

1 **Queensborough Community College**

2 The City University of New York

3
4 **MINUTES**
5 **of the November 13, 2012**

6 **Academic Senate**

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

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11 **I. Attendance:**

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13 The complete Senate roster is available at
14 <http://www.qcc.cuny.edu/governance/academicSenate/roster.html>

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

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19 Reilly, Margaret Harris, Eugene Reesman, Linda
20 Holden, Todd Kincaid, Shannon Lizzul, Isabella
21 Chang, Chiung Edlin, Margot Volchok, Edward
22 Fletcher-Anthony, Wilma Yao, Haishen Urciuoli, Janette
23 SG Programming VP SG, VP Evening SG Treasurer

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26 **II. Consideration of minutes of the October 9, 2012:**

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28 • A **motion was made, seconded**, and unanimously **approved** to approve the Oct 9, 2012
29 minutes (*Attachment A of the Nov 13, 2012 Agenda*).

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31 **III. Communications from:**

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33 **Interim President Call:** Interim President Call referred to her written report

34 *(Attachment B of the Nov 13, 2012 Agenda)*

35 • President Call thanked the staff of Buildings and Grounds and Public Safety Officers who
36 were on duty before and throughout the storm. Staff from Information Technology worked
37 tirelessly to maintain our internet and telephone services. A number of evacuees were
38 accommodated in our gymnasium, including some who had special needs. She also thanked
39 all faculty who stopped by to help.

40 • President Call reported that Grief and Counseling services are available to staff, faculty and
41 students through the Department of Student Affairs Counseling Center. Faculty and staff are
42 encouraged to explore additional services available through the CUNY Work/Life Program at
43 www.cuny.edu/worklife

44 • President Call said that the library will accommodate all students who lost their books because of
45 the storm. The books are available on reserve.

46
47 • President Call reminded everyone that makeup days have been created for the four days missed.
48 Students will be provided with a letter for their employer if they request.

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50 • President Call thanked faculty for accommodating students who were impacted by the storm. The
51 withdrawal date has been extended until November 16th

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53 • President Call urged everyone to sign up to CUNY Alert.
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55 **President Call's Enrollment Update:**

56 • QCC achieved its Fall 2012 enrollment goals, with 15,843 students registered, including over
57 3300 freshmen. QCC was commended by the CUNY Office of Enrollment Management for
58 decreasing its overall headcount while maintaining the FTE profile of 11,384.6.

59
60 • The Academic Advisement plan for Winter/Spring 2013 is well underway, and members of the
61 advisement office are working with the Office of Academic Affairs to prepare for Fall 2013
62 advisement and registration which will begin in late February.

63 • QCC's Financial Aid Services office continues to work through programming glitches with the
64 CUNYfirst financial aid implementation project.
65

66 • President Call announced that the dual/joint degree program in Nursing with York has been approved
67 by CAPP, and is expected to be approved by the CUNY Board of Trustees at the November 26
68 meeting. Pending NYSED approval, students can apply for admission to the program in September.

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- President Call gave a budget update. Our financial plan for fiscal year 13 was prepared in accordance with the priorities established in our Strategic Plan, as developed via the college advisory planning process. Due to increases in both state and city funding, as well as an increase in tuition, our projected FY 13 budget is more than \$85 million dollars.
 - President Call welcomed Dr. Jane E. Hindman as the new Director of the Center for Excellence in Teaching and Learning. Dr. Hindman comes to us from the Southwest with over 30 years of experience in higher education.
 - Faculty should encourage qualified students to apply for Spring 2013 Continuing Student Merit Scholarships. Vice President Ellen Hartigan notified currently enrolled students of this opportunity via Tigermail and through announcements on the QCC website. Up to 50 scholarships of \$500 each will be awarded and applied to Spring 2013 QCC tuition bills. **The deadline to apply is Monday, December 10th.**

85 President Call ended her report with **Upcoming Events:**

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- Our Kupferberg Holocaust Resource Center opens an important exhibit on Sunday, December 2nd, highlighting examples of prejudice which serve as a pre-cursor to the atrocities of the Holocaust: Cruel Correspondence: Anti-Semitic Postcards 1895-1930
 - In our Art Gallery, all are invited to view current exhibits: Three Generations Exhibit through January 12 - a collection of art work by three generations of Spanish artists, the Aguilera family; and through Jan. 12th, please view an extraordinary exhibit of Mozambique Masks, a presentation of native art featuring the traditions of this important community.
 - Queensborough's Professional Performing Art Series presents: Saturday, Nov. 17th - Rob Schneider Live! And on Sunday, Nov. 18th – Broadway's Elite in Concert. Tickets, if available, can be purchased through our Box Office.
 - The annual CUNY World AIDS Day Health Fair is scheduled for Wednesday, December 5, from 11:00 a.m. to 4:00 p.m. in the Student Union building.
 - Queensborough's Celebration of Donors event, recognizing individuals who contributed to the QCC Fund, Inc. in support of student scholarships, the Art Gallery, the Kupferberg Holocaust Resource Center and faculty development and research will be held on Thursday, December 6, at 6:00 p.m. in the Oakland Dining Room.

109 **Senate Steering Committee:** Chair Tai referred to her written report:

110 (Attachment C of the Nov 13, 2012 Agenda)

- 111 • Chair Tai welcomed the new English Chairman, Dr. David Humphries.
112 • Chair Tai welcomed Dr. Paul Weiss as new parliamentarian of the Academic Senate.
113 • Chair Tai reminded the senate that based on the resolutions of October 9, 2012, it would not be
114 possible to vote on any components of the Pathways Curriculum until certain conditions have
115 been met, as per the excerpts from the minutes of the October 9, 2012 meeting of the Academic
116 Senate given below:

117 **I. RESOLUTION IN AFFIRMATION OF QUEENSBOROUGH COMMUNITY COLLEGE**
118 **REMAINING A VIABLE EDUCATIONAL INSTITUTION**

119 Whereas, Queensborough Community College of the City University of New York is obliged to
120 honor its legal obligations and the agreements it has undertaken,

121 and

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123 Whereas, the College needs to satisfy criteria for accreditation of its degree programs, as per
124 Title 8, Chapter 2, section 52.2 of the Rules and Regulations of the Commissioner of Education of
125 the State of New York, (available at
126 http://www.highered.nysed.gov/ocue/title_8_chapter_ii_regulations_o.htm), which indicates that
127 "institutions shall possess the financial resources necessary to accomplish its mission and the
128 purpose of each registered curriculum..."

