

Agenda

Academic Senate Meeting

Date: Tuesday September 12, 2017

Time: 3:10 p.m.

Location: Room M-136

I. Attendance

II. Consideration of the minutes from May 9, 2017 meeting (Attachment A)

III. Communications from:

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

IV. Election

- HEO Senator

IV. List of Graduates June 2, 2017 (Attachment D); List of Graduates August 2017 (Attachment D2)

V. Annual Reports of the Committees of the Academic Senate

- Academic Development/Elective Academic Programs (Attachment E)
- Assessment and Institutional Effectiveness (Attachment F)
- Course & Standing (Attachment G)
- Curriculum (Attachment H)
- eLearning (Attachment I)
- Environment, Quality of Life, and Disability Issues (Attachment J)
- Library (Attachment K)
- Pre-College, Workforce Development and Continuing Education (Attachment L)
- Publications (Attachment M)
- Student Activities (Attachment N) plus survey (Attachment N2)
- Vendor Services (Attachment O)
- WID WAC (Attachment P)
- Senate Technology Officer Annual Report (Attachment Q)

VI. Monthly Reports of the Committees of the Academic Senate

- Committee on Committees – Monthly Report for September 2017 (Attachment R)
- Committee on Curriculum – Monthly Report for May 2017 and Articulation Agreement (Attachments S & T) – RESOLUTION
- Food Insecurity Committee – Monthly Report for September 2017 (Attachment U)

VII. Old Business

- General Education Assessment Report (Attachment V)

VIII. 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 May 9, 2017
Academic Senate

President Diane Call called the eighth regularly scheduled meeting of the Academic Senate to order at **3:10 PM**

I. Attendance:

57 votes were recorded at the time attendance was taken; 69 members of the Academic Senate were present during the meeting.

Absentees: Wilma Fletcher-Anthony (grand jury duty), Larissa Honey, Mangala Tawde, Julia Carroll, Richard Tayson, Emil Parrinello SG Administrative VP and SG Programming VP.

II. Consideration of minutes of the April 4, 2017 meeting of the Academic Senate:

A motion was made, seconded, and adopted 59-0-0 to approve the April 4, 2017 minutes as presented (see *Attachment A of the May 9, 2017 Agenda*). Did not vote: Isabella Lizzul, Georgina Colalillo, Reuvain Zahavy, Joanne Chang, Cheryl Spencer, Barbara Blake-Campbell, Edward Volchok, Patrick Wallach, SG Admin VP and SG President Pro Tempore.

III. Communications from:

1. President Call

President Call referred to her written report (*Attachment B of the May 9, 2017 Agenda*). To see the full report, visit:
http://recap.qcc.cuny.edu/renderfile/5d16c3a60a2801324f0c1abe53bfc35/governance/academicSenate/docs/ay2016-17/May_2017/Attachment-B-Presidents-Report-May-2017.pdf

2. Senate Steering Committee Report

Chair Dr. Peter Bales referred to his written report (*Attachment C of the May 9, 2017 Agenda*). For the full report, visit:
http://recap.qcc.cuny.edu/renderfile/5d16c3a60a2801324f0c1abe53bfc35/governance/academicSenate/docs/ay2016-17/May_2017/Attachment-C-SteeringCommittee-Report-May-2017.pdf

IV. Elections

Elections for the Committee on Committees, Steering Committee, Senate Technology Officer and Parliamentarian were conducted by CoC chair Christine Mooney.

Committee on Committees

Nominations for four open positions for the 2017 academic year (3 terms expiring and one vacated by fellowship leave) on the Committee on Committees: Stephen Hammel (Business), Pete Mauro (Art and Design), Bryn Mader (Biology) and Elizabeth Toohey (English).

56 Senator David Humphries, Chair of the Department of English, made a motion to grant a waiver to allow
57 Dr. Elizabeth Toohey to be nominated for another term (see Senate Bylaws Section 1, 8b), given that she
58 replaced another member of the committee who resigned near the end of term.
59

60 A **motion was made, seconded, and adopted 66-2-0** to allow a waver for Dr. Toohey so she
61 may be nominated and continue to serve on the CoC. Voted no: Isabella Lizzul and Craig Weber.
62 Did not vote: Joanne Chang.
63

64 Since there were four nominees for four positions, the Secretary of the Steering Committee cast a single
65 ballot on behalf to elect Stephen Hammel, Pete Mauro, Bryn Mader and Elizabeth Toohey to a term on
66 the Committee on Committees.
67

68 **Steering Committee**

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70 Nominations for the position of Chair of the Steering Committee: Edmund Clingan (History) and Joel
71 Kuszai (English). Results: Kuszai elected with 57 votes, Clingan with 10.
72

73 Nomination for Vice Chair: Emily Tai (History). Since there were no other nominees, Tai was elected with
74 a single vote cast by the Secretary on behalf of the Senate.
75

76 Nomination for Secretary: John Talbird (English). Since there were no other nominees, Talbird was
77 elected with a single vote cast by the Secretary on behalf of the Senate.
78

