

**QUEENSBOROUGH COMMUNITY COLLEGE**  
The City University of New York

**Agenda**

**Academic Senate Meeting**

**Date: Tuesday, December 14, 2010**

**Time: 3:10 p.m.**

**Location: Room M-136**

- I. Attendance
- II. Consideration of minutes of the November 9, 2010 meeting (Attachment A)
- III. Communications from the Board of Trustees or any of its Committees
  - click here on [Board of Trustees](#) for current communications
- IV. Communications from:
  - President Diane B. Call – (Attachment B)
  - Senate Steering Committee Report – (Attachment C)
  - University Faculty Senate Minutes, UFS Plenary of October 23, 2010 (Attachment D)
    - <http://www.cunyufs.org/>  
(for current communications)
    - For policies adopted by the Board of Trustees  
Click on <http://www.cuny.edu/about/trustees.html>
- V. **ELECTION** of a CLT Representative
- VI. Monthly Reports of Standing Committees of the Academic Senate
  - Committee on Bylaws (Attachment E)—**RESOLUTION**
  - Committee on Committees (Attachment F)
  - Committee on Course and Standing (Attachment G)--**RESOLUTION**
  - Committee on Curriculum (Attachment H)--**RESOLUTION**
- VII. Old Business
- VIII. New Business

*Barbara Blake-Campbell,*  
*Secretary*

Queensborough Community College  
The City University of New York

**MINUTES**  
**of the November 9, 2010**  
**Academic Senate**

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

**I. Attendance:**

The complete Senate roster is available at  
[http://www.qcc.cuny.edu/Governance/AcademicSenate/academic\\_senate\\_roster.asp](http://www.qcc.cuny.edu/Governance/AcademicSenate/academic_senate_roster.asp)

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

Albanese, Georgeanne	Cesarano, Michael	Dunkleblau, Helene	Irigoyen, Pedro
Jue, Chung,	Reesman, Linda	Isaac Hernandez	Alina Gulfra
Urciuoli, Jannette	Valentino, James	Visoni, Gilmar	Zinger, Lana
Zins, Rosemary			

**II. Consideration of minutes of the October 12, 2010 meeting:**

- A **motion** was **made, seconded, and approved** to approve the October 12, 2010 minutes with amendments to content related to advisement and registration of new students [ line 64], and outcome of vote on the ban on smoking [line 364], after a brief recess to allow senators to obtain replacement batteries for non-functioning clickers. There were fifty-six positive votes and two abstention from Senators –Student Government Executive, Leilani Blira-Koessler and Haishen Yao. (*Attachment A*)

**III. Communications from:**

**Interim President Call:** Interim President Call welcomed everyone to the third scheduled Academic Senate meeting of the Academic year and asked for reconciliation of the votes for the ban on smoking. [The October 12, 2010 minutes has since been updated on the website to reflect that there one an additional verbal vote in favor of the ban was communicated to the Steering Committee, bringing the total positive votes to twenty-six].

- Interim President Call referred to her written report (*Attachment B of the November 9, 2010 Agenda*).
- Interim President Call began by announcing that CUNY First has been launched, and that Queensborough is privileged to be recognized as a vanguard college. Additionally, the College is in what's regarded as a 'Lights-off' period and several training sessions are in progress. On Wednesday November 17, 2010, the college will begin to register students into the system. An appreciable number of personnel from other campuses are involved in the transition process.

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- Interim President Call indicated that Vice President Newcomb is the campus executive for CUNY First and VP Newcomb was invited to address the Senate.
- VP Newcomb reiterated that training is on the way and the process was progressing as scheduled, and at some point the training would be evaluated to identify areas that needed to be strengthened. The Vice President also affirmed that Tiger Tracks was still accessible.
- Parliamentarian Dr. Phil Pecorino commented that he participated in a session in the Registrar department, and while they were reviewing the rosters, it was noted that faculty did not have access to the students' advisors, and that he thought it was imperative that faculty have the ability to reach out to students' advisors whenever necessary.
- Senator Ann Tullio responded that it was never a custom to have advisors loaded onto the system and indicated that over the course of a two-year process various teams will be involved in making decisions about how to utilize the software.
- Interim President Call thanked Dr. Pecorino for sharing his observations and recommendations, and shared that it will take time to incorporate all the services that existed at Queensborough. Interim President Call also affirmed she had confidence that all will go well, because the College has a brilliant IT staff on board.
- Interim President Call reported that on November 22, 2010, the Board will consider at its fall meeting a recommendation by the Academic Senate Committee on Academic Policy, Program and Research to eliminate the College Proficiency (CPE) effective immediately, and that there is no plan to replace the exam at this time. The examination will no longer be used as a requirement for graduation, or for entrance to the senior colleges.
- Interim President Call urged everyone to review the e-mail sent by Mr. Quinton Gonjon concerning CUNY IT Security Policy, which is a series of recommendations regarding the danger of having certain sensitive information unprotected. The Senate was advised to have any data being transported off campus be encrypted to avoid any security breach.
- Interim President Call informed that Senate that there is a task force working on the QCC Five Year Technology Plan to identify the major themes that will direct the proposal for the Technology plan. Interim President Call acknowledged that she is appreciative of the work that is being done by the task force, and that by the end academic year the proposal will be presented. This process, the Interim President asserted has to do with the philosophical and the technical approach that QCC prioritize in the technology arena.

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- Interim President Call informed the Senate of a new concept to establish a CUNY Community College IRB which is expected to be piloted in spring 2011. This group will be comprised of two representatives from each of the six, and soon to be seven Community Colleges which will form the Community College IRB. All proposals for human subjects research will be processed through the CUNY IRB. Some have expressed reservations about their proposals being scrutinized by the Senior colleges and the fairness that will be extended. The two representatives from our campus will be Dr. Regina Rochford, from the Department of Basic Skills, and Dr. Regina Sullivan from the Department of Biological, Sciences and Geology. An evaluation will be conducted by the University by Vice Chancellor for Research, Dr. Small to determine if this is a more efficient and timely way to process the proposals for human subject research.
  
- Interim President Call pointed attention to the upcoming program and events:
  - Marching to the Freedom Dream, an extraordinary photographic chronicle of Dr. Martin Luther King, Jr.'s march from Selma to Montgomery by Dan Budnick, a Life magazine photojournalist that will be on display through January 30<sup>th</sup> at the QCC Art Gallery. The exhibit is being featured on the College website.
  
  - Queensborough's Kupferberg Holocaust Resource Center is featured in an exhibit by The New York Chapter of the American Institute of Architects in the West 4<sup>th</sup> street station of the NYC subway. The photographs of our Center, designed by Charles Thanhauser of TEK.
  