129 And

130 Whereas, the College needs to satisfy liberal arts requirements, as per institutional accreditation
131 requirements set by the New York State Board of Regents in Chapter 1, title 8, Section 3.47 of
132 the Official Compilation of Codes, Rules, and Regulations of the State of New York, (available at
133 http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm)

134 And

135 Whereas, the College is obliged to honor its articulation agreements, and to meet its obligations
136 to dual-joint degree programs with other colleges in the City University of New York;

137 Therefore

138 BE IT RESOLVED, that it shall be the official College policy of Queensborough Community
139 College of the City University of New York that:

- 140 • the College must offer in sufficient number courses required in its degree programs;
141 • the College must not violate state law or regulation by failing to offer courses in sufficient
142 number required for its degree programs;

- 143 • the College must not jeopardize its accreditations by failing to offer courses in sufficient
144 number required for its degree programs;
- 145 • the College must not violate its agreements with Dual Joint Partners by failing to offer
146 courses in sufficient number required for its degree programs;
- 147 • the College must not violate its Articulation Agreements by failing to offer courses in
148 sufficient number required for its degree programs;
- 149
- 150 And BE IT FURTHER RESOLVED that these obligations must be honored, irrespective
151 of whether Queensborough's course listings adhere to the specifications of the CUNY
152 Common Required and Flexible Cores.

153 **II. RESOLUTION TO REJECT PATHWAYS, AFFIRM ACADEMIC FREEDOM, AND THE**
154 **RIGHTS OF ENGLISH FACULTY AT QUEENSBOROUGH COMMUNITY COLLEGE**

155 Whereas, the Board of Trustees "Resolution on Transfer" was passed in June 2011 over the
156 objections of Faculty across CUNY, expressed in numerous resolutions from Academic
157 Departments, College Governance Bodies, and the University Faculty Senate, totaling over 100
158 in all (archived at
159 <http://cunyufs.org/A/<https://mail.qcc.cuny.edu/owa/redir.aspx?C=cface175e3f74c86b86921e51ccaf55c&URL=http%3a%2f%2fcunyufs.org%2fA%2f>>)
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162 And

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164 Whereas, notwithstanding the faculty's continued misgivings about the insufficient curricular rigor
165 of the Required and Flexible Core Curriculum created by a "Steering Committee" of fourteen
166 invited CUNY faculty, this general education curriculum was approved by the CUNY Central
167 Office by December, 2011;

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169 And

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171 Whereas, the passage of the June, 2011 resolution of the Board of Trustees represented a
172 revocation of the agreement and promise recorded in the Minutes of the Board of Trustees for
173 November 24, 1997, in the wake of the settlement of Polishook v. CUNY, which affirmed that
174 "...the faculty, in accordance with CUNY Bylaws § 8.6. shall be responsible... for the formulation
175 of policy relating to...curriculum..." (<http://www.cunyufs.org/reports/Polishook-vs.-CUNY.html<https://mail.qcc.cuny.edu/owa/redir.aspx?C=cface175e3f74c86b86921e51ccaf55c&URL=http%3a%2f%2fwww.cunyufs.org%2freports%2fPolishook-vs.-CUNY.html>>)
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179 And

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181 Whereas, as this situation has developed at Queensborough Community College, faculty have
182 been torn between anxiety for the future of their institution; the need to preserve degree

183 attainment opportunities for students; and persistent reservations about the curricular value of the
184 Required and Flexible Core Curriculum;

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186 And,

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188 Whereas, this ambivalence has, to date, been expressed in a dual "compromise" approach, of
189 sustained criticism for the initiative, coupled with an attempt to process courses appropriate for
190 the Required and Flexible core through Queensborough's system of shared governance;

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192 And

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194 Whereas, in May, 2012, the CUNY Office of Academic Affairs freighted an already deeply flawed
195 30-credit General Education schema with an additional condition that all courses in the
196 "Pathways" Required and Flexible Core be three credits and three hours, notwithstanding the
197 need many students have for additional instructional support;

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199 and

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201 Whereas, this condition has particularly problematic implications for courses in the humanities,
202 and especially English composition, where a fourth contact hour has played a critical role in
203 enabling Queensborough's faculty in English rhetoric, composition, language, and literature to
204 fulfill Queensborough Community College's mission to provide students with "a rich general
205 education core aimed at enhancing students' critical thinking and decision making skills," by
206 "utilizing effective learning strategies" and through "the use of innovative pedagogy;"

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208 And

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210 Whereas, on September 12, 2012, members of the Department of English, fearing for their ability
211 to realize Queensborough's institutional mission, rendered the academic judgment, consistent
212 with their charge as members of the faculty of English, that a three-credit, three hour English
213 course would not serve the educational interests of Queensborough's students;

214
215 And

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217 Whereas, in response to this vote, our Vice-Provost of Academic Affairs broke with
218 Queensborough's tradition of shared governance and constructive dialogue, and indicated, in an
219 email, that English Composition courses that failed to conform to the Pathways requirements of
220 being three hours and three credits would not be scheduled for offering in the coming academic
221 year, and that students would be advised to satisfy English composition requirements at other
222 institutions, with severe consequences for staffing, including the likely non-reappointment of
223 adjunct, untenured, and tenured faculty;

224
225 and

226

227 Whereas, this email, although mitigated by an apology from Vice-President Steele submitted to
228 the faculty on Monday, September 17, and sent, as the Steering Committee, the Faculty
229 Executive Committee, and many members of the Faculty believe, only under financial and
230 administrative pressure, is widely understood by faculty across CUNY to express a strong
231 possibility that faculty and campuses failing to conform their curricula to the Pathways parameters
232 may face severe consequences, resulting in job losses for full- and part-time faculty;
233

234 And

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236 Whereas, this apprehension was not allayed by the message of the Chancellor, issued on
237 September 19, 2012, affirming the authority of the CUNY Board of Trustees and the Chancellor in
238 the implementation of the "Pathways Resolution;"
239

240 BE IT RESOLVED THAT the Academic Senate and Faculty of Queensborough Community
241 College strongly supports the academic freedom of our colleagues in the Department of English--
242 -and all Academic departments-- to render their best academic judgments in the review of course
243 configuration proposals to accommodate the Pathways curriculum;
244

245 And

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247 BE IT RESOLVED THAT no further review of courses configured to meet the specifications of the
248 Pathways initiative can proceed at the level of the Committee on Curriculum until and unless the
249 academic judgment and academic freedom of the faculty are fully respected, and guaranteed, in
250 a written document;
251

252 And

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254 BE IT RESOLVED THAT no further review of courses configured to meet the specifications of the
255 Pathways initiative can proceed at the level of the Committee on Curriculum until and unless
256 Vice-President Steele's email, outlining the consequences of the English Department vote, is
257 formally retracted, in a written document;
258

259 And

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261 BE IT RESOLVED THAT no curriculum, adopted by the faculty under pressure and constraint,
262 should ever be interpreted by Administrative personnel, either on this campus or at the CUNY
263 Central Office, or any media organization, as denoting any degree of faculty support for the
264 Pathways Initiative, which is overwhelmingly rejected by members of our faculty as harmful to our
265 students and poor educational practice.

