

Agenda  
Academic Senate Meeting  
Date: Tuesday, November 14, 2017  
Time: 3:10 p.m.  
Location: Room M-136

I. Attendance

II. Consideration of the minutes from October 10, 2017 meeting (Attachment A)

III. Communications from:

- [CUNY Board of Trustees](#)
- President Diane B. Call (Attachment B)
- Senate Steering Committee Report (Attachment C)
- [University Faculty Senate September 26, 2017 Plenary](#)

IV. Annual Reports of the Committees of the Academic Senate

- Committee on Awards and Scholarships 2016-2017 (Attachment D)
- Committee on Cultural and Archival Resources 2016-2017 (Attachment E)

V. Monthly Reports of the Committees of the Academic Senate

- Committee on Curriculum – Monthly Report for November 2017 (Attachment F) – RESOLUTION
- Committee on Food Insecurity – Monthly Report for November 2017 (Attachment G)

VI. Old Business

VII. New Business

John Talbird, Secretary  
Academic Senate Steering Committee

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

**MINUTES**  
**of the October 10, 2017**  
**Academic Senate**

President Diane Call called the first regularly scheduled meeting of the Academic Senate to order at **3:14 PM**

**I. Attendance:**

62 votes were recorded at the time attendance was taken; members of the Academic Senate were present during the meeting.

Absentees: Timothy Lynch, Liza Larios, Kip Montgomery, Shele Bannon, Andrea Salis, Franca Ferrari, Michael Cesarano, Georgina Colalillo, Reuvain, Zahavy, Maan Lin, Barbara Blake-Campbell, Pedro Irigoyen, Peter Irigoyen, Richard Tayson.

**II. Consideration of minutes of the May 9, 2017 meeting of the Academic Senate:**

A motion was made, seconded, and adopted 58-7-0 to approve the September 12, 2017 minutes (see Attachment A of the October 10, 2017 Agenda). No: Mabelly Salvador, Jennice Chance, Sibyl Xie, Michael Fischbach, Jhostyn Gallardo, Maria Khamaraj. Did not vote: Joanne Chang.

**III. Communications from:**

**1. President Call**

President Call referred to her written report (*Attachment B of the October 10, 2017 Agenda*).

**2. Senate Steering Committee Report**

Chair Dr. Joel Kuszai referred to his written report (*Attachment C of the October 10, 2017 Agenda*).

Dr. Clingan engaged in a colloquy with Dr. Kuszai regarding history of QCC bullying resolution. The topic was opened to the floor. The creation of a subcommittee to explore the issue and propose remedies was raised by Dr. Kuszai.

**IV. Monthly Reports of the Committees of the Academic Senate**

**1. Committee on Bylaws: RESOLUTION** (*Attachment G of the October 10, 2017 Agenda*). A motion was made, seconded, and adopted 59-0-1 to approve the resolution.

Abstained: Edward Volchok. Did not vote: Anne Marie Menendez, Joseph Culkin, Georgia McGill, Wilma Fletcher-Anthony, Josephine Pantaleo, George Muchita.

**2. Committee on Curriculum:** The Academic Senate received the Monthly Report for May 2017 along with an articulation agreement (*Attachments R and S of the May 9, 2017 Agenda*) and acted on the following items:

56 **1. New Courses**

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58 **PHYSICS DEPARTMENT**

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60 A **motion** was **made, seconded, and adopted 58-0-2** to **approve** PH-401. Abstained: Sibyl Xie,  
61 Maria Khamraj. A **motion** was **made, seconded, and adopted 58-1-1** to **approve** PH-402. No:  
62 Maria Khamraj. Abstained: Sibyl Xie. Did not vote: Anne Marie Menendez, Joseph Culkin,  
63 Georgia McGill, Wilma Fletcher-Anthony, Josephine Pantaleo, George Muchita.

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65 **MATHMATICS AND COMPUTER SCIENCE**

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67 A **motion** was **made, seconded, and adopted 55-0-2** to **approve** MA 010 ALP. Abstained: Sibyl  
68 Xie, Maria Khamraj. Did not vote: Diane Call, Bob Rogers, Sasan Karimi, Anne Marie Menendez,  
69 Joseph Culkin, Georgia McGill, Wilma Fletcher-Anthony, Josephine Pantaleo, George Muchita.

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71 **2. Program Revisions**

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73 **PHYSICS DEPARTMENT**

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75 **Switching from 3 semester to 2 semester calculus physics sequence Physics AS in**  
76 **Engineering Science.**

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78 A **motion** was **made, seconded, and adopted 58-0-0** to **approve the switch from 3**  
79 **semester to 2 semester calculus physics sequence Physic AS in Engineering Science** in  
80 the Physics Department. (*See Attachment I of the October 2017 Agenda*). Did not vote: Bob  
81 Rogers, Anne Marie Menendez, Joseph Culkin, Georgia McGill, Wilma Fletcher-  
82 Anthony, Alexandra Tarasko, Josephine Pantaleo, George Muchita.

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84 **DEPARTMENT OF CHEMISTRY**

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86 **Changes in the Chemistry A.S. in Science for Forensics.**

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88 A **motion** was **made, seconded, and adopted 58-0-0** to **approve the changes in the**  
89 **Chemistry A.S. in Science for Forensics** in the Department of Chemistry. (*See Attachment I of*  
90 *the October 2017 Agenda*). Did not vote: Bob Rogers, Anne Marie Menendez, Joseph  
91 Culkin, Georgia McGill, Wilma Fletcher-Anthony, Alexandra Tarasko, Josephine  
92 Pantaleo, George Muchita.

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94 **MATH + PHYSICS DEPARTMENTS**

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96 **Addition of CS204 to the LS-AS program (Math) and addition of PH401 and PH402 to the LS-AS**  
97 **program (Physics).**

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99 A **motion** was **made, seconded, and adopted 56-0-2** to **approve the changes in the**  
100 **Math and Physics Departments.** (*See Attachment I of the October 2017 Agenda*).  
101 Abstained: Sibyl Xie, Maria Khamraj. Did not vote: Bob Rogers, Anne Marie Menendez,  
102 Joseph Culkin, Georgia McGill, Wilma Fletcher-Anthony, Alexandra Tarasko, Josephine  
103 Pantaleo, George Muchita.

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105 **VII. Old Business**

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109 **VIII. New Business**

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111 SG President Mabely Salvador asked for the floor. She said that the SG Senate representatives had met  
112 and did not approve of the new policy of listing SG representatives by name in the minutes. It was  
113 decided that the Steering Committee would contact CUNY Legal Affairs and request clarification on  
114 whether students could remain anonymous in the minutes.

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116 The meeting was adjourned at 4:20 PM

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118 Respectfully Submitted,

119 John Talbird

120 Secretary, Steering Committee of the Academic Senate



## President's Report to the Academic Senate

November 14, 2017

### Enrollment Management

- Staff from the Office of Admissions are “on the road,” visiting local high schools in order to share the many benefits and opportunities available at QCC. We have already received the first few phases of newly admitted freshmen and transfers from the University.
- Continuing Student Registration for Winter/Spring 2017 began on November 5<sup>th</sup>. Targeted personal outreach is being conducted through the Academies and the special programs. Technology, such as Starfish, is being leveraged to focus on students who are off track and/or struggling academically. Advisement & registration appointments for new students will begin on Tuesday, December 5<sup>th</sup>.
- The Office of Admissions hosted a successful Open House on Saturday, October 28, 2017. Approximately 450 prospective students, along with their families and guests, met with faculty, toured the campus, and attended presentations on the Academies and Paying for College. A record number (113) of faculty, students, and staff participated in the Open House.
- The Office of New Student Engagement will offer New Student and Family Welcome sessions on November 7<sup>th</sup>, November 28<sup>th</sup>, and December 6<sup>th</sup>. Additional sessions will take place in January 2018 (dates TBA). In collaboration with key offices across campus, such as Admissions, Financial Aid and Testing, each Welcome session provides accepted students and their family members with information on academic programs, wrap around services and student support resources available to our students as well as support for the steps in the enrollment process. Test orientation workshops will be offered to students before they take the CUNY Assessment Test. The test orientation workshop was designed by the University to provide students with an opportunity to learn about the placement exams before taking the exam.

### Student Resources

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

Room 432A. Services provided include (but are not limited to) financial benefits screening, financial counseling, legal assistance, tax preparation services, food bank, housing assistance and more. Additional information can be found online at [www.qcc.cuny.edu/singlestop](http://www.qcc.cuny.edu/singlestop).

- The Lambda Sigma Chapter of the ***Phi Theta Kappa International Honor Society*** is still accepting application from eligible students. As a member of this organization, students will have an opportunity to apply for prestigious transfer scholarships and participate in college-sponsored activities as well as regional events that can bring them together with other PTK students, graduates, and faculty. The deadline to join is Wednesday, December 20, 2017. For more information, please visit <http://www.qcc.cuny.edu/ptk/>.
- Emergency funding is available to students who face a financial crisis that puts at risk their continued enrollment toward their QCC degree. Supported through a grant from ***The Carroll and Milton Petrie Foundation***, the funds provide one-time, emergency grants to students in good standing with short-term financial emergencies to enable them to remain in school, rather than being forced to leave or drop out. Ms. Veronica Lukas, Executive Director of Student Financial Services, will be sending periodic e-mail reminders to the college community outlining the grant eligibility and encouraging faculty and staff to refer students to apply. Please refer students with short-term financial emergencies to Ms. Amawati Gonesh, Single Stop Administrator, via e-mail at [AGonesh@qcc.cuny.edu](mailto:AGonesh@qcc.cuny.edu). Additional information can be found online at [www.qcc.cuny.edu/scholarships](http://www.qcc.cuny.edu/scholarships).
- The ***New York State Excelsior Tuition-Free Scholarship*** application is now available to eligible students for the upcoming Spring 2018 semester. Students who are currently receiving the scholarship for the Fall 2017 semester do not need to complete the Spring 2018 application. Also, the scholarship is considered a “last dollar award” so, students receiving TAP, Pell and other scholarships and grants which covers tuition will not be eligible. The deadline to apply is Monday, December 4, 2017. For more information, including eligibility requirements, please visit <https://www.hesc.ny.gov/excelsior/>.
- The Women’s Forum of New York is still accepting applications from eligible female students for the ***2018 Women’s Forum Education Award***. The award, worth \$10,000, goes directly to the recipient for whatever needs loom largest for her, whether tuition, childcare, medical bills, elder care, transportation, housing, or any other priority. The 2018 application deadline Friday, December 1, 2017. For additional information, please visit <http://womensforumny.org/index.cfm/edfund/2018-education-fund-award-application1/>.
- The ***SMART Scholarship (Science, Math and Research for Transformation)*** is still accepting applications from eligible students. This scholarship is an opportunity for students pursuing an undergraduate or graduate degree in STEM disciplines to receive a full scholarship and be gainfully employed by the Department of Defense upon degree completion. The deadline to apply is Friday, December 1, 2017. For additional information, please visit <https://smart.asee.org/>.

- The ***Belle Zeller Scholarship Trust Fund*** is now available for eligible students to apply. The award shall consist of the yearly undergraduate tuition for in-state students as set by the university. The deadline to apply is Saturday, December 23, 2017. For additional information, including eligibility requirements and scholarship application, please visit <http://www.citytech.cuny.edu/bzmaterials/docs/Application-Undergraduate.pdf>.
- CUNY continues its partnership with The Dream. US Scholarship Program to assist undocumented students in obtaining scholarships. The Dream.US Scholarship Program provides college scholarships to highly motivated undocumented students who entered the United States as minors under the Deferred Action for Childhood Arrivals (DACA) or Temporary Protect Status (TPS), and who, without financial assistance, cannot afford a college education. All funding is provided by private donations to The Dream.US organization. Scholarships are available to currently enrolled high school students and community college students who will be completing their degrees by the end of the 2017 - 2018 academic year. The annual application period to award scholarships for the Fall 2018 cohort opened on November 1, 2017. Please refer students to apply at <http://www.thedream.us>.
- The application deadline for the ***2017 Global Citizenship Alliance (GCA) Study Abroad Program*** is rapidly approaching. Queensborough Community College (QCC) will be offering a **free** one-week study abroad program during spring recess (April 1-8, 2018) in Salzburg, Austria for sixteen (16) selected students. The deadline to apply is Friday, November 10, 2017. For complete details, including eligibility requirements, please visit <http://www.qcc.cuny.edu/isa/Salzburg-elig.html>.
- The ***2018 David A. Garfinkel Essay Contest*** for CUNY Community College Students is now open and accepting submissions. This year's theme is "***Stolen Art: From The Holocaust To The Present - Role of The Courts in Restoring Cultural Objects to their Rightful Owners!***" Students are asked to choose from a list of three (3) topics and answer a set of questions in essay format based on the selected topic. The final deadline for submissions is midnight on Monday, April 2, 2018. For full contest details, please visit [www.nycourts.gov/history/garfinkel-rules.html](http://www.nycourts.gov/history/garfinkel-rules.html). The College has been fortunate to produce several winners of this contest in the past so, please encourage students to submit their essays in a timely fashion.

### **Student Honors/Accomplishments**

- The women's volleyball team are the 2017 Region XV Champions, earning the automatic qualifying bid for the NJCAA National Championships in Rochester, Minnesota. Ms. Paola Beniquez, Outside Hitter for the women's volleyball team, won CUNYAC athlete of the week for five out of six weeks, and won CUNYAC Tournament Most Valued Player, along with Player of the Year honors. Additional honors go to Ms. Angela Acevedo, CUNYAC Rookie of the Year and two Rookie of the Week honors. Ms. Joelle Desrosiers won Athlete of the

Month for September 2017 and made All-Tournament team. Ms. Gisselle Plasencia and Ms. Maria Veliz Thol were also named Rookie of the Week by CUNYAC during the season.

- Dance student Ms. Alicia Raquel was selected by Professor Emily Berry, Dance Coordinator, in the Department of Health, Physical Education and Dance, to choreograph a duet dance piece for the prestigious *Opera & Dance Gala* at the St. Demetrios Cathedral Petros Patrides Cultural Center, in Queens.

### **Faculty Honors/Awards/Grants**

- Nominations and supporting materials for the Faculty Excellence Awards are due Friday, December 8, 2017, to the Office of Academic Affairs.
- Dr. Timothy Lynch, Principle Investigator, with six major effort directors, Assistant Dean Jeffrey Chen, Professor Kathleen Villani, Professor Georgina Colalillo, Dr. Isabella Lizzul, Professor Ernest Jackson, and Professor Hamid Namdar, received a grant in the amount of \$946,879 from the New York State Education Department Perkins IV.
- Mr. Jeffrey Chen, Assistant Dean, in the Department of Pre-College, Continuing Education, and Workforce Development, received a grant in the amount of \$226,704 from the New York City Small Business Services Administration and will serve as Principle Investigator for the Certified Recovery Peer Advocate Training Program (CRPA).
- Dr. Kathleen Wentrack, Associate Professor in the Department of Art & Design, was awarded a \$300 travel award from the CUNY Academy for the Humanities and Sciences.

### **Middle States**

The self-study process formally launched this semester, led by the three executive co-chairs—Dr. Antonella Ansani, Dean Arthur Corradetti, and Prof. Kelly Ford. There are seven working groups, each assigned one of the seven Middle States standards and charged with developing a chapter of the self-study report. Over one hundred faculty and staff members are participating in this effort. Chapters of the self-study report will be completed by June. The completed self-study report will be distributed to the campus for comment and suggestions in fall 2018; the full self-study report is due to Middle States in February 2019; the evaluation team site visit takes place in March/early April 2019; finally, the Middle States Commission decides on the college's reaccreditation in June 2019.

### **BTECH**

With the semester well underway, BTECH was visited by the NY State P-Tech Representative, Ms. Robin Willner, and by the Carnegie Foundation's Educational Unit eager to hear about our successes and challenges. For the first time, recruiting for the 9<sup>th</sup> grade, fall 2018 cohort, will take place on the QCC campus on November 4<sup>th</sup>.



## **FY 18 Budget Update**

Our FY 2018 financial plan was prepared in accordance with the priorities established in the Queensborough 2018 Strategic Plan, as developed and approved by the College Advisory Planning Committee (CAPC) process. Under the leadership of our Executive Director of Resource Planning & Analytics, Marc Carpentier, we've completed a budget process that established base, one-time and new recurring budget requests from all Academic and College departments. This process ensures maximum utilization of our resources in support of the QCC and CUNY strategic plans. The 2018 budget for this academic year assumes flat FTE enrollment from last year, and includes a state adopted budget increase of \$50 per FTE. This allows the College to continue to invest in our priorities of increasing the full-time faculty to student ratio, student support services and infrastructure improvements. As has been the case for the past few years, the College has been able to fully fund all FY18 departmental budget requests, with minor exception, while absorbing increases in centralized CUNY administrative charge backs to all the community colleges. The 2018 QCC budget remains stable, and includes a prudent reserve.

## **Upcoming Events**

- ***The KHC/NEH 2017-2018 Colloquium Series, Complicity & Collaboration During the Holocaust***, is led by KHC 2017-2018 Scholar-in-Residence Dr. Azadeh Aalai, Assistant Professor of Social Sciences. The third event in the series, **Remembering the Good: Holocaust Rescue and Resistance in a French Village**, will be held on **Wednesday, November 15<sup>th</sup>** at 12:10 p.m. The speaker will be Dr. Maggie Paxson, a Research Fellow at Georgetown University's Berkley Center for Religion, Peace, and World Affairs. Dr. Paxson will discuss her research on how villagers in France hid, protected, and ultimately rescued thousands of Jews from the Nazis at great peril to their own lives. The event is made possible through the support of *Drs. Bebe and Owen Bernstein*.
- The Center for Excellence in Teaching and Learning (CETL) is proud to sponsor the Faculty Senate Committee on eLearning's upcoming Lunch Session on incorporating Open Educational Resources. This session will be held from 12:00 pm to 1:00 pm on **Wednesday, November 15<sup>th</sup>** in the CETL Office (Library Building – Room 313).
- The Center for Excellence in Teaching and Learning (CETL) is also excited to host an Academic Service-Learning reception for our ASL practitioners and community partners on **Thursday, November 16<sup>th</sup>** in Oakland. Please visit the CETL website at [www.qcc.cuny.edu/CETL/index.html](http://www.qcc.cuny.edu/CETL/index.html) or contact Faculty Coordinator, Dr. Steven Dahlke, for additional information.
- **The Children's Book Club and Performance Series** will open on **Saturday, November 18<sup>th</sup>** at 2:00 pm with **Pinkalicious The Musical**, the wildly popular, one-hour musical based on the New York Times bestselling picture book. This is the perfect way to open the hearts and minds of children, by encouraging them to seek further, explore more, and engage themselves in the world of literature and live theatre.