  - Fall Presidential Lecture Series, scheduled for November 10, at 4:00PM in M-136 will present Mr. Hank Sheinkopf, political consultant and President of Sheinkopf Communications, speaking on "What is new in American Elections." Interim President Call thanked all who serve on the Presidential Lecture Committee – Dr. Traver, Dr. Mark Van Ells, and Dr. Karimi--Interim President Call invited all faculty, staff and students to attend.
  
- Interim President Call in addressing the status of the Budget, indicated that there is no additional information available, except that the University is working with the Governor elect in the hope that some adjustments will be made. The CUNY Board of Trustees Committee on Fiscal Affairs will recommend a 5% tuition increase for spring 2011 at the November Board meeting. There is a probability that there will be an increase in the fall, which could be challenging for the full-students. The University will plea for a more reasonable tuition increase which will close a \$1, 000,000 revenue gap which will help the college meet their obligations.

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**IV. Senate Steering Committee:**

- Interim President Call indicated that the University has a freeze in effect, but that it will not affect faculty positions at this point, but may affect part-time positions that many rely on to deliver student services.
- Chair Tai referred to her written report (Attachment C of the October 12, 2010 Agenda)
- Chair Tai began by bringing greetings from the University Faculty Senate to extend their gratitude to members of the Committee on Curriculum, together with Department Chairs, and members of the Faculty Executive Committee who conducted an analysis on various aspects of the Curriculum of the New Community College and provided their recommendations.
- Chair Tai indicated that there were two distinct items of importance in her report:
  - Firstly, Chair Tai presented a current draft of the resolution on the Compact to be addressed by the University Faculty Senate at the next UFS Plenary on November 16, 2010. This revised resolution represents the UFS Executive Committee's response to several items raised at last plenary about giving the Board of Trustees jurisdiction over tuition. In current budget crisis, the UFS Executive Committee believes that some contribution from students might be necessary..
  - Secondly, Chair Tai indicated that governance bodies of the College need to become more involved than they have been in consultation regarding the budget. The suggestions put forward were a) the establishing of a subcommittee of the CAPC Committee organizing a budget advisory committee to review numbers and make advisory comments b) formally constitute a Budget Advisory Committee as a subcommittee of the Academic senate. With various committee constituents, such as the FEC, and Committee of Chairs.
- Chair Tai invited comments.
- Dr. Pecorino responded that rather than moving to the above stated Committee of the Senate, an alternative plan could be the creation of a Special Committee with the constituencies that were outlined and after a 2-year period conduct a review of how well it served that purpose.
- Chair Tai thanked everyone for their comments.
- Interim President Call reminded everyone that the University Faculty Senate (UFS) minutes are contained in *Attachment – D*, along with information about policies adopted by the Board of

219 Trustees, as well as information about the November 2, 2010  
220 meeting public hearing on November 15, 2010  
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- 222 • Interim President call requested that the Senate resume vote on  
223 adoption of the October Minutes, once all clickers were restored  
224 to proper functioning.[See outcomes above].  
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## 226 V. Monthly Reports of Standing Committees of the Academic Senate

- 227 • **Committee on Committees** - ( Attachment E) – Accepted as Presented  
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- 229 • **Committee on Curriculum** - (Attachment F) -- **RESOLUTION**  
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231 Senator Aranzazu Borrachero presented the resolution for a new  
232 course in the Department of Social Sciences.  
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### 235 I. New Course

#### 236 DEPARTMENT of SOCIAL SCIENCES (1 Transfer Course)

##### 237 1. **SS-197** Philosophy and Religion Liberal Arts and Sciences Transfer Course

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239 This course provides a means for the Department of Social Sciences to award Liberal  
240 Arts and Sciences transfer credit to philosophy and religion courses taken at another  
241 college which do not match specific QCC courses. Credits will be awarded based on the  
242 credits earned at the sending college and conditional upon approval by the academic  
243 department.  
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246 Rationale: This course would allow Queensborough to award transfer credit to  
247 philosophy and religion courses taken at other colleges when a course is not a match in  
248 content, but when the level and complexity of work for the course is at least comparable  
249 to the level and complexity of similar courses in the relevant discipline at  
250 Queensborough.  
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- 253 • A motion was made, seconded, and approved to accept the new Course in the Department of  
254 Social Sciences ( Attachment –F of the November 9, 2010 Agenda). There were fifty-five positive  
255 votes and one negative vote from Senator Haishen Yao.  
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## 259 VI. Annual Reports of Academic Senate Standing and Special Committees

- 260 • **Committee on Vendor Services** ( Revised: Attachment G) Accepted as Presented  
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264 Chair Tai informed the Senate that a revision was made  
265 to the Committee on Vendor services to reflect Dr. Karini  
266 was originally elected chair of this committee, but  
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271 compelled to resign when he was elected Chair of the  
272 Department of Chemistry

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274 Old Business

275 Senator Stephanie Sandson, President of the Student  
276 Government requested permission to address the  
277 Senate. Her statement was as follows:

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279 I would like to thank you Dr. Call for giving me the opportunity to address the Academic Senate  
280 today. After last month's Academic Senate Meeting, the Executive Board and I have had many  
281 conversations regarding the vote on the smoking ban.

282 We would like to clarify exactly what we meant to communicate, and finish our statement on this  
283 issue. From the perspective of many senators, the ban on smoking as it was proposed to the  
284 senate last month was unanticipated. There wasn't time for any senator to survey their  
285 constituency on the matter or to research the topic properly before voting on the community's  
286 behalf. The debate and vote were emotionally charged, and in our opinion was rushed and could  
287 not be accurate or representative. We did not have the feedback of the constituency that we are  
288 charged to be representatives for, and therefore we feel that we have shortchanged the student  
289 body.

290 What we as a Student Government wanted to convey to this body, before we were interrupted in  
291 mid thought last month, was the fact that a policy or recommendation on a subject this emotional  
292 needs time to sink in before a vote is held. We are currently in the process of discussing this  
293 issue and expect that the Student Senate will also make a formal recommendation on this matter.  
294 A matter this controversial requires objective assessment and proper debate. For a proper debate  
295 to be held, all parties must be equipped with a level playing field. The professor presented an  
296 emotional series of facts, but no one was readily prepared to present a comprehensive counter  
297 argument.