79 **Senate Technology Officer**

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81 Nomination for Senate Technology Officer: Jeffrey Schwartz (Engineering Technology). Since there were
82 no other nominees, Schwartz was elected with a single vote cast by the Secretary on behalf of the
83 Senate.
84

85 **Senate Parliamentarian**

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87 Nomination for Senate Parliamentarian: **[Need to consult with Parliamentarian about how best to record**
88 **what happened with this election.]**
89
90

91 **V. Potential Graduates**

92 **List of Potential Graduates for June 2017**

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94
95 A **motion was made, seconded, and adopted 62-0-0** to approve the list of potential graduates
96 for June 2017 (*Attachment D of the May 9, 2017 Agenda*).
97 Did not vote: David Lieberman. (Student senators not permitted to vote on graduate lists.)
98

99 **List of Potential Graduates for August 2017**

100
101 A **motion was made, seconded, and adopted 62-0-0** to approve the list of potential graduates
102 for August 2017 (*Attachment E of the May 9, 2017 Agenda*).
103 Did not vote: Denise Ward. (Student senators not permitted to vote on graduate lists.)
104
105

106 **VI. Monthly Reports of the Committees of the Academic Senate**

- 107
108 1. **Committee on Bylaws: Food Insecurity Committee Resolution** (*Attachment F of the May 9,*
109 *2017 Agenda*).
110

111 A motion was made, seconded, and adopted 67-2-0 to approve making the Food Insecurity
112 Committee a permanent standing committee of the Academic Senate (*Attachment F of the May 9,*
113 *2017 Agenda*). No votes: Gilmar Visoni and Kenneth Pearl.

114
115 2. **Committee on Committees:** The Academic Senate received the Monthly Report for April 2017
116 (*Attachment G of the May 9, 2017 Agenda*).

117
118 3. **Committee on Curriculum:** The Academic Senate received the Monthly Report for April 2017
119 (*Attachment H of the May 9, 2017 Agenda*) and acted on the following items:

120
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122 **1. Course Revisions**

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124 **DEPARTMENT of SOCIAL SCIENCES**

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126 **CRIM 201 Policing**
127 **CRIM 202 Corrections and Sentencing**
128 **CRIM 203 Criminal Law**
129 **CRIM 204 Crime and Justice in the Urban Community**

130
131
132 A motion was made, seconded, and adopted 68-0-0 to approve changes to CRIM 201, CRIM
133 202, CRIM 203 AND CRIM 204 in the Department of Social Sciences. (*See Attachment H of the*
134 *May 9, 2017 Agenda*). Did not vote: SG Administrative VP.

135
136 **DEPARTMENT of BUSINESS**

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138 **CIS-153 Microcomputer Operating Systems and Utility Software**
139 **CIS-204 Web Design**
140 **CIS-251 Analysis and Design of Systems Projects**
141 **CIS-252 Application Development for Mobile Devices**
142 **CIS-254 Data Security for Business**

143
144 A motion was made, seconded, and adopted 67-0-0 to approve changes to **CIS-153, CIS-204**
145 **CIS-251 CIS-252 and CIS-254** in the Department of Business. (*See Attachment H of the May 9,*
146 *2017 Agenda*). Did not vote: Gilmar Visoni, SG Administrative VP.

147
148 **2. New Courses**

149
150 **DEPARTMENT of HISTORY**

151
152 **HIST-240 "Environmental History of North America."**

153
154 A motion was made, seconded, and adopted 63-3-1 to approve **HIST240** as a new course in
155 the Department of History. (*See Attachment H of the May 9, 2017 Agenda*). No Votes: Isabella
156 Lizzul, Cheryl Spencer, Peter Irigoyen. Abstention: Jeanne Galvin. Did not vote: Bob Rogers, SG
157 Administrative VP.

158
159 **DEPARTMENT of SOCIAL SCIENCES**

160
161 **CRIM-106 Introduction to Criminal Justice Research**

162
163 A motion was made, seconded, and adopted 68-1-0 to approve CRIM 106 as a new course in
164 the Department of Social Sciences. (*See Attachment H of the May 9, 2017 Agenda*). No vote: SG
165 President Pro-Tempore.
166

167 **DEPARTMENT of SPEECH COMMUNICATION AND THEATER ARTS**

168
169 **SP-101 Introduction to Communication Studies**

170
171 A motion was made, seconded, and adopted 69-0-0 to approve SP-101 as a new course in the
172 Department of Speech Communication and Theater Arts. (See Attachment H of the May 9, 2017
173 Agenda).

174
175 **SP-212 Interpersonal Communication**

176
177 A motion was made, seconded, and adopted 68-1-0 to approve SP-212 as a new course in the
178 Department of Speech Communication and Theater Arts. (See Attachment H of the May 9, 2017
179 Agenda). No vote: SG President Pro-Tempore.