- The Queensborough Performing Arts Center presents **Debby Boone: Swing This** along with thrilling swing-style arrangements played by **The Diva Jazz Orchestra** on **Sunday, November 19<sup>th</sup>** at 3:00 pm. The show features an intoxicating selection of favorite songs, influenced by Debby's childhood with her famous father – listening to Frank Sinatra and Sammy Davis Jr. and sitting poolside in Vegas with Barbra Streisand.
- The **SGA Multicultural Festival** will take place on **Wednesday, November 22<sup>nd</sup>** at 12:00 pm in the Student Union Lounge. The event will showcase the broad culture and diversity of the college by way of music, dance performances and international food. All QCC students, faculty, and staff are invited to attend.
- Back by popular demand, **A Christmas Carol** will be presented on **Sunday, November 26<sup>th</sup>** at 3:00 pm. Bursting on stage in spectacular fashion, this fabulous Christmas gift of a show is overflowing with music, laughter, a couple of really scary ghosts and one extremely grumpy old man. Gather the whole family together for an amazing theatre experience you will never forget.
- **#CUNYTUESDAY** is on **Tuesday, November 28<sup>th</sup>**, the Tuesday after Thanksgiving. This is a national day of giving fueled by the power of social media and collaboration. To demonstrate pride in their College's giving day, the Student Government Association at Queensborough is coordinating a campus-wide blood drive in collaboration with the Health Center. In addition, students and alumni will be sharing their Queensborough stories and photos on social media on #CUNYTUESDAY. We are asking faculty and staff to please join together to support student success by making a gift on November 28<sup>th</sup> to the QCC Fund, Inc. on #CUNYTUESDAY. The link to donate is: <http://www.qcc.cuny.edu/cunytuesday>
- **Campus Conversation II**, sponsored by the Office of Academic Affairs, will be held on **Wednesday, November 29<sup>th</sup>** at 4:30 pm in the Oakland Dining Room. The topic of the Campus Conversation will be focused on Title IX.
- The Office of Health Services will host the **World AIDS Day Health Fair** on **Wednesday, November 29<sup>th</sup>** at 11:00 am in the Student Union Lounge. This event, open to all students, faculty, and staff, will provide free health screening, tabling, counseling, health insurance, meditation, dental, eye care, massage therapy for stress reduction and much more.
- **The KHC Cinema Series** includes screenings of various films pertaining to the Holocaust, Genocide, and human rights. Join us this month as we screen **Incident at Vichy (2016)** on **Wednesday, November 29<sup>th</sup>** at 12:10 pm. In honor of our new exhibit, **Conspiracy of Goodness**, this adaptation of Arthur Miller's play focuses on a group of men detained in Vichy, France who were held to wait unknowingly for what turns out to be their "racial" inspection by German military officers and Vichy French police during World War II.

- **Traditional African Art: Selections from the Liren Wei Collection** will continue to be on exhibit through **Thursday, November 30<sup>th</sup>** in the QCC Art Gallery. This exhibit depicts a broad and exciting vision of traditional art in Africa. Presented in this exhibition are objects from areas as geographically diverse as the West African savanna and the forests of the Congo Basin.
- Students who anticipate they will graduate at the conclusion of the Fall 2017, Spring 2018, or Summer 2018 are invited to take their **Yearbook Pictures**. Photos will be taken beginning **Monday, December 4<sup>th</sup> through Tuesday, December 12<sup>th</sup>** in the Student Union Lower Level. Appointments can be made by calling the Office of Student Activities at 718-631-6233. Please note, there is a \$5 sitting fee for students.
- The fourth event in **The KHC/NEH 2017-2018 Colloquium Series, Incident at Vichy: A Discussion with the Actors**, will be held on **Wednesday, December 6<sup>th</sup>** at 12:10 pm. facilitated by Scholar-in-Residence Dr. Azadeh Aalai. A follow-up event to our November 29<sup>th</sup> film screening, this event will be a discussion of the impetus for revitalizing this Arthur Miller work with a panel of participants from the Signature Theatre.
- On **Friday, December 8<sup>th</sup>** at 10:00 am in the Kupferberg Holocaust Center, the Spring KHC fellows will present their experiences at Queensborough Community College's Undergraduate Research Day. Students will reflect on the work they have done over the course of the spring semester, how it impacted them, and their plans to use this knowledge in the future.
- The first **Gotta Dance, QPAC's Broadway Dance-Along Winter Workout Challenge** will be held on **Saturday, December 9<sup>th</sup>** from 11:00 am – 1:00 pm. Join dance professional Carmen LaRosa as she re-creates the most popular dance numbers from some of the most popular movie musicals of all time. This workshop provides a great outlet for individuals looking to have fun, while spending quality time together with exhilarating music and calorie-burning activity.
- The QCC Art Gallery's latest exhibit entitled **The Lavender Line: Coming Out in Queens** will run through **Wednesday, January 17, 2018**. This exhibit illuminates the grassroots activism and ethnic diversity that are hallmarks of the Queens LGBTQ movement. Composed of photographs, flyers, video footage, and audio recollections, the exhibition illustrates the pride and protests of a community unknown to many New Yorkers. The title of the exhibit celebrates lavender not only as a symbol of the original gay liberation movement but also as the color of the line painted on the inaugural Queens Pride Parade route along 37<sup>th</sup> Avenue, from 89th Street to 75<sup>th</sup> Street.
- Also on display in the **QCC Art Gallery, Carving Life: Walrus Ivory Carvings from the Bering Sea**, will continue to run through **Wednesday, January 17, 2018**. This exhibit provides an intimate perspective of Alaskan sculpture in the context of both artist and audience. The

sculpture selected focuses on the walrus ivory carvings and carvers of western Alaska from the coast and island of the Bering Sea.

**Steering Committee Report  
Academic Senate Steering Committee  
Queensborough Community College  
November 14, 2017**

Included on the agenda for this month are annual reports from the Committee on Awards and Scholarships and Committee on Cultural and Archival Resources. This month's report from the Committee on Curriculum features a new degree program in Psychology, as well as an accompanying methods course. There is also a monthly report from Committee on Food Insecurity.

Last month, we discussed that the Steering Committee would undertake to continue the work of various ad hoc and subcommittees that had been considering how to address the issue of bullying at Queensborough and through discussion we determined that a Subcommittee of the Steering Committee would be the best means to do that work. In the wake of the meeting, the Steering Committee began putting together a group of stakeholders in leadership positions as well as community members, some of whom have already been involved, and it's possible that one or two more members of the community will be added. Joel Kuszai and Clara Wajngurt will co-chair the committee and they are joined by the following: Ben Murolo, Joe Culkin, Frank Fanelli, Susan Jacobowitz, Jo Pantaleo, Liza Larios, Tim Lynch, Phil Pecorino, Joan Petersen, Emily Tai, and Julian Stark. If you are interested in serving on this committee, please let us know—quickly.

Where we do not have adequate representation on the committee, the co-chairs will endeavor to communicate regularly with those interested, including the Senate, which will receive monthly updates. We hope to make significant process towards a resolution on this issue that can be brought before the Academic Senate early in 2018. While there has been quite a bit of work on this, we will follow a process, from defining and describing the problem, identifying best practices, developing solutions, seeking feedback from relevant offices at CUNY, the PSC, DC37 and others, *before* bringing the matter forward for further scrutiny by the community and Senate approval. We hope to solve any problems before “leaving the room,” seeking consensus about the problem and the solutions wherever possible.

Also last month, the issue was raised of how to identify students, or whether to, in the minutes of Academic Senate meetings. In the past, there have been one or two student senators who are unable to come to meetings due to schedule conflicts. As these senators cannot resign their posts like other senators might, and thus to minimize negative judgement that might arise from having been listed 8 times as absent, we have been listing their titles in the minutes but not their names. After more than a year of this practice, concerns were raised. At the October meeting, Senator Salvador, SGA President, spoke under new business, protesting the decision to begin listing student senators' names in the minutes. Note that the Steering Committee keeps a record of the voting results and is sympathetic to the view of our student colleagues in the Senate. At the October meeting we agreed to query CUNY as to the legitimacy of our practice. While we wait for a reply, it should be noted that Senator Pecorino and Vice Chair Tai discovered at a recent UFS Executive Committee meeting that practices of recording names in the minutes is not universal. So, when we hear back from CUNY as to our specific queries involving students, we will request of the Committee on the Bylaws to look at our practice and suggest how to codify our choices in our bylaws. This, of course,

must be approved by the Senate, and so if any Senators have a comment, opinion or question about this, please let us know.

At the recent meeting of the faculty it was announced that the Faculty Executive Committee was considering a fellows program to develop interest in as well as provide onramps to governance at Queensborough and CUNY more broadly. It's hard to argue against this idea. Developing new leaders should be a top concern of everyone who cares about shared governance. The question remains how to do that and how to create the kind of environment in which people want to serve.

Academic Senate Steering Committee  
([AcademicSenateSteeringCommittee@qcc.cuny.edu](mailto:AcademicSenateSteeringCommittee@qcc.cuny.edu))

Dr. Joel Kuszai, Chair ([jkuszai@qcc.cuny.edu](mailto:jkuszai@qcc.cuny.edu))  
Dr. Emily Tai, Vice-Chair ([etai@qcc.cuny.edu](mailto:etai@qcc.cuny.edu))  
Dr. John Talbird Secretary ([jtalbird@qcc.cuny.edu](mailto:jtalbird@qcc.cuny.edu))

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

**To:** The Academic Senate  
**From:** Christopher Roblodowski, Chairperson  
**Date:** Oct 30, 2017  
**Subject:** ANNUAL REPORT 2016-2017

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**Committee Members 2016 - 2017:**

Chairperson: Christopher Roblodowski (Biology)

Secretary: Dugwon Seo (Engineering Technology)

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

Other member(s): Sharon Lall-Ramnarine (Chemistry), Shele Bannon (Business), David Rothman (English), George Muchita (College Transfer Coordinator)

Committee on Committees Liaison: Christine Mooney (Business)

**Meeting Times:**

The Awards and Scholarships Committee met **five times** (September 7<sup>th</sup>, December 14<sup>th</sup>, March 8<sup>th</sup>, May 10<sup>th</sup> and May 31<sup>st</sup>) during the academic year 2016-2017 to evaluate and recommend nominations for awards and scholarships.

**Accomplished Items:** The committee reviewed a total of **324** applications/nominations. This includes 100 Continuing Academic Merit Scholarships reviewed for the Fall 2017 semester.

**A. Special Awards: 7 recipients chosen out of 32 applicants**

**1. \*John F. Kennedy Memorial Award (\$500)** – given to Haris Khan and Farbod Hadizadeh Moghadam.(out of 4 nominees), graduating students who have demonstrated outstanding leadership in the college and the community.

2. **\*Martin Luther King Jr. Memorial Award (\$500)** – given to Fatima Faisal (out of six applicants), a graduating student who has demonstrated exceptional leadership in promoting racial harmony and appreciation of cultural diversity;
3. **\*Ray Ricketts Memorial Award (\$150 each)** - given to XingHui Qiu (out of 13 applicants), returning student (left college at one point) who exhibits exceptional scholarship and leadership;
4. **\*Incentive Awards - Day and Evening (\$250 each)** – given to day and evening students: Razieh Arabi and Philomina-Mary Njapa, , Sophia Worrell, and Maria Virginia Villadiego-Punto (out of 5 nominees) who have demonstrated outstanding academic performance and are working parents.

\* The president’s office handles the JFK and MLK awards- the recipients’ names are printed in the commencement book and they are mailed a check, a certificate and a letter. The president’s liaison on the committee, Veronica Lukas, sends the information to Millie Conte of the presidents’ office. Historically, the JFK award is given to one recipient, but due to their equally outstanding and deserving contributions, the committee reached out to President Call and she agreed to award the full amount to two candidates. This is a one-time only exception.

Student Affairs handles the Ray Rickett’s award while Student Government handles the Day and Evening Incentive awards. Veronica Lukas, sends the information on both the Ray Ricketts and Day and Evening Incentive, to Tim Hillis of the publications office and also mails the check, certificate and letter. The budget for the incentive awards has been increased to \$1000 and all winners will now get \$250 (\$100 previously) award each for this year and beyond. Ray Ricketts Award amount also has been increased. There is currently \$2200 in the account. As a result, awardees will receive the doubled amount of \$150 (\$75 previously) for this year and beyond until the amount runs out.

**B. Continuing Student Academic Merit Scholarship** – given to current and continuing students who have demonstrated outstanding academic performance (a minimum cumulative GPA of 3.25 required). In the Fall 2016 semester awards of \$1,000 each were given to 68 new and continuing students. The committee reviewed 101 applications from continuing students and recommended 68. The applications of the qualifying incoming Freshmen are not reviewed by the committee. In the Spring 2017 semester awards of \$1,000 each were given to 72 students (new applicants as well as Fall 2016 applicants qualifying for continued funding in the Spring. The committee reviewed 70 applications for the spring 2017 merit scholarship and recommended 51 for the scholarship.



<b>Continuing Academic Merit: Renewal Scholars for Fall 16 and Spring 17</b>			
<b>Last Name</b>	<b>First Name</b>	<b>Fall 16</b>	<b>Spring 17</b>
1. Diez	Jasmine	\$0	\$0
2. Fiscaletti	Joseph	\$1,000	\$0
<b>New Student Admissions Scholarships Fall 16 and Spring 17</b>			
3. Camacho	Ruth	\$1,000	\$0
4. Cole	Alea'h	\$0	\$0
5. Emely	Diaz	\$0	\$0
6. Jemil Alcantara	Caemon	\$1,000	\$1,000
7. Efron	Kristina	\$1,000	\$0
8. Mizrahi	Liad	\$1,000	\$0
9. Pasalau	Ashley	\$1,000	\$1,000
10. Urena	Carlos	\$1,000	\$0
<b>Continuing Academic Merit - Fall 16 and Spring 17</b>			
1. Ahmatov	Shakhbov	\$1,000	\$0
2. Ahmed	Munassar	\$1,000	\$1,000
3. Aung	Myo Thu Ya	\$1,000	\$0
4. Bala	Shovan	\$1000	\$0
5. Barak	Rokia	\$1,000	\$0
6. Bassaragh	Sadieann	\$1,000	\$1000
7. Cabrera	Michell	\$1,000	\$1,000
8. Chang	Brianna	\$1,000	\$1000
9. Chodjaev	Lior	\$1,000	\$0
10. Chung	Yan Yee	\$1,000	\$0
11. Corrigan	Janine	\$1,000	\$0
12. Davis	Luz	\$1,000	\$0
13. De Los Santos	Margaret	\$1,000	\$1,000
14. Duran	Claudia	\$1,000	\$0
15. Esperance	Evens	\$1,000	\$1,000
16. Fernandez	John	\$1000	\$0
17. Franco	Michael	\$1,000	\$1,000
18. Han	Chen	\$1000	\$1000
19. Haque	Riana	\$1,000	\$1,000
20. Harper	Odessa	\$1,000	\$1,000

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21. Hong	Tao	\$1,000	\$1000
22. Hwang	Jean	\$1,000	\$1000
23. Jiang	Kaiyao	\$1,000	\$0
24. John	Neeraj	\$1,000	\$0
25. Lam	John	\$1,000	\$0
26. Lawless	Katherine	\$1,000	\$1,000
27. Lee	Joo Young	\$1,000	\$1,000
28. Leong	Julie	\$1,000	\$1,000
29. Li	Shu	\$1000	\$0
30. Lin	Ying	\$1,000	\$0
31. Liu	Sha	\$1,000	\$1,000
32. Lochan	Stephanie	\$1,000	\$1,000
33. Mc Glone	Ashling	\$1000	\$1000
34. McCrorie	Alexander	\$1,000	\$0
35. Myat	Tun	\$1000	\$1000
36. Nelson	Nicholas	\$735.98	\$0
37. Obregon	Bryan	\$1,000	\$1,000
38. Persaud	Davina	\$1,000	\$0
39. Petersen	Megan	\$1,000	\$0
40. Rahmanov	Ariel	\$1000	\$0
41. Repalone	Phillip	\$1,000	\$0
42. Reyes	Tiffany	\$1,000	\$0
43. Rippy	Porscha	\$1,000	\$1,000
44. Rodriguez	Diana	\$1,000	\$1,000
45. Rozon	Daniela	\$1,000	\$0
46. Rula	Dusan	\$1,000	\$0
47. Sadak	Md Zafar	\$1,000	\$0
48. Sanchez	Jasmine	\$1,000	\$1,000
49. Sandy	Mikaela	\$1,000	\$1,000
50. Sayeed	Humaryra	\$1,000	\$1,000
51. Singh	Tajinder	\$1,000	\$0
52. So	Hiu Lam	\$1000	\$1000
53. Sosa	Gardenia	\$1000	\$0
54. Tao	Yue	\$0	\$0
55. Tribhowan	Chandrashakar	\$0	\$0
56. Wang	Zihao	\$1000	\$0
57. Wu	Jiandong	\$1000	\$1000
58. Ye	Yineng	\$1000	\$0
59. Yu	Xiaofang	\$1000	\$0
60. Zhang	Xin	\$1000	\$1000

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61. Zheng	Hong	\$1000	\$1000
62. Zheng	Jing	\$0	\$0
63. Zhong	Jingxuan	\$1000	\$1000
64. Zhu	Shangshang	\$1000	\$0
<b>Additional Continuing Academic Merit:</b>			
<b>Last Name</b>	<b>First Name</b>	<b>Fall 16</b>	<b>Spring 17</b>
1. Bian	Wangren		\$1,000
2. Boodram	Sherene		\$1,000
3. Chan	Johnny		\$1,000
4. Chavis	Zymeen		\$1,000
5. Esar	Haymattie		\$1,000
6. Fang	Dandan		\$1,000
7. Fernandes	Vivian		\$1,000
8. Hines	John Timothy		\$1,000
9. Hossain	Shabab		\$1,000
10. Huang	Jai Hui		\$1,000
11. Joseph	Marie		\$0
12. Kanhai	Ratna		\$1,000
13. Kaur	Navdeep		\$1,000
14. Khan	Haris		\$1,000
15. Kim	Yoonhu		\$1,000
16. Lavoie	Samantha		\$1,000
17. Le	Jennifer		\$1,000
18. Li	Jingyi		\$1,000
19. Lin	Ronghua		\$1,000
20. Liu	Huibin		\$1,000
21. Llanos	Richardo		\$1,000
22. Medina	Mariela		\$1,000
23. Moazzem	Mohammad Tamzeed		\$1,000
24. Monroy	Vladimir		\$1,000
25. Oronde	Nailah		\$1,000
26. Ortiz Hassarath	Delilah		\$1,000
27. Patel	Panusha		\$1,000
28. Peterkin	Oniel		\$1,000
29. Qiu	Xiaqing		\$1,000
30. Qiu	Xinghui		\$1,000
31. Saha Shuvo	Pritom		\$0

32. Sawadogo	Epiphanie		\$1,000
33. Sneed	Jasmine		\$1,000
34. Sultan	Zunara		\$1,000
35. Umadas	Nandanie		\$1,000
36. Varela	Andrea		\$1,000
37. Wang	Yifan		\$1,000
38. Xiang	Jingwen		\$1,000
39. Yang	Lin		\$1,000
40. Yuan	Yinhua		\$1,000
41. Zheng	Yiting		\$1,000
42. Zhuang	Xinzhi		\$1,000

**C. Who’s Who Among Students in American Universities and Colleges** - given to students (18 out of 21 total applicants) who demonstrated scholarship, active participation in college and community activities, and potential for continued development (a minimum of 30 completed credits required):