266

267 **Amendments:**

268

269 From:

270

271 (A) BE IT RESOLVED THAT no further review of courses configured to meet the specifications of
272 the Pathways initiative can proceed at the level of the Committee on Curriculum until and unless
273 the academic judgment and academic freedom of the faculty are fully respected, and guaranteed,
274 in a written document;

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276 To:

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278 BE IT RESOLVED THAT no further review of courses configured to meet the specifications of the
279 Pathways initiative can proceed at the level of the Academic Senate until and unless it is
280 guaranteed that the academic judgment and academic freedom of the faculty will be upheld
281 without reprisal, in a written document from the university administration and/or college
282 administration

283

284 From:

285 (B) BE IT RESOLVED THAT no further review of courses configured to meet the specifications of
286 the Pathways initiative can proceed at the level of the Committee on Curriculum until and unless
287 Vice-President Steele's email, outlining the consequences of the English Department vote, is
288 formally retracted, in a written document;

289

290 To:

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292 (B) BE IT RESOLVED THAT no further review of courses configured to meet the specifications of
293 the Pathways initiative can proceed at the level of the Academic Senate until and unless Vice-
294 President Steele's email, outlining the consequences of the English Department vote, is formally
295 retracted, in a written document from the university administration and/or college administration;

296

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

298 • Committee on Curriculum (Attachment F1 and F2; F3 will be available on the website)

299

300 • The Committee on Curriculum has acted to send the following recommendation to the
301 Academic Senate.

302

303 1. Change in Academic Department

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305 • Senator Kolios queried whether the items introduced for consideration were "Pathways-
306 related."

307

308 • Senator Pecorino said he would honor the request to itemize each item for discussion.

309

310 From: DEPARTMENT of BASIC EDUCATIONAL SKILLS

311 To: DEPARTMENT of ACADEMIC LITERACY

312 **RATIONALE**

313 By renaming the department the “Department of Academic Literacy,” we are defining and communicating
314 what we actually do, which is prepare students for college-level academics. In the 21st century, academic
315 literacy encompasses reading, writing and critical thinking within varied academic genres, which employ
316 multiple modalities such as audio-visual, oral, and research literacy. By integrating these competencies,
317 we provide a comprehensive, holistic mastery of academic communication. The name “Department of
318 Academic Literacy” conveys the concept that academic discourse is a form of communication in which
319 everyone in the academy participates, regardless of linguistic background or initial level of competency.
320 The new name communicates the substantial content of our coursework to our students, our colleagues,
321 the administration of the College, the University, and the academic community at large.

322 • A **motion was made, seconded, and approved with three negative votes from Kip**
323 **Montgomery, Bob Rogers, and Dion Pincus** to approve the Change in Academic Department (
324 *Attachment F of the Nov 13, 2012 Agenda*).

325 **2. New Courses**

326
327 • Senator Pecorino said this was Pathways-related and a discussion followed as to why it was
328 being received by the Academic Senate. Senator Pecorino explained that the approval of courses
329 does not guarantee the submission for Pathways and the curriculum committee will vote again at
330 a future date to send it forward for Pathways.

331

332 **DEPARTMENT of BIOLOGY**

333

334 **BI-130** An introductory course that provides an understanding of the natural world and how this
335 knowledge can be applied to everyday life. Basic concepts in biology are explained with emphasis on
336 cellular basis of life, genetics, reproduction, evolution, and ecology. Instructions focus on problem solving
337 and connecting concepts through open to inquiry exercises and by applying the scientific process. The
338 course is reinforced with demonstration of experiments, virtual laboratory experience and scientific videos

339 **Hours and Credits:** 3 credits , 3 class hours

340 **Prerequisites:** Be-112 (or 205) & 122 (or 226) or satisfactory score on the CUNY/ACT assessment test.

341 **Description:** An introductory course that provides an understanding of the natural world and how this
342 knowledge can be applied to everyday life. Basic concepts in biology are explained with emphasis on
343 cellular basis of life, genetics, reproduction, evolution, and ecology. Hands-on laboratory experience
344 reinforces concepts learnt in lecture and also includes dissection of selected vertebrates.

345

346 **Rationale:** This course will satisfy a three credit laboratory science requirement for non-science majors
347 earning Associates in Arts (AA) and Associates in Science (AS) degrees conferred by the college as
348 required by the Pathways Initiative.

- 349 • A motion was made, seconded, and approved with four negative votes from Andrew
350 Nguyen, Mangala Tawde, Eileen White and Julian Stark and four abstentions from Aithne
351 Bialo-Padin, Jennifer Maloy, Shele Bannon, and Anthony Kolios to approve the New Course
352 in Biology (*Attachment F of the Nov 13, 2012 Agenda*).

353

354 DEPARTMENT of ENGLISH

- 355 • Senator Pecorino said Pathways motivated this course.

356 **EN-230 Introduction to Literary Studies** 3 class hours, 1 recitation hour, 3 credits

357 Prerequisites: EN-101, EN-102

358 An inquiry into what it means to study literature, involving close reading and critical analysis of a variety of
359 prose fiction, drama, and poetry, and informed by an introduction to some of the theoretical issues
360 currently debated in literary studies and a consideration of how such issues have evolved historically. In
361 addition to works of literature, students will read critical and theoretical works, some of which they will
362 identify through their own research. This course combines a study of literature with continued training in
363 clear and effective writing.

364

365 **Rationale:** This course is required to be offered by the CUNY BOT Policy related to Pathways initiatives.
366 It is part of the program for English Majors. It replaces EN 213.

- 367 • A motion was made, seconded, and approved with three negative votes from Anthony
368 Kolios, Mangala Tawde, and Julian Stark and one abstention from Andrew Nguyen to
369 approve the New Course in English (*Attachment F of the Nov 13, 2012 Agenda*).

370

371 DEPARTMENT of FOREIGN LANGUAGES and LITERATURE

372 **ARAB 101 Introduction to Arabic I**

373 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

374 **Pre-co requisites: None**

375 **Description:** This course is designed to introduce the student to Modern Standard Arabic in a cultural
376 context. Arabic alphabet, pronunciation, essential vocabulary, basic rules of grammar, and common
377 expressions and greetings are presented. Students develop all four skills: reading, writing, speaking, and

378 listening. The main focus is on Modern Standard Arabic (MSA), though students are trained to speak
379 using spoken Arabic.

380 **Rationale:** Course will satisfy CUNY Common CORE category 2A This course is being proposed as a
381 new first-semester language course fulfilling Pathways learning objectives and the Common Core
382 guidelines.

383

384 First- and second-semester language courses at Queensborough Community College have been 4
385 credits, 4 contact hours since at least 1985, and have successfully served generations of our students as
386 an introduction to the formal study of language (including study of grammar and sentence construction),
387 and the comparative study of culture and cultural practices.