180
181 **SP-213 Intercultural Communication**

182
183 A motion was made, seconded, and adopted 67-0-0 to approve SP-213 as a new course in the
184 Department of Speech Communication and Theater Arts. (See Attachment H of the May 9, 2017
185 Agenda). Did not vote: Michel Hodge and Edward Volchok.

186
187 **SP-214 Communication in a Professional Setting**

188
189 A motion was made, seconded, and adopted 67-0-0 to approve SP-214 as a new course in the
190 Department of Speech Communication and Theater Arts. (See Attachment H of the May 9, 2017
191 Agenda). Did not vote: Richard Yuster and Ann Tullio.

192
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194 **3. Program Revisions**

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196 **DEPARTMENT OF SOCIAL SCIENCES**

197
198 A motion was made, seconded, and adopted 68-0-0 to approve changes to the Dual-Joint
199 AS/BA Degree in Criminal Justice program with John Jay College of Criminal Justice. (See
200 Attachment H of the May 9, 2017 Agenda). Did not vote: Cheryl Spencer.

201
202 **SPEECH COMMUNICATION AND THEATER ARTS**

203
204 A motion was made, seconded, and adopted 67-0-0 to approve a new Communication Studies
205 concentration in the A.A. in Liberal Arts (See Attachment H of the May 9, 2017 Agenda). Did not
206 vote: Laura Sabani.

207
208 **VII. Old Business**

209
210 None.

211
212 **VIII. New Business**

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214 **Water Safety Resolution**

215
216 A motion was made, seconded, and adopted 52-8-8 to allow for 15 minutes of debate on the
217 issue of water sampling/testing on the QCC campus (Attachment J of the May 9, 2017
218 Agenda). Voted no: Rosemary Zins, Sasan Karimi, Anne Marie Menendez, Steven Dalkhe,
219 Barbara Blake-Campbell, Craig Weber, Pedro Irigoyen and SG Treasurer. Abstentions: Diane
220 Call, Sherri Newcomb, Karen Steele, Denise Ward, Isabella Lizzul, Alexandra Tarasko, Peter
221 Irigoyen and SG President Pro-Tempore. Did not vote: SG President.

222

223 In discussion with the senate, Senator Newcomb, speaking on behalf of the Administration, assented to
224 the terms of a statement that was projected on the screen. It appears as follows:
225

226 “The QCC Administration is committed to an ongoing water fountain-testing protocol, to be developed in
227 consultation with industry experts, and performed by them, commencing this summer. The testing
228 protocol will focus on areas frequented by children, concurrently with testing in all of our 14 buildings. A
229 status report will be provided to the Senate’s Committee on Environment, Quality of Life, and Disability
230 Issues prior to the end of the 2017-2018 academic year.”
231

231

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233

234 The meeting was adjourned at 4:25 PM

235

236 Respectfully Submitted,

237 John Talbird

238 Secretary, Steering Committee of the Academic Senate

**President’s Report for the
Academic Senate
September 2017**

STUDENT AFFAIRS

Enrollment Update

- This Fall, almost 16,000 students have been enrolled, including over 1700 high school students taking QCC courses at their site. Close to 3200 first time freshmen, 1000 new transfer students and 1000 readmitted students were registered over a very busy summer for our Enrollment Management team and academy advisers. Targeted recruitment and significant multimedia marketing campaign led to a 16% increase in first choice applicants to QCC. Nassau County recruitment remains to be a significant part of our enrollment strategy. This Spring and Summer, the Admissions Office hosted 3 Nassau Days, specifically designed to cater to Nassau students and their families. Nassau County enrollment is now at 6.8%, moving up slowly but, steadily.
- Advisement and registration of new and continuing students for this fall term began last March and once again, closed out the registration cycle with a “one-stop” enrollment operation in the Student Union, allowing students to complete all their registration activities in one location. A new and improved student-centered onboarding process was also rolled this cycle. Designed to remove obstacles and simplify the enrollment process, students were fast-tracked from testing to registration. Over 5300 new and continuing students were served in the Student Union Lounge in the six weeks leading up to the first day of classes, including 800 ASAP students. Our deep appreciation to the many advisors and staff who have worked so very hard with our students for many months to ensure a successful enrollment effort!
- The Office of New Student Engagement provided pre-enrollment services to Fall 2017 admitted students. This outreach program included many activities to educate incoming students about financial planning, the importance of the placement tests, and the transition to college—being independent and being accountable for attendance and academic assignments. Applicants and their families were invited to *Strategy and Resource workshops* and *New Student and Family Welcome events* to increase academic, personal and financial readiness for college success, drawing 854 attendees!
- The Office of New Student Engagement also hosted a successful *New Student Orientation* on August 19th for incoming students and their families. Over 650 new students and their family members were introduced to the College, their respective Academy, faculty coordinators, and academy advisers. The Orientation Program featured small group sessions to encourage discussions between Academy Advisers and students, and to facilitate social interaction and connectedness among students. A Student Services Expo was held to showcase the wide array of student activities, supports and resources available to students across the Campus. In addition, Academy Advisers reviewed the

New Student Survival Guide which provides advice, resources, College expectations and an overview of the student journey at QCC.