298 We need to convey to this body, that we as a group are not in favor or against smoking we would  
299 just like to make an informed decision. A postponement should have been made, so as to allow  
300 every representative in this room, a chance to reflect on this issue and vote accordingly and in the  
301 best interest of their constituency. How can this body pass a policy that does not take into  
302 consideration an implementation plan? If faculty, staff and students must smoke off campus,  
303 aren't we creating a situation where we are condemning the surrounding community to smoke  
304 and cigarette butts? Are we placing ashtrays at the exits of the campus? Will the college  
305 community be forced to walk through clouds of smoke upon the exit from the campus? Will  
306 students be late for class? Will smokers start to illegally find places to smoke on campus,  
307 bathrooms or rooftops? What will be the consequences to smokers caught breaking the ban?  
308 Who will enforce this policy when we only have a limited number of public safety officers?  
309 How do other CUNY colleges with similar campuses deal with this issue? What will be the  
310 consequences? With all due respect, we do not think this debate has seen its end. Thank you.

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312 **VII. New Business**

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  - Interim President Call's response:
  - "I have considered several issues raised by Senate members and other individuals which relate to the process followed at that October 12, 2010 meeting to present, consider and vote on the motion for a

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320 complete ban of smoking tobacco on the campus. As interim  
321 President, I have chosen not to change the current restricted  
322 smoking policy, as instituted by former President Marti in December  
323 of 2009.

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325 The basis for Dr. Marti's action was his regard for the Academic  
326 Senate Committee on Environment, Quality of Life and Disability  
327 Issues report (attached), based on work by its members over several  
328 months, including extensive research of the issues, examination of  
329 existing policies within and outside CUNY, surveys of faculty, staff  
330 and students, and strategies for an awareness and education  
331 program to precede implementation of a restricted smoking policy fall  
332 2010, to continue through this academic year, with a review of the  
333 policy by its end. This report and related recommendations were  
334 presented for consideration by the Academic Senate at its December  
335 8, 2009 meeting. A vote was taken and recorded as *not approved*  
336 with 32 in favor, 13 opposed and 4 abstentions.

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338 I note and respect strongly differing opinions on a smoking policy  
339 held by colleagues on the faculty and staff as well as students. I also  
340 note the University is formulating a proposal which may call for a  
341 complete ban of all tobacco products on all CUNY campuses by Fall  
342 2012. With that action pending, our current restricted smoking policy  
343 will be reviewed after the spring 2011 semester, per the  
344 recommendation of the Academic Senate Committee on  
345 Environment, Quality of Life, and Disability Issues.”

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347 Chair Tai then rose to register a formal protest to President Call's  
348 statement, indicating that, as the Academic Senate is the policy-  
349 making body of the college, the vote to support a full ban of smoking  
350 on campus should be considered ratified college policy.

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353 The meeting was adjourned at 4:30PM

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357 Respectfully Submitted,

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



QUEENSBOROUGH COMMUNITY COLLEGE  
of The City University of New York

*REPORT OF THE PRESIDENT*  
to the  
ACADEMIC SENATE

December 14, 2010

**Middle States Accreditation:**

- At its November 18, 2010 meeting, The Middle States Commission on Higher Education voted to accept Queensborough's Monitoring Report for Reaccreditation. This report was developed over the last year under the leadership of Dr. Arthur Corradetti, Associate Dean for Accreditation, Assessment, and Institutional Effectiveness, and in partnership with the Academic Senate, the Administrative and Academic Assessment Task Forces, the College Personnel and Budget Committee and the College Advisory Planning Committee (CAPC).

**CUNYfirst:**

- The CUNYfirst student registration system was launched at QCC on November 17. As of December 6, over 10,000 QCC students have claimed their CUNYfirst account and more than 7000 students were registered for spring 2011 classes, in addition to over 900 registrants for our winter session. Tuition and fee bills for the winter and spring semesters will be sent to students the week of December 13. Students will also be advised of the various ways to pay their bills along with a deadline to finalize payments. At its November meeting, in light of severely constrained resources, the CUNY Board of Trustees authorized a 5% tuition increase for Spring 2011. For QCC students, this increase is \$75.00 per term for NYC residents enrolled full time. The University continues to work with NYS legislators in support of increased levels of TAP awards and adjusted guidelines for student progress, including student GPA and credits earned.
- Queensborough faculty will use the CUNYfirst system to enter their Fall 2010 grades. Full time and adjunct faculty who have not yet 'claimed' their CUNYfirst account should do so as soon as possible. Assistance with this process is available from QCC's CUNYfirst *help desk* which is available Monday through Friday from 8 AM until 10 PM and Saturday from 9 AM to 5 PM. Directions on how to claim one's CUNYfirst account, how to review current class rosters, and how to enter grades will be sent to all faculty via several emails this week. In person technical assistance with entering grades will also be available to faculty the last week of the semester.

**Remediation and Articulation:**

- As student access, retention, performance and timely degree completion are major issues for our University, studies of remediation and articulation are under review by the Central Office. The work of our faculty to conduct research, and develop/implement innovative approaches to remediation in reading, writing and

mathematics will be vital as a review of these factors in student success are underway at the University. A recent article by Zachry, E. M., & Schneider, E. (September 2010) “Building Foundations for Student Readiness: A review of rigorous research and promising trends in developmental education”, National Center for Postsecondary Research, was distributed by the CUNY Office of Academic Affairs to the Provosts for discussion. The article can be found at [http://www.postsecondaryresearch.org/conference/PDF/NCPR\\_Panel%203\\_ZachrySchneiderPaper.pdf](http://www.postsecondaryresearch.org/conference/PDF/NCPR_Panel%203_ZachrySchneiderPaper.pdf) Given the growing external pressure for rational change to improve student learning outcomes and timely degree completion in an environment of limited resources, *remediation* will be the focus of campus discussions and actions by our departments of Mathematics and Basic Educational Skills over the next few months.

- Executive Vice Chancellor Lexa Logue is forming a CUNY committee, with campus faculty representation, to discuss and recommend strategies for improved articulation between community and senior colleges. This is in response to a recent University report on “Improving Student Transfer at CUNY”, which illustrates the challenges encountered by students transferring from AA and AS programs to the baccalaureate programs in CUNY. The costs to students and the University for the extra credits needed to complete the baccalaureate is estimated at 70 million per year in tuition, faculty costs, support services, facilities, etc.

January Institutes for Faculty Development to support full time and adjunct faculty engagement in high impact activities and e learning: *Interested faculty should contact our Office of Academic Affairs.*

- Writing Intensive Certification: January 18 through January 20 from 4-7 pm in H205
- Learning Community collaboration and development: January 24 from 9-5 in A 502d as follow up to November and December group meetings
- E learning institute to develop technical skills as well as course content for hybrid courses: January 10-13 from 10 AM to 3 PM, and January 24-27 from 10 AM to 3 PM, all in L 117, with necessary development activities to be completed by individual participants in the intervening week

Upcoming events:

- Our Reception for Donors to the QCC Foundation will be held on Thursday, December 16. This annual event invites our major donors (individuals and representatives of corporations and foundations) to the campus in appreciation of their support of student scholarships, faculty development, and enriched learning opportunities through the Kupferberg Holocaust Resource Center and the Art Gallery. So far this year, 111 student scholarships (from \$500 to \$1575) were awarded to incoming and continuing students.
- Orientation for new full time faculty will begin with a formal program on Wednesday, January 26 and continue with activities for our newest colleagues throughout the spring semester.
- *Freshmen First*, Student Affairs’ orientation program for Spring 2011 freshmen, will be held on Wednesday, January 26. All first time, full time degree students will participate in this event which brings new students together as a class cohort, as well as by their individual Freshman Academy.