388

389 For students taking remedial courses, the first-semester language course and second-semester language
390 course are often the first credit-bearing courses for which they are allowed to register.

391

392 In view of the large proportion of under-prepared students we serve at the very beginning of their college
393 career, the Foreign Languages Department proposes the new configuration 3 credits, 4 contact hours: 3
394 class hours plus 1 recitation hour as a way of maintaining the quality of our instruction while fitting within
395 Common Core Guidelines (1-24-12).

396

397 The weekly recitation hour is justified by the need for students to receive additional intensive oral and
398 written practice in the target language. Interactive oral and written activities will provide for the opportunity
399 to practice the target language in pairs and groups.

400

401 The new configuration of 3 class hours + 1 recitation hour will ensure that the proficiency levels required
402 by the Pathways learning outcomes can be achieved.

403

404 **ARAB 102 Introduction to Arabic II**

405 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

406 **Pre-co requisites:** A grade of C or higher in ARAB 101 or placement by Foreign Language department

407 **Description:** This is the continuation of Introduction to Arabic I, focusing on Modern Standard Arabic.
408 Students will continue studying the four essential language skills: listening, speaking, reading and writing
409 using a communicative approach. They will also develop basic conversational and grammatical skills, and

410 they will acquire additional insight into the cultural and social contexts of the Arabic-speaking world.
411 Consistent emphasis is placed on authentic materials derived from the living cultural context.

412 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

413

414 **CHIN 101 Introduction to Chinese I**

415 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

416 **Pre-co requisites: None**

417

418 **Description:** This course is an introduction to Mandarin Chinese. It is designed for students who have no
419 previous background in Chinese Practice in the four language skills – listening, speaking, reading, and
420 writing. Emphasis on pronunciation and conversation. Both the pinyin Romanization system and
421 characters will be introduced. This is the first semester of a two-semester course of beginning Chinese.
422 Weekly attendance in the language laboratory is required.
423

424 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

425

426 **CHIN 102 Introduction to Chinese II**

427 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

428 **Pre-co requisites:** A grade of C or higher in CHIN 101, or placement by Foreign Language department

429 **Description:** Continuation of *Introduction to Chinese I*. Further practice in the four language skills to help
430 students develop simple, practical conversational skills in Mandarin. Weekly attendance in the language
431 laboratory is required.

432

433 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

434

435 **CHIN 113 Introduction to Mandarin for Students of Chinese Heritage I**

436 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

437 **Pre-co requisites: None**

438 **Description:** This course is designed for students of Chinese heritage who have some listening and
439 speaking skills in Mandarin or other Chinese dialects. The focus is on reading, writing, and grammar,
440 along with improvement of oral communication skills.

441 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

442

443

444 **CHIN 114 Introduction to Mandarin for Students of Chinese Heritage II**

445 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

446 **Pre-co requisites:** A grade of C or higher in CHIN 113 or placement by Foreign Language department

447 **Description:** Continuation of Introduction to Mandarin for Students of Chinese Heritage 1. It aims to
448 consolidate the foundation that students have built in CHIN 113, to expand their vocabulary, to introduce
449 them to more complex grammatical structures, and to continue to strengthen their oral communication
450 skills.

451 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

452

453

454 **FREN 101 Introduction to French I**

455 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

456 **Pre-co requisites: None**

457 **Description:** This course is an introduction to the French language and the French-speaking world,
458 incorporating a task-oriented approach to language learning. It is designed for students who have no
459 previous background in French. It aims to develop the four basic language skills: listening, speaking,
460 reading and writing. One hour per week of individual practice online or in the language lab is required.

461 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

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463

464 **FREN 102 Introduction to French II**

465 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

466 **Pre-co requisites:** A grade of C or higher in FREN 101, or placement by Foreign Language department

467 **Description:** This course is a continuation of Elementary French I. It aims to increase and strengthen
468 students' acquisition of the four basic language skills: listening, speaking, reading and writing. One hour
469 per week of individual practice online or in the language lab is required.

470 **Rationale: Course will satisfy CUNY Common CORE category 2A**

471

472 **GERM 101 Introduction to German I**

473 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

474 **Pre-co requisites: None**

475 **Description:** This course is an introduction to the German language and the German-speaking world,
476 incorporating a task-oriented approach to language learning. It is designed for students who have no
477 previous background in German. It aims to develop the acquisition of the four basic language skills:
478 listening, speaking, reading and writing. One hour per week of individual practice online or in the
479 language lab is required.

480 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

481

482

483 **GERM 102 Introduction to German II**

484 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

485 **Pre-co requisites:** GERM101 or the equivalent with a grade of C or higher, or placement
486 by the Department of Foreign Languages

487 **Description:** This course is a continuation of Introduction to German I. It aims to increase and
488 strengthen students' acquisition of the four basic language skills: listening, speaking, reading and
489 writing. One hour per week of individual practice online or in the language lab is required.

490 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

491

492 **HEBR 101 Introduction to Hebrew I**

493 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

494 **Pre-co requisites: None**

495 **Description:** This course is an introduction to the Hebrew language and Israel, incorporating a task-
496 oriented approach to language learning. It is designed for students who have no previous background in

497 Hebrew. It aims to develop the acquisition of the four basic language skills: listening, speaking, reading
498 and writing.

499 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

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501

502 **HEBR 102 Introduction to Hebrew II**

503 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

504 **Pre-co requisites:** A grade of C or higher in HEBR 101, or placement by Foreign Language department

505 **Description:** This is the second semester course for elementary Hebrew. It focuses on the four essential
506 language skills: listening, speaking, reading and writing. Students will continue studying the language
507 through a communicative approach. They will also develop basic conversational and grammatical skills,
508 and they will acquire additional insight into the cultural and social contexts of Hebrew.

509 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

510

511

512 **ITAL 101 Introduction to Italian I**

513 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

514 **Pre-co requisites: None**

515 **Description:** This course is an introduction to the Italian language and Italy, incorporating a task-oriented
516 approach to language learning. It is designed for students who have no previous background in Italian. It
517 aims to develop the acquisition of the four basic language skills: listening, speaking, reading and writing.
518 One hour per week of individual practice online or in the language lab is required.

519 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

520

521 **ITAL 102 Introduction to Italian II**

522 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

523 **Pre-co requisites:** A grade of C or higher in ITAL101 or placement by Foreign Language department

524 **Description:** This course is a continuation of Elementary Italian I. It aims to increase and strengthen
525 students' acquisition

526 of the four basic language skills: listening, speaking, reading and writing. One hour per week of individual
527 practice online

528 or in the language lab is required.

529 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

530

531

532 **SPAN 101 Introduction to Spanish I**

533 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

534 **Pre-co requisites: None**

535 **Description:** This course is an introduction to the Spanish language and to Hispanic culture,
536 incorporating a task-oriented approach to language learning. It is designed for students who have no
537 previous background in Spanish. It aims to develop the acquisition of the four basic language skills:
538 listening, speaking, reading and writing. One hour per week of individual practice online or in the
539 language lab is required.

540 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

541

542

543 **SPAN 102 Introduction to Spanish II**

544 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

545 **Pre-co requisites:** A grade of C or higher in SPAN 101, or placement by Foreign Language department

546 **Description:** This course is a continuation of Introduction to Spanish I. It aims to increase and strengthen
547 students' acquisition of the four basic language skills: listening, speaking, reading and writing. One hour
548 per week of individual practice online or in the language lab is required.

549 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

550

551 **SPAN 141 Introduction to Spanish for Medical Personnel**

552 **Hours and Credits: 3 credits, 3 class hours + 1 recitation hour**

553 **Pre-co requisites: None**

554 **Description:** Course equivalent to SPAN101, or the first semester of the basic language requirement.
555 This course is an introduction to Spanish language and to Hispanic culture. Elements of Spanish
556 grammar and orthography with emphasis on the vocabulary, scientific terms, and idioms necessary to
557 communicate with Spanish-speaking patients. The course is designed for students who do not have any
558 previous knowledge of the language. Native speakers should not take this course.

559 **Rationale: Same as for Arab 101 and the course will satisfy CUNY Common CORE category 2A**

560 • A motion was made, seconded, and approved with two negative votes from Stuart Asser,
561 and Julian Stark and three abstentions from Lorena Ellis, Anthony Kolios, Dion Pincus to
562 approve the New Courses in Foreign Languages (*Attachment F of the Nov 13, 2012 Agenda*).

563

564 **DEPARTMENT of LIBRARY**

565 **Referred to as semi-pathway related**

566

567 **INTE 212 A Search for Popular Culture Icons from 1950s-Present Through Library Resources and**
568 **Information Literacy**

569

570 **Hours and Credits: 3 credits 3 class hours**

571 **Pre-co requisites: EN 101**

572 **Description:** Dual emphasis will be placed on the role of the individual in popular culture, and the
573 significance of information literacy in analyzing this role. Students will develop critical thinking skills in
574 order to locate, find, and evaluate information in a structured format to evolve into lifelong learning skills.
575 Students will examine topics which include plagiarism, MLA citation, database navigation, and critical
576 evaluation of web resources and other sources. Students will become proactive searchers by responding
577 to results and revising or refining searches.

578

579 **Rationale:** The rationale is to meet flexible core requirements by combining the research and study of
580 popular culture, and the provision of additional focus on information literacy.

581 • A motion was made, seconded, and approved with two negative votes from Stuart Asser,
582 and Jennifer Maloy and one abstention from Anthony Kolios to approve the New Course in
583 Library (*Attachment F of the Nov 13, 2012 Agenda*).

584

585 **DEPARTMENT of PHYSICS vote 52A 5B 1C**

586 • Senator Pecorino said it was Pathways related.

587

588 **PH-111 Space, Astronomy, and our Universe**

589 **Hours and Credits:** 3 contact hours: 2.25 hours lecture, 0.75 hours lab

590 **Pre-co requisites:** None

591

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

596 **Rationale:** The course will satisfy the life and physical science CUNY Common Core IC course
597 requirement.

598

599

600 **PH-123 Natural Hazards**

601 **Hours and Credits:** 3 class hours, 3 credits

602 **Pre-co requisites:** None

603 **Description:** This course examines natural hazards and their evidences including statistics, underlying
604 scientific principles, current prediction skills, and planning solutions for risk assessment and
605 management. Topics include the external energy flow from the Sun, Earth's energy flow causing wild
606 fires, earthquakes, volcanoes, tornados, sunami, etc., gravity effect on landscape features such as snow,
607 ice, flooding, etc, and possible impacts by asteroids and comets having major effects on life.

608 **Rationale:** The course will satisfy the Scientific World requirement in the CUNY Common Core 2E of the
609 Pathway Initiative.

610

611

612 **PH-124 Global Warming**

613 **Hours and Credits:** 3 class hours, 3 credits

614 **Pre-co requisites:** None

615 **Description:** The scientific processes in climate change, climate modeling, and global warming are
616 examined with the use of minimal mathematics in terms of the principles and evidences in science. Major
617 topics include processes involved in the climate system, El Nino and year-to-year climate prediction,
618 climate model and numerical examples, greenhouse effect and climate feedbacks, natural climate
619 variations, and climate model scenarios for global warming and possible solutions

620 **Rationale:** The course will satisfy the Scientific World requirement in the CUNY Common Core 2E of the
621 Pathway Initiative

622

623 **PH-125 Energy and Environment**

624 **Hours and Credits:** 3 class hours, 3 credits

625 **Pre-co requisites:** None

626 **Description:** An examination of energy-related problems both ecological and social from a physical
627 science perspective. Investigation is made of the historical origins of these problems, a description is
628 given of the problems as they exist in various cultures today, and some policies of energy usage are
629 examined, followed by a scenario of outcomes as a result of implementation of various policies. Emphasis
630 is placed on the natural principles underlying the problems and evaluations of the problems in this light.

631 **Rationale:** The course will satisfy the Scientific World requirement in the CUNY Common Core 2E of the
632 Pathway Initiative

633

634 **PH-126 Cause and Effect Analysis**

635 **Hours and Credits:** 3 class hours, 3 credits

636 **Pre-co requisites:** None

637 **Description:** Starting from the obvious and crucial difference between cause and effect in ordinary life,
638 this course examines the science of cause and effect (causal relation) analysis. The causal relations in
639 science are examined with the use of minimal mathematics. Emphasis is placed on the analytical aspect
640 of the causality thinking in science. Modern causal relations such as Granger causality in economics,
641 causative method in psychology, Russell's claim of causality being a relic of a bygone age in philosophy
642 of science, encryption in computer science, causation in biology-epidemiology, etc. are examined.

643 **Rationale:** The course will satisfy the Scientific World requirement in the CUNY Common Core 2E of the
644 Pathway Initiative

645

646

647 **PH-127 Scientific Measurement in Medicine and Health**

648 **Hours and Credits:** 3 class hours, 3 credits

649 **Pre-co requisites:** None

650 **Description:** Scientific measurement in medicine and health is examined in terms of the scientific
651 principles and evidences. Examples are presented with the use of minimal mathematics. Topics include:
652 the development of scientific principles in measurements and detection transducers, numerical examples
653 in medicine and health, how science supports modern diagnostic tools such as X-ray density, MRI, etc in
654 medicine and health, and the delicate balance of entropy between order and disorder in living systems.