New Personnel Appointments

- I am pleased to inform the Queensborough community that Ms. Linda Evangelou has been appointed as the Director of Admissions and Recruitment. Ms. Evangelou comes to us with over 10 years of experience in Higher Education administration, most recently from the College of New Rochelle, where she served with distinction as Associate Director of Admissions and a member of the Enrollment Management team. Prior to her appointment at the College of New Rochelle, she served as the Assistant Director of Admissions at Sarah Lawrence College. In addition to her notable experience at the College of New Rochelle and Sarah Lawrence, Ms. Evangelou brings a wealth of special event and strategic planning experience, strong leadership and staff development skills, and a successful track record of advancing shared organizational goals. Ms. Evangelou earned her B.A. in Psychology from Manhattan College and her M.A. in Mental Health Counseling from The College of New Rochelle. Please join me in welcoming Ms. Evangelou to Queensborough!
- Also joining the Queensborough family is Ms. Alexandra Pyak, who has been appointed as Director of ASAP (Accelerated Studies in Associate Programs). Ms. Pyak replaces Bobbi Brauer, who retired from the College in March 2017. Ms. Pyak comes to us after serving with great success as Director of the Borough of Manhattan Community College Learning Academy (BLA). During her time with BLA, Ms. Pyak effectively served over 2500 new students, raised the program's enrollment and retention rates, and secured major extension grants to support the work of the program. She is a not a stranger to the Queensborough Community, having worked as one of our original Freshmen Coordinators in the Liberal Arts Academy. She has also been a lecturer in the Department of Social Sciences since 2011. In addition to her experience at Queensborough, she brings strong leadership and staff development skills, demonstrated success as a program administrator, and a passion for improving the lives of students. Ms. Pyak earned both her B.A. in Sociology and her M.A. in Applied Social Research from our sister CUNY institution, Queens College.

Student Honors and Achievements

- Tao Hong, who was the recipient of both the national Barry Goldwater Scholarship and the Jack Kent Cooke Undergraduate Foundation Scholarship of \$40,000 for each of two years to complete his baccalaureate. When Tao joined the CUNY Language Immersion Program (CLIP) at Queensborough, he obtained the writing, reading and speaking skills to succeed in his studies. Tao will attend Cornell University to study Chemical Engineering.
- Myo Thu Ya Aung, who, along with Mr. Hong was a recipient of the 2017 P.T.K. Association of New York Scholarship.
- Sophia Worrell, who earned first place prize in the CUNY and Capital One Community College Finals for her business concept, the *Gifted Child Project*.

- Haris Khan, who will attend City College of New York this fall where he was accepted to the Colin Powell Fellowship in Leadership and Service and the Skadden Arps Honors Program.
- Uद्या Dewanamuni, the only community college student to present her research in biology last fall at the First World Congress on Undergraduate Research in Qatar. She will attend Stanford University this fall.
- Ksenia Volynkina, who won Best Performance by an Actress at the 2017 Kennedy Center American Theatre Festival in Queensborough Professor Julian Jimenez's production of *anOTHER*.
- Joelle Desrosiers, who received the 2016-17 National JC All-Academic Student-Athlete Award, First Team.
- Nishal Kayharee, '17, has been selected to participate in a research program in Patient Specific 3D Anatomical Printing at Memorial Sloan Kettering Cancer. Nishal, who has printed many 3D anatomical parts under the guidance of Professor Michael Lawrence in the 3D lab, created a pelvis from MRI/CAT Scan data that was used at Memorial Sloan Kettering Cancer Center for pre-surgical planning on a patient who had a metastasized tumor in his pelvis. Nishal will attend York College where he will major in computer science.
- Dance student Alicia Raquel is choreographing a piece this summer for the Opera and Dance Gala to take place in Astoria on October 22. This is the first time a Queensborough dance student has choreographed a piece for this prestigious project.

Student Resources

- The promotion of the *New York State Excelsior Scholarship Program* was launched at QCC during the Spring 2017 semester. The scholarship program will begin with the Fall 2017 semester and be phased in over three years, starting with New Yorkers making up to \$100,000 annually in the Fall of 2017, increasing to \$110,000 in 2018, and reaching \$125,000 in 2019. Many new and continuing QCC students applied for the program and a number of currently enrolled students are receiving the scholarship. Additional information can be found at www.qcc.cuny.edu/scholarships.
- Faculty and staff are asked to encourage our students to avail themselves of the valuable and free resources through the *QCC Single Stop Program*, located in the Library Building, Room 432A. Services provided include (but are not limited to) financial benefits screening, financial counseling, legal assistance, tax preparation services, food bank, housing assistance and more. Additional information can be found on their website at www.qcc.cuny.edu/singlestop.
- The deadline to apply for *The Guttman Scholarship for High-Achieving Community College Graduates* is October 5, 2017. Faculty and staff are asked to encourage our students to apply. The scholarship requirements are as follows: (1) Earn an associate's degree from QCC by Fall 2017; (2) Have a cumulative GPA of 3.5 or above; and (3) Transfer to Brooklyn College, City College, Hunter College, Lehman College, or Queens College for the Spring 2018 semester. Additional information can be found at www.qcc.cuny.edu/scholarships.