<b>Name</b>	<b>Name</b>	<b>Name</b>
1. Jennifer Arenas	2. Margaret De Los Santos	3. Evens Esperance
4. Tao Hong	5. Jean Hwang	6. Haris Khan
7. Ha Eun Kim	8. David Kwun	9. Julie Leong
10. Edison Mera	11. Leandro Pimentel	12. Jacqueline Sarmiento
13. Humayra Sayeed	14. Rawlric Sumner	15. Isabela Velasquez
16. Maria Virginia Villadiego-Punto	17. Jiayi Xue	18. Xiaofang Yu

**Summary of applications received and awards made during 2009-2017**

Scholarship / Award	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients	Applicants	Recipients
John F. Kennedy Memorial	12	1	7	1	12	1	12	1	3	1	10	1	4	1	8	2
Ray Ricketts Memorial	7	1	3	1	12	1	7	1	6	2	3	1	1	1	13	1
Martin Luther King Jr. Memorial	8	1	7	1	7	1	6	1	3	1	3	1	1	1	6	1
Women's Club	16	1	12	3	22	4	11	2	10	2	35	0	-	-		
Incentive Day	1	1	3	2	6	2	6	2	3	2	2	2	2	2	4	3
Incentive Evening	1	1	2	2	7	2	3	2	0	0	2	2	2	2	1	1
Academic Merit Fall	70	19	76	53	139	117	72	51	101	74	98	*147	112	*73		68
Academic Merit Spring	126	40	117	79	83	27	78	78	95	43	155	*123	122	*69		72
Who's Who	38	33	42	38	32	29	55	36	79	62	30	30	30	30	21	18
Phi Beta Kappa			7	5	6	3	11	1	0	0	-	-	-	-		1
Ernesto Malve Merit	-	-	-	-	2	1	1	1	12	2	-	-	-	-	2	0

<b>Passantino: International</b>	-	-	-	-	1	1	1	7	2	-	-	-	-	5	3
<b>Passantino: Disabilities</b>	-	-	-	-	4	4	2	2	1	1	-	-	-	2	0

**\*Includes applications not reviewed by the committee**

**See Appendix 1 for data on all Awards and Scholarships offered by the college during 2016-2017**

**Accomplishments**

- The committee reviewed 171 Continuing Academic Merit Scholarship applications, down from 234 in the previous year.** We had 140 students receive a merit scholarship of \$1000, slightly up from 124 the previous year.
- It was discussed and followed to have committee members receive applications at least one week in advance of a meeting. This made it easier for members, especially with the application of a grading rubric for evaluation of Continuing Academic Merit Scholarship essays.
- Charles Petz sent the list of final recipients of awards in September in digital format. This list included Commencement awards and made it easier to compile the annual compared to years prior.
- The committee met in September to fine-tune a grading rubric for the Continuing Academic Scholarship essays first proposed by Shele Bannon. We implemented the rubric for Spring 2017 and Fall 2017 Merit applications. This helped with the essay evaluation process and has also given us a way to document the evaluation.
- The committee requested that Dave Moretti set up a word counter of 250 words on the application for the Continuing Academic Merit scholarship. Also, the following message was added to the application: “Applicants with poorly written essays will be rejected. The Writing Center is available for assistance with essay writing.”
- The Continuing Academic Merit Scholarship applicant list was edited by the financial aid office to include a column for QCC credits accumulated, a column for essay evaluation, and continued to be sorted by both GPA and alphabetical order. These changes have made the process of evaluating applications much smoother.
- The call for Incentive Day and Evening was edited to include a checkbox for working parent and to request documentation of employment. This proved helpful in sorting through candidates.
- The committee noticed an improvement in the quality of letters of recommendation and candidates for the Special Awards. This was especially the case for the John F. Kennedy Award, where the committee identified two equally deserving candidates. Veronica

Lukas asked President Call whether both candidates could be awarded and she made a one-time exception, with both candidates receiving the full amount.

9. The committee is again able to report on all of the awards and scholarships offered by the college *and their dollar amounts* (see Appendix 1). The data was obtained from Charles Petz, Database Manager, Office of Institutional Advancement.
10. The committee's chair and new secretary attended a content management system training workshop for academic senate committees. They were instructed on how to upload documents onto the new system as well as reminded that all documents to be uploaded must be ADA compliant.

## Challenges

- Obtaining data for the annual report of the committee in a timely manner could still be made more efficient.
- Soliciting recommendations from faculty for the inclusion in *Who's Who in American Universities and Colleges* continued to be a challenge. The total number of applicants (21) was lower than last year's 30 applicants. As noted in last year's annual, the college is permitted to approve up to 150 nominees. The low number of nominees by faculty continues to be due to lack of advertising by faculty and staff and lack of interest from students.
- During the process of evaluating Who's Who applications, the committee once again came across recommendations that were incomplete, missing either one or two of the three criteria (college activity, community involvement, promise). Several recommendations listed the criteria but either offered little detail or did not provide documentation of their involvement. Due to almost half of the recommendations being insufficient in at least one criteria, the committee decided to contact the recommenders and ask them to provide additional documents. All those contacted responded and the committee accepted the revised recommendations.
- Due to low numbers of applications and recommendations, we had to extend the deadline of both the Special Awards and Fall 2017 Continuing Academic Merit scholarship. We ended up with numbers higher or comparable to previous years with 32 total recommendations (up from 10 last year) for Special Awards and 100 for the Fall 2017 Merit (101 for Fall 2016). The latter required two rounds of voting to reach the 100.

## Recommendations / To Do

1. There continues to be a need for reception of award information in a timely manner. The committee chairperson should receive the list of final selections of awards and scholarships reviewed by the committee as soon as the final choices are made to prepare the report.
2. For the **Who's Who Nominations**:
  - It should be noted to recommenders that if club membership is included as community involvement, the student's role in the club should be described in detail. We ran into many cases of a lack of description of a club member's role and how it constitutes community involvement. The addition of a checklist for each of the three criteria for this award would prove helpful.
  - It should be noted that a recommendation letter must be only written by faculty from an academic institute as we received recommendations from non-faculty.
  - The number of Who's Who nominations continued to decline from the year before. It could prove helpful for the chair of the committee to send a reminder for



next year's Who's Who to committee members so they can advertise the award at departmental events like departmental meetings. Also, the committee can reach out to Student Life Specialist, Raymond Volel, and Director of Student Activities, Gisela Rivera, to promote the Who's Who award in Student Government.

- The committee suggests including recommender names in future minutes and annual reports.
- The master list of all nominees that the committee uses to decide on eligible candidates should continue to include a column labeled "recommended by." This will enable follow up questions for missing information.
- The committee should notify the recommenders of which students were nominated.
- A document with the benefits of Who's Who should be prepared and attached to the call for nominations.

3. **Academic Merit Scholarships:**

- The committee continued to discuss the issue of candidates who fall just short (half credit) of the 15 credit full registration requirement. The committee continues to recommend an auto-reply message could be sent to students upon starting the merit application process reminding them of the 15 credit requirement for the current semester.
- The committee still suggests that letters should be sent to those applicants who will not be receiving awards with a checklist of reasons why the scholarship was not awarded to them.

4. **Special Awards:**

- The committee suggests to include recommender names in future minutes and annual reports.
- There continues to be a need to verify account and balances of awards. For example, the Women's club award was phased out due to lack of funds. Sheila Sarecha, executive assistant to the Vice President should be contacted. This should be done before the next call for Special awards.
- **The John F. Kennedy Award and the Martin Luther King Jr. Memorial Award accounts are empty.** However, the president continues to fund them through other monies because of the significance of the awards.
- The **applications for the special or commencement awards** should have sections for faculty to complete (Scholarship, leadership on campus, service to the college, promotion of racial harmony, working parents) depending on the awards.

5. **Shared Network Drive needed:** This committee continues to need access to a shared network drive for digital file sharing as a means of collecting applications. This will save a lot of paper and ink. For example each semester if the merit scholarship attracts 120 applicants, each entire application of 2-3 pages has to be duplicated 7 times for the committee members. The committee does have a Blackboard site but it was never utilized for this purpose. Google Drive or Dropbox may be preferred.

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

- The **Spring 2018 Continuing Student Academic Merit Scholarships** need to be advertised early in the Fall 2017 semester. Ideally, the committee should meet in December 2016 or early January 2017 to vote on these.
- The **Spring 2017 Who's Who Among Students in American Colleges and Universities** need to be advertised in early and late December so that the deadline could be in mid March and the committee can meet to make decisions in late March.
- The Special Awards could have a deadline of late April and the committee can meet in May.

**Acknowledgements**

**Dugwon Seo** did a terrific job in her first year on the committee. She was elected and accepted the secretary position without hesitation. She prepared the minutes in a timely and efficient manner. She accompanied the committee chair to the content management system training workshop and has since checked the documents for ADA compliance and posted them onto the website. **George Muchita** continues to offer priceless assistance with his knowledge and experience as a transfer coordinator. We go to him when we have questions about remedial courses or graduation, particularly when evaluating Academic Merit scholarships. He possesses an uncanny ability to spot the tiniest of details on transcripts. **David Rothman** has continued to be a valuable member of the committee. This was the first year that we implemented Shele Bannon's rubric for evaluating Academic Merit scholarship essays. So David proved especially helpful because of his gift for identifying what makes a good essay. **Sheele Bannon** continued to provide terrific analysis of applications and was a vital part of many of our discussions, like those on 15 credit requirements, her rubric, and was instrumental in making decisions when we could only give one award and several students were worthy. Her rubric has been incredibly helpful in the evaluation of Merit Scholarship essays. **Shannon Lal-Ramnarine** offered the new chair incredible help sharing her own experience as chair. She advised the new chair on many occasions on ways to improve the process of evaluating awards, reminded him of his duties, and provided him with a thorough list of contacts for compiling the annual. This annual could not have been made without her help.

The committee wishes to acknowledge **Veronica Lukas and her staff** for graciously arranging, hosting and attending each meeting as well as compiling and reviewing all applications. I will also wish to thank her for creating, editing, and sorting the voting sheets, which have made it so much easier to evaluate the applications. She also worked diligently to investigate the account balances for several awards, which lead to monetary increases for recipients in several cases. She made it possible for us to award the JFK to two candidates. Her office staff is also invaluable in collecting and sorting all of the applications/nominations, documenting the outcomes/results and following up on questions or concerns about specific applications. A special thanks to President

Call for allowing the awarding of the JFK to two equally deserving candidates. Lastly, we would like to thank both Shele Bannon and George Muchita for their many years of honorable service in this committee. They will be dearly missed.

**Committee Members for 2016-2017**

Chairperson: Christopher Roblodowski (Biology)

Secretary: Dugwon Seo (Engineering Technology)

President’s Designee: Veronica Lukas

Other member (s):

Sharon Lall-Ramnarine (Chemistry)

George Muchita (College Transfer Coordinator)

Shele Bannon (Business)

David Rothman (Academic Literacy)

Committee on Committees Liaison: Mooney, Christine (Business)

Senate Steering Committee Designee: Berkhout, Bjorn (Music)

Student representative: Lian-Nicole Ramos

**Appendix 1:**

**All Awards and Scholarships offered by the college during 2016-2017: Commencement and departmental Awards\***

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

Last Name	First Name	Award	Department / Award amount
Alvis	Felipe	Art and Photography General Fund	Art and Design, Spring 2017 Amount: \$100
Briguglio	Pietro	Art and Photography General Fund	Art and Design, Spring 2017 Amount: \$100
Ruiz	Edward	Art and Photography General Fund	Art and Design, Spring 2017 Amount: \$100
Sanchez	Jasmine	Art and Photography General Fund	Art and Design, Spring 2017 Amount: \$100
Wang	Zihao	Art and Photography General Fund	Art and Design, Spring 2017 Amount: \$100
Kacirani	Arlind	Eugene & Aida Horowitz Textbook Award	Biology, Spring 2017 Amount: \$200
Kim	Katherine	Eugene & Aida Horowitz Textbook Award	Biology, Spring 2017 Amount: \$200
Popo	Caroma	Eugene & Aida Horowitz Textbook Award	Biology, Spring 2017 Amount: \$200
Kumar	Ferany	Milton & Doris Katz Memorial Award	Business, Spring 2017 Amount: \$120
Zhuang	Xin Zhizhi	Helen Krizman Memorial Endowment Award	Business, Spring 2017 Amount: \$250
Salane	Cristina	Arthur Werner Memorial	Business, Spring 2017

		Endowment Scholarship	Amount: \$650
Urrego	Daisy	Henry Winkler Endowment Award	Business, Spring 2017 Amount: \$75
De Los Santos	Margaret	Joe Iorio Award	Chemistry, Spring 2017 Amount: \$75
Ramdihal	Jasodra	Joe Iorio Award	Chemistry, Spring 2017 Amount: \$75
Kim	Katherine	Rose Mancott Memorial Endowment Award	Chemistry, Spring 2017 Amount: \$70
Qu	Michelle	Rose Mancott Memorial Endowment Award	Chemistry, Spring 2017 Amount: \$70
De Los Santos	Margaret	Dr. Paris Svoronos Scholarship Award	Chemistry, Spring 2017 Amount: \$500
Hong	Tao	Dr. Paris Svoronos Scholarship Award	Chemistry, Spring 2017 Amount: \$500
Kwun	David	Dr. Paris Svoronos Scholarship Award	Chemistry, Spring 2017 Amount: \$500
Yu	Xiaofang	Dr. Paris Svoronos Scholarship Award	Chemistry, Spring 2017 Amount: \$500
Azhar	Mehak	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Carrero	Nicholas	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
De Los Santos	Margaret	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Esperance	Evans	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Ferreiras	Sindy	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Gaba	Anjali	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Hong	Tao	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Hwang	Jean	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Kim	Ha Eun	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Kim	Katherine	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Kwun	David	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Lai	Mei Sze	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Leong	Julie	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Mera	Edison	Pak Kuen Wong	Chemistry, Spring 2017

		Endowment	Amount: \$250
Pimentel	Leandro	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Qu	Micheel	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Ramdihal	Jasodra	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Sarmiento	Jacqueline	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Sumner	Rawlric	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Xue	Jiayi	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Yu	Xiaofang	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Yun	Hyeon	Pak Kuen Wong Endowment	Chemistry, Spring 2017 Amount: \$250
Belabdi	Nuria Laroussi	Joseph & Betty Aidala Award	Engineering Technology, Spring 2017 Amount: \$250
Zhou	Helen	Con Edison Scholarship Endowment	Engineering Technology, Spring 2017 Amount: \$5000
Moazzem	Mohammad Tamzeed	Engineering Technology Department awards	Engineering Technology, Spring 2017 Amount: \$100
Chemrah	Mouad	Professor Martin Horowitz Memorial Award	Engineering Technology, Spring 2017 Amount: \$100
Chemrah	Mouad	Leon & Dorothea Katz Memorial Award	Engineering Technology, Spring 2017 Amount: \$250
Pacheco	Shawn	Gabriel Kousourou Award	Engineering Technology, Spring 2017 Amount: \$100
Zhou	Helen	Gabriel Kousourou Award	Engineering Technology, Spring 2017 Amount: \$100
Guillen	Gisele	Harold Levenson Memorial Endowment Award	Engineering Technology, Spring 2017 Amount: \$100
Chemrah	Mouad	Jackson and Muriel Lum Endowment	Engineering Technology, Spring 2017 Amount: \$1300
Belabdi	Nuria Larousi	Jackson and Muriel Lum Endowment	Engineering Technology, Spring 2017 Amount: \$1300

Zhou	Helen	Jackson and Muriel Lum Endowment	Engineering Technology, Spring 2017 Amount: \$1300
Charles	Stanley	Louis Nashelsky Award	Engineering Technology, Spring 2017 Amount: \$100
Hernandez	Carlos	Louis Nashelsky Award	Engineering Technology, Spring 2017 Amount: \$100
Ali	Samanta	Arnold Asrelsky English Award	English, Spring 2017 Amount: \$275
Hazel	Tyne	Arnold Asrelsky English Award	English, Spring 2017 Amount: \$275
Husna	Khosrawi	Arnold Asrelsky English Award	English, Spring 2017 Amount: \$275
Przhevalskiy	Aleksey	Arnold Asrelsky English Award	English, Spring 2017 Amount: \$275
Yehezkel	Nicol	Arnold Asrelsky English Award	English, Spring 2017 Amount: \$275
Garcia	Emmanuel	Dr. Sheena Gillespie Award	English, Spring 2017 Amount: \$300
Molina	Diana	Hedy Jacobowitz Memorial Award	English, Spring 2017 Amount: certificate
Roslonowski	Sarah	Hedy Jacobowitz Memorial Award	English, Spring 2017 Amount: certificate
Tamame	Akiyuki	Hedy Jacobowitz Memorial Award	English, Spring 2017 Amount: certificate
Wee	Nicole	Hedy Jacobowitz Memorial Award	English, Spring 2017 Amount: certificate
Williams	Crystal	Hedy Jacobowitz Memorial Award	English, Spring 2017 Amount: certificate
Ansari	Asma	Dr. Marcia Keizs Endowment Award	English, Spring 2017 Amount: \$100
Garcia Tucker	Ajani	Dr. Marcia Keizs Endowment Award	English, Spring 2017 Amount: \$100
Lin	Christian	Dr. Marcia Keizs Endowment Award	English, Spring 2017 Amount: \$100
Rhodes	Samantha	Herbert Seitz Award	English, Spring 2017 Amount: \$40

Archie	Nicole	Smithline/Trefman Memorial Endowment Award	English, Spring 2017 Amount: \$50
Fields	Nathania	Smithline/Trefman Memorial Endowment Award	English, Spring 2017 Amount: \$50
Salane	Cristina	Smithline/Trefman Memorial Endowment Award	English, Spring 2017 Amount: \$50
Sanchez	Carolyne	Smithline/Trefman Memorial Endowment Award	English, Spring 2017 Amount: \$50
Kang	Edison	Dr. Linda Stanley Award	English, Spring 2017 Amount: \$200
Lake	Francisco	Dr. Linda Stanley Award	English, Spring 2017 Amount: \$200
Carryl	Danielle	Meredith Young Endowment Award	English, Spring 2017 Amount: \$400
Worrell	Sophia	Meredith Young Endowment Award	English, Spring 2017 Amount: \$400
Petiton	Krystal	Pearl Auerbach Health & Physical Education Award	Health, Physical Education & Dance, Spring 2017 Amount: \$500
Skukauskas	Tomas	Pearl Auerbach Health & Physical Education Award	Health, Physical Education & Dance, Spring 2017 Amount: \$500
Clavijo	Carmen	Athletic Endowment Award	Health, Physical Education & Dance, Spring 2017 Amount: \$100
Del Rosario	Liezl	Athletic Endowment Award	Health, Physical Education & Dance, Spring 2017 Amount: \$100
Hines	John Timothy	Athletic Endowment Award	Health, Physical Education & Dance, Spring 2017 Amount: \$100
Owoeye	Taiwo	Athletic Endowment Award	Health, Physical Education & Dance, Spring 2017 Amount: \$550
Skukauskas	Tomas	Athletic Endowment Award	Health, Physical Education & Dance, Spring 2017 Amount: \$100
Skukauskas	Tomas	Joanne Blumin Endowment	Health, Physical Education & Dance, Spring 2017 Amount: \$500
McDonald	Kavon	Carol Bozek Award	Health, Physical Education & Dance, Spring 2017

			Amount: \$500
Medina	Mariela	Mary Jean Erario Award	Health, Physical Education & Dance, Spring 2017 Amount: \$500
Frischeisen	Andres	Joseph Geist Endowment Award	History, Spring 2017 Amount: \$2000
Bertolini	Gianni	Jake Jagoda Memorial Award	History, Spring 2017 Amount: \$230
Hardeen	Sharmila	Sheila Polishook Endowment Award	History, Spring 2017 Amount: \$400
Zheng	Yiting	Sidney Arak Memorial Endowment Award	Math and Computer Science, Spring 2017 Amount: \$125
Myat	Tun	Allen Barnes Award	Math and Computer Science, Spring 2017 Amount: \$100
Rivas De Fernandez	Gloria	Sondra Farber Memorial Award	Math and Computer Science, Spring 2017 Amount: \$100
Hong	Tao	General Unrestricted Fund (Burt Kleinman Award)	Math and Computer Science, Spring 2017 Amount: \$200
Wang	Xiao	Our Sun Endowment	Math and Computer Science, Spring 2017 Amount: \$500
Zhang	Xin	Our Sun Endowment	Math and Computer Science, Spring 2017 Amount: \$500
Patel	Panusha	Kurzweil Memorial Award	Music, Spring 2017 Amount: \$250
McKoy	Trevor	Abbey Passariello Endowment Award	Music, Spring 2017 Amount: \$250
Williams	Jahnel	Abbey Passariello Endowment Award	Music, Spring 2017 Amount: \$250
Brown	Caralee	Julius Pomann Memorial Award	Music, Spring 2017 Amount: \$100
Marrero	Marie	Beverly Lockwood Theatre Award	Music, Spring 2017 Amount: \$100
Gnonlonfoun	Hulengansodji	Music Award	Music, Spring 2017 Amount: \$53.33
Gueye	Sadinah	Music Award	Music, Spring 2017 Amount: \$53.33
Hernandez	Frankelyn	Music Award	Music, Spring 2017 Amount: \$53.33



Kim	Bo	Music Award	Music, Spring 2017 Amount: \$53.33
Mihaltses	Mikhail	Music Award	Music, Spring 2017 Amount: \$53.35
Alli	Aszeem	Alumni Association Account ( Blumenthal)	Nursing, Spring 2017 Amount: \$50
Rodriguez	Diana	Alumni Association Account ( Blumenthal)	Nursing, Spring 2017 Amount: \$50
Gonzalez	Christina	Alumni Association Account ( Humanity)	Nursing, Spring 2017 Amount: \$50
Walsh	Catherine M.	Alumni Association Account ( Humanity)	Nursing, Spring 2017 Amount: \$50
Jules	Marvin A.	Alumni Association Account ( ROWBO)	Nursing, Spring 2017 Amount: \$50
Peterkin	Oneil D.	Alumni Association Account ( ROWBO)	Nursing, Spring 2017 Amount: \$50
Garcia	Robin	Michael Dermott Mullan Award	Nursing, Spring 2017 Amount: \$500
Bright	Chenelle D.	Rose Ann Deichert Memorial Endowment Award	Nursing, Spring 2017 Amount: \$500
Ekpo	Aniekan	Rose Ann Deichert Memorial Endowment Award	Nursing, Spring 2017 Amount: \$500
Pichardo	Kayla	Rose Ann Deichert Memorial Endowment Award	Nursing, Spring 2017 Amount: \$500
Stigliano	Jean	Rose Ann Deichert Memorial Endowment Award	Nursing, Spring 2017 Amount: \$500
Goncalves De Andrade	Larissa N.	Maryellen Matthews Memorial Endowment Award	Nursing, Spring 2017 Amount: \$450
Muladzhnov	Elan	Maryellen Matthews Memorial Endowment Award	Nursing, Spring 2017 Amount: \$450
Salomon	Nahema	Sylvia Stitzel Weinstock	Nursing, Spring 2017 Amount: \$550
Dimaiolo	Stefano	The Dinah Moche Astronomy Award	Physics, Spring 2017 Amount: \$50
Luzuriaga	Michelle	The Dinah Moche Astronomy Award	Physics, Spring 2017 Amount: \$50
Moghadam	Farbod Hadizadeh	The John F. Kennedy Memorial Award (CUNY Investment Pool)	Commencement Awards, Spring 2017 Amount:\$1000
Khan	Haris	The John F. Kennedy	Commencement Awards,

		Memorial Award (CUNY Investment Pool)	Spring 2017 Amount:\$1000
Faisal	Fatima	The Martin Luther King, Jr. Award ( CUNY Investment pool)	Commencement Awards, Spring 2017 Amount:\$500
Dzhumaev	Sergei	Associate in Science	Commencement Awards, Spring 2017 Amount:\$1500
Kumar	Ferany	Associate in Applied Science Award ( CUNY Investment Pool)	Commencement Awards, Spring 2017 Amount:\$1500
Wee	Nicole	Associate in Arts	Commencement Awards, Spring 2017 Amount:\$1500
Stropkay	Dayna	Arlene Check Memorial Endowment Award	Services for students with disabilities, Spring 2017 Amount: \$250
Bruce	Christopher	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017 Amount: \$100
Cabrera	Samantha	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017 Amount: \$100
Edwards	Tia	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017 Amount: \$100
Evans	Joseph	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017 Amount: \$100
Farduchi	Erika	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017 Amount: \$100
Flint	Elizabeth	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017 Amount: \$100
Gruico	Alexander	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017 Amount: \$100
Modeste	Antoinette	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017 Amount: \$100
Tao	Justin	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017 Amount: \$100
Tseien	Brandon	Services for Students with disabilities Award	Services for students with disabilities, Spring 2017

			Amount: \$100
Asmin	Asma	Dr. Choong-Shick Hong Memorial Award	Social Sciences, Spring 2017 Amount:\$500
Bursky	Mikell	Dr. Choong-Shick Hong Memorial Award	Social Sciences, Spring 2017 Amount:\$500
Li	Sihang	Professor Naphtaly Levy Memorial Award	Social Sciences, Spring 2017 Amount:\$500
Zabalas	George	Dr. Mary McDougall Memorial Endowment Award	Social Sciences, Spring 2017 Amount:\$400
Zhong	Xin	Theresa Singer Endowment Award	Social Sciences, Spring 2017 Amount:\$400
Pajuelo	Johanna	Theresa Singer Endowment Award	Social Sciences, Spring 2017 Amount:\$500
Seaberry	Camille	Theresa Singer Endowment Award	Social Sciences, Spring 2017 Amount:\$500
Kreisler	Jessica	Leroy Paves Endowed Scholarship Award	Speech Communication & Theatre Arts, Spring 2017 Amount:\$150
Qi	Lang	Leroy Paves Endowed Scholarship Award	Speech Communication & Theatre Arts, Spring 2017 Amount:\$150
Chavis	Zymeen	Thomas Smith Memorial Award	Speech Communication & Theatre Arts, Spring 2017 Amount:\$100
Centeno	Jhoel	Speech Communication & Theatre Arts Award	Speech Communication & Theatre Arts, Spring 2017 Amount:\$100
Fang	Xuewen	Speech Communication & Theatre Arts Award	Speech Communication & Theatre Arts, Spring 2017 Amount:\$100
Orihuela	John	Speech Communication & Theatre Arts Award	Speech Communication & Theatre Arts, Spring 2017 Amount:\$100
Volynkina	Ksenia	Speech Communication & Theatre Arts Award	Speech Communication & Theatre Arts, Spring 2017 Amount:\$100
Zuniga	Maite	Speech Communication & Theatre Arts Award	Speech Communication & Theatre Arts, Spring 2017 Amount:\$100
Davis	Justin	Friend of Veteran's Award	Veteran Services, Spring 2017 Amount:\$500
Lesane	Reginald	Friend of Veteran's Award	Veteran Services, Spring 2017 Amount:\$500
Montgomery	Justin	Friend of Veteran's	Veteran Services, Spring 2017

		Award	Amount:\$500
Yeh	Michael	Friend of Veteran's Award	Veteran Services, Spring 2017 Amount:\$500
Qiu	Xinghui	Ray Ricketts Memorial Award	Student Affairs, Spring 2017 Amount: \$150
Arabi	Razieh	Incentive Award- Day	Student Government, Spring 2017 Amount: \$250
Njapa	Philomena-Mary	Incentive Award- Day	Student Government, Spring 2017 Amount: \$250
Villadiego-Punto	Maria	Incentive Award- Day	Student Government, Spring 2017 Amount: \$250
Worrell	Sophia	Incentive Award- Evening	Student Government, Spring 2017 Amount: \$250

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

Committee on Cultural and Archival Resources

**TO:** Emily Tai, Vice Chair, Academic Senate Steering Committee  
**FROM:** Isabella Lizzul, Chair, Committee on Cultural and Archival Resources  
**SUBJECT:** **Annual Report for Committee on** Committee on Cultural and Archival Resources  
**for 2016 /2017**  
**DATE:** **September 19, 2017**

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**Committee members:**

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

Leslie Francis, Business (2019)

Cary Lane, Academic Literacy (2019)

Zivah Perel Katz, English (2018)

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

Lekic, Mirna, Music (2020)

Guo, Wenli, Physics (2020)

Pecinka, Kathleen, Nursing (2020)

**Dates Committee met:**

10/26/2016

04/24/2017

05/15,2017

**Narrative summary of Committee work:**

Professor Christine Kim updated the committee members as to how faculty can use the Library Guides and CUNY Academic Works sites to deposit scholarly work related to the Cultural and Archival Resources on campus. This work would be open access and searchable on Google. Faculty need only to create an Academic Works account and upload their work as a PDF at which point Professor Kim can link to the article from Lib Guides. Publicizing the site was suggested. She also helped to create a Faculty Inquiry Group through CETL to look into student digital engagement with Cultural and Archival Resources. Details on this can be found on the library website. We hope that faculty viewing these sites will be inspired with new ideas as to using the cultural centers within their pedagogy.

The Cultural Liaison was initially developed by the Committee on Cultural and Archival Resources (CAR Committee) to advocate for pedagogy that utilizes the resources of the QCC Art Gallery, Queensborough Performing Arts Center (QPAC), and Kupferberg Holocaust Resource Center & Archives (KHC) and their respective departments.

A survey was conducted by Ian Beckford among the designated Cultural Liaisons ascertaining the work done, as well as the interest/commitment to the responsibilities of the position. Based upon that input and after much discussion and review, the committee believes it is time to end the initiative. In the Spring of 2017 the project ended.

The Committee members and I want to thank all involved for all their efforts in supporting the Cultural Liaisons Pilot Project put forth by our Committee as a way of promoting pedagogy within the Cultural Centers.

We would like to especially thank John Gilleaudeau for all of his work in supporting this effort.

Cary Lane's talk as *The Jacket* exhibit curator demonstrated how the KHRCA is using the NEA endowment to create the curator- and scholar-in-residence programs. Of particular note is the KHRCA's status as a national demonstration site for the NEA. The Committee could help to identify faculty from different departments for these positions.

The Art Gallery's 50<sup>th</sup> Anniversary will be marked with a very special Goya exhibit slated to open in October of 2018 and that sponsorships are possible. The committee agreed that the angle of the exhibit (Goya as a student) will be effective for pitching the exhibit to instructors across the disciplines. Cary Lane mentioned that CETL would be willing to sponsor a campus integration/best practices event exclusively for the Goya exhibit.

The Art Gallery is preparing to publish a book highlighting the permanent collection (their African art collection, especially) with contributions from academic experts worldwide.

QPAC is now a year-round entity and is hosting several auxiliary programs, including a children's book club, QCC student program, senior program, after-school program, "Meal-and-Show" program, and summer concert series. QPAC has experienced an 11.5% increase in attendance this year, with 62,000 people participating in the auxiliary programs alone. Social media is playing a bigger role in QPAC's marketing and sales ecosystem, with a 70% increase in online traffic and ticket purchase. QPAC will be going through a major ADA renovation and update of equipment next year. To help alleviate the disruption during construction, QPAC plans to convert existing campus spaces in order to accommodate smaller events. Namely, there are tentative plans to use M136 as a temporary theater space named, "The Showroom."

KHC public programs are going well, with high attendance at NEH and community events, including the event at QPAC featuring QCC faculty, a Holocaust Remembrance Day event with MOTYL Chamber Ensemble, and a very effective student-centered collaboration with Queens College on race. The KHC has been visited by over 2000 students this academic year, with a majority visiting "The Jacket" exhibit (often multiple times). The model created by the Curator-in-Residence and the Director of the KHC (Cary Lane and Dan Leshem) will be the new paradigm going forward. That model includes putting all exhibits online to increase outreach and fundraising (as well as save on mail and catalogue expenses). Special thanks to Henry Schein, Inc. for producing beautifully designed marketing packets detailing the KHC's initiatives, exhibits, and programs—all done pro bono.

*Demonstrating Pedagogical Use of Cultural Institutions:*

Consistent with the mission of the Committee, the Committee the QCC Institutional Repository (IR) CAR Committee space is up and running. Scholars who have benefited from their use of QPAC, the KHRCA and the QCC Art Gallery can upload samples of their work. In doing so it is hoped that this would demonstrate the influence of these institutions as pedagogical tools, while providing encouragement to others to follow in their steps.

It was suggested that an ideal location may be the Repository at the QCC Library, which is part of the Open Source Project on campus.

Any faculty can upload their works to the QCC IR:

<http://academicworks.cuny.edu/qb/>

To be able to upload works, faculty should create an account. It is quite easy and simple.:

[http://academicworks.cuny.edu/cgi/login.cgi?return\\_to=http%3A%2F%2Facademicworks.cuny.edu%2Fcgi%2Fmyaccount.cgi%3Fcontext%3D&context=http://academicworks.cuny.edu](http://academicworks.cuny.edu/cgi/login.cgi?return_to=http%3A%2F%2Facademicworks.cuny.edu%2Fcgi%2Fmyaccount.cgi%3Fcontext%3D&context=http://academicworks.cuny.edu)

I'd like to let you know that the library LibGuide for the Jacket from Dachau won award for excellence reference services: <http://www.ala.org/news/member-news/2017/03/jacket-dachau-libguide-wins-award-excellence-reference-services>

The Jacket LibGuide: <http://qcc.libguides.com/thejacket>

It was a collaboration with librarians and Professor Cary Lane. Faculty and students can use the LibGuide for the courses.

**New Recommendations:**

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

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

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

The Committee continues to invite and encourage faculty from varying departments to incorporate the High Impact Practices (HIPS) within their pedagogy involving the Cultural Centers. As an example, HIPS such as Global Diversity and Learning and Service Learning.

John Gilleaudeau resigned as secretary from the committee in Fall 2016. The Committee unanimously voted in Zivah Perel Katz as secretary.

**Acknowledgments:**

Once more special thanks to Christine Kim, Cary Lane and Ian Beckford for all their contributions to the Committee on Cultural and Archival Resources (CAR).

Many thanks to Vice President Zins, our Cultural Directors, Susan Agin, (QPAC), Dan Leshem,(KHC) and Faustino Quintanilla, (Art Gallery) and the members of this Committee for all their hard work for a productive year and for their support and promotion of our Committee’s work.

We would like to thank the Chairs for all their support of past and ongoing initiatives of the CAR Committee.

Special thanks to Committee secretary, John Gilleaudeau for all his work over the years of service and contribution to the CAR Committee.



**Table A: Undergraduate Program Schedule**

- Indicate academic calendar type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term: Fall 1		Credits per classification				Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
Common Core 1A ENGL101 English Composition I	3	3			Score of 480 on the SAT or 75% on the New York State English Regents, or a passing score on the CUNY/ ACT Writing and Reading Tests	Common Core 1A ENGL102 English Composition II	3	3			ENGL101
PSYC101 Psychology	3	3	3		BE-122 (or -226) or satisfactory score on CUNY/ACT Assessment Test	MA336 Statistics	3	3	3		Prerequisite: MA-119 with a C or better or MA-114 with a C or better, or satisfactory score on the Mathematics Placement Test, Level II.
Common Core 1B Recommended MA119 College Algebra	3	3			MA010 or exempt from remedial mathematics or permission of the department	Flexible Core 2D Recommended ANTH 101 Anthropology or SOCY101 Sociology	3	3			BE-122 (or -226) or satisfactory score on CUNY/ACT Assessment

SP 211 Speech Communication	3	3	3		Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP-020, or SP- 005 and/or SP- 006	PSYC215 Child Development or PSYC220 Human Growth and Development	3	3	3		PSYC101		
Flexible Core 2A	3	3				PSYC201 Introduction to Psychological Research	3	3	3		PSYC101		
<b>Term credit total:</b>	15	9	6			<b>Term credit total:</b>	15	6	9				
<b>Term: Fall 2</b>		<b>Credits per classification</b>					<b>Term: Spring 2</b>		<b>Credits per classification</b>				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		
Common Core 1C	3-4	3-4				Additional Course from Major Course Requirements	3		3				
Flexible Core 2B, 2C or 2E	3	3				Additional Course from Major Course Requirements	3		3				

Flexible Core 2B, 2C or 2E	3	3				
PSYC230 Abnormal Psychology or PSYC250 Personality	3	3	3		PSYC101	
Additional Course from Major Course Requirements	3		3			
<b>Term credit total:</b>	15-16	9-10	6			
<b>Term:</b>	<b>Credits per classification</b>					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
<b>Term credit</b>						

HE101 Introduction to Health Education or  HE102 Health, Behavior and Society	1-2		1-2			Students who are required to take BE-111, 112 or BE-201, BE-203, BE-205, or BE- 121 or BE-225 must take HE-101. Students may not receive credit for both HE-101 and HE-102  Corequisite: BE- 122 (or BE-226), or satisfactory course
One science laboratory course (if needed) from BI132, BI171, CH102, CH111, CH121, ET842, PH112	0-1		0-1			
Free Electives	3-4	3-4				
If PSYC101 is counted toward Flexible Core 2E, take one additional course from Major Course Requirements	3		3			
<b>Term credit total:</b>	13-16	3-4	10-12			
<b>Term:</b>	<b>Credits per classification</b>					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
<b>Term credit</b>						

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)

Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)

<b>Term credit</b>									<b>Term credit</b>			
<b>Program Totals:</b>	Credits: 60				Liberal Arts & Sciences:45-47				Major:31-33			Elective & Other:3-4
Cr:= credits    LAS = <a href="#">Liberal Arts and Sciences</a> Maj = major requirement    New = new course    Prerequisite(s) = list prerequisite(s) for the noted courses												

## **Major Course Requirements**

**Required:** PSYC---101 Psychology

Introduction to the scientific study of behavior and mental processes. Topics include research methods, biological bases of brain and mind, sensation---perception, sleep and states of consciousness, learning---memory, development, cognition---intelligence, motivation---emotion, personality, abnormal psychology---therapy, and social psychology. Research findings and principles related to everyday life.

**Required:** PSYC215 or  
PSYC220: PSYC---215 Child  
Development

The goal of this course is to enable students to acquire a knowledge base of child development. Consideration of developmental issues particular to special needs youngsters will also be addressed. Students will examine the central emotional, cognitive, and social issues for each developmental period during childhood. Cultural, socio---economic, and historical influences on development will be integrated within the course.

PSYC---220 Human Growth and Development

A study of the changes in behavior and mental processes across the life---span and the biological, psychological, social and cultural factors influencing those changes.

**Required:** PSYC230 or  
PSYC250 PSYC---230 Abnormal  
Psychology

Examines abnormal behavior with an emphasis on the classification of, causes of, and treatments for mental disorders. Focuses on major mental disorders including: anxiety, somatoform, and dissociative disorders, mood disorders, schizophrenia, personality disorders, substance---related disorders, sexual disorders, and cognitive disorders

PSYC250 Personality

Explores major theoretical perspectives on personality such as psychodynamic, trait, biological, humanistic, behavioral---social learning, and cognitive approaches. Presents relevant

research on personality structure, normal and abnormal development, and assessment, including self---assessment through standardized personality tests.

**Required:** Two additional courses from the following group at least one of which is from the PSYC 200--- level series:

PSYC---125 Psychology of Personal Adjustment

Focus is on personal adjustment as an ongoing process of the normal individual. An examination of individual adjustment in terms of the psychological, developmental, and sociocultural dimensions of everyday living. A major concern is the practical application of psychological principles to the enhancement of personal adjustment. Main topics include the origins of adjustment, adjustment and identity, individual growth and change, social adjustment, and problems of adjustment

#### PSYC---240 Social Psychology

An examination of the behavior of individuals in relation to society. Topics include the self in social context, interpersonal relationships, group behavior attitudes, communication, and attraction.

#### PSYC---245 Cross---Cultural Psychology

This course offers an introduction to the field of cross---cultural psychology. In this course students study the cultural similarities and differences of human behavior and mental processes. Students examine how race, gender, religion, geography, language and other demographic variables influence the ways in which individuals maneuver through their worlds. Relevant topics include: cross---cultural research methodology; culture and perception; intelligence, universality of human emotions; motivation; human development and socialization; psychological disorders; social cognition and cultural values; and social interactions.

#### PSYC---255 The Psychology of Women

A critical examination of theories of female personality and behavior. Emphasis is placed on the data concerning women's physical, cognitive, emotional and social characteristics and the biological, developmental, and social forces shaping them. Issues related to health, discrimination, and victimization also discussed.

#### PSYC---260 Psychological Disorders of Childhood

This course is a survey of the major psychological disorders in infants, toddlers, children, and adolescents with a focus on diagnosis, assessment, etiology, and treatment. These disorders include anxiety disorders, mood disorders, conduct disorders, attention---deficit hyperactivity disorder, learning and communication disorders, eating disorders, habit disorders, attachment disorders, autism and other pervasive developmental disorders, childhood psychoses, and sensory---motor disabilities. Emphasis is placed on the developmental context of the disorders and on the use of multiple theoretical perspectives on the disorders

#### PSYC---270 The Psychology of Aging

A multifaceted approach to the study of the aging process, including the effects of aging on learning, intelligence, personality, and emotional development. The role and status of the elderly person with respect to the family and society. A cross---cultural examination of the situation of the aged person and an evaluation of the utility and limitations of institutional care.

#### PSYC---290 States of Consciousness

Examines theory and research related to altered states of consciousness. Topics include sleep, dreaming, hypnosis, biofeedback, meditation, and parapsychology in its various manifestations

#### SOCY---101 Sociology

Introductory analysis and description of structure and dynamics of human society; special emphasis

on application of scientific methods of observation and analysis of social groups, intergroup relations, social change, social stratification, and social institutions.

#### ANTH---101 Anthropology

A survey of peoples and cultures, past and present, from many parts of the world. The student is introduced to the study of humankind through the four---discipline approach: sociocultural anthropology, linguistic anthropology, physical anthropology, and archeology. Critical issues concerning human behavior are explored, such as the ecological crisis or the clash of traditional and modern values in today's world

#### HE---104 Addictions and Dependencies

An investigation of recent research related to the psychological and physiological effects of dependencies, such as compulsive eating, gambling, work habits, and smoking. The problems of use and abuse of depressants, stimulants, hallucinogens, and rehabilitation also discussed.

#### HE---105 Human Sexuality

Designed to assist students in developing positive and accepting attitudes and behaviors about their own sexuality and that of others throughout the life cycle. Study includes psycho---sexual development, sexual behaviors, reproductive biology, and family planning.

### **Additional Major Requirements**

#### **Required:**

MA336 MA---336  
Statistics

Introduction to statistics and the use of a professional statistical software package. Descriptive statistics, probability, binomial and normal distributions, sampling, confidence intervals and tests of hypotheses.

#### **Required:** SP211

#### SP---211 Speech Communication

This course introduces students to the principles and practices of contemporary forms of public speaking in the United States. Selecting topics from current U.S. society and or American history, students will perform research and gather credible evidence from both primary and secondary U.S. sources to create both informative and persuasive speeches. Students are also asked to employ methods taught in this course to analyze both historical and contemporary U.S. rhetoric for authenticity, organizational structure, target audiences and effectiveness as a means of persuasion or communication. Enrollment limited to 22 students.

#### **Required:** HE101 or HE102

#### HE---101 Introduction to Health Education

An introductory course in personal and community health designed specifically for students who have been placed in Academic Literacy reading and/or writing, or The English as a Second Language



sequence. Topics include mental health, addictions and dependencies, sex and sexuality, diet, exercise and weight control, the major diseases and their relation to morbidity and longevity. In addition, students are required to attend Health Lecture Series Programs and/or related field experiences as a complement to classroom activities.

#### HE---102 Health, Behavior and Society

This fundamental course focuses on the relationship between health and human behavior by exploring the psychological, biological, and socio---cultural perspectives of health. Topics for

discussion emphasize disease prevention and lifelong health promotion for the individual and the community. Learning experiences are designed to enable students to develop analytical reasoning skills in order to make informed health decisions and to promote and maintain wellness across diverse cultures. This course will examine major health areas of importance to the individual and society including nutrition, mental health, stress, sexuality, exercise science and addictions

**Required:** One science laboratory course (STEM variant in the Common Core satisfies this requirement): applicable courses include BI132, BI171, CH102, CH111, CH121, ET842, PH112

#### BI---132 Laboratory: Foundations of Biology

An introductory laboratory course that provides an opportunity for students to get hands on experience in biology. It centers around performing laboratory experiments that explains biological concepts like cellular basis, properties and diversity of life, microscopic world of cells, ecological interactions, photosynthesis, respiration, evolution of life, patterns of inheritance and human genetics. Fetal pig dissections are also part of the course to familiarize students with mammalian organ system anatomy and physiology.

#### BI---171 Laboratory: Plants and People

Laboratory experiments and demonstrations of the practical aspects of plants as they relate directly to our lives.

#### CH---102 Living in a Chemical World Laboratory

This laboratory course should be taken with CH---101 (Living in a Chemical World lecture). The role of chemistry in everyday life is highlighted and explored. Basic experimental design and analysis are studied. Methods are introduced for the analysis of food, medicines, and household products. Laboratory techniques such as synthesis, titrations, chromatography, use of the spectrophotometer, and Geiger--- Muller counter are employed. Successful completion of CH---101 and CH---102 satisfies the laboratory science requirement for the Associate in Arts (A.A.) degree. May not be used as part of the Science or Mathematics Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

#### CH---111 Chemistry and the Environment Laboratory

An environmental chemistry laboratory course which should be taken with CH---110 (Chemistry and

the Environment lecture). The role of chemistry in environmental processes is highlighted and explored. Basic experimental design and analysis are studied. Methods are introduced for the determination of some aspects of air and water quality. Laboratory techniques such as titrations, chromatography, use of the spectrophotometer, and Geiger--- Muller counter are employed in pollutant determinations. Successful completion of CH---110 and CH---111 satisfies the laboratory science requirement for the Associate in Arts (A.A.) degree. May not be used as part of the Science or Mathematics Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

#### CH---121 Fundamentals of Chemistry Laboratory

This laboratory course complements CH---120 (Fundamentals of Chemistry) and provides basic knowledge of modern experimental chemistry. It demonstrates how chemical laws are derived, verified, and applied. It introduces essential laboratory methods and techniques including separations and chromatography; determination of density and melting and boiling points; electrical conductivity of solutions; qualitative analysis; chemical reactions and stoichiometry; pH analysis; and titration. Students are strongly encouraged to take CH---121 while taking CH---120. Successful completion of CH---120 and CH---121 satisfies the laboratory science requirement for the A.A. degree. This course is not open to students who have completed CH---127, CH---128, CH---151, CH---152, CH---251, or CH---252

#### ET---842 Energy Production and Conservation for a Sustainable World

This course provides students with the opportunity to relate their daily energy use to various renewable and non---renewable energy sources. Students will also participate in hands---on laboratory experiments that demonstrate how energy can be controlled and conserved in order to reduce harmful carbon emissions and costs.

#### PH---112 Space, Astronomy and Our Universe Laboratory

Topics related to space and astronomy, such as our planet and moon, stars, galaxies and the universe and physical processes and laws that govern the motion and evolution of all objects in the universe will be studied through laboratory exercises.



MONTHLY REPORT: October 2017 - COMMITTEE ON CURRICULUM

**To:** Joel Kuszai, Academic Senate Steering Committee  
**From:** Lorena B. Ellis, Chairperson, Committee on Curriculum  
**Date:** November 1, 2017  
**Subject:** Committee on Curriculum October Monthly Report for the November, 2017 Senate  
**CC:** College Archives (CWilliams@qcc.cuny.edu)

The Committee on Curriculum has voted to send the following recommendations to the Academic Senate:  
 1 new course  
 1 new program

**1. NEW COURSE**

DEPARTMENT OF SOCIAL SCIENCES  
 Departmental approval: May 3, 2017, 2017

PSYC-201 Research Methods in Psychology.  
 3 class hours, 3 credits  
 Pre-requisite: PSYC101  
 Co-requisite: None

Course Description for college catalog:  
 This course explores an introduction to the methods of research in psychology. The following concepts will be discussed: scientific methodologies, conducting literature reviews, hypothesis development, following ethical guidelines in research, data collection, experimental variables, analyzing and interpreting data, summarizing and reporting data, and basic descriptive statistics. The issues discussed will be illustrated using a broad range of topics such as physiological, learning, developmental, perception, personality, social, and clinical psychology.

Rationale:  
 For Psychology majors an introduction to basic principles and issues in research is essential to give them the foundation necessary to properly understand, analyze and apply research findings in the field and to prepare themselves for transfer into baccalaureate programs in Psychology.

**COURSE REVISION - FOR INFORMATION ONLY**

From	To
MA-024 Quantitative Reasoning	<b>MA-071</b> Quantitative Reasoning
4 Class hours, 1 Computer Laboratory hour, 0 Credits	4 Class hours, 1 Computer Laboratory hour, 0 Credits
Pre-requisite: None	Pre-requisite: None
Co-requisite: None	Co-requisite: None
Course description: This developmental course provides an alternative	Course description: This developmental course provides an

<p>pathway to the college level liberal arts and science course MA-321 Mathematics in Contemporary Society. The course focuses on basic numeracy and quantitative reasoning skills necessary to make sense of the world around us. Topics covered include signed numbers, decimals and fractions; proportional reasoning; inequalities; interpreting graphs and charts; averages; linear functions; and translating word problems into mathematical expressions. This course cannot be used as a pre-requisite for MA-119 College Algebra and is not suited for Science, Technology, Engineering, or Math (STEM) students.</p>	<p>alternative pathway to the college level liberal arts and science course MA-321 Mathematics in Contemporary Society. The course focuses on basic numeracy and quantitative reasoning skills necessary to make sense of the world around us. Topics covered include signed numbers, decimals and fractions; proportional reasoning; inequalities; interpreting graphs and charts; averages; linear functions; and translating word problems into mathematical expressions. This course cannot be used as a pre-requisite for MA-119 College Algebra and is not suited for Science, Technology, Engineering, or Math (STEM) students.</p>
<p>Rationale:                  Between 1962 and 1979, the department used to offer a “MA-21 Fundamentals of Mathematics Course.” This makes it impossible for CUNY First to accept the proposed MA-021 course.</p> <p>The registrar confirmed that MA-071 is available and we have decided to use that course number instead.</p>	

**2. NEW PROGRAM**

DEPARTMENT OF SOCIAL SCIENCES  
 Departmental approval: May 3, 2017

Degree proposal for an A.S. in Psychology.

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

PROPOSAL TO ESTABLISH A PROGRAM IN PSYCHOLOGY  
 LEADING TO THE ASSOCIATE OF SCIENCE (A.S.) DEGREE

EFFECTIVE FALL 2018

SPONSORED BY THE DEPARTMENT OF SOCIAL SCIENCES

APPROVED BY QUEENSBOROUGH COMMUNITY COLLEGE ACADEMIC SENATE FALL 2017

College Representative/Contact: Dr. Joseph Culkin, Department of Social Sciences

Telephone: 718-631-6251

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APPROVED BY:

Dr. Timothy G. Lynch

Vice President for Academic Affairs: \_\_\_\_\_

Signature

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## EXECUTIVE SUMMARY

The Department of Social Sciences at Queensborough Community College proposes an associate degree (A.S.) in Psychology. The program will attract and allow students to complete their first two years of college at Queensborough Community College and transfer successfully to complete their baccalaureate degree in Psychology at CUNY Senior Colleges and other public and private four---year institutions. This A.S. degree program offers increased educational opportunities for Hispanics, African Americans, Asians, women and other underrepresented minorities in a growing STEM discipline.

Psychology is one of the most popular undergraduate majors in the nation. “Psychologists study cognitive, emotional, and social processes and behavior by observing, interpreting, and recording how people relate to one another and their environments,” as stated in the Occupational Outlook Handbook of the U.S. Bureau of Labor Statistics.<sup>1</sup> An associate degree in this field may serve as a foundation for the pursuit of a baccalaureate degree in this field and in related areas, such as social work and human services. In addition an associate degree in Psychology will provide an academic credential toward entry---level employment in a variety of occupations including counseling, education and human resources. This program will offer an opportunity for the many declared Psychology majors currently enrolled at QCC, and will likely draw new majors from other disciplines and from the ranks of the undecided. Psychology is one of the fastest growing fields for jobs not just in the Social Sciences but in all occupations: “Employment of psychologists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations.”<sup>2</sup> Evidence from a QCC student survey shows strong interest in an associate degree in Psychology. Given our current number of declared Psychology majors and reported student interest in the proposed program we project enrollment of 400+ in the first five years.

The curriculum is designed to satisfy the recommendations of the CUNY Pathways Psychology Majors Course Committee and those of the American Psychological Association’s Guidelines for the Undergraduate Psychology Major. In addition the designated Program Outcomes for the curriculum are carefully aligned with the QCC General Education Objectives and with the Learning Goals for undergraduate psychology programs from the American Psychological Association.

The current personnel and physical resources of QCC are adequate to satisfy the needs of the proposed program. The QCC Psychology faculty presently include eleven full---time and eighteen part---time members; their education, teaching experience and areas of expertise are sufficient to insure the highest quality of instruction. Classroom, laboratory and library resources also are sufficient to sustain effective instructional and support services. In addition academic advisement for students in the program will be available both from the Psychology faculty and the advisement professionals in the STEM Academy.

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<sup>1</sup> U.S. Bureau of Labor Statistics. <https://www.bls.gov/ooh/life---physical---and---social---science/psychologists.htm>.

<sup>2</sup> U.S. Bureau of Labor Statistics. <https://www.bls.gov/ooh/life---physical---and---social---science/psychologists.htm>.

## ABSTRACT

The Queensborough Community College Department of Social Sciences proposes an Associate of Science (A.S.) degree program in Psychology. Students will be enrolled in a STEM discipline curriculum that will provide them with a strong General Education foundation and a sequence of major area courses that will well prepare them for transfer to a baccalaureate program in Psychology. In addition graduates of the program will receive an academic credential that will enable them to seek work in a variety of areas in psychology and related fields.

## PURPOSE AND GOALS

The purpose of the proposed A.S. degree program in Psychology is to make available to QCC students a focused, well---organized psychology curriculum that will facilitate their ease of transfer into baccalaureate programs following graduation and prepare them effectively to succeed in those programs. It is also expected that the availability of an associate degree program at QCC will serve to improve retention of our psychology majors many of whom transfer out prior to completing their degree. Additionally, the purpose of creating an Associate of Science (A.S.) degree is to identify the psychology major as a participant in a STEM discipline in order to situate the program in the QCC STEM Academy. With our numerous psychology course offerings and our eleven current full---time psychology faculty members, all but one of whom have doctorate degrees in the discipline, we are prepared to offer a robust, high quality degree program. As our psychology courses already transfer as equivalent to those at the four year units of CUNY and to many other colleges and universities in the NYC area, the potential quality of this proposed degree program is equivalent to any comparable A.S. degree in Psychology within and outside of CUNY.

The proposed program will not duplicate any existing degree program, but will complement some of our existing programs, such as Health Sciences programs and Education. It will also serve as an attractive STEM co---major for students who wish to pursue a double major.

## NEED AND JUSTIFICATION

The proposed program is consistent with the following goals stated in QCC's 2016---17 QCC Strategic Plan:

- a. Section B--- Community College Goals #2 Prepare students for *transfer to baccalaureate programs*
- b. Section C--- College Focus Goals #2 Maintain rigorous and current curricula, *support new program development and innovation, and achieve better alignment with baccalaureate programs* and job marked entry

Nationwide Psychology is consistently ranked as one of the Top Ten majors for undergraduates, typically in the Top Five of all majors. Data from the National Center for Education Statistics<sup>1</sup> (NCES) for 2013---14

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<sup>1</sup> National Center for Education Statistics, [https://nces.ed.gov/programs/digest/d15/tables/dt15\\_322.asp](https://nces.ed.gov/programs/digest/d15/tables/dt15_322.asp)

show that in terms of the number of bachelor degrees granted Psychology ranked fourth nationwide. At QCC we have a large number of students (Fall 2016 census n=264) who are self-identified Psychology majors (i.e., students matriculated in the Psychology concentration of the Liberal Arts & Sciences degree program). This degree program will replace the current Psychology concentration in the LA1 curriculum with a broader and deeper program than is available within the framework of the LA1 curriculum.

The proposed A.S. Degree not only will provide students with a robust foundation for pursuing further baccalaureate studies in Psychology and related fields, such as education, counseling and social work, but also will give them an academic credential to permit them to work in entry-level jobs in those fields. Depending on whether one has an associate or bachelor degree, a psychology credential will prepare the individual for a variety of human service and other occupations including, but not limited to the following areas: Human Resources, Behavioral Research, Case Work, Counseling, Psychiatric Technician, Rehabilitation Services, Home Care Aide, Human Service Assistant, Coaching, Mentoring. {See Attachment A, Document #1, "Careers for Psychology Majors," for more details on jobs and salaries.} Data published by the U.S. Bureau of Labor Statistics shows significant projected job growth between 2014--2024 in many fields that may be career trajectories for individuals with degrees of various levels in Psychology. See table below for a summary of projected growth and 2015 median pay<sup>1</sup>:

<b>Occupation</b>	<b>2015 Median Pay</b>	<b>Job Outlook 2014---</b>
High School Teacher	\$57,200	+6%
Human Resource Manager	\$104,400	+9%
Mental Health Counselor Marriage/Family	\$43,190	+19%
Psychiatric Technician/Aide	\$28,300	+5%
Psychologist	\$72,500	+19%
Rehabilitation Counselor	\$34,390	+9%
School/Career Counselor	\$53,660	+8%
Substance Abuse/Behavioral Disorder Counselor	\$39,980	+22%
Teacher Assistant	\$24,900	+6%

In recent years a national conversation has been under way about the need for promoting more STEM education at the college level. Nationally, we have seen efforts by the U. S. Department of Education to provide programs that support STEM education. In New York State under the Cuomo administration a NYS STEM Incentive Program was launched to encourage high school students to pursue STEM education at SUNY and CUNY schools. Those movements and programs are especially significant for recruiting students from underrepresented minority groups to pursue STEM educations. The American Psychological Association (APA), the main professional organization representing the discipline in the U.S., has a long-standing commitment to recruiting ethnic minority students into psychology programs, dating to a 1993 resolution by the APA Council<sup>2</sup>. Given the increasing size of the minority groups in the

<sup>1</sup>U.S. Bureau of Labor Statistics, Occupational Outlook Handbook <https://bls.gov/oooh/education--training--and--library/>

<sup>2</sup>American Psychological Association Council (1993) Resolution on Ethnic Minority Recruitment and Retention in *APA Council Policy Manual*, <http://www.apa.org/about/policy/chapter13.aspx>

U.S. and the increasing need to provide psychological services for members from those groups, the need for a larger minority presence in psychology programs can only grow over time.

Recognized as a STEM discipline by the National Science Foundation and by CUNY, psychology presents itself as an attractive STEM option for many students. Nationally, psychology has proven a popular major across all major ethnic groups. Data from the 2012---13 Integrated Postsecondary Education Data System (IPEDS) survey conducted by the NCES<sup>1</sup> shows that psychology ranks in popularity as 4<sup>th</sup> among Asian students, and 2<sup>nd</sup> among Hispanic, Black and White students.

Additionally, nationwide data from NCES<sup>2</sup> for 2013---14 show that 76% of bachelor degrees granted in Psychology were awarded to females. Given that QCC has a female---majority and ethnic minority---majority student population, and given that there is a nationwide push to increase female and minority student enrollment in STEM disciplines, this proposed program will serve as an opportunity to attract students from those group into a growing STEM field.

Regarding overlap with or duplication of other programs in CUNY, currently only LaGuardia CC and Borough of Manhattan CC, have Associate of Arts (A.A.) degree programs. The curriculum requirements of the proposed A.S. program and those A.A. programs are very similar, given the recommendations produced by the Pathways Psychology Course Majors Committee in their report of 3/7/12. However, the fact that QCC, LGCC and BMCC draw their student populations from significantly different regions of the NY Metropolitan area, it seems highly unlikely that the proposed program at QCC would have any adverse impact on enrollment in those other programs. In the context of discussions at CUNY Psychology Discipline Council meetings over the past two years, it was made known to the representatives of those colleges that QCC was planning to develop such a program. No objections were raised by the representatives of LGCC and BMCC; in fact they were gracious enough to provide information about the structure of their A.A. programs. As for overlap and duplication with locally accessible private colleges, according to information on the College Atlas website for New York State<sup>3</sup>, there are no Associate Degree programs shown for any private college in the NYC Metropolitan area.

## STUDENT INTEREST/ENROLLMENT

Currently, QCC has 264 self---designated Psychology majors based on the number of matriculated students in the Psychology concentration of the LA1 degree program. Because many students do not complete the Curriculum form, it is suspected that there are many covert majors who have not formally matriculated in that concentration. In the Spring 2017 semester we conducted a Survey Monkey questionnaire to gauge student interest in an Associate of Science degree in Psychology {See Attachment B}. Using QCC Tigermail, an email was sent to all students in the Liberal Arts Academy inviting them to participate in the survey and providing a link to the Survey Monkey site. As of March 29, 2017, 651 students have completed the survey; it should be noted that this is a small

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1 Hinrichs, P. L. Racial and Ethnic Differences in College Major Choice, <https://www.clevelandfed.org/newsroom>

2 National Center for Education Statistics, Integrated Postsecondary Educations Data System Fall 2014 in Digest of Education Statistics (2015)

3 College Atlas for New York State, <https://www.collegeatlas.org/new-york--psychology--programs.html>

minority of the total number of students contacted, many of whom are enrolled in other degree programs, such as Criminal Justice and Childhood Education. Nevertheless, the results were quite encouraging. Of the total respondents 87% are still enrolled in the LA1 degree program, and of those 28% are matriculated in the Psychology concentration. Of the non---Psychology major respondents 49% report that they would consider becoming a Psychology major if QCC were to create an A.S. Degree in Psychology, and 72% of respondents indicated that they are interested in continuing their under--- graduate studies to complete a B.A. or B.S. degree in Psychology. In addition 83% of respondents report an interest in pursuing careers in psychology or related fields. Regarding educational plans, 73% of respondents state an intent to transfer to a four---year school to complete the bachelor degree after completing their associate degree. Of respondents who stated their intent to transfer before completing the associate degree 29% indicated they would stay at QCC to finish an A.S., if it was an option, and 40% indicated that they are unsure if they would stay. In sum, the results of the survey suggest a reasonably large number of interested Psychology majors and an as yet untapped set of students who would consider pursuing an associate degree in Psychology at QCC.

Along with the student interest and potential enrollment suggested by the student survey, an additional source of information about potential enrollment comes from CUNY data<sup>1</sup> showing that from 2010---11 to 2015---16 a total of 3,053 former QCC students have enrolled in Bachelor Degree programs in Psychology at CUNY senior colleges. In fact the number of former QCC students enrolled in those senior college programs has increased by nearly 30% from 2010---11 (n=902) to 2015---16 (n=1,170). {See Attachment A, Document #2.}

Regarding projections of enrollment, there are a number of facts and assumptions to address. According to data from NCES<sup>2</sup>, the number of bachelor degrees awarded annually in Psychology has increased by 37% from 2004---05 (n=85,614) to 2013---14 (n=117,298); this constitutes a year---to---year average increase of 3.7 percent. CUNY---specific data on majors<sup>1</sup>, in recent years shows Psychology is the #2 overall most populated major in terms of undergraduate enrollment CUNY---wide. {See Attachment A, Document #3.} Over the three year period Fall 2013 to Fall 2015 enrollment increased on average 3.3% year---to---year (Fall 2013: 10,721; Fall 2014: 11,177; Fall 2015: 11,438). At QCC the enrollment in the Psychology Concentration Area of the Liberal Arts and Sciences A.A. degree program has increased from 56 in Fall 2012 (the first semester it was an option) to 182 in Fall 2016, an increase of 225%. Of this group 2/3 are full---time students. The size of Fall---to---Fall enrollment increases has diminished from the Fall 2012---to---Fall 2013 increase of 178% to the Fall 2015---to---Fall 2016 2.3% increase. Despite the deceleration of growth in the past few years it continues to be an attractive option to many LA1 students. On the basis of several trends in enrollment including a) increasing number of former QCC students enrolled in CUNY four---year bachelor degree programs in Psychology; b) the rapid growth of enrollment in the LA1 Psychology Concentration; c) the overall strength of enrollments in CUNY Psychology degree programs; and the rapid growth of

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<sup>1</sup> CUNY Office of Institutional Research and Assessment, Enrollment Trends in Undergraduate Majors at Senior Colleges Fall 2013--\_Fall 2015

<sup>2</sup> National Center for Education Statistics, [https://nces.ed.gov/programs/digest/d15/tables/dt15\\_322.asp](https://nces.ed.gov/programs/digest/d15/tables/dt15_322.asp)

of enrollments in other new A.S. degree programs at QCC, it seems reasonable to assume a 3---year growth of around 15% per year from the Fall 2016 baseline of 182, followed by slower growth in years 4 and 5 of 10% and 5%, respectively.

Another factor to address in enrollment projection is the typical Fall---to---Spring attrition rates in Fall cohorts. From the QCC Fall 2007 to Fall 2016 first---time full---time freshman cohorts the overall average Fall---to---Spring attrition rate is 14.6%. Consideration of the Fall---to---Spring attrition in just the population of the LA1 Psychology Concentration students shows an average attrition rate of 11.2% in the three year period from 2014---15 to 2016---17; in the previous three year period there was an average of 12.7% increase in Fall---to---Spring growth. However, in the 2014---15 to 2016---17 period Fall---to---Spring attrition increased dramatically from 2015---16 (7.8%) to 2016---17 (18%). Given the different sources of these data, it is difficult to predict with precision how they apply to the proposed degree program, but a figure of 15% for Fall---to---Spring attrition seems a reasonable estimate. The table below provides a summary of our five year enrollment projection – numbers reflect full---time and part---time students.

Year 1 2018-19		Year 2 2019-20		Year 3 2020-21		Year 4 2021-22		Year 5 2022-23	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
311	264	367	311	422	358	464	394	487	414

In QCC’s Open Admissions environment admission of students to the proposed degree program will be consistent with those for most other programs, i.e., a high school diploma or its equivalent. If this proposal is approved, it is intended that the A.S. Degree Program will be made part of the QCC STEM Academy in the context of which academic advisement will be provided by the STEM advisors, supplemented by departmental advisement by Psychology faculty. Regarding other support services, the Social Sciences Department currently houses the Psychology Club, whose faculty advisors are two full---time Psychology faculty members. This student club serves as a resource for psychology students .

## CURRICULUM

The proposed curriculum was designed to be in compliance with the recommendations of the CUNY Pathways Psychology Majors Course Committee in their report of March 7, 2012 in which they designate 3 courses advised for all Psychology Majors: 1) Introductory Psychology; 2) Either Abnormal Psychology or Personality Psychology; 3) Either Child Development or Lifespan Development. In addition the proposed curriculum is compliant with the American Psychological Association’s guidelines for a “typical” undergraduate curriculum in Psychology (Norcross et al. 2016<sup>1</sup>; American Psychological Association 2016<sup>2</sup>). Following the frameworks of the local CUNY guidelines and national standards of the APA, the proposed program offers a solid foundation for Associate---level psychology students.

- <sup>1</sup> Norcross, J.C. et al. (2016) Undergraduate Study in Psychology: Curriculum and Assessment, American Psychologist, 71(2), pp. 89–101
- <sup>2</sup> American Psychological Association (2016) Guidelines for the Undergraduate Psychology Major: Version 2.0, American Psychologist, 71(2), pp. 102–111.

## Summary of Proposed Associate of Science (A.S.) Degree in Psychology at Queensborough CC

<b>Common Core</b>	<b>Credits</b>
REQUIRED CORE: 1. A: English Composition: Take ENGL 101 & 102	6
REQUIRED CORE: 1. B: Math & Quant Reasoning (Select one course)	3
REQUIRED CORE: 1. C: Life & Physical Sciences	3--4
FLEXIBLE CORE: 2. A: World Cultures & Global Issues (Select one)	3
FLEXIBLE CORE: 2. B: U.S. Experience in Its Diversity (Select one)	3
FLEXIBLE CORE: 2. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: 2. D: Individual & Society	3
FLEXIBLE CORE: 2. E: Scientific World (Recommend: PSYC 101)	3
FLEXIBLE CORE: 2: A, B, C, D or E (Select one course)	3
<b>Subtotal</b>	<b>30--31</b>
 <b>Major Course Requirements</b>	
PSYC101 Psychology (If taken in Flexible Core II.E., one additional course From the “additional courses” below is recommended.)	3
PSYC215 Child Development or PSYC220 Human Growth and Development (Prerequisites: PSYC101 3 cr.)	3
PSYC230 Abnormal Psychology or PSYC250 Personality (Prerequisites: PSYC101 3 cr.)	3
PSYC201 Research Methods in Psychology (new course to be proposed) (Prerequisites: PSYC101 3 cr.)	3
Two additional 3-credit courses from the following group at least one of which must be from the PSYC 200-series:	
PSYC125 Psychology of Personal Adjustment (Prerequisites: BE122 (or --- 226) or satisfactory score on CUNY ACT Assessment Test)	
PSYC215 Child Development (Prerequisites: PSYC101 3 credits)	
PSYC220 Human Growth and Development (Prerequisites: PSYC101 3 credits) PSYC230 Abnormal Psychology (Prerequisites: PSYC101 3 credits)	
PSYC240 Social Psychology (Prerequisites: PSYC101 3 credits)	
PSYC245 Cross-Cultural Psychology (Prerequisites: PSYC101 3 credits) PSYC250 Personality (Prerequisites: PSYC101 3 credits)	
PSYC255 The Psychology of Women (Prerequisites: PSYC101 3 credits)	
PSYC260 Psychological Disorders of Childhood (Prerequisites: PSYC101 3 credits)	
PSYC270 The Psychology of Aging (Prerequisites: PSYC101 3 credits)	
PSYC290 States of Consciousness (Prerequisites: PSYC101 3 credits)	

ANTH101 Anthropology (Prerequisites: BE122 (or -226) or satisfactory score on CUNY ACT Assessment Test)	
SOCY101 Sociology (Prerequisites: BE122 (or -226) or satisfactory score on CUNY ACT Assessment Test)	
HE104 Addictions and Dependencies (Prerequisites: HE101 or HE102. The HE101 or HE102 prerequisite is not required for students in the Nursing curriculum or for veterans.)	
HE105 Human Sexuality (Prerequisites: HE101 or HE102. The HE101 or HE102 prerequisite is not required for students in the Nursing curriculum or for veterans.)	6
<b>Subtotal</b>	<b>18</b>

### Additional Major Requirements

MA336 Statistics* (Prerequisite: MA119 with a C or better or MA114 with a C or better, or satisfactory score on the Mathematics Placement Test)	3
SP211 Speech Communication* (Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP020, or SP-005 and/or SP-006)	3
HE101 Introduction to Health Education (1 credit Students who are required to take BE111, 112 or BE210, BE203, BE205 or BE225 must take HE101. Students may not receive credit for both HE101 and HE102) <b>or</b>	
HE102 Health, Behavior and Society (2 credits Corequisite: BE122 (or BE226), or satisfactory score on the CUNY/ACT Assessment Test)	1-2
One science laboratory course (STEM variant in the Common Core satisfies this requirement): applicable courses include:	
BI132 Laboratory: Foundations of Biology 1 credit (Prerequisite or Corequisite: BE131 Foundations of Biology)	
BI171 Laboratory: Plants and People 1 credit (Prerequisite or Corequisite: BI170 Plants and People 3 credits)	
CH102 Living in a Chemical World Laboratory 1 credit (Corequisite: CH101 Living in a Chemical World 3 credits)	
CH111 Chemistry and the Environment Laboratory 1 credit (Corequisite: CH110 Chemistry and the Environment 3 credits)	
CH121 Fundamentals of Chemistry Laboratory 1 credit (Corequisite: CH120 Fundamentals of Chemistry 3 credits)	
ET842 Energy Production and Conservation for a Sustainable World 1 credit (Corequisite: ET841 The Science of Energy and Power in the Modern World 3 credits)	



PH112 Space, Astronomy and Our Universe Laboratory 1 credit  
(Corequisite: PH111 Space, Astronomy and our Universe  
3 credits) 0-1

**Subtotal 7-9**

**Free Electives 3-4**

**Total Credits Required for Degree 60**

*\* Students who take MA 336 and/or SP 211 as part of the Common Core will need to take six additional elective credits to complete the degree requirements.*

**Suggested Course Sequence:** See Appendix D: Undergraduate Program Schedule  
**Course Descriptions for Required Courses in the Major:** See Appendix A.  
**Articulation Agreement:** See Appendix H.

## COST ASSESSMENT

### A. FACULTY (See Appendices E & F)

The full-time psychology faculty currently number eleven, ten of whom have doctoral degrees and one of whom has ABD status. These faculty have a variety of specializations including clinical psychology, experimental psychology, social psychology, personality psychology and developmental psychology. In addition there are currently eighteen part-time adjunct faculty in psychology all of whom have at least a Master's degree and several of whom have doctoral degrees in psychology. The current faculty will be able to cover instructional needs for all major courses in the program and at present it is not expected that the proposed program will require the hiring of any additional full-time faculty. The addition of the proposed program will have no impact on instruction in any other program. It is expected that additional expense will be incurred to fund four hours per year of reassigned time for a Faculty Coordinator of the proposed program.

Currently, the department has one Senior College Laboratory Technician (CLT) who is responsible for supervising and maintaining its two computer labs. A third lab is under construction and installation is expected to be complete by the start of the Fall 2017 semester. For the foreseeable future no additional CLT will be needed to maintain those lab facilities.

### B. FACILITIES AND EQUIPMENT

At present no additional facilities or equipment will be needed to support the proposed program. However, depending on enrollment growth one or more additional computer labs might be needed to accommodate instruction for the introductory research methods course, PSYC201.

### C. LIBRARY AND INSTRUCTIONAL MATERIALS

The current library resources – books, journals and databases – are sufficient to support instruction in a Psychology program. It is expected that some instructional software will be needed for the labs used for the PSYC201 course.

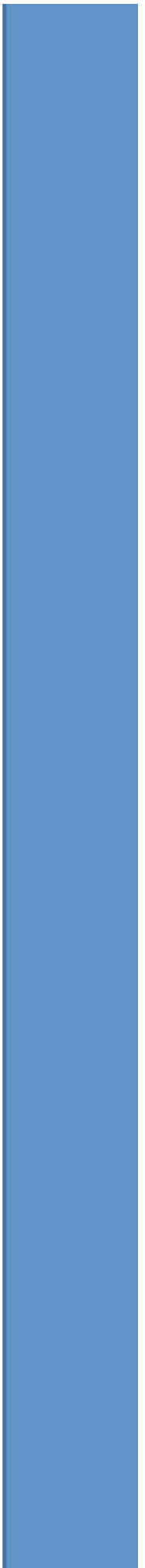
### D. BUDGET TABLES (See Appendix G)

## EVALUATION: INTERNAL EVALUATION AND OUTCOMES

During the first five years of the program's existence course assessment projects will be conducted on major course requirements with a focus on faculty-led project-based assessments that evaluate student achievement of course learning outcomes based on QCC General Education Objectives and Pathways Student Learning Outcomes and on program-specific curriculum outcomes. In the fifth year a formal Academic Program Review will be conducted to assess a variety of program outcomes including degree completion rate, progress toward graduation, retention rate, academic performance (GPA), transfer to four-year degree programs and student satisfaction.

**VI. SED AND CUNY FORMS FOR  
ACADEMIC PROGRAMS (GRADUATE AND  
UNDERGRADUATE)**

- B. Application for Undergraduate and Graduate programs other than  
Teacher Education



OFFICE OF ACADEMIC AFFAIRS  
OFFICE OF PROGRAM REVIEW, ARTICULATION AND  
TRANSFER

FACULTY HANDBOOK FOR THE PREPARATION OF NEW  
ACADEMIC PROGRAMS REVISED OCTOBER 2016



**THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE  
STATE OF NEW YORK ALBANY, NY 12234**

Application for the Registration of  
**New Graduate and Undergraduate Curricula/Programs**

**– Including Programs to be Offered in Distance Education Format Important**

**Information**

- 1. This application is for use by institutions of higher education that hold an absolute charter or permanent authority to award degrees seeking to register general academic curricula.**
- 2. Do not use this application for the following program proposals:**
  - §§Programs preparing teachers, educational leaders, or other school personnel
  - §§Programs preparing licensed professionals
  - §§Programs leading to doctoral level degrees
  - §§Programs leading to a credit-bearing Certificates or Advanced Certificates
  - §§Proposals for revisions to existing registered programs (including title changes, curricular changes, etc.)
- 3. Program registration is based upon standards in the Regulations of the Commissioner of Education (8 NYCRR Chapter II, Subchapter A). The Department registers individual curricula/programs rather than the institution as a whole, but the registration process includes, in some instances, an assessment of institutional-level compliance with some of the standards.**
- 4. This application includes attestations/assurances, by the Chief Administrative or Academic Officer/Provost of the institution, on behalf of the institution, concerning the institution's compliance with statutory and regulatory requirements related to the standards for curricula/program registration and operation of higher education programs in New York State.**
- 5. The Department will audit compliance and, if an institution is found to be out of compliance with one or more standard to which it attested compliance, that finding may lead to denial of: (1) re-registration of the program, pursuant to §52.1(l) of the Regulations of the Commissioner of Education and (2) the ability of the institution to utilize attestations in future applications for program registration; and in certain circumstances may warrant deregistration of the program.**
- 6. Program proposals from SUNY and CUNY System institutions must be submitted to the Department by the System Administration. Contact the System Administration for information concerning relevant proposal submission requirements.**
- 7. The Department reserves the right to request additional information and/or clarification of any information provided by the institution that may be necessary for the Department to make a registration decision concerning the proposed program.**

## Submission Instructions

Applications for program registration will be accepted in **electronic format only** via the instructions below. Hard copy applications will not be accepted or reviewed by the Department and will not be retained.

1. Create a single PDF document that includes the following documents:
  - The completed Application for the Registration of New Graduate and Undergraduate Curricula/Programs, with all required signatures included;
  - Any request for a Master Plan Amendment and associated information and materials that may be required concerning this program proposal (see below); and
  - Any external review of the proposed program that is required (see below).
2. Attach the PDF document to an e-mail.
3. Send the e-mail (with attachment) to [OCUERevAdmin@nysed.gov](mailto:OCUERevAdmin@nysed.gov).
4. The subject line of the email should include the name of the institution, the degree award and the program title. For example:

Subject: ABC College, Master of Science, English Literature.

## Master Plan Amendments

If this program proposal necessitates a Master Plan Amendment, additional information and materials related to that request will be required. Please refer to information on the Department's web site at: <http://www.highered.nysed.gov/ocue/aipr/guidance/gpr2.html> for information on Master Plan Amendments to determine if such an amendment is required for this program proposal and to access the Master Plan Amendment Supplement.

## External Review

Please refer to <http://www.highered.nysed.gov/ocue/aipr/guidance/gpr9.html> for information about when an external review of a proposed program is required. If such a review is required, that material must be submitted with the program registration application.

## General Information

Institution (Legal Name)	Institution Code
Queensborough Community College of the City University of New York	373500
Proposed Program Title	Degree Award
Psychology	A.S.
Address of Any Campus Where the Proposed Program Will Be Offered (main and/or branch campuses)	Full-time or Part-time <sup>1</sup>
Queensborough Community College/CUNY 222-05 56th Avenue Bayside, NY 11364	Full-time
All Program Format(s) (standard, distance education <sup>2</sup> , evening, weekend and/or other)	HEGIS Code
Standard	2001
Joint Registration IHE (if applicable)	Total Number of Credits
	60
Lead Contact [First Name, Last Name, Title]	Telephone Number
Joseph Culkin, Chairperson Dept. of Social Sciences	718-631-6251
Email Address	
jculkin@qcc.cuny.edu	



<sup>1</sup> Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information concerning full and part time study. Note: Only programs registered as full time are eligible for TAP. Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes.

<sup>2</sup> If a major portion of the program (50% or more) can be completed through study delivered by distance education then the program must be registered in the distance education format. Hybrid or blended courses do not count toward the 50%.

## Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.<sup>3</sup>

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

<b>CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST</b>	
Signature	Date
Type or print the name and title of signatory	Phone Number

---

<sup>3</sup> The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

## Program Purpose, Objectives and Targets

<p><b>Program Purpose</b></p> <p><i>Department Expectation: Clearly define a program purpose that is aligned to the degree award and program title.</i></p>				
<p>To prepare students to transfer to baccalaureate degree programs in Psychology and for entry-level employment in human services occupations.</p>				
<p><b>Program Objectives</b></p> <p><i>Department Expectation: Articulate between 1 and 3 program-level (curriculum-level) objectives that are clearly defined and directly aligned with the program purpose and proposed degree award.</i></p>				
<p>1. Students will demonstrated competency regarding the knowledge base in the psychology major appropriate to an associate degree.</p>				
<p>2. Students will demonstrated an understanding of research methods in psychology appropriate to an associate degree.</p>				
<p>3. Students will make ethical judgments while recognizing multiple perspectives, as appropriate to an associate degree in Psychology.</p>				
<p><b>Program Targets - <i>Department Expectation:</i> Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. <u>Note:</u> There are not specific Department defined targets required for the registration of curricula. The Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets are they related to program implementation.</b></p>				
<p><b>Enrollment Projections</b></p> <p><i>The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.</i></p>				
Year 1	Year 2	Year 3	Year 4	Year 5
190	220	255	280	295
<b>Annual Retention Rate Target</b>		<b>Target graduation rate (%)</b>		<b>Target Job Placement Rate</b>

### Curriculum and Course Information

Please provide the following:

1. The applicable sample student program schedule table:
  - Table A: Undergraduate Program Schedule; or
  - Table B: Graduate Program Schedule

**When completing the program schedule table please refer to the requirements in**

**§52.2(c) of the Regulations of the Commissioner concerning completion of Associate, Baccalaureate and Master’s degree programs.**

2. Please list the course titles for all new courses included as part of the proposed program, and, either attach the course syllabi or, if such syllabi are not yet available, provide course descriptions and objectives in the chart below.

<b>New Course Titles</b>	Indicate that course syllabi are attached or, provide course descriptions and objectives (if course syllabi are not available)
Research Methods in Psychology	Syllabus attached

**Form 1: New Course Proposal Guidelines/Template**

1. **Department:** Social Sciences
2. **Course, prefix, number, & title:** PSYC201 Research Methods in Psychology
3. **Hours (Class, recitation, Laboratory, studio) &** 3 hours/3 credits
4. **Pre-requisites (if any):** PSYC101
- Co-requisites (if any):** \_\_\_\_\_

**Month Day Year**

5. **Date Approved by Department:** \_\_\_\_\_
6. **Date Submitted to Curriculum Committee:**
- |     |   |      |
|-----|---|------|
| May | 3 | 2017 |
|     |   |      |

7. **In order to avoid unnecessary delays or difficulties, please state if the proposal was discussed with other department chair(s) with similar interests.**

**Yes\*    No**

--	--

\*If yes, which department(s): \_\_\_\_\_

8. \_\_\_\_\_

**Course Description for college catalog:**

This course explores an introduction to the methods of research in psychology. The following concepts will be discussed: scientific methodologies, conducting literature reviews, hypothesis development, following ethical guidelines in research, data collection, experimental variables, analyzing and interpreting data, summarizing and reporting data, and basic descriptive statistics. The issues discussed will be illustrated using a broad range of topics such as physiological, learning, developmental, perception, personality, social, and clinical psychology.

**9. Rationale – why the course is needed or desired:**

For Psychology majors an introduction to basic principles and issues in research is essential to give them the foundation necessary to properly understand, analyze and apply research findings in the field and to prepare themselves for transfer into baccalaureate programs in Psychology.

**10. Academic Programs into which the course would be incorporated and the requirements it will satisfy:**

The course will be a requirement in the A.S. degree in Psychology and can be used to satisfy a Free Elective and Liberal Arts and Sciences Elective in other degree programs.

**11. Academic Program /outcomes addressed by this course: Note: Program outcomes may include:**

*∅∅ Integrate knowledge and skills in the program of study*

*∅∅ Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.*

*∅∅ Work collaboratively to accomplish learning objectives*

Students will integrate knowledge and skills in the psychology major.

Students will demonstrate an understanding of research methods in psychology.

Students will make ethical judgments while recognizing multiple perspectives, as appropriate in the psychology major.

## Form 1: New Course Proposal Guidelines/Template

### 12. General Education Outcomes: Check those that will be assessed:

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 1. Communicate effectively through written and oral forms  |
| <input checked="" type="checkbox"/> | 2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions   |
| <input type="checkbox"/>            | 3. Reason quantitatively as required in various fields of interest and in everyday life  |
| <input type="checkbox"/>            | 4. Apply information management and digital technology skills useful for academic research and lifelong learning   |
| <input type="checkbox"/>            | 5. Discipline-Specific Outcomes:   |
| <input checked="" type="checkbox"/> | 5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments |
| <input type="checkbox"/>            | 5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.   |
| <input type="checkbox"/>            | 5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.  |

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)	Briefly describe activities in the course which help students meet each of these General Education Outcomes.
Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	Working in small groups, students will read summaries of a research study and construct the hypothesis. Using a sample research project, students will identify and evaluate the major features of the project. Working in small groups, students will construct brief questionnaires to measure selected constructs (e.g., self-esteem), and will evaluate one another's questionnaires as regards their psychometric properties.
Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments	Students will view filmed segments of famous studies (e.g., Milgram Obedience Study; Stanford Prison Study) and discuss the ethical problems observed. Students will discuss and evaluate the application of psychological research in the understanding of individual and group behavior.

### 13. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Requirement for the Major:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elective for the Major:	<input type="checkbox"/>	<input type="checkbox"/>
Liberal Arts and Sciences:	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Writing Intensive:

\*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

**14. Course student learning outcomes (Students will...)**

Students will demonstrate understanding of the scientific method in psychology.
Students will identify key components of research studies in psychology.
Students will interpret results of psychological research.
Students will demonstrate understanding of the ethical and moral aspects of psychological research.



## Form 1: New Course Proposal Guidelines/Template

**15. Attach department course syllabus (see Recommended Syllabus template, Form 4): See attached syllabus.**

**16. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):**

Sample Textbook: McBride, Dawn M. *The Process of Research in Psychology* 3<sup>rd</sup> Edition, Sage Publications, 2015.

Sample Reading Assignments on Assorted Research Topics in Psychology:

Assefi, S. L. & Garry, M. (2003). ABSOLUT® memory distortion: Alcohol placebos influence the misinformation effect. *Psychological Science*, 14, 77-80.

Bartecchi, C., Alsever, R. N., Nevin-Woods, C., Thomas, W. M., Estacio, R. O., Bartelson, B. B., & Krantz, M. J. (2006). Reduction in the incidence of acute myocardial infarction associated with a citywide smoking ordinance. *Circulation*, 114(14), 1490-1496.

Braun, K. A., & Loftus, E. F. (1998). Advertising's misinformation effect. *Applied Cognitive Psychology*, 12, 569-591.

Cantlon, J. F., & Brannon, E. M. (2006). Shared system for ordering small and large numbers in monkeys and humans. *Psychological Science*, 17(5), 401-406.

Chartrand, T. L., & Bargh, J. A. (1999). The chameleon effect: the perception-behavior link and social interaction. *Journal of personality and social psychology*, 76(6), 893.

Farmer, H., McKay, R., & Tsakiris, M. (2014). Trust in me trustworthy others are seen as more physically similar to the self. *Psychological science*, 25(1), 290-292.

Farooqui, A. A., & Manly, T. (2015). Anticipatory Control Through Associative Learning of Subliminal Relations Invisible May Be Better Than Visible. *Psychological science*, 0956797614564191.

Ferreira, V. S., & Humphreys, K. R. (2001). Syntactic influences on lexical and morphological processing in language production. *Journal of Memory and Language*, 44(1), 52-80.

Jackson, J. J., Connolly, J. J., Garrison, S. M., Leveille, M. M., & Connolly, S. L. (2015). Your Friends Know How Long You Will Live A 75-Year Study of Peer-Rated Personality Traits. *Psychological science*, 26(3), 335-340.

Jirout, J. J., & Newcombe, N. S. (2015). Building Blocks for Developing Spatial Skills Evidence From a Large, Representative US Sample. *Psychological science*, 0956797614563338.

Jordan, J. S., & Knoblich, G. (2004). Spatial perception and control. *Psychonomic Bulletin & Review*, 11(1), 54-59.

Lane, L. W., Groisman, M., & Ferreira, V. S. (2006). Don't talk about pink elephants! Speakers' control over leaking private information during language production. *Psychological science*, 17(4), 273-277.

Lawson, T. J. (Ed.). (2007). *Scientific perspectives on pseudoscience and the paranormal: Readings for general psychology*. Pearson Prentice Hall.

Lee, K., Talwar, V., McCarthy, A., Ross, I., Evans, A., & Arruda, C. (2014). Can classic moral stories promote honesty in children? *Psychological science*, 25(8), 1630-1636.

Logan, G. D. (2004). Working memory, task switching, and executive control in the task span procedure. *Journal of Experimental Psychology: General*, 133(2), 218.

## Form 1: New Course Proposal Guidelines/Template

Mueller, P.A.; Oppenheimer, D. M.(2014) The pen is mightier than the Keyboard: Advantages of longhand over laptop note taking," *Psychological Science*, 25(6), 1159-1168.

Nauta, M. M. (2007). Assessing college students' satisfaction with their academic majors. *Journal of Career Assessment*, 15(4), 446-462.

Plomin, R., Fulker, D. W., Corley, R., & DeFries, J. C. (1997). Nature, nurture, and cognitive development from 1 to 16 years: A parent-offspring adoption study. *Psychological Science*, 442-447.

Roediger, H. L., & Karpicke, J. D. (2006). Test-enhanced learning taking memory tests improves long-term retention. *Psychological science*, 17(3), 249-255.

Sayette, M. A., Reichle, E. D., & Schooler, J. W. (2009). Lost in the sauce the effects of alcohol on mind wandering. *Psychological Science*, 20(6), 747-752.

Sproesser, G., Schupp, H. T., & Renner, B. (2013). The bright side of stress-induced eating eating more when stressed but less when pleased. *Psychological science*, 25, 58-65.

Tsapelas, I., Aron, A., & Orbuch, T. (2009). Marital boredom now predicts less satisfaction 9 years later. *Psychological Science*, 20(5), 543-545.

Vohs, K. D., & Schooler, J. W. (2008). The value of believing in free will encouraging a belief in determinism increases cheating. *Psychological science*, 19(1), 49-54.

**Form 1: New Course Proposal Guidelines/Template**

**17. Methods of Instruction (such as lecture, performance, web-enhanced, online, video, writing intensive, etc.):**

Lecture, web-enhanced, online, video, writing intensive, group projects

**18. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):**

Depending on the preferences of individual instructors, student learning may be assessed by the use of examinations, high-stakes writing assignments, class discussion, and individual or group presentations.

**19. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:**

It is expected that this course will be accepted into the Pathways Flexible Core II.D. Scientific World, and thus, will transfer to other CUNY institutions.

**20. Faculty availability:**

	Instructor 1	Instructor 2	Instructor 3
<b>Name:</b>	Jeffery Jankowski	Cheryl Bluestone	Rommel Robertson
<b>Degree</b>	Ph.D. Psychology	Ph.D. Psychology	Ph.D. Psychology
<b>:</b>	23	20	15
	23	20	15

**Years in Profession:**  
**Years Teaching:**

**21. Facilities and technology availability:**

Currently, it is expected that this course will be taught most effectively in a computer lab. At present the department of Social Sciences has two such labs, and is requesting installation of an additional lab to support the course. However, the course may also be taught in available Smart Classrooms.

**22. List of courses to be withdrawn, or replaced by this course, if any:**

none

**23. Enrollment limit and frequency the course is offered (each semester, once a year, or**

**alternating years):**

As a Writing Intensive course, the limit will be 25. It will be taught each semester.

**24. What changes in any programs will be necessitated or requested as a result of this course's additions/charges**

none

**GLOSSARY OF TERMS**

<b>Entry-level course</b>	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
<b>Mid-level course</b>	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
<b>Upper-level course</b>	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
<b>(Student) Learning outcomes</b>	An explicit statement of the competencies (knowledge and skills) a student is expected to learn and demonstrate either in general education, in an academic program or in a course
<b>General education outcomes</b>	Desired student learning in general education skills and in the liberal arts and sciences: <i>communication, analytic reasoning and problem solving, quantitative and mathematical reasoning, information management and digital technology skills, application of concepts, perspectives, and methods of history, social sciences, and natural</i>
<b>Academic Program learning outcomes</b>	An explicit statement of the major points of learning that students must achieve to complete a program of study; these include both general education objectives and objectives specific to the program
<b>Course learning outcomes</b>	Major points of learning that students must achieve to complete a course; course objectives include general education objectives, curricular objectives, and objectives specific to the course

Rev. 12/19/16 – for discussion



**Form 4: Syllabus Template**

1. **Department:** Social Sciences
2. **Course, prefix, number, & title:** —PSYC201 Research Methods in Psychology\_\_\_\_\_
3. **Hours (Class, recitation, Laboratory, studio) & Credits:** \_\_\_\_\_ 3 hours/3 credits \_\_\_\_\_
4. **Pre-requisites (if any):** \_\_\_\_\_ PSYC101 \_\_\_\_\_  
**Co-requisites (if any):** \_\_\_\_\_

**5. Course Description in college catalog:**

This course explores an introduction to the methods of research in psychology. The following concepts will be discussed: scientific methodologies, conducting literature reviews, hypothesis development, following ethical guidelines in research, data collection, experimental variables, analyzing and interpreting data, summarizing and reporting data, and basic descriptive statistics. The issues discussed will be illustrated using a broad range of topics such as physiological, learning, developmental, perception, personality, social, and clinical psychology.

**6. Academic programs for which this course is required:**

A.S. Degree in Psychology

**7. Academic program outcomes addressed by this course:**

**Note: Program outcomes may include:**

- *Integrate knowledge and skills in the program of study*
- *Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.*
- *Work collaboratively to accomplish learning objectives*

Students will integrate knowledge and skills in the psychology major.  
Students will demonstrate an understanding of research methods in psychology.  
Students will make ethical judgments while recognizing multiple perspectives, as appropriate in the psychology major.  
Students will work collaboratively to accomplish learning objectives in the psychology major.

**8. General Education Outcomes: Check those that will be assessed.**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 1. Communicate effectively through written and oral forms  |
| <input checked="" type="checkbox"/> | 2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions   |
| <input type="checkbox"/>            | 3. Reason quantitatively as required in various fields of interest and in everyday life  |
| <input type="checkbox"/>            | 4. Apply information management and digital technology skills useful for academic research and lifelong  |
|                                     | 5. Discipline-Specific Outcomes:   |
| <input checked="" type="checkbox"/> | 5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments |
| <input type="checkbox"/>            | 5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.   |
| <input type="checkbox"/>            | 5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.  |

**General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)**

**Briefly describe activities in the course which help students meet each of these General Education Outcomes**

**Form 4: Syllabus Template**

Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	During the semester students will be working on a variety of exercises/projects requiring that they analyze components of research studies, interpret their findings and identify problems in the methods used.
Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments	Students will become familiar with the development of research hypotheses extracted from psychological theories and will learn how to interpret research findings as they apply to practical issues in daily life.

**9. Course categories and attributes (for CUNYfirst):**

	Yes	No
Common Core Course*:	X	<input type="checkbox"/>
Requirement for the Major:	X	<input type="checkbox"/>
Elective for the Major:	<input type="checkbox"/>	<input type="checkbox"/>
Liberal Arts and Sciences:	X	<input type="checkbox"/>
Writing Intensive:	X	<input type="checkbox"/>

\*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

**10. Course student learning outcomes:**

Students will demonstrate understanding of the scientific method in psychology.
Students will identify key components of research studies in psychology.
Students will interpret results of psychological research.
Students will demonstrate understanding of the ethical and moral aspects of psychological research.

**11. Course topics and assignments (include laboratory topics when applicable)**

Week	Topics	Assignments (Examples of Assignments that may be given)	Blackboard/Online (if applicable)
1.	Introduction to Scientific Method in Psychological Research	Students will use a sample Abstract or summary of a research article to identify basic elements of a research study by answering questions focused on those elements. Students take a "Common Sense Quiz" to illustrate difference between popular beliefs and scientific evidence.	

2.	Hypothesis Development	Working in small groups, students will read summaries of a research study and construct the hypothesis.	
3.	Ethics in Research	Students will view filmed segments of famous studies (e.g., Milgram Obedience Study;	



**Form 4: Syllabus Template**

		Stanford Prison Study) and discuss the ethical problems observed.	
4.	Writing Up Research Activities: Basic Components and Steps	Using a sample research project, students will identify and evaluate the major features of the project.	
5.	Data Collection: Research Design and Related Issues	Working in small groups students will construct methods of collecting data for specified hypotheses.	
6.	Data Collection: Research Design and Related Issues		
7.	Sampling in Research	Students will identify sampling methods from research case studies. Working in small groups students will construct working hypotheses and construct appropriate sampling method to use. Students will engage in class activities to demonstrate sampling methods, e.g., random sampling.	
8.	Survey Research	Working in small groups, students will construct brief questionnaires to measure selected constructs (e.g., self-esteem), and will evaluate one another's questionnaires as regards their psychometric properties.	
9.	Correlational Research	Working in small groups students collect data on two variables or use publicly available online data sets to run SPSS data analysis programs (e.g., scatterplots; Pearson's $r$ )	
10.	Experimental Research	Students will read a summary of a research scenario and will identify the independent and dependent variables, and experimental and control groups (conditions).	
11.	Statistics: overview of types, terms and applications of basic statistics	Students will conduct simple statistical analyses of data sets using SPSS.	
12.	Statistics: overview of types, terms and applications of basic statistics	Students will conduct simple statistical analyses of data sets using SPSS.	
13.	Student Presentations	Students will make individual or group presentations of their projects.	

**Form 4: Syllabus Template**

14.	Student Presentations	Students will make individual or group presentations of their projects.	
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**12. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):**

Sample Textbook: McBride, Dawn M. *The Process of Research in Psychology* 3rd Edition, Sage Publications, 2015

Sample Reading Assignments on Assorted Research Topics in Psychology:

Assefi, S. L. & Garry, M. (2003). ABSOLUT® memory distortion: Alcohol placebos influence the misinformation effect. *Psychological Science*, 14, 77-80.

Bartecchi, C., Alsever, R. N., Nevin-Woods, C., Thomas, W. M., Estacio, R. O., Bartelson, B. B., & Krantz, M. J. (2006). Reduction in the incidence of acute myocardial infarction associated with a citywide smoking ordinance. *Circulation*, 114(14), 1490-1496.

Braun, K. A., & Loftus, E. F. (1998). Advertising's misinformation effect. *Applied Cognitive Psychology*, 12, 569-591.

Cantlon, J. F., & Brannon, E. M. (2006). Shared system for ordering small and large numbers in monkeys and humans. *Psychological Science*, 17(5), 401-406.

Chartrand, T. L., & Bargh, J. A. (1999). The chameleon effect: the perception-behavior link and social interaction. *Journal of personality and social psychology*, 76(6), 893.

Farmer, H., McKay, R., & Tsakiris, M. (2014). Trust in me trustworthy others are seen as more physically similar to the self. *Psychological science*, 25(1), 290-292.

Farooqui, A. A., & Manly, T. (2015). Anticipatory Control Through Associative Learning of Subliminal Relations Invisible May Be Better Than Visible. *Psychological science*, 0956797614564191.

Ferreira, V. S., & Humphreys, K. R. (2001). Syntactic influences on lexical and morphological processing in language production. *Journal of Memory and Language*, 44(1), 52-80.

Jackson, J. J., Connolly, J. J., Garrison, S. M., Leveille, M. M., & Connolly, S. L. (2015). Your Friends Know How Long You Will Live A 75-Year Study of Peer-Rated Personality Traits. *Psychological science*, 26(3), 335-340.

Jirout, J. J., & Newcombe, N. S. (2015). Building Blocks for Developing Spatial Skills Evidence From a Large, Representative US Sample. *Psychological science*, 0956797614563338.

Jordan, J. S., & Knoblich, G. (2004). Spatial perception and control. *Psychonomic Bulletin & Review*, 11(1), 54-59.

Lane, L. W., Groisman, M., & Ferreira, V. S. (2006). Don't talk about pink elephants! Speakers' control over leaking private information during language production. *Psychological science*, 17(4), 273-277.

**Form 4: Syllabus Template**

Lawson, T. J. (Ed.). (2007). *Scientific perspectives on pseudoscience and the paranormal: Readings for general psychology*. Pearson Prentice Hall.

Lee, K., Talwar, V., McCarthy, A., Ross, I., Evans, A., & Arruda, C. (2014). Can classic moral stories promote honesty in children? *Psychological science*, 25(8), 1630-1636.

Logan, G. D. (2004). Working memory, task switching, and executive control in the task span procedure. *Journal of Experimental Psychology: General*, 133(2), 218.

Mueller, P.A.; Oppenheimer, D. M.(2014) The pen is mightier than the Keyboard: Advantages of longhand over laptop note taking," *Psychological Science*, 25(6), 1159-1168.

Nauta, M. M. (2007). Assessing college students' satisfaction with their academic majors. *Journal of Career Assessment*, 15(4), 446-462.

Plomin, R., Fulker, D. W., Corley, R., & DeFries, J. C. (1997). Nature, nurture, and cognitive development from 1 to 16 years: A parent-offspring adoption study. *Psychological Science*, 442-447.

Roediger, H. L., & Karpicke, J. D. (2006). Test-enhanced learning taking memory tests improves long-term retention. *Psychological science*, 17(3), 249-255.

Sayette, M. A., Reichle, E. D., & Schooler, J. W. (2009). Lost in the sauce the effects of alcohol on mind wandering. *Psychological Science*, 20(6), 747-752.

Sproesser, G., Schupp, H. T., & Renner, B. (2013). The bright side of stress-induced eating eating more when stressed but less when pleased. *Psychological science*, 25, 58-65.

Tsapelas, I., Aron, A., & Orbuch, T. (2009). Marital boredom now predicts less satisfaction 9 years later. *Psychological Science*, 20(5), 543-545.

Vohs, K. D., & Schooler, J. W. (2008). The value of believing in free will encouraging a belief in determinism increases cheating. *Psychological science*, 19(1), 49-54.

**13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):**

Depending on the preferences of individual instructors, student learning may be assessed by the use of examinations, high-stakes writing assignments, class discussion, and individual or group presentations.

**14. Required Attire (if applicable):**

not applicable

**15. Other expectations for student performance (if applicable):**

**ATTENDANCE/PARTICIPATION.** Your presence in class is expected – attendance will be taken.

You are required to attend all classes, but two absences will be excused automatically. Missing three or more classes will lower your attendance/participation grade. Talking in class, being distracted by digital technology, or arriving late or leaving early will lead to lower scores on your attendance/participation grade. Students should join in class discussion and ask questions. Whether or not you attend class, you are expected to keep up-to-date with the information.

**READING ASSIGNMENTS.** Your attendance in class is dependent upon your preparedness for class by reading the assigned material. Readings for class will be taken in large part from the McBride text as noted on the last page of the syllabus. In addition, readings will be distributed in class to illustrate concepts, foster critical evaluation, and serve as the basis for homework.

**LECTURES.** The topic covered in the readings will be explained and discussed during class time. In addition, there will also be group exercises, computer-based activities such as library searching, statistical analysis, and group work. There will also be some time for you to work on data analysis for your projects and homework assignments.

**NOTES.**

Students are expected to SILENCE cell phones during class and exams.

Students are expected not to text during class and to put cell phones in your pocket or bag during class.

To communicate by email, you must use Tigermail.

**ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):**

Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid

excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted

**16. Academic Integrity policy (department or College):**

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates.

**Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at

## 17. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257 to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: <http://www.qcc.cuny.edu/SSD/>.

**OPTIONAL** (*May be included by instructors.*)

**Student Life, services** <http://www.qcc.cuny.edu/current-students/index.html> **Single Stop:**

<http://www.qcc.cuny.edu/singlestop/index.html>

**Counseling:** <http://www.qcc.cuny.edu/counseling/index.html>

**VI. SED AND CUNY FORMS FOR  
ACADEMIC PROGRAMS (GRADUATE AND  
UNDERGRADUATE)**

**B.1** Attestation and Assurances

*OFFICE OF ACADEMIC AFFAIRS*  
OFFICE OF PROGRAM REVIEW, ARTICULATION AND  
TRANSFER

FACULTY HANDBOOK FOR THE PREPARATION OF NEW  
ACADEMIC PROGRAMS REVISED OCTOBER 2016

## **Attestation and Assurances**

*On behalf of the institution, I hereby attest to the following:*

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.<sup>1</sup>

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by

§52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).



That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

<b>CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST</b>	
Signature	Date
Type or print the name and title of signatory	Phone Number

<sup>1</sup> The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

**VI. SED AND CUNY FORMS FOR  
ACADEMIC PROGRAMS (GRADUATE AND  
UNDERGRADUATE)**

B.2 Table A: Undergraduate Program Schedule

*OFFICE OF ACADEMIC AFFAIRS*  
OFFICE OF PROGRAM REVIEW, ARTICULATION AND  
TRANSFER

FACULTY HANDBOOK FOR THE PREPARATION OF NEW  
ACADEMIC PROGRAMS REVISED OCTOBER 2016

**Queensborough Community College, CUNY**

**Academic Senate**

**To: John Talbird, Secretary, Steering Committee of the Academic Senate**

**From: Emily S. Tai, Chair, Committee on Food Insecurity**

**Subject: Monthly Report of the Committee on Food Insecurity**

**Date: Thursday, November 2, 2017**

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- The following hours have been continuing for the Lucille A. Bova Food Pantry for Fall, 2017:

**Mondays, 5-6 PM**

**Tuesday, 12.30-1.30 PM**

**Wednesdays. 5-6 and/OR by appointment**

**Thursdays, 2-5 PM**

**Fridays, 1-2 PM**

*Appointments may be scheduled at other times by emailing Emily S. Tai, Chair, Committee on Food Insecurity, [etai@qcc.cuny.edu](mailto:etai@qcc.cuny.edu)*

**Committee Activities**

The most important events of October, 2017 were

- The coordination of the Autumn Harvest Food Drive (which will continue until the end of the semester), with Food Pantry Day, declared and observed by the Faculty Executive Committee on the day of the FEC's fall meeting, Wednesday, October 25, under the leadership of Chair Philip Pecorino.

We are grateful to Dr. Pecorino, whose personal generosity supported a substantial donation of various flavors of soup, baby food, and peanut butter for the pantry—approximately 30-40 boxes, at rough estimate. We are also grateful to the members of Faculty who responded to Chair Pecorino's invitation to give to the Lucille A. Bova Food Pantry, by supplying generous donations of their own. And we are grateful, finally, to a number of student volunteers, who assisted Dr. Rommel Robertson (Faculty Advisor to the Psychology Club); Dr. Lana Zinger (Mentor to service-learning partner students in Health and Nutrition); and the Chair of the Committee on Food Insecurity, who is also a

member of the PTK Advisory Committee for Queensborough’s Lambda Sigma Chapter, in bringing these donations to the Lucille A. Bova Food Pantry, and helping to unpack the food.

- A “Trick or Treat” Food Drive, coordinated by Queensborough’s NYPIRG Chapter, under the direction of Mr. Colin Hughes, collected \*174\* food items for the Food Pantry on October 31, 2017. The Committee on Food Insecurity would like to thank Mr. Hughes, and all the wonderful student volunteers, named below!
- The FEC has created a “Faculty Association” bank account, which will hold money from faculty who prefer to donate by check to the Lucille A. Bova Food Pantry. This money will be used to reimburse Amazon/Cosco orders to the pantry, upon the presentation of receipts approved and recorded in meeting minutes by the Committee on Food Insecurity. As of this writing, FEC Treasurer Margot Edlin has indicated that these donations amount to \$165.00.

In closing, the members of the Committee on Food Insecurity would like to thank every member of Queensborough’s faculty and staff who may have contributed or helped manage the Food Pantry over the past month, and whose name we may inadvertently have overlooked; but we would like to take the opportunity to name and thank those we can, as follows:

President Diane Call

Vice-President Stephen Di Dio

Vice-President Timothy Lynch

Mr. Tony Gamino

Ms. Christina Kofron

Ms. Gisela Rivera

Mr. Raymond Volel

Dr. Cheryl Spencer, who arranged for the Nursing Department to lend a cart to transport donations on 10/25, as well as her colleagues in the Department of Nursing

Faculty of the Department of Health, Physical Education, and Dance:

Dr. Lana Zinger

Dr. Alicia Sinclair

Dr. Antony Monohan

Professor Aviva Geismar

The Department of Foreign Languages

Dr. Maan Lin

Ms. Rosalynn Smernoff

Chair Nidhi Gadura and the faculty and staff of the Biology Club (Biology Department)

Chair Kathleen Villani and the faculty and staff of the Business Department (Business Department)

Chair David Humphries, Dr. Susan Jacobowitz, Dr. Margot Edlin, and the faculty of the Department of English

Director Jeannie Galvin and the Faculty of Schmeller Library (Main Entrance of Schmeller Library)

Chair Mercedes Franco and the Department of Mathematics and Computer Science

The Faculty and Staff of the Department of Foreign Languages

Members of the Health Sciences Academy

Ms. Marie-Francesca Berrouet (who, working with the members of the Haitian Club, and the College Discovery Club, provided donation boxes, as well as student volunteers on October 25, 2017, and then brought another donation from the Haitian Club on 11/1

The Single Stop Office:

Ms. Amawati P. Gonesh

Ms. Emily December

Ms. Michele McLoughlin

Dr. Paris Svoronos and the members of the Lambda Sigma Chapter of Phi Theta Kappa (Science 448A)

The Korean Student Association

The Environmental Sustainability Club

Dr. Romel Robertson and the Members of the Psychology Club

Dr. Annisa Moody

Dr. Mark Van Ells

Dr. Maan Lin and students of the Asian Club, the ASAP Club, and the Liberal Arts Academy

Dr. Sebastian Murolo

The Ally LGBTQ club

Father Anthony Rosario and the members of the Newman Club

Mr. Colin Hughes, Director of NYPIRG, and the NYPIRG student volunteers

Ms. Isabel Huguet and the members of the Health Club

The SACNAS QCC Chapter

Dr. Mangala Tawde and the members of the Environmental Sustainability Club

The Chemistry Club

The Biology Club

The STEM Research Club

The Stock Market Club

Dr. Trikartaningsih Byas and the members of the Muslim Student Association

Professor Susan Wengler, Schmeller Library

Ms. Arthurine DeSola, Ms. Cynthia Puca, and the members of the College Discovery Club

Dr. Mangala Tawde and the members of the Environmental Sustainability Club

The Director and Staff of Single Stop

Dr. Dorith Brodbar

Mrs. Sandra Strauss

Dr. Edward J. Gottlieb and the staff of the Mid-Nassau Dental Group

..And our amazing student volunteers:

Ms. Latesha Dayes (President, Lambda Sigma Chapter)

Ms. Amanda Joy-Wright (President, Psychology Club)

Mr. Zachary Perlstein

Mr. Bumyoung Park

Mr. Danish Bangash (Service Learning Partner from Dr. Zinger's Class)

Ms. Asheiska Reid

Ms. Adriana Garces

Ms. Xiaofang Yu

Ms. Abbey-Gayle Robinson

Mr. Rocio Barba

Ms. Jiayi Xue

Ms. Sylvia Perez (Foreign Language Club)

Ms. Katerine McDonald

And, from NYPIRG:

Mr. Chris Estriplet

Ms. Donna Peters

Mr. Daniel Blount

Ms. Amanda Reis

Ms. Amanda Singh

Ms. Winita Peters

Mr. Steven Stern

Ms. Katherine Palma

Mr. Anthony Vancol

Ms. Anny Mariano



Ms. Katelynn Pena

- The Subcommittee on Food Insecurity, acting in concert with the Queensborough Student Association, will also be sponsoring donations to ShareMeals, and will be participating in *Love Through Food*, an event to pack and distribute food for food pantries at New York University. This event, originally scheduled for November 16, 2017, has now been rescheduled for February, 2018. The donation website is also under re-construction, and will be available soon. Students, Faculty and Clubs that which to be involved in the Love through Food event when it is rescheduled should contact Emily S. Tai at [etai@qcc.cuny.edu](mailto:etai@qcc.cuny.edu).
- On November 1, 2017, the Committee on Food Insecurity met to discuss various concerns raised concerning the possible solicitation of donations from students by professors. Although no members of the Committee were aware that this was taking place, members of the Committee agreed that any donations to the Lucille A. Bova Food Pantry solicited from students by the Queensborough Student Association should be prefaced with a reminder that the Food Pantry *is also a resource for students*, and that students who did not have the means to donate should be aware that they are welcome to stop by.
- The Committee chair will be conferring with Academic Computing regarding whether artifacts from past service-learning projects with the Lucille A. Bova Food Pantry (conducted by faculty in the Departments of Social Sciences; Health, Physical Education, and Dance; and Business) meet with ADA requirements and can be made available on the Committee website, in order to create an archive of “best practices” for service-learning projects. The Committee Chair is in receipt of materials from Dr. Amy Traver’s Fall, 2016 Education 101 Class for this purpose; Dr. Zinger is planning to organize a fresh survey of campus Food Insecurity, based upon the USDA template, in Spring, 2018.
- The following [link to an article from the Los Angeles Times](#), discussing the operation of a Food Pantry at the University of California at Irvine, was shared with members of the Committee

A special thanks, as always, to the members of the Food Insecurity Committee: Dr. Susan Jacobowitz (Secretary); Professor Sebastian Murolo; Dr. Sharon Ellerton; Dr. Chukwudi Ikwueze; Dr. Peter Bales; Professor Elizabeth Di Giorgio; Professor John Gilleaudeau; Dr. Lana Zinger; SGA President Mabely Salvador and Vice-President Michael Fischbach

Respectfully submitted,

Emily S. Tai

Chair, Committee on Food Insecurity