655 **Rationale:** The course will satisfy the Scientific World requirement in the CUNY Common Core 2E of the
656 Pathway Initiative

657

658 **PH-128 Science of Dance, Music and Aesthetics**

659 **Hours and Credits:** 3 class hours, 3 credits

660 **Pre-co requisites:** None

661 **Description:** The science of dance, music and aesthetics is examined in terms of the scientific principles
662 and evidences. Scientific properties of dance/sound productions and patterns are examined with the
663 minimal use of mathematics; and their associations with sensations are studied. Extension to the
664 scientific foundation of aesthetics in the arts is examined in terms of the detections of sensory inputs such
665 as vision, smell, etc. The mind interpretations in terms of balance, symmetry, golden ratio, etc. are
666 studied.

667 **Rationale:** The course will satisfy the Scientific World requirement in the CUNY Common Core 2E of the
668 Pathway Initiative

669

670 **PH-129 How Things Work**

671 **Hours and Credits:** 3 class hours, 3 credits

672 **Pre-co requisites:** None

673 **Description:** This course focuses on how things work as it applies to everyday situations. It introduces
674 scientific properties in the context of everyday objects and current technology. Topics will include how our
675 technology works (TV, radio, microwaves, refrigerators, cell phones, GPS), why things look, sound, and
676 feel the way they do, the science of electricity, heat, food, motion, and lots more. Numerical estimation
677 and unit conversion will be covered as well.

678 **Rationale:** The course will satisfy the Scientific World requirement in the CUNY Common Core 2E of the
679 Pathway Initiative

680

681 **PH-130 Natural Science in Finance**

682 **Hours and Credits:** 3 class hours, 3 credits

683 **Pre-co requisites:** None

684 **Description:** The phenomena of fluctuations are examined in terms of the scientific principles and
685 evidences. Scientific properties of fluctuation are examined conceptually with numerical examples.
686 Scientific concepts such as random walk, scaling, correlation, etc are emphasized, and followed by
687 applications to finance and economics.

688

689 **Rationale:** The course will satisfy the Scientific World requirement in the CUNY Common Core 2E of the
690 Pathway Initiative

691

692 **PH-131 Scientific Explorations of Science Fiction Literature**

693 **Hours and Credits:** 3 class hours, 3 credits

694 **Pre-co requisites:** None

695 **Description:** Scientific Explorations of Science Fiction Literature examines the scientific basis of natural
696 processes described in science fiction literature. Some science fiction literature involves valid scientific
697 descriptions of nature. The descriptions of natural processes can be used to understand our natural world
698 in a way that a textbook cannot. In addition, topics that relate to futuristic ideas can be used to discuss the
699 ethics of scientific exploration. A notable example of scientific literature is Arthur C. Clarke's 2001: A
700 Space Odyssey, which can be used to explain many concepts in astronomy and natural science,
701 including planetary science, the life cycle of stars, gravity, the natural motion of objects, and visual
702 effects, as well as interdisciplinary topics such as life support and artificial intelligence.

703 **Rationale:** The course will satisfy the Scientific World requirement in the CUNY Common Core 2E of the
704 Pathway Initiative

705

706 • A motion was made, seconded, and approved with five negative votes from **Aithne Bialo-**
707 **Padin, Edmund Clingan, Eileen White, Julian Stark, and Richard Yuster** and one
708 **abstention from Anthony Kolios** to approve the New Courses in Physics (*Attachment F of the*
709 *Nov 13, 2012 Agenda*).

710

711 **3. Changes in Courses**

712

713 **DEPARTMENT of ART and PHOTOGRAPHY changes in pre-co requisites**

714 **From: AR-801 Art Administration** 2 class hours, 1 recitation hour 2 credits

715 **To: AR-801 Art Administration** 2 class hours, 1 recitation hour 2 credits

716 Co-Prerequisite: 3 credits of Foreign Language

717 **Rationale:** Art in general and Art Administration in specific are international in scope. Catalogues,
718 correspondence and research all regularly cross international linguistic boundaries. It is critical for a
719 student in Art Administration to develop a foundation and facility with other languages. The addition of
720 this co-prerequisite will guarantee that a student will have the elemental skill to understand and develop
721 the cross-linguistic aspects of Art Administration as they are encountered in the class.

722

723 **From: AR-803 Art Curating** 3 class hours 3 credits

724 Prerequisite: AR-312; AR-801

725 **To: AR-803 Art Curating** 3 class hours 3 credits

726 Prerequisite: AR-312; AR-801 and

727 Co-Prerequisite 6 credits from AR-315, AR316, AR317, AR320, AR-326 or AR-328

728 **Rationale:** A strong foundation in art history essential for any art curating activity. The addition of the
729 prerequisite of two art history courses will ensure that a student taking this class will have both the
730 background and context to fully develop the knowledge and skills involved in art curating.

731

732 **From: AR-804 Art Institutions and the Business of Arts** 3 class hours 3 credits

733 Prerequisite: AR-801 and either AR-311 or AR-312

734

735 **To: AR-804 Art Institutions and the Business of Arts** 3 class hours 3 credits 3 class hours 3 credits

736 Prerequisite: AR-801 and either AR-311 or AR-312; and Co-Prerequisite SOC-125

737 **Rationale:** The addition of SOC-125 Sociology and the Arts will give critical context and understanding of
738 the character of Art Institutions and their role in society. SOC-125 examines the social activities through

739 which paintings, photographs, music, theatre, dance, literature and other arts are produced – from the
740 perspective of the social sciences and related disciplines.

741 • A **motion was made, seconded**, and unanimously **approved** to approve the New Courses in Art
742 and Photography (*Attachment F of the Nov 13, 2012 Agenda*).

743

744 **DEPARTMENT of BUSINESS**

745 **Senator Pecorino stated this was pathways related.**

746 **Change in Course Title and Description**

747 From: **BU–301 Business Law I**, 3 class hours – 3 credits

748 To: **BU–301 Fundamentals of Business Law**, 3 class hours – 3 credits

749 From:

750 A brief survey of the American legal system; development and application of essential principles of law of
751 business contracts, torts, and intellectual property; study of New York State laws and recent cases;
752 ~~Uniform Commercial Code as it applies to business contracts.~~

753 To:

754 A brief survey of the American legal system; development and application of essential principles of law of
755 business contracts, torts, and intellectual property; study of New York State laws and recent cases;
756 **relationship between differences in legal, ethical, and social responsibility of business.**

757

758 **Rationale:**

759 The modification to this course is being made to conform to the requirements for placement in the Business
760 Major portion of Pathways.

761 • A **motion was made, seconded**, and **approved with one negative vote from Julian Stark** to
762 approve the New Courses in Business (*Attachment F of the Nov 13, 2012 Agenda*).

763

764 **Attendance vote was taken with 58 senators in attendance.**

765

766 -----

767 **Change in Course Description**

768

769 **BU 512 – Introduction to Information Systems and Technologies**, 3 class hours, 1 laboratory hour , 3
770 credits

771 **From:** An introduction to how today's businesses use ever-changing technology to operate, compete, and do
772 business. Students will learn the differences between major types of hardware, software, and network solutions
773 that meet business needs. Students will learn why familiarity with today's information systems has become
774 indispensable for tomorrow's business leaders due to the rapid developments in information technology.

775

776 **To:** An introduction to how today's businesses use ever-changing technology to operate, compete, and do
777 business. Students will learn the differences between major types of hardware, software, and network solutions
778 that meet business needs. **Students will demonstrate competency in information technology and apply**
779 **such technology.** Students will learn why familiarity with today's information systems has become
780 indispensable for tomorrow's business leaders due to the rapid developments in information technology.

781 **Rationale:**

782 The modification to this course is being made to conform to the requirements for placement in the Business
783 Major portion of Pathways.

784 • A **motion was made, seconded, and approved with one negative vote from Julian Stark** to
785 approve the Change in Course Description of BU512 (*Attachment F of the Nov 13, 2012*
786 *Agenda*).

787

788 **DEPARTMENT of MATHEMATICS and COMPUTER SCIENCE**

789 • **Senator Pecorino stated that only the second course is Pathways related. A motion was**
790 **made to vote for both courses together.**

791

792 **MA-321 Mathematics in Contemporary Society**

793 **From:** 3 class hours 1 laboratory hour 3 credits

794 **To:** 3 class hours 3 credits

795

796 **Rationale:** These changes are independent of Pathways and Common Core. The lab component will be
797 integrated into the class work. The Department of Mathematics & Computer Science has deemed that three
798 hours is sufficient to teach the content.

799

800 **CS 100 Introduction to Computers and Programming**

801 **From:** 2 Class Hours, 2 Lab Hours, 3 Credits

802 **To:** 3 Class Hours, 3 Credits

803

804 **Rationale:** The modification to this course is being made to conform to the requirements of Pathways. The
805 course is intended to fulfill the requirements of the Common Core, Flexible Core, Category Scientific World

- 806 • A **motion** was **made, seconded,** and **approved with one negative vote from Julian Stark**
807 **and four abstentions from Aithne Bialo-Padin, Emily Tai, Anthony Kolios and Dion Pincus**
808 to approve the Change in Course Description in Mathematics and Computer Science (*Attachment*
809 *F of the Nov 13, 2012 Agenda*).

810

811 **DEPARTMENT of SOCIAL SCIENCES (2)**

812 The changes in the following Social Science course prefixes were approved.

813 From: -- To

814 SS198, 199 to ANTH 199, CRIM 199, ECON 199, PLSC199, PSYC 199, PHIL 199, RELI199, UBST 199,
815 EDUC 198 and SOC 199

816

817 **Rationale:** All courses in the department are having their prefix code changed using 4 letter prefixes
818 common throughout CUNY. Other courses have been previously changed. These were omitted in
819 previous listing.

820

821 The Committee unanimously approved the changes in the QCC-Hunter Dual Joint Program in Nursing.

822 The Committee voted unanimously to approve the changes proposed for the Gallery and Museum
823 Studies Program.

824 Math 119 was unanimously approved as a STEM variant in support of the Math Departments request.

- 825 • A **motion** was **made, seconded,** and **approved with one abstention from Anthony Kolios** to
826 approve the Change in Course Description in Social Sciences (*Attachment F of the Nov 13, 2012*
827 *Agenda*).

828 **DEPARTMENT of SPEECH COMMUNICATION and THEATRE ARTS**

829 **Senator Pecorino stated it was not Pathways related**

830 From: **SP-211 Speech Communication** [4] class hours, 3 credits.

831 Prerequisite: Satisfactory completion of Speech Placement Test or successful completion of SP 020, 005
832 and/or 006.

833 Study of oral communication and its role in [contemporary society]. Emphasis on listening, interpersonal
834 communication, small group decision making, and public speaking, informative and persuasive speaking

835

836

837 **To: SP-211 Speech Communication** 3 class hours, 3 credits

838 Prerequisite: **Exemption from Speech Testing or** satisfactory completion of Speech Placement Test or
839 successful completion of SP 020, 005 and/or 006.

840 Study of oral communication and its role in U.S. society. Emphasis on listening, interpersonal
841 communication, small group decision making, and public speaking, informative and persuasive speaking.

842

843 **Rationale:** Reducing the contact hours from four to three hours and capping course enrollment at 22 will
844 better align this course with similar courses offered at other institutions, easing transferability. Change in
845 prerequisite incorporates new CUNY FIRST screening. Change in course description more exactly relates
846 course content.

847 • A motion was made, seconded, and approved with one negative vote from Aithne Bialo-
848 Padin and two abstentions from Emily Tai and Anthony Kolios to approve the Change in
849 Course Description in Speech Communication and Theatre Arts (Attachment F of the Nov 13,
850 2012 Agenda).

851

852 **4. EXPERIMENTAL COURSES experiment only**

853

854 **DEPARTMENT of BIOLOGY and GEOLOGY**

855 Geology of Gems has been extended in its experimental period for one more semester, Spring 2013.

856 **GEO-120 The Geology of Gemstones**

857 **Hours and Credits: 4 credits** , 3 lecture hours, 3 laboratory hours.

858 **Pre-co requisites: none**

859 **Description:** Gemstones' origins and properties are explained and related to geological processes. The
860 identification and characterization of gem minerals and synthetic gems by laboratory methods is
861 emphasized. A trip to the American Museum of Natural History is a course requirement. Satisfies the
862 laboratory science requirement for the A.A. degree.

863 **Rationale:**

864 Gemology is an allied field to geology. A related course, GE-105 has run since its introduction in
865 2005 at full capacity of two sections, 64 students per semester. The new course will fulfill a need for a
866 laboratory science for nonscience majors in earth science. Because it is an introductory course a
867 wide range of liberal arts students will be attracted. Informal student surveys suggest that at least
868 50% of past students would have preferred the course to have had a laboratory component. Another
869 reason to have a laboratory course on gemology is that New York City is the gem capital of the USA
870 and New York State's biggest export is gems and jewelry. Thus there is a great economic incentive
871 and this course will supply information and training to students that may be interested in this industry.
872 Part of the course requirement is to complete a research project on a gem material and give a group
873 report; this will give students exposure to research, allowing them to collect data and draw
874 hypotheses from the data using the scientific method. The materials for the course and the testing
875 equipment used in the course are sufficient to support the Foundations level course of The
876 Gemological Association of Great Britain.

877

878 F3- Subject: Monthly Report for NOVEMBER 2012 Pathways Items

- 879 • Parliamentarian Weiss said these items could not go further unless prior issues are
880 clarified. A motion was made to discuss this. Chair Tai said that the Steering Committee
881 was extremely grateful to the Curriculum Committee for all their hard work but it was the
882 Steering Committee's position that nothing had changed.
- 883 • Senator Tarasko asked what has not changed.
- 884 • Chair Tai referred to the October 9, 2012 resolutions written and approved in the
885 minutes (see resolutions included above), and re-read several passages, for the
886 reference of those present.
- 887 • Senator Pecorino stated that all items in this report are Pathways related. He then
888 asked to confer with the President and there were no objections made.
- 889 • Senator Pecorino asked Chair Tai what would be needed to go further and Chair Tai
890 stated that based on last month's resolutions, a written document was needed.
891 Parliamentarian Weiss said a recorded oral document is acceptable if the body is
892 accepting.

893

894 President Call said she reaffirmed her commitment for academic freedom for all faculty to express votes
895 without reprisals and that no faculty would be in danger of repercussions because of their vote on

896 Pathways. The English composition courses will be certainly be offered. She said her hope was that this
897 statement would “help us move forward.” She said she appreciated the reluctance of the faculty. She
898 asked the body to accept the courses from the Curriculum Committee. She pledged to support faculty
899 efforts in their work on curriculum. She asked that we allow our colleagues the option to continue their
900 work because we all want what is best for our students.

901

902 • A motion was made for discussion.

903 • A discussion followed and Senator Kuszai stated that the English department was
904 prepared to support a vote.

905 • A **motion was made, seconded, and approved with three negative votes from Aithne Bialo-**
906 **Padin, Emily Tai, and Julian Stark and two abstentions from Dion Pincus and Anthony**
907 **Kolios** to allow the work of the Curriculum Committee to be forwarded.

908

909 The Committee on Curriculum has acted to send the following recommendations to the Academic Senate
910 related to the actions of the CUNY BOT in June of 2011 creating a series of policies to insure more
911 efficient transfer, commonly known as Pathways.

912 **I. COURSE NOMINATIONS for the new CUNY Common Core**

913

914 The Committee on Curriculum recommends that the courses contained in the attached listing be
915 approved for inclusion in the new CUNY Common Core in the eight areas of that Core indicated
916 in the listing.

917 **Attachment A:** Excel Spreadsheet with 231 courses listed in Eight Categories of the new CUNY
918 Common Core

919 **Attachment B: FOLDER** the Course nomination forms and syllabi for non-STEM courses in 8
920 Common Core Categories.

921 • Senator Pecorino made a personal statement that the curriculum committee worked hard with the
922 departments but that he would vote his conscience based on academic integrity and freedom
923 and would vote against these courses and all Pathways items.

924 • Chair Tai thanked the Curriculum committee on their diligence in an abhorrent situation.
925 VP Steele said the departments worked very hard to submit these courses. Senator
926 Tarasko asked all senators to vote and said not voting is irresponsible. A question was
927 raised about the process by Senator Clingan and President Call said if these course will
928 be passed, then yes it will also be passed along to world cultures committee. Senator
929 Kolios asked what would happen if the senate were to vote against the Pathways
930 courses—would President Call still send them forward? President Call indicated that

931 she would send them forward and it was her prerogative to do so, although not her
932 preference.

- 933 • A motion was made, seconded, and approved with eleven negative votes from Emily Tai,
934 Philip Pecorino, Paul Weiss, Alexandra Tarasko, Lana Zinger, Aithne Bialo-Padin, Julian
935 Stark, Bob Rogers, Jennifer Maloy, Andrew Nguyen, and Cheryl Spencer, and two
936 abstentions from Regina Rochford and Anthony Kolios to allow these Pathways courses to
937 be submitted to the Senate.

938 **Another vote for quorum was taken and attendance was 53 senators.**

939 **II. DEGREE PROGRAMS VOTE**

940 **A. Removals**

941

942 The Committee on Curriculum recommends that there be **no removal** of current degree
943 programs.

944 .

945 **B. Changes in degree programs**

946

947 1. AAS Programs

948

949 The Committee on Curriculum recommends **no changes** to current AAS degree programs. No
950 changes are required by the CUNY BOT actions of June 2011.

951 The Common Core will apply to all A.A., A.S., and baccalaureate degrees. By New York
952 State Education Department regulations, A.A.S. degrees contain fewer liberal arts credits
953 than do A.A. or A.S. degrees. However, liberal arts requirements for A.A.S. degrees will
954 be drawn from the courses approved for the Common Core such that A.A.S. students will
955 receive partial certification for completion of the Core. If an A.A.S. student transfers to an
956 A.A., A.S., or baccalaureate program, that student will need to complete the remainder of
957 the 30-credit Core.—CUNY BOT 6-2011

958 2. Dual Joint Degree Programs

959

960 The Committee on Curriculum recommends no changes to current Dual Joint Degree Programs
961 as there has been no final position taken on such changes by the senior college partners with the
962 College.

963

964 3. New Degree Programs

965

966 a. AA Degree Program
967

968 The Committee on Curriculum recommends a **new Associate in Arts Degree (LA3)** Program
969 fully compliant with the Pathways requirements and starting with **12 concentrations**

970 • It was noted that Social Science prefixes were changed.

971 • A **motion was made, seconded, and approved with two negative votes from Philip**
972 **Pecorino, Julian Stark and three abstentions from Joseph Bertorelli, Joel Kuszai, and**
973 **Anthony Kolios** to allow these New Degree Programs (*Attachment F of the Nov 13, 2012*
974 *Agenda*).

975

976 b. AS Degree Programs The Committee on Curriculum recommends a **new Associate in Science**
977 **Degree Programs**
978

979 **General (LS3) (see Attachment)**

980 Discussions arose as to where this was derived from?

981 • A **motion was made, seconded, and approved with one abstention from Anthony**
982 **Kolios** to send back to the curriculum committee.

983

984 **Business Administration (see Attachment)**

985 • A **motion was made, seconded, and approved with two negative votes from Philip**
986 **Pecorino and Julian Stark and two abstentions from Aithne Bialo-Padin and**
987 **Anthony Kolios** to approve degree programs in Business Administration.

988

989 **Visual and Performing Arts (see Attachment)**

990 • A **motion was made, seconded, and approved with one negative vote from Philip**
991 **Pecorino and three abstentions from Aithne Bialo-Padin, Alexandra Tarasko and**
992 **Anthony Kolios** to approve degree programs in Visual and Performing Arts.

993

994 **Gallery and Museum Studies (see Attachment)**

995 • A **motion was made, seconded, and approved with two negative votes from Philip**
996 **Pecorino and Julian Stark and three abstentions from Aithne Bialo-Padin,**

997 **Alexandra Tarasko and Anthony Kolios** to approve degree programs in Gallery and
998 Museum Studies.

999

1000 IX. New Business

1001 • Professor Tarasko said that the **faculty meeting was canceled due to the storm however it**
1002 **will be rescheduled for next semester.**

1003 **The meeting was adjourned at 5:04 PM**

1004 **Respectfully Submitted,**

1005 **Lana Zinger EdD, CHES, R.D. (Secretary)**

1006 **Steering Committee of the Academic Senate**

1007

1008