- Emergency funding is available to students who face a financial crisis that puts at risk their continued enrollment toward their QCC degree. Supported through a grant from *The Carroll and Milton Petrie Foundation*, the funds provide one-time, emergency grants to students in good standing with short-term financial emergencies to enable them to remain in school, rather than being forced to leave or drop out. Ms. Veronica Lukas, Executive Director of Student Financial Services, will be sending periodic e-mail reminders to the college community outlining the grant eligibility and encouraging faculty and staff to refer students to apply. Please refer students with short-term financial emergencies to the Office of Financial Aid Services at your earliest convenience. Additional information can be found at www.qcc.cuny.edu/scholarships.

Upcoming Events

- Students interested in study abroad opportunities are encouraged to attend the Fall 2017 Study Abroad Fair on *Wednesday, September 13th* at 2:00 pm in Library Building Basement – Room LB-14. At the fair, students will learn about financial assistance/scholarship opportunities, earning college credit towards their degree, and upcoming study abroad trips, including the Global Citizenship Alliance Study Abroad Trip to Salzburg, Austria. Visit <http://www.qcc.cuny.edu/isa/studyAbroad.html> for more information on this exciting opportunity.
- The Office of Student Activities will host a Voter Registration Event on *Tuesday, September 26th* from 10:00 am – 2:00 pm in the Humanities Quadrangle in an effort to urge our student body to register to vote in the upcoming November general election. Please visit <http://www.qcc.cuny.edu/studentActivities/cuny-votes.html> for additional information.
- The Office of Career Services will host a presentation on Internships & Cooperative Education at Queensborough Community College on *Wednesday, September 27th* at 12:00 pm in the Library Building Basement – Room 23. This event is open to all students and faculty who wish to learn about earning college credit(s) through completion of an internship. For additional information, please visit <http://www.qcc.cuny.edu/careerServices/icf-presentation.html>.
- The Single Stop Office will host an information session on *Wednesday, September 27th* at 11:30 am in the Medical Arts Building Lobby. Students will learn about NYC public benefits they may be eligible to apply for as well as financial coaching, legal assistance, free tax preparation, and much more. For more information, please visit <http://www.qcc.cuny.edu/calendar/events/Single-Stop-Information-Session-09-27-2017.html>.
- The Center for International Affairs will host a Salzburg Global Citizenship Alliance Information Session & Essay Writing Workshop for students on *Wednesday, September 27th* at 2:00 pm in Library Building Basement – Room LB-24. At the workshop, students will learn about Eligibility Requirements, application procedures and deadlines, student

expectations, student testimonials, and tips on writing strong study abroad scholarship essays.

ACADEMIC AFFAIRS

New Personnel Appointments

- Timothy Lynch joined Queensborough Community College as Vice President for Academic Affairs in April 2017. As Vice President for Academic Affairs, Dr. Lynch serves as chief academic officer ensuring the College's continued trajectory of excellence. Prior to joining Queensborough Community College, Dr. Lynch served as Provost and Vice President for Academic Affairs at SUNY Maritime College, and as Director of Institutional Effectiveness. Previously, Dr. Lynch spent nearly two decades as a faculty member and administrator, including department chair and program coordinator, at the California Maritime Academy, a specialized campus of the California State University system, where he was responsible for academic programming, assessment, and accreditation. A native New Yorker and first generation college student, Dr. Lynch earned his degrees from Brooklyn College and the CUNY Graduate School and University Center, all in History. His research interests focus on immigration and ethnicity, and on America's relationship with the sea.
- Pat Canale joined Queensborough Community College as College Registrar in August 2017. She comes to QCC from St. John's University, where she served in numerous capacities, including most recently as Senior Associate Registrar. As a seasoned registrar professional with a Master's Degree in Library and Information Science and a wealth of relevant work experience, Pat positions us well for continued success and student service.
- We begin this year with 406 full time faculty positions including 8 faculty appointed from searches and 24 faculty with appointments as substitutes. In addition, we have 47 College Laboratory Technicians and 229 HEOs. This fall 4 new faculty were appointed from searches, including 2 CLTs. The 24 substitute faculty appointments were made with these positions expected to be filled with permanent faculty through searches conducted this year. Our newest faculty join their 4 faculty colleagues who began last January.

Re-organization/Responsibilities

Vice President for Academic Affairs (reports to President)

Timothy G. Lynch: tlynch@qcc.cuny.edu 718 631 6028

~Curricular Matters (Courses, Programs, Degree Offerings, Reports)

- ~General Supervision and Recruitment (Faculty Sponsorship and Discipline)
- ~ Liaise with Administration, Chairs, CUNY, Deans, External Agencies, and Faculty Leaders
- ~ Overall Management of Office of Academic Affairs (including Computing and Technology)

Dean of Faculty (reports to VPAA)

Sandra Palmer: spalmer@qcc.cuny.edu 718 281 5731

- ~Classroom Management (managing and maintaining course offerings)
- ~Faculty Orientation and Training
- ~Integrity Issues (mediating student complaints, monitoring predatory publishing)
- ~Management of Student Athletics
- ~Pedagogical Oversight
- ~Research Compliance and Grants

Dean of Institutional Effectiveness (reports to VPAA)

Arthur Corradetti: acorradetti@qcc.cuny.edu 718 631 6350

- ~Accreditation
- ~Assessment
- ~Management of Learning Centers (including STEM advisors)
- ~Program Review
- ~Strategic Planning

Assistant Dean for Teaching and Learning (reports to Dean of Faculty)

Kathleen Landy: klandy@qcc.cuny.edu 718 281 082

- ~eLearning and Online Education
- ~Faculty Development, including Faculty Activity Reports
- ~High Impact Practices
- ~Maintain OAA website
- ~Supervise Office of Educational Technology
- ~Supervise Center for Excellence in Teaching and Learning

Director of Academic Operations (reports to VPAA)

Debra Maslanko: dmaslanko@qcc.cuny.edu 718 281 5326

- ~Academic Budgets (including Adjunct Appointments, CUE/USIP, Faculty Travel)
- ~Manages Internships, Co-ops, Independent Study and Associated Faculty Workload
- ~Oversees Stipend Approval and Reassigned Time Processes
- ~Oversees Food Service Requests and Associated Purchase Orders
- ~Resource Allocations (including STEM waivers and Milestone scholarships)

Faculty Fellow/ Academic Initiatives (reports to Dean of Faculty)

Andrea Salis: asalis@qcc.cuny.edu 718 281 5146

- ~Academies
- ~CUE/ USIP
- ~Academic Interventions (STARFISH/iPASS)
- ~Honors Program/Honors Conference
- ~Oversee Off-campus travel requests

Faculty Fellow/ Academic Partnerships (reports to Dean of Instit. Effectiveness)

Linda Reesman: lreesman@qcc.cuny.edu 718 281 5253

- ~Articulations
- ~Dual/Joint Degrees
- ~Reverse Transfers
- ~Special Academic Programs (College in HS, etc.)
- ~Transfer Resource Center

Registrar (reports to VPAA)

Patricia Canale: pcanale@qcc.cuny.edu 718 281 5002

- ~Academic Calendar
- ~*CUNYFirst* College Catalog
- ~Classroom Assignments and Utilizations
- ~Course and Classroom Scheduling

- ~Degree Works and Graduation Audits
- ~Enrollment Reporting and Special Program Registration
- ~Liaise with Committee on Course and Standing
- ~Processing of Dean's List and Academic Sanctions

Manager of Academic Technology (reports to VPAA)

Mark Chropufka: mchropufka@qcc.cuny.edu 718 631 6624

- ~Liaison to Finance for Student Technology Fee
- ~Management of Classroom/Auditorium Technology Infrastructure
- ~Management of Media Services
- ~Oversight of the Academic Computing Center

Location and People

Dr. Arthur Corradetti (Dean for Institutional Effectiveness) is now located in A-504.

Mr. Mark Chropufka (Manager of Academic Technology) is located in L-117.

Ms. Debra Maslanko (Acting Director of Academic Operations) is now located in A-503.

Dr. Linda Reesman (Faculty Fellow) is now located in A-504.

Dr. Andrea Salis (Faculty Fellow) is now located in A-503.

The **Office of Educational Technology** is now located in the Center for Teaching and Learning, L-314.

Dr. Ian Beckford (Director of Policy Analysis and Gen Ed Assessment) is now located L-314.

Ms. Susan Madera is now located in the Transfer Resource Center (A-214).

Ms. Jennifer Williams is now located in ASAP (W-110).

Faculty Awards and Honors

- The CUNY Academy for the Humanities and Sciences is awarding a Henry Wasser Award to Dr. Mauro (Pete) Hayes, in the Department of Art and Design. This award

honors outstanding assistant professors within CUNY. A reception will be held on Friday, October 20, 1:00, at The Graduate Center.

- Four QCC faculty were awarded the first Academic Promise Grant. Faculty include Dr. Wendy Ford in Business, Dr. Mangala Tawde in Biological Sciences and Geology, Professor Kebedech Tekleab in Art and Design, and Professor Leslie Ward in the Library.

Queensborough Community College has received the following grants from 7/1/2016 to 6/30/22.

	Donor	Amount	Details
CIII.1	The Pinkerton Foundation	33,948	Kerr, Brian & CUNY Central CUNY Collaborative's Strive for Success initiative 7/1/2016 through 6/30/2017
CIII.2	NYSDOL - WDI Program	27,500	Chen, Jeffrey Preparing the Workforce of Tomorrow for Careers in Technology and Cybersecurity 7/1/2016 through 6/30/2017
CIII.3	NYSED Perkins IV	905,382	Palmer, Sandra QCC Perkins IV - 2017 7/1/2016 through 6/30/2017
CIII.4	CUNY Interdisciplinary Research Grant Program (IRG)	40,000	Damas, M. Chantale Modeling, Assessing, and Forecasting GMDs and their Impacts on the NYS Power System 9/1/2016 through 6/30/2017
CIII.5	CUNY CCRG	7,500	Tsimounis, Areti The Influence of Sensory Experience on Supragranular Projection Neurons 9/1/2016 through 8/31/2017
CIII.6	CUNY CCRG	7,500	Wei, Sujun Synthesis and Investigation of Molecular Transistors and Molecular Wires Based on Carbazole Motif 9/1/2016 through 8/31/2017
CIII.7	CUNY CCRG	7,500	Damas, M. Chantale Tracking Geomagnetic Storms and Cosmic Rays Using a SID Monitor 9/1/2016 through 8/31/2016
CIII.8	CUNY CCRG	15,000	Smith, Kersha; Robertson, Rommel What they thought they knew: Knowledge Construction and expectancy in Community College classroom 9/1/2016 through 6/30/2017
CIII.9	ASBMB HOPES Program	2,000	Petersen, Joan Expanding Collaborations between QCC and Benjamin Cardozo H.S. to Engage Service Students in Authentic Research Experiences 9/8/2016 through 5/30/2017
CIII.10	Contemplative Communities in Higher Education Grant Program	4,000	VanDerHorn-Gibson, Jodi Community College Students in Action, Reflection & Transformation (ART): Contemplative Reflections on Identity Construction Through Theatre of the Oppressed Techniques 9/20/2016 through 1/20/2017
CIII.11	SAP Foundation/SAP Corporate Social Responsibility	226,000	Ward, Denise Career Services Liaison - BTECH 10/1/2016 through 12/31/2019
CIII.12	NYC SBS/NYACH	201,579	Chen, Jeffrey Certified Recovery Peer Advocate Training Program (CRPA) 10/31/2016 through 6/30/2017

Academic Senate Agenda—September 12, 2017—Attachment B

CIII.1 3	Capital One	125,509	Chen, Jeffrey Phase 2 11/15/2016 through 11/14/2017
CIII.1 4	CUNY Office of Academic Affairs, Health & Human Services Grant	11,000	Sutton, Elizabeth Geriatric Simulation to Improve Nursing Students' Knowledge, Skills, and Attitudes to be Competent Nurses for an Ageing Population 1/1/2017 through 6/30/2017
CIII.1 5	CUNY Office of Academic Affairs, Health & Human Services Grant	3,000	Colalillo, Georgina Accelerated 2nd Degree Curriculum Proposal 1/1/2017 through 6/30/2017
CIII.1 6	Faculty Fellowship Publication Program (FFPP) - CUNY	3,654	Jennifer Maloy Supporting Translingual Writing at Linguistically Diverse Community Colleges 1/16/2017 through 5/31/2016
CIII.1 7	Faculty Fellowship Publication Program (FFPP) - CUNY	3,654	Benjamin Miller The History of Push Pin Projects in Television and Cinema 1/16/2017 through 5/31/2016
CIII.1 8	Faculty Fellowship Publication Program (FFPP) - CUNY	3,654	Elizabeth Toohey If Walls Could Talk: Reading the Illegible Arab in Laurent Cantet's Entre les murs 1/16/2017 through 5/31/2016
CIII.1 9	US Department of Labor (DOL)	1,465,985	Chen, Jeffrey America's Promise CUNY Techworks Program 1/1/2017 through 12/31/2020
CIII.2 0	Diversity Projects Development Fund (DPDF), CUNY Human Resources	2,000	Ferrari-Bridgers, Franca Teaching college preparatory and TASC workshops in transitional correctional facilities 1/1/2017 through 6/30/2017
CIII.2 1	CUNY ASAP STEM Faculty Grant	40,000	Cornick, Jonathan Online homework in MapleTA for college algebra courses with a contextualized STEM component 1/1/2017 through 8/30/2018
CIII.2 2	QCC Pedagogical Research Challenge Award, FY 17 CUNY	8,000	Taibu, Rex & Zhekoyan, Vazgen Incorporating Deductive Inquiry Labs into Traditional Labs: Lab Reformation and Assessment 7/1/2016 through 6/30/2017
CIII.2 3	QCC Pedagogical Research Challenge Award, FY 17 CUNY	9,182	Kim, Mi Seon (Christine) and Dolan, Michael Information Literacy and its Impact on Students' Learning Outcomes 7/1/2016 through 6/30/2017
CIII.2 4	QCC Pedagogical Research Challenge Award, FY 17 CUNY	11,625	Frank Jacob, Amy Traver, Shannon Kincaid Poetry Across the Curriculum: A Pilot Study in the Humanities 7/1/2016 through 6/30/2017
CIII.2 5	CUNY Work Force Initiative (WDI)/NYS DOL	30,000	White, Eileen; McGill, Georgia Media Arts and Technology in the Workplace 1/20/2017 through 6/30/2017
CIII.2 6	CUNY Research in the Classroom Idea grant	7,500	Tawde, Mangala Antibiotic Resistance in Environmental Microbes 1/13/16 through 6/30/17
CIII.2 7	CUNY ASRC Seed Program 2017	10,000	Trujillo, Monica Can the Microbiome from the Soil be Transferred to the Mice Gut Microbiota? 4/1/2017 through 3/31/2018
CIII.2 8	PSC-CUNY 48 Traditional A	3,300	Anderst, Leah Exploring the Impact of Marlon Riggs's Documentary Films through PBS Viewer's Feedback Calls; Housed in Marlon Riggs Papers, Stanford University 7/1/2017 through 6/30/2018

Academic Senate Agenda—September 12, 2017—Attachment B

CIII.2 9	PSC-CUNY 48 Traditional A	3,500	Armendariz, Raul Installation of a Cosmic Ray Detector for Undergraduate Student Research in Applied Physics 7/1/2017 through 6/30/2018
CIII.3 0	PSC-CUNY 48 Traditional A	3,499	Atik, Aliza "I am come to give you back your kiss": The Feminist Histories of Late Victorian Fantasy 7/1/2017 through 6/30/2018
CIII.3 1	PSC-CUNY 48 Traditional A	3,499	Bellovary, Jillian Predicting Gravitational Wave Signals by Merging Black Holes in Migration Traps 7/1/2017 through 6/30/2018
CIII.3 2	PSC-CUNY 48 Traditional A	3,450	Bruzewicz, Derek A. Reversibly bonded elastomeric channels for repeated replica-molding of metal microstructures 7/1/2017 through 6/30/2018
CIII.3 3	PSC-CUNY 48 Traditional A	3,499	Burgers, Johannes Students as Global Citizens: Social Justice-Based Undergraduate Research in the Classroom 7/1/2017 through 6/30/2018
CIII.3 4	PSC-CUNY 48 Traditional A	3,500	Cambre, Javier Soundtrack (Improvisations on Mallarme after Pierre Boulez) 7/1/2017 through 6/30/2018
CIII.3 5	PSC-CUNY 48 Traditional A	3,499	Cercone, Alisa Students Working in Interdisciplinary Groups at Queensborough Community College: Studying Student Learning in an Interdisciplinary and Integrative Learning Environment within EN101 Courses 7/1/2017 through 6/30/2018
CIII.3 6	PSC-CUNY 48 Traditional A	3,499	Cimino, Alison Year of the Horse, a collection of poems 7/1/2017 through 6/30/2018
CIII.3 7	PSC-CUNY 48 Traditional A	2,970	Coffey, Annemarie Less is More: Perils of an "iWorld" 7/1/2017 through 6/30/2018
CIII.3 8	PSC-CUNY 48 Traditional A	3,500	Dehipawala, Sunil Investigation of structural and magnetic properties of iron and nickel mixed oxide nano particles-continuation 7/1/2017 through 6/30/2018
CIII.3 9	PSC-CUNY 48 Traditional A	5,895	Fletcher-Anthony, Wilma Integrating Internationalization Concepts into a college orientation course 7/1/2017 through 6/30/2018
CIII.4 0	PSC-CUNY 48 Traditional A	3,499	Ford, Robin R. Resistance is Not Futile: Theorizing Students' Experiences in Spaces of Literacy 7/1/2017 through 6/30/2018
CIII.4 1	PSC-CUNY 48 Traditional A	3,500	Geismar, Aviva "The Bind" 7/1/2017 through 6/30/2018
CIII.4 2	PSC-CUNY 48 Traditional A	5,014	Golden, Ken Figurative Reading/Etiquette 7/1/2017 through 6/30/2018
CIII.4 3	PSC-CUNY 48 Traditional A	3,500	Golobiewska, Urszula Formation of pools of PIP2 7/1/2017 through 6/30/2018
CIII.4 4	PSC-CUNY 48 Traditional A	3,500	Honey, Larisa & Danzi-Engoron, Sara Multicultural Lab: Pedagogical Analysis of as Interactive Course Module on Human Evolution, Race and mitochondrial DNA 7/1/2017 through 6/30/2018
CIII.4 5	PSC-CUNY 48 Traditional A	3,497	Ikwueze, Chukwudi Crowding Out as the Cause of US Declining Business Dynamism 7/1/2017 through 6/30/2018
CIII.4 6	PSC-CUNY 48 Traditional A	3,000	Karimi, Sasan Substituted pyrrole synthesis 7/1/2017 through 6/30/2018

Academic Senate Agenda—September 12, 2017—Attachment B

CIII.4 7	PSC-CUNY 48 Traditional A	3,473	Kim, Mi-Seon Assessing the effectiveness of Information Literacy (IL) competency on Writing Performance of students enrolled in Writing Intensive (WI) STEM courