	63.47
2	Simran Kaur, Associate Professor, Biological Sciences & Geology	120	54.79
3	Sebastian Murolo, Assistant Professor, Business	118	53.88
4	Areti Tsimounis, Assistant Professor, Biological Sciences & Geology	106	48.40
5	Stephen W. Hammel, Assistant Professor, Business	105	47.95
6	Leslie Francis, Assistant Professor, Business	102	46.58

FEC ARC Special Election 2016

Due to the untimely death of Barbara Bounous-Smit and the promotion of Nidhi Gadura to chair, two positions in the ARC suddenly opened up, necessitating a special election.

ARC Special Election (run by FEC)		
Required List: Faculty with CLTs	**Start Date**	**End Date**
Write/Approve Petition	-----	Tue., May 10, 2016
Circulate Petition	Tue., May 10, 2016	Wed., May 18, 2016
Write/Approve Ballot	Wed., May 18, 2016	Fri, May 20, 2016
Voting	Sat., May 21, 2016	Tue., May 31, 2016

Results of those elections were as follows:
Report date: Tuesday 31 May 2016 17:00 EDT

Academic Review Committee

Poll ID: 124133
As at Poll close: Tuesday 31 May 2016 17:00 EDT
Number of voters: 239 · Group size: 418 · Percentage voted: 57.18
Number of blank votes: 2
Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15835745	Jannette Urciuoli, Associate Professor, Counseling	80	33.47
2	15836252	Moni Chauhan, Professor, Chemistry	70	29.29
3	15835743	Antonella Ansani, Professor, Foreign Languages and Literatures	65	27.20
4	15836280	Joan Petersen, Associate Professor, Biological Sciences and Geology	56	23.43
5	15836279	Ted Rosen, Associate Professor, Business	50	20.92
6	15835746	Liisa Yonker, Associate Professor, Speech Communication and Theatre Arts	50	20.92
7	15835744	Kenneth Pearl, Associate Professor, History	42	17.57

FEC: UFS Elections

The FEC is charged with holding elections for positions opening due to expiring terms in the UFS. The timing for these elections was as follows:

UFS Faculty Elections and UFS Adjunct Election (run by FEC)		
Required Lists: Faculty with CLTs, Adjuncts, Adjunct CLTs	**Start Date**	**End Date**
Write/Approve Petition	-----	Mon., Feb. 15, 2016
Circulate Petition (at least two weeks are required)	Tues., Feb. 16, 2016	Tues., Mar. 1, 2016
Write/Approve Ballot (at least one week is required)	Wed., Mar. 2, 2016	Tues., Mar. 15, 2016
Voting (at least two weeks are required)	Wed., Mar. 16, 2016	Wed., Mar. 30, 2016

Results of the elections are as shown:

UFS Full-Time Elections 2016

Report date: Wednesday 30 March 2016 18:51 EDT

University Faculty Senate (UFS) Representative Candidates

As at Poll close: Wednesday 30 March 2016 17:00 EDT
Number of voters: 215 · Group size: 418 · Percentage voted: 51.44
Number of blank votes: 5
Ranked by votes

Rank	Candidate	Votes	%
1	Wendy Ford, Associate Professor, Business	60	27.91
2	Jean Murley, Associate Professor, English	59	27.44
3	Franca Ferrari-Bridgers, Assistant Professor, Speech and Theatre	56	26.05
4	Edmund Clingan, Professor, History	53	24.65
5	Jennifer Maloy, Assistant Professor, Academic Literacy	50	23.26
6	Barbara Rome, Assistant Professor, Nursing	42	19.53
7	Caf Dowlah, Associate Professor, Social Sciences	36	16.74
8	Indra Avens, Lecturer, Department of Foreign Languages and Literatures	21	9.77

University Faculty Senate (UFS) Alternate Candidates

As at Poll close: Wednesday 30 March 2016 17:00 EDT
Number of voters: 185 · Group size: 418 · Percentage voted: 44.26
Number of blank votes: 35
Ranked by votes

Rank	Candidate	Votes	%
1	Leslie Ward, Assistant Professor, Library	143	77.30
2	Todd Holden, Associate Professor, Physics	137	74.05

UFS Part-Time Elections 2016

Report date: Wednesday 30 March 2016 19:11 EDT

University Faculty Senate (UFS) Alternate Candidates

As at Poll close: Wednesday 30 March 2016 17:00 EDT
Number of voters: 46 · Group size: 519 · Percentage voted: 8.86
Number of blank votes: 1
Ranked by votes

Rank	Candidate	Votes	%
1	Gene J. Mann, Adjunct Lecturer, English	30	65.22
2	Gerard Frohnhoefer, Adjunct Lecturer, Social Sciences	16	34.78

There were no candidates for Adjunct CLT Representative to the FEC.

FEC: Notes for 2016-2017

- The FEC has confirmed that will and will not be held in Spring 2017:

  Elections to be run by the FEC in 2017

  1. FEC Chairperson
  2. FEC Members
  3. UFS Full-Time Three-Year Delegates
  4. UFS Full-Time One-Year Alternate(s)
  5. UFS Part-Time Three-Year Delegate(s) (if necessary)
  6. UFS Part-Time One-Year Alternate(s)
  7. Elected Adjunct CLT (if necessary)
  8. CLT Member of College P&B
  9. Academic Review Committee

  Elections NOT to be run by the FEC in 2017

  1. Committee on Academic Freedom Members at Large (not until 2018)
  2. Student-Faculty Disciplinary Committee (not until 2018)
  3. Governing Board QCC (Student Activities?) Association (not until 2018)
  4. Governing Board QCC Auxiliary Enterprise Association (not until 2018)

- Since we will be running the FEC elections in addition to all of the other elections, I would like to have you send out and collect the FEC Chairperson nominating positions in November 2016. This way we can start the FEC Chairperson as early as possible in Spring 2017.

This report was written by Jeffrey L. Schwartz on April 21, 2016 and updated on May 31, 2016.

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

Report to the Academic Senate

September 9, 2016

From: Prof. Christine Mooney, Chairperson of the Committee on Committees

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

Monthly Report of the Committee on Committees for September 2016

   I.   **New Academic Senate Committee Members**
        Whenever vacancies on committees become available, the members of the Committee on Committees (CoC) vote via e-mail to appoint new members.

        No changes occurred after the April 2016 elections.

  II.   **Committee on Committees Liaisons**

        Each member of the CoC was assigned as a CoC Liaison to two standing committees. The liaisons were encouraged to contact the committee chairs and explain the role they play on the committee.

 III.   **2016-2017 Planning for the Election of Members-At-Large and Nominating Petitions for Committee Service**

        The Chair of the CoC has a meeting scheduled for October with Jeffrey Schwartz, the Senate Technology Officer, to begin planning for the 2016-2017 elections for the Academic Senate and petitions to serve on the Academic Senate Committees.

Respectfully submitted,

Christine A. Mooney

Christine A. Mooney, Esq.
Chairperson, Committee on Committees

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: August 22, 2016

Subject: May Monthly Report for the September 13, 2016 Senate

CC: College Archives (CWilliams@qcc.cuny.edu)

It is with great sadness that the Committee of Curriculum received the message of the untimely passing of Dr. Barbara Bonous-Smit, our lovely colleague and member of the Committee on Curriculum and CC Gen-Ed Task Force Liaison. We offer our deepest condolences to Barbara's coworkers, family, and friends.

The committee observed a moment of silence in Barbara's memory at the May 17, 2016 Committee on Curriculum meeting.

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

18 Course revisions
1 New concentration in a program

1. Course Revisions

FOREIGN LANGUAGES AND LITERATURES (4 courses)
Departmental approval May 4, 2016 (All four course revisions.)

FROM:
LF-401 French and Francophone Cultures Today
Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours 3 credits ~~Offered as needed~~

Course Description:
A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English.

TO:
LF-401 French and Francophone Cultures Today
Pre-requisites <u>or Co-requisite: ENGL 101</u>
3 <u>class</u> hours, 3 credits

Course Description:
A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English. This course does not fulfill the foreign language requirement.

Rationale:
The revision of LF 401 is made necessary because the amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with the culture course will enhance the students' ability to express their ideas in writing.

FROM:
LG-401 The Culture of German-Speaking Countries Today
Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours 3 credits ~~Offered as needed~~

Course Description:
Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will read English translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. The course will be taught in English as WI.

TO:
LG-401 The Culture of German-Speaking Countries Today
Pre-requisite or Co-requisite: ENGL 101
3 class hours, 3 credits

Course Description:
Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will read English translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. This course will be taught in English. This course does not fulfill the foreign language requirement.

Rationale:
The revision of LG 401 is made necessary because the amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with the culture course will enhance the students' ability to express their ideas in writing.

FROM:
LI-401 ~~Italy Today~~
Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours 3 credits ~~Offered as needed~~

Course Description:
~~This course will focus on the ways Italy and Italian culture have changed in the past 50 years, and analyze the forces behind these changes. Different cultural aspects, such as politics, education, music and fashion will be taken into consideration. The course will be taught in English~~

TO:
LI-401 Italian Culture through Film
Pre-requisite or Co-requisite: ENGL 101
3 class hours, 3 credits

Course Description:
Students will be introduced to important themes of Italian culture by viewing and analyzing representative Italian films from the post-World War II era to the present. Topics examined include: the family, how World War II has shaped contemporary Italian culture, Italy as a country of emigrants and immigrants, and organized crime. This course will be conducted in English, and all films will have English subtitles. This course does not fulfill the foreign language requirement.

Rationale:
The revision of LI 401 is made necessary because the course as first formulated was found to lack focus and a clear way of organizing a vast subject. Students are naturally attracted to the film medium, but need to learn to interpret film just as they learn to interpret literary and other texts. The films have been chosen to convey a broad historical and social perspective on contemporary Italian culture, and to enable examination and discussion of key issues in Italian history and society.

FROM:
LS-402 Latin American and Caribbean Cultures Today
~~Pre-requisites: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~
3 hours 3 credits

Course Description:
A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English.

TO:
LS-402 Latin American and Caribbean Cultures Today
Pre-requisites or Co-requisite: ENGL 101
3 class hours, 3 credits

Course Description:
A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English. This course does not fulfill the foreign language requirement.

Rationale:
The revision of LS 402 is made necessary because the amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with the culture course will enhance the students' ability to express their ideas in writing.

HISTORY DEPARTMENT

Course revisions (number, prefix and requisite change) (14 couses)
Departmental approval February 11, 2016 (All 14 course revisions)

FROM:	TO:
HI 113 Europe and the World since 1945 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 222 Europe and the World since 1945 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same
HI 118 Ancient Greek history 3 hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 218 Ancient Greek history 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same

HI 125 Immigration and Ethnic groups in the US 3 class hours; 3 credits Offered in Spring Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 276 Immigration and Ethnic groups in the US 3 class hours; 3 credits Offered in Spring Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI 126 Women in America 3 class hours; 3 credits Offered in Fall Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 226 Women in America 3 class hours; 3 credits Offered in Fall Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI129 Recent American Civilization 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 239 Recent American Civilization 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI144 Modern Economic History 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 244 Modern Economic History 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI 153 Western War and Warfare: from Gunpowder to Desert Storm 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 253 Western War and Warfare: from Gunpowder to Desert Storm 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI 165 The European Renaissance 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 265 The European Renaissance 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI173 Barbarians, from the Roman Empire to the Early Modern World 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 209 Barbarians, from the Roman Empire to the Early Modern World 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same

HI177 Greek and Roman Mythology 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 250 Greek and Roman Mythology 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI 181 History of the Second World War 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 206 History of the Second World War 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI185 The Holocaust 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 290 The Holocaust 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI 191 History of Genocide in the Twentieth Century 3 class hours; 3 credits Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 291 History of Genocide in the Twentieth Century 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
HI195 Judaism, Christianity, and Islam 3 class hours; 3 credits Offered in Fall Pre-requisite: ~~BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test~~ Course description: remains the same	HIST 295 Judaism, Christianity, and Islam Pre- 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same

Rationale:

The history department has come to the conclusion that students would be better served if certain history electives were designated at the 200-level. It would indicate that, while there is no history prerequisite, the student should expect these courses to be dealing more intensely with specific topics, as opposed to the 100-level courses, which are broader overviews of longer developments in history. The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

HISTORY DEPARTMENT

New Concentration in a program.

Departmental approval May 4, 2016

Here is the information to include in a proposal to add a new concentration to an existing degree program.

1.	Program Name:	Liberal Arts and Sciences A.A. degree, History Concentration			
2.	Program Code:	01522			
3.	HEGIS number:	5649			
4.	Date approved by the department	5	4	2016	
		Month	Day	Year	
5.	Date the changes will be effective (if approved)	1	1	2017	
		Month	Day	Year	

6.	All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~
7.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.
8.	All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~
9.	Show the whole set o program requirements in a From/To format (see example below)

From:	To:	
Liberal Arts and Sciences A.A. degree – (there are currently 15 concentrations)	Liberal Arts and Sciences A.A. degree, History concentration (this concentration will be added to the current list of concentrations)	
Common Core	Common Core	Credits
	REQUIRED CORE: 1. A: English Composition I, II Take ENGL 101 & 102	6
	REQUIRED CORE: 1. B: Mathematical & Quantitative Reasoning Required	3
	REQUIRED CORE: 1. C: Life & Physical Sciences Required:	3
	FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
	FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity:	3
	FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
	FLEXIBLE CORE: II. D: Individual & Society:	3
	FLEXIBLE CORE: II. E: Scientific World	3
	FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3
Subtotal	Subtotal	30-34[1]
Major	Major	
	Two Foreign language Courses (Two sequential courses required)	6

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[1] The credit range accounts for those students who opt to take STEM Variants in 1B, 1C, 2E, and the additional course in the flexible core.

	One History course from HIST-110, HIST-111, HIST-112 (if already taken in common core, one course from HIST-200 series is recommended; if two History courses have been taken in common core, one additional course from HIST-200 series is recommended).	3
	SP-211 (if already taken in common core, one Social Science course from Anthropology, CRIM-101 or CRIM-102, Economics, Sociology, Political Science, or Psychology is recommended)	3
	One English course from ENGL-200 series	3
	One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.	0-1
	History Concentration: Choose three courses from HIST100 and/or HIST 200 series	8-9
	Additional Liberal Arts (one course from HIST-200 series recommended)	0-3
Subtotal	Subtotal	23-28
Additional Major Requirements	HE-101 Introduction to Health Education or HE-102 Health Behavior & Society	1-2
	Two courses in Phys. Ed. or Dance from PE-400 or PE-500 series or DAN-100 series	2
Subtotal		3-4
Total	Total	60

10. Write a Rationale for all the changes

In preparation for a Dual/Joint in History with Queens College, currently under development, a history concentration in the Liberal Arts and Sciences A.A. degree is recommended. The history concentration will prepare students for majoring in history at a four-year institution.

11. Write a Summary for all the changes

This program adds a History concentration to existing concentrations in the Liberal Arts and Sciences curriculum. No changes need to be made to current curricula or concentrations to accommodate this new concentration. Students will be able to choose additional credits in History to strengthen their History course experiences before transferring to a four-year college.

12. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.

No new courses (besides those already submitted to curriculum committee) are needed.

13. If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.

No courses are to be deleted

14. Explain briefly how students currently in the program will be able to complete the requirements

Queensborough Community College, CUNY

Academic Senate

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

Fr: Emily S. Tai, Chair, Subcommittee on Food Insecurity

Date: August 28, 2016

Subject: Report of the Committee on Food Insecurity

As of this writing, the Lucille A. Bova Food Pantry, established in May, 2016, has sustained a four-month pilot. Between May-August, 2016, through a food drive that brought together various student groups, and donors across campus from students, faculty, and staff, the Pantry collected enough food to completely fill all twelve shelves. We also distributed food, responding to approximately 30 requests, generated by approximately 10 students. Most of these requests were referrals from Single Stop, which identifies students who may be struggling with housing and food insecurity. Members of the Committee on Food Insecurity were pleased to see that at least one homeless student was able to be assisted via these contacts. This student is now domiciled in CUNY housing and working toward an anticipated January, 2017, degree.

Members of the Food Insecurity Committee are also gratified to see that that following faculty members are interested in establishing Service-Learning Partnerships with the Food Pantry:

Dr. Lana Zinger (Health, Physical Education, and Dance) would link Health and Nutrition Classes to the control of food expiration dates, monitoring food safety, and food distribution. A Food Health Fair event, coordinated with Queensborough's PTK Chapter, and other student clubs, would be planned for November, 2016.

Dr. Christine Mooney (Business) would have her class design a "Financial Plan" for the Food Pantry, applying an NSF-based "Mission Model Canvas" Pedagogy.

Dr. Cheryl Tokke (Business) would work with student to help "market" PTK Food Drives

Dr. Amy Traver (Social Sciences) will be organizing a Service Learning Project with her EDUC-101 course involving the Food Pantry this semester. Students will be studying the relationship between food insecurity and learning at various levels of education, and they will coordinate a food drive. The project might take additional directions depending on student interests/ideas, as well.

A possible project with a faculty member in the Department of Art and Photography is also under development.

Queensborough's NYPIRG chapter (coordinator, Ms. Grace McGee, a Lambda Sigma alumna) would also promote Food Drives, and assist with Food Pantry staffing needs.

We would like to acknowledge President Diane Call and Vice-President Sherri Newcomb, who have agreed to provide additional keys for faculty involved in service-learning projects connected to the Food Pantry.

We are also grateful to Mr. Stephen Di Dio, and Mr. Ralph Romanelli, who have indicated that a special Food Pantry Address and website page will be established.

We would finally like to acknowledge Ms. Amawati Gonesh , Program Administrator of Queensborough's Single Stop, and her colleagues, who worked closely with us, this summer, referring needy students. We hope this partnership will continue.

As of this writing, the Food Pantry will be available five days a week, as per the availability of the following five faculty members:

Mondays, 2-3 P.M. (Dr. Amy Traver)

Tuesdays, 9.30-10.30 A.M. and by appointment (Dr. Sharon Ellerton)

Wednesdays, by appointment (Dr. Emily Tai)

Thursdays, by appointment (Dr.Aviva Geismar)

Fridays, 2-3 P.M. (Dr. Susan Jacobowitz)

All requests should be sent to the new food pantry email address, or to etai@qcc.cuny.edu

In addition, Father Anthony Rosado will be making fresh-cooked food available at the Newman Center (open 12-4, Monday through Thursday, across the street on Cloverdale Boulevard), on the following schedule:

Monday, pasta

Tuesday, rice and beans

Wednesday: Cooking with the Newman Club

Thursday: omelets/waffles

In addition, the Committee would like to advance the following long-term recommendations for consideration:

- The Committee on Food Insecurity might benefit from becoming a permanent committee of the Academic Senate, or a permanent sub-committee of either the Steering Committee or the Committee on Environment, Quality of Life and Disability Matters. This matter should be considered by the Steering Committee and the Committee on Bylaws.
- Several members of the Food Insecurity Committee have been approached by faculty members (and off-campus donors) who would like to contribute to the cost of stocking the Food Pantry financially rather than in kind. We are therefore recommending the establishment of a bank account, either on, or off-campus, and believe the feasibility of establishing a "treasurer's" position for the Committee, who would manage this aspect of supplying the pantry, should be explored.
- Given the productive partnership between Single Stop and faculty on the Committee on Food Insecurity during the pilot period, the Committee on Food Insecurity would also recommend consideration that, at some point in the future, it might be useful to allocate a Pantry key to the Director of Single Stop, who could assist students in emergency situations.
- The members of the Committee would also like to respectfully suggest that a student desk be placed in the Lucille A. Bova Food Pantry, so that a faculty member or student making the pantry available would have work space for the duration of their service period.
- It has been suggested that a connecting link to the Lucille A. Bova Food Pantry should be established within the Blackboard Course Shell referral to useful student resources.
- It has been suggested that the Food Pantry door be given an identifying sign.
- Finally, members of the Committee on Food Insecurity would like to advance the following recommendations regarding future food supplies:
    - Given student interest in ready-to-eat items, donation of cans with easy-open lids should be encouraged . (Faculty have also responded to this need by supplying plastic utensils and light canvas carry bags. We are also thinking to encourage the donation of can-openers.)
    - Given the needs of students with housing insecurity, the provision of a few cosmetic/personal hygiene items (Soap, shampoo, etc.) might also be encouraged. (A few items of this type are now in the pantry, donated by the NYPIRG Chapter.)

As of this writing, a Food Drive, lead by Queensborough's Phi Theta Kappa Lambda Sigma Chapter, and supported by Student organizations, and Service-Learning Partners, will be launched in early September (probably between the 6-15th September). We are hoping to announce it at the September meeting of the Academic Senate.

The chair of the Subcommittee on Food Insecurity would like to take this opportunity to acknowledge President Call, Stephen Di Dio, Ralph Romanelli, as well as her colleagues, Drs. Traver, Jacobowitz, Ellerton, Geismar; Ms. Gonesh and her colleagues at Single Stop, and Father Anthony Rosado. The selfless energy of Queensborough faculty and staff who have supported this project is an inspiration.

Respectfully submitted,

Emily S. Tai

Associate Professor of History

Vice-Chair, Steering Committee of the Academic Senate

Chair, Special Sub-Committee on Food Insecurity