- “Do We Make a Difference?” is the theme of our annual College Convocation, scheduled for Thursday morning, January 27. Led by QCC faculty who have engaged in pedagogical innovations and assessment over the last year, the Convocation will focus on the outcomes of their work on remediation as well as assessment models for academic departments.
- As part of a series of campus visits, Chancellor Matthew Goldstein will meet with our college community on Wednesday, March 30, 2011 at 10:30 AM in M 136 to discuss University priorities, initiatives, including remediation and articulation, as well as the fiscal outlook for FY 12 and FY 13.

**Grant Opportunity:**

- Round 8 of the CUNY Community College Collaborative Incentive Research Grant program (C<sup>3</sup>IRG) for 2011-12 is now open for applications. “This program is designed to support the collaborative research efforts of faculty at CUNY Community Colleges. *Priority will be given to applications proposing pedagogical research projects.* Those considering applying for a C<sup>3</sup>IRG in the area of pedagogical research should consider attending the Pedagogical Research Workshop (designed to incorporate discussion of issues related to pedagogical research design and grant writing) at BMCC on January 14<sup>th</sup>, organized by the Office of the Vice Chancellor for Research. For links to the Round 8 guidelines, application forms and the registration form for the Pedagogical Research Workshop, please visit <http://www.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant.html>.

**The Budget:**

- The fiscal year 11 budget continues to be a challenge, and we expect final word within the next week on the amount of the City mid-year reduction to community colleges, estimated to be approximately \$2 million. The recently enacted tuition increase should cover approximately one half of this reduction, and the remainder will need to be achieved in the form of reductions to our FY 11 budget. Final decisions regarding specific actions to offset this mid year budget reduction will be made in consultation with the Executive team, the Budget Committee of the College Personnel and Budget Committee (three chairpersons elected by their peers), and the College Advisory Planning Committee (CAPC). At this time, if enrollment and revenue projections hold, savings will likely come from holding certain administrative positions vacant, as well as reductions in OTPS and Hourly personnel.
- Planning for what is expected to be a more challenging 2012 financial environment will begin by early January. Led by Vice President Sherri Newcomb, the resource allocation process, our decision making approach for an “all funds” budget, will be based on our FY 12 Strategic Plan, as developed by the College Advisory Planning Committee (CAPC). This body, composed of representatives from the Faculty Executive Committee, the Academic Senate, the Student Government Executive Board and the administration, establishes our priorities for initiatives, in addition to our core activities of teaching, instructional and student support, health and safety, as well as business development and continuity. Consultation on the FY 12 budget will also include the Budget Committee of the College P and B, and the proposed Special Advisory Committee of the Academic Senate on Queensborough’s Resource

**Allocation Process.** As noted by Dr. Tai in her report, this Special Advisory Committee will include a representative from the Budget Committee of the College P and B (who will chair the group), along with a representative from the Academic Senate, a representative from the Faculty Executive Committee, a representative from the Executive Board of the Student Government, as well as Vice President Sherri Newcomb. During the period of January 2011 through end of fiscal year 2012, this special advisory committee would receive reports from the VP for Finance and Administration on budget requests, expenses and revenue projected, discuss budget priorities in the context of our Strategic Plan, and discuss efficiencies to maximize resources. Also, as it is the main impetus for our budget requests/allocations, the FY 12 Strategic Plan would be presented to the college community through open fora in the Spring 2011 semester. Our budget model for the coming year will follow the CUNY COMPACT construct, which includes state and city support for reasonable mandatory costs (salaries, benefits, energy, etc.), student tuition/fees/financial aid, philanthropy, as well as administrative efficiencies, enterprise and grants.

## **STEERING COMMITTEE REPORT**

### **1. Senate Matters: Composition and Membership**

As of this writing, a nomination petition has gone out to the College Laboratory Technicians and Department chairs, requesting the nomination of a College Laboratory Technician who can be elected from the Senate Floor to join Pedro Irigoyen as the second of two CLT Senators, elected to replace Charlie Pranci, who will be retiring from the College. The Committee on Committees and the Steering Committee are delighted to report that we have received a nomination for this representative, Mr. John Luby, Senior College Laboratory Technician in the Department of Business.

The Steering Committee would like to thank Charlie Pranci for his outstanding service to the Academic Senate, and to wish him the very best in retirement.

The Steering Committee also wishes to welcome Dr. Chong Jue, of the Department of Biological Sciences and Geology, who will be replacing Senator Linda Stanley, Professor of English, who is retiring from the college.

### **2. Committee Matters: Composition and Membership**

Membership on committees of the Academic Senate is stable at this time.

### **3. Committee Matters: Activities**

- Shortly before the holiday, the Departments of Mathematics and Computer Science and Basic Educational Skills, acting in concert with the Office of Academic Affairs, contacted the Committee on Curriculum, as well as the chairs of the Committee on Course and Standing and Admissions, regarding a policy change that would affect students enrolled in remedial courses in Mathematics and courses in Basic Educational Skills. Henceforth, students who have completed these courses successfully, but have failed to pass the exit from remediation examination (the “COMPASS” examination) would be assigned an “NC” grade that they will be allotted one year to remedy. The purpose of this change would be to encourage students to participate in twenty-hour test preparation workshops and/or a second remediation class close upon the heels of their first, in order to successfully complete their COMPASS examination. Some students have been allowing the interval between a first and second COMPASS examination attempt to lengthen to the point where it makes successful completion of the examination highly unlikely. The one-year limit upon the NC grade would not constitute a limit upon remediation—students would be given

additional opportunities to re-enroll in subsequent remediation classes in order to master material necessary to pass the COMPASS examination.

Because the Office of Academic Affairs, and the Chairs of these Departments, would like to see these changes ratified at the next meeting of the CUNY Board of Trustees, there was a considerable time pressure in reviewing these items, but the Steering Committee is happy to report that all the affected committees of the Academic Senate rose to the challenge, by taking time out during their holiday weekend to engage in several preliminary e-mail communications, followed by emergency meetings of the Curriculum Committee on Tuesday, November 30, 2010, and the Committee on Course and Standing on December 3, 2010. The members of the Curriculum Committee concluded that *“because the matter at hand involves “retention standards”, “grading system” and a certain category of “probationary limits”, the Committee on Curriculum recommends that the Committee on Course and Standing meets to deliberate about the appropriateness of the proposed changes and their impact on the students, and that the outcome of this deliberation be submitted to the Collage Senate in a timely fashion.”* The Steering Committee then forwarded these conclusions to the Chair of the Committee on Course and Standing, whose committee met, and voted to advance the recommendation included in this agenda for the review of the Academic Senate.

The Steering Committee would like to thank Vice-President Steele, Drs. Fabricant and Kurnit, as well Dr. Borrachero, Professors Capozzoli, and Colalillo, and all the members of the Committee on Curriculum, Course and Standing, and Admissions, for their attention and exceptional efforts in this regard.

- In another excellent demonstration of committee collaboration, the Committee on Distance Education has worked successfully with the Committee on Bylaws to engineer a name change for this committee, which it proposes to rename “the Committee on e-Learning.” The Steering committee supports this name change, which we believe captures the substance of on-line courses—not just an option to conquer distance, but a new way to deliver course content. The Steering Committee wishes to thank the various members of these committees for their cooperation.
- Finally, the Steering Committee would like to renew its thanks to Dr. Philip Pecorino, who has very generously agreed to represent our members, and the members of the Committee on Assessment, in a presentation that President Call, Dean Corradetti, and Professor Edlin will be making at the forthcoming Middle States Conference in Philadelphia this December, entitled “Culture of Collaboration: Cultivating a Campus Environment for Assessment.” This presentation, which will follow up from the talk Dean Corradetti and the chair of the Steering Committee gave at the conference sponsored by the University Faculty Senate on Queensborough’s response to the Middle States Accreditation Process last April, will give Dr. Pecorino an opportunity to speak about how the Assessment Committee has fared in its first year of existence: what sorts

of concerns it has addressed; what sorts of reports it has received, and how it has supported the construction of a “culture of assessment” on our campus. The Steering Committee would also like to extend its warm congratulations to President Call and Dean Corradetti for the receipt of notice that Queensborough’s monitoring report was favorably received.

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

- At the last meeting of Faculty Governance Leaders on November 19, 2010, Chancellor Goldstein reiterated the need for administrators and governance bodies to work together across CUNY campuses in confronting the key challenge that lies before us all: the budget reductions. With Chancellor Goldstein’s assent, the University Faculty Senate is recommending that each campus form a budget committee.

At Queensborough, two possible courses of action have been suggested:

President Call has indicated that one way to address the challenge of communication around the budget would be to form a subcommittee of the College Advisory Planning Committee (CAPC) that would specifically work with the President and Vice-President Newcomb to act in an advisory capacity in reviewing budget issues. Such a committee would reflect the composition of the CAPC in including representatives from the Faculty Executive Committee, the Steering Committee of the Academic Senate, the Committee of Chairs, the administration, and the students.

Another means to address this crisis, however, would be for the Steering Committee to form an Emergency Budget Advisory Committee as a Special Committee of the Academic Senate, as per Article VII, Section II of the By-laws of the Academic Senate:

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

*1. Special Committees:*

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

The Steering Committee is inclined to recommend this committee as a special committee because we understand the formation of this committee to represent an essential experimental response to an extraordinary crisis. We are hoping that the budget crisis we currently face will be resolved in two years time. Should it not be, the administration and the Academic Senate could deliberate at a later time to determine whether or not the constitution of a permanent budget advisory committee would be called for, based both upon the budget situation during the

Academic year 2012-2013, and the contribution such a committee may or may not have made to the smooth functioning of our college.

As of this writing, and after lengthy consultations with Interim President Call, and the members of the CAPC on December 1, 2010, the Steering Committee, in consultation with the Administration, would be prepared to recommend that this committee be titled the “Special Advisory Committee of the Academic Senate on Queensborough’s Resource Allocation Process.” The Steering Committee and the Administration are in agreement that such a Committee would have one representative from the Steering Committee of the Academic Senate; one representative from the Faculty Executive Committee; one representative from the Budget Committee of the College Personnel and Budget Committee (incidentally, a representative from the Committee of Chairs), and one representative from Student Government, who would meet with the Vice-President for Finance and Administration. The Steering Committee is prepared to recommend that this committee be titled “advisory” as this would be consistent with its CUNY governance analog. The transactions of this committee would, moreover, be confidential, except where reports to the CAPC and/or the Academic Senate might be agreed upon in advance, by both the Senate and Administration.

The Steering Committee would like to thank President Call and the members of CAPC for their close and thoughtful discussion of these proposals. We would also like to invite members of the Academic Senate to comment upon the options before our college at the forthcoming meeting of the Academic Senate on December 14. Should the members of the Academic Senate, the Faculty Executive Committee, and the Committee of Chairs be in support of the course of action the Steering Committee has proposed, the Steering Committee would be willing to offer a resolution to this effect at the February, 2011 meeting of the Academic Senate.

- The University Faculty Senate is also in receipt of a report, authored by Dr. Julia Wrigley on behalf of the Working Group on Transfer and Articulation, established by Executive Vice-Chancellor and University Provost Alexandra W. Logue of the CUNY Office of Academic Affairs, entitled “Improving Student Transfer at CUNY.” The purpose of this report is to outline the difficulty that the 67% of CUNY students who complete their degrees after transferring between at least one institution and another encounter on their path to the baccalaureate. Many are obliged to complete far more than 120 credits—not, as might be imagined, in the course of exploring exciting new academic paths, but simply because courses they took at one institution may not count toward the requirements for a chosen major at a second.

Queensborough’s involvement in this task force was largely positive; our own Interim President Call served as a member; and page 9 of this report specifically mentions Queensborough’s Mathematics 210 as a course that “transfers many different ways” across CUNY. However, because some colleges, and especially



community colleges, cannot boast such portability, the University is reviewing models for transferability at SUNY and the University of Georgia to see if there is a way that CUNY could streamline this process for students. One possible approach would be to create a “core curriculum” that would transfer across CUNY. Because this might be disruptive to the integrity of programs at individual colleges, another approach, which the UFS favors, would involve the revival, and possible the extension of “disciplinary committees with representation from senior, comprehensive, and community colleges (p. 27).” The Steering Committee has asked Mr. Moretti, our campus webmaster, to place this report on the Queensborough governance website for the review of Senators at <http://www.qcc.cuny.edu/Governance/AcademicSenate/transfer-report.asp>. We welcome comments on these various approaches which we would propose to forward to our colleagues in University faculty governance.

- At the UFS Plenary of November 16, 2010, the University Faculty Senate voted to support the CUNY Compact and to urge Albany to fully fund it. The Senate also voted to urge Albany to return all of the proceeds of any tuition increases in the future to CUNY for support of academic programs and student services. The vote was 40 in favor, 15 opposed, with 6 abstentions.

The Steering committee is including, at the close of this report, the full text of this resolution, although it would like to note that, at the last Board of Trustees meeting, Chancellor Goldstein amended his original tuition resolution to insert a request for approval to raise tuition an added 3% in the fall—representing a larger increase that the University Faculty Senate voted to support.

### **Preamble**

The Executive Committee of the University Faculty Senate, with the unanimous advice of our Budget Advisory Committee, invites the plenary at this meeting to endorse the following resolutions regarding CUNY’s funding and fiscal future.

We move these resolutions because of

- the fiscal condition of the city, state and nation;
- the recent history of damaging budget reductions;
- the outlook for further drastic cut backs; and
- our obligation to provide academic programs and support services that our students require.

We urge that the University Faculty adopt the following:

- **Resolutions on the Compact**

Whereas, the CUNY Compact calls for a shared responsibility for funding among the State, the City, CUNY, private philanthropy, and students, and

Whereas, the CUNY Compact calls for complete State and City coverage of mandatory costs and calls for the implementation of a rational tuition policy, and

Whereas, a rational tuition policy mandates small, annual increases no more than the Higher Education Price Index (HEPI) to avoid the need for erratic spikes in tuition, and

Whereas, the Compact also calls for the safeguarding of full student financial aid and for expansion of TAP to be directly correlated with tuition increases,

Therefore, Be it Resolved, that the UFS calls upon the State Legislature and Executive to fully fund the CUNY Compact, and

Be It Further Resolved, that the UFS calls upon the Legislature and Executive to return to CUNY, for expenditure by CUNY in the areas of academic programs and student support services, any tuition monies henceforth generated by the raising of tuition.

**Explanation**

The State budget for CUNY in Fiscal Year 2011 – that is, the current year – includes a cut to CUNY’s senior colleges of \$84.4. million in its operating budget. Combined with the reductions of the past two fiscal years, CUNY has now sustained more than \$205 million in State cuts since Fiscal Year 2009.

The CUNY community colleges received a cut of \$285 per student FTE, which is approximately \$20 million. Last year, in FY2010, the community colleges sustained a \$14 million mid-year cut, half of which came directly from college base budgets. In 2009, State aid per FTE was \$2,675 but this year it is only \$2,260. As a result of these cuts, the FY2011 community college allocation model is funded at only 90% (whereas the FY 2010 allocation, for example, covered 99% of model expenditures). Furthermore, the \$42.8 million in Federal Stimulus funds that the CUNY community colleges now receive is set to expire in Fiscal Year 2012.

The State and City budget outlooks are grim: the estimated State shortfalls for the next three fiscal years are as follows:

<> FY2012 – \$8.2 billion

<> FY2013 – \$13.5 billion

<> FY2014 – \$15.6 billion

A large portion of the shortfalls in the State’s fiscal outlook emanates from the sun setting of the Federal Stimulus Program.

Estimated City shortfalls for the next three fiscal years are as follows:

<> FY2012 – \$3.7 billion

<> FY2013 – \$4.6 billion

<> FY 2014 – \$5.3 billion

All State Financial Aid awards, that is, Tuition Assistance Program (TAP) awards, were reduced by \$75, as a result of the Governor’s vetoes. TAP is no longer available to graduate students and new satisfactory academic progress standards have been established. The City adopted budget reduced funding for the Vallone Scholarships program from \$9.5 million to \$6 million. On the other hand, the maximum Federal Pell Grant award for FY 2011 is \$5,550, an increase of \$200 from the FY2010 award.

October 23, 2010

**From:** Linda Meltzer, UFS Member/Queensborough Community College

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

Att.

### **Report on the 353<sup>rd</sup> UFS Plenary Session of CUNY, October 19, 2010**

UFS Chair Sandi Cooper called the meeting to order at approximately 6:08 p.m. in Room 9204/05/06 at the CUNY Graduate School and University Center.

#### **I. Approval of the Agenda for October 19, 2010.**

The agenda was approved by voice vote.

#### **II. Approval of the Minutes of September 21, 2010.**

The minutes were approved as distributed by voice vote.

#### **III. Reports**

##### **a. Chancellor Goldstein (oral)**

Chancellor Goldstein addressed the UFS regarding the Governor's proposal of a CUNY/SUNY platform where students, through tuition increases would generate revenue for higher public education. Previously, the Chancellor did not believe the state legislature would relinquish authority over tuition to the governing Boards of the college. Additionally, the Chancellor is concerned that CUNY students are financially more challenged v. SUNY students and need greater protection.

The current economic downturn in NYS, and throughout the country, is impacting public education and NYS's weak balance sheet.

For CUNY, Chancellor Goldstein believes a rational tuition program would work. He backs the CUNY Compact, a plan previously proposed by the Chancellor and the Board.

The Compact calls for:

- Shared financial responsibility among NY State, NYC, private philanthropy, and the students.
- Mandatory costs would be covered by State and City.
- Rational tuition policy reflecting small, incremental increases rather than the unpredictable levels of flat years followed by upward price spikes.
- Correlation of tuition hikes with Tuition Assistance Program (TAP) to ensure vulnerable students are protected.

The Chancellor spoke of needing to spread risk, improve operations for greater productivity gains in certain areas. Chancellor Goldstein is opposed to Retrenchment policy, and use as a last resort. The Chancellor did not take any questions after his oral report.

**b. Chair's Reports (oral and written)**

The Chair referred to her written report.

The Chair Cooper discussed CUNY Votes campaign which is on YouTube, and encourages students to shop for B&N discounted apparel to wear for going to the polls.

The Chair discussed the tough economic disaster facing Albany, and is in touch with SUNY Albany. Cooper circulated Retrenchment Guidelines in event of disaster, and recalled retrenchment in 1975-1976.

**IV. Old Business.**

A. UFS Former Chair Manfred Phillipp received the plaque awarded to him when he was outgoing Chair as an honor.

**VI. New Business**

A. Presentation of how to access the Chancellor/University Reports Online by Manfred Phillipp. (Oral/Online). Phillips provided us with a view how to find Chancellor's University report, broken down by College and by Academics, Personnel Matters and Fiscal Affairs.

B. Two Resolutions on CUNY Compact were introduced and discussed at length(oral and written). The UFS voted to postpone action on the two resolutions contained in the document until the next plenary on November 16 to allow more time for deliberation.

The meeting was adjourned at 8:15 pm.

**QUEENSBOROUGH COMMUNITY COLLEGE  
ACADEMIC SENATE  
COMMITTEE ON BYLAWS**

Report to the Academic Senate

TO: Barbara Blake-Campbell, Secretary, Steering Committee of the Academic Committee

SUBJECT: Monthly Report of the Committee on Bylaws

Date: November 19, 2010

The Committee on Bylaws received a request from Edward Volchok Chair Committee on Distance Education, to change the name of the Committee on Distance Education to the Committee on e-Learning, and therefore approves the following change to Article VII, Section 19, of the Queensborough By-laws of the Academic Senate

**From:**

**Article 7, Section 19. The Committee on Distance Education**

The Committee on Distance Education shall consist of seven (7) faculty members and two (2) students. All faculty and students should be familiar with online instruction. Faculty shall come from different departments so as to be representative of the wide range of disciplines and degree programs at the college.

The Committee on Distance Education shall:

- a. Report and make recommendations to the Academic Senate on all matters related to Distance Education, in particular, concerning policies and procedures related to the development of, support for and offering of programs, degrees and classes;
- b. Work on the assessment process and criteria related to the Distance Education program of the College and report findings to the Academic Senate;
- c. Serve as an advisory body for all matters related to Distance Education.

To:

**Article 7, Section 19. The Committee on e-Learning**

The Committee on e-learning shall consist of seven (7) faculty members and two (2) students. All faculty and students should be familiar with online instruction. Faculty shall come from different departments so as to be representative of the wide range of disciplines and degree programs at the college.

The Committee on e-Learning shall:

- a. Report and make recommendations to the Academic Senate on all matters related to electronic teaching modalities, in particular, concerning policies and procedures related to the development of, support for and offering of programs, degrees and classes;
- b. Work on the assessment process and criteria related to the E-Learning program of the College and report findings to the Academic Senate;
- c. Serve as an advisory body for all matters related to E-Learning.

**RATIONALE**

The term e-Learning comprises all forms of electronically supported teaching and learning and is increasingly used to describe blended (partly asynchronous) and asynchronous education, instruction, and learning.

Respectfully Submitted,

Prof. J. Molloy  
Chair Committee on Bylaws

QUEENSBOROUGH COMMUNITY COLLEGE  
The City University of New York

Report to the Academic Senate

MEMORANDUM

FROM: Sheila Beck

TO: Professor Barbara Blake Campbell

Date: November 29, 2010

SUBJECT: Committee on Committees Monthly Report, December 2010

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1. Chong Jue replaced Linda Stanley in the Academic Senate
2. The committee solicited a replacement for Charles Pranci, and received a nomination from the Department of Business, Mr. John Luby, a Senior College Laboratory Technician in the Business Department.

Respectfully submitted,

Sheila Beck, Chair, Committee on Committees



**QUEENSBOROUGH COMMUNITY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK**

Academic Senate  
Committee on Course and Standing  
Memorandum

TO: Academic Senate Steering Committee  
FROM: Committee on Course and Standing, Gina Capozzoli, Chairperson  
SUBJECT: Proposed Change to NC Grade  
DATE: December 3, 2010

**Purpose:**

To provide continuous and immediate intervention to students who receive NC grades to ultimately assist them in optimizing their chances to pass the CUNY Exit from Remediation tests.

The Committee on Course and Standing has approved the following change to the NC grade policy effective for Spring 2011 applicable to MA-005, MA-010, BE-112, BE-122, BE 205, and BE-226. The Committee forwards this for the consideration of the Academic Senate:

**Current (page 47, QCC Catalog 2009 – 2011)**

**NC** Assigned to students in remedial courses when the coursework has been satisfactorily completed, but the CUNY Exit from Remediation Test has not been passed. Students may not progress to credit-bearing classes before the related CUNY Exit from Remediation Test has been passed. The NC grade is also assigned to students who do not complete the Introduction to Student Life (ST-100) course in a satisfactory manner.

**Proposed**

**NC** Assigned to students in remedial courses when the coursework has been satisfactorily completed, but the CUNY Exit from Remediation Test has not been passed. Students may not progress to credit-bearing classes before the related CUNY Exit from Remediation Test has been passed. If the student does not satisfy the exit from remediation requirement within one (1) year, the NC grade becomes an R.\* The NC grade is also assigned to students who do not complete the Introduction to Student Life (ST-100) course in a satisfactory manner.

\*All students who received an NC grade before Spring 2011 will have until Spring 2012 to satisfy the NC grade requirement.

**Rationale:**

Students are required to pass both the coursework and CUNY exit exams in remediation in order to progress to credit bearing courses. Students can successfully pass the coursework in remediation without passing the exit exam, requiring an intervention before a student can re-test on the exit exams. This intervention has been in the form of a 20 hour workshop, as the University requires at least 20 hours of intervention. The workshop is designed to build test preparation skills not overall developmental skills. Unfortunately without a time limit students tend to put off the workshop, often allowing one or more semesters to pass without any interventions. With the passing of that much time, students have little chance to pass the exit exams, and may need more than a 20 hour workshop to prepare for it.

Providing a time limit for the NC grade will encourage students to immediately move forward with the intervention to prepare them to take the CUNY Exit from Remediation Tests. This proposed one year limit may also help students who need more work and time on developing their overall skills vs. simply preparing them for an exam. Retaking the course will allow those students in need to continue building their skills which they will carry forward with them in their credit bearing courses.

Finally, this grade change will be similar to the current policy of the INC grade in which students have a one semester requirement to successfully complete the coursework. The one-year requirement for the NC grade however, will allow more flexibility for students without leaving the intervention open-ended.

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

To: Emily Tai, Academic Senate Steering Committee  
From: Aránzazu Borrachero, Chairperson, Committee on Curriculum  
Date: December 7, 2010  
Subject: Monthly Report

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

**I. New Courses**

**DEPARTMENT of MATHEMATICS and COMPUTER SCIENCE**

- 1. MA-121 Elementary Trigonometry**, 1 class hour 1 credit  
Course will be given as a 7-week course during the first half of the semester

This course is a basic presentation of the fundamental concepts of trigonometry, angles and their measure, basic trigonometric functions, right triangle trigonometry, graphing, and solving trigonometric equations. A graphing calculator will be required.

Rationale: One-half (8) of the CUNY colleges do not cover trigonometry in their college algebra course. Many private colleges also do not cover trigonometry in their college algebra courses. In addition, a number of QCC students place out of intermediate algebra but do poorly on the trigonometry section and therefore cannot place out of MA-120. To allow these students to move on into MA-440 and therefore advance towards graduation, the Math Department has proposed a trigonometry course to be taken as a co-requisite to MA-440. This course will prepare students for the advanced trigonometry covered in MA-440 in approximately the 8<sup>th</sup> week of the course. Otherwise these students will have to take MA-120 at QCC. The MA-121 course will be given as a seven (7) week course (108 minutes per week) so that when students start the advanced trigonometry section in the 8<sup>th</sup> week of MA-440 they will have the requisite background to understand the trigonometry concepts in MA-440.

**DEPARTMENT of CHEMISTRY**

**1. CH-911,912 Independent Study and Research I**

**CH-911.** During the first semester students are introduced to the basic concept of research combined with gaining practical experience with modern instrumental techniques such as NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

**CH-912.** The second semester is intended for students to continue with their research project and acquire more experience with modern instrumental techniques NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A

minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

Rationale: We encourage students who plan to pursue careers in science or allied health fields to conduct research. This will help them enter professional schools such as pharmacy, medical, and higher education in chemistry. The courses will be offered every semester.

## **2. CH-913,914 Independent Study and Research II**

**CH-913.** This course is intended for students to continue their research projects independently and integrate the modern instrumental techniques such as NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

**CH-914.** This course is intended for students to continue their research projects independently and apply the modern instrumental techniques such as NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

Rationale: We encourage students who plan to pursue careers in science or allied health fields to conduct research. This will help them enter professional schools such as pharmacy, medical, and higher education in chemistry. The courses will be offered every semester.

## **DEPARTMENT of HISTORY**

### **1. HI-181 History of the Second World War**

The course will examine the Second World War from a global perspective, and include land, sea, and aerial operations. It will examine the battles and campaigns of the war, as well as the experiences of civilians behind the lines. It will encompass the war's cultural, diplomatic, economic, political, social, and technological dimensions, as well as postwar issues.

Rationale: World War II holds vast importance for the course and development of world history in the 20<sup>th</sup> century. In many ways, it still influences our world today.

## **II. Course Revisions**

### **DEPARTMENT of BASIC EDUCATIONAL SKILLS**

#### **1. BE-112 Composition Workshop**

From:

BE-112 Composition Workshop

For students with special writing problems who need intensified instruction, as determined by a standard skills assessment or placement test and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development, and grammar.

*[Prerequisite: BE-111 or placement in BE-112]*

*3 class hours 1 recitation hour 0 credit*

To:

BE-112 Composition Workshop

For students with special writing problems who need intensified instruction, as determined by a standard skills assessment or placement test and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development, and grammar.

*Prerequisite: BE-111 or placement in BE-112*

*Pre-requisite or Co-Requisite: BE-122 or exemption from reading*

*3 class hours 1 recitation hour 0 credit*

**Rationale:** The new CUNY Assessment Test in Writing (CATW) goes into effect as of October 1, 2010, as a replacement for the ACT writing Exam. The new writing test is a reading based exam which requires students to read and analyze a passage and use it as the basis for an essay. Students who have not had advanced reading instruction will be at a disadvantage on the new writing test, so it is important that they have previously passed upper level reading or are taking it at the same time as they take BE-112.

#### **2. BE-205 Advanced Composition for ESL Students**

From:

BE-205 Advanced Composition for ESL Students

Designed for students who speak English as a second language and have had some experience in English composition, but who still require remedial work before taking content area courses. It is also the final course of the sequence for ESL students with serious writing deficiencies. Emphasis is on advanced grammar and organizing and writing a five-paragraph essay.

*[Prerequisite: BE-201 and BE-203 (if required) or placement in BE-205]*

*3 class hours 1 recitation hour 1 laboratory hour 0 credit*

To:

BE-205 Advanced Composition for ESL Students

Designed for students who speak English as a second language and have had some experience in English composition, but who still require remedial work before taking content area courses. It is also the final course of the sequence for ESL students with serious writing deficiencies. Emphasis is on advanced grammar and organizing and writing a five-paragraph essay.

*Prerequisite: BE-201 and BE-203 (if required) or placement in BE-205;*

*Pre-requisite or Co-Requisite: BE-226 or exemption from reading*

*3 class hours 1 recitation hour 1 laboratory hour 0 credit*

**Rationale:** The new CUNY Assessment Test in Writing (CATW) goes into effect as of October 1, 2010, as a replacement for the ACT writing Exam. The new writing test is a reading based exam

which requires students to read and analyze a passage and use it as the basis for an essay. Students who have not had advanced reading instruction will be at a disadvantage on the new writing test, so it is important that they have previously passed upper level reading or are taking it at the same time as they take BE-205.

\*\*\*\*\*

The Committee on Curriculum has acted to send the following proposed changes to the Committee on Course and Standing.

### **DEPARTMENTS OF BASIC AND EDUCATIONAL SKILLS AND MATHEMATICS**

Change in NC grading policy as described in the QCC Catalog, to be effective Spring 2011  
Applicable to MA-005, MA-010, BE-112, BE-122, BE-205, and BE-226

#### **Current (page 47, QCC Catalog 2009 – 2011)**

**NC** Assigned to students in remedial courses when the coursework has been satisfactorily completed, but the CUNY Exit from Remediation Test has not been passed. Students may not progress to credit-bearing classes before the related CUNY Exit from Remediation Test has been passed. The NC grade is also assigned to students who do not complete the Introduction to Student Life (ST-100) course in a satisfactory manner.

#### **Proposed**

**NC** Assigned to students in remedial courses when the coursework has been satisfactorily completed, but the CUNY Exit from Remediation Test has not been passed. Students may not progress to credit-bearing classes before the related CUNY Exit from Remediation Test has been passed. If the student does not satisfy the exit from remediation requirement within one (1) year, the NC grade becomes an R.\* The NC grade is also assigned to students who do not complete the Introduction to Student Life (ST-100) course in a satisfactory manner.

\*For the first year only, all students with NC grades, regardless of when they received them, will have one year to satisfy the NC grade requirement.

Rationale: When CUNY made passing the exit exams [Math COMPASS, Reading COMPASS, ACT Writing (now replaced by the CATW)] mandatory for exit from remediation, students had two hurdles to exit from remediation, coursework and the exit exam (previously it was the CMAT, the CRAT, or the CUNY WAT exam.) In order to give students a chance to conquer both requirements, students who did well in class but did not perform well on the exit exam were given a chance to repeat it. The original intention was to have the NC be a form of INC with a little more leeway. Over the years, students have put off taking the required workshop and therefore could not retake the exit exam nor satisfy the NC grade requirement. Students who have been away from Math or BE courses for more than one year have very little chance of passing the exit exam and need more than a 20 hour workshop to prepare for it. An INC grade has a one-semester requirement for satisfaction. It seems reasonable that the NC grade should be more liberal but not open-ended, therefore we are proposing a one-year requirement for satisfaction of the NC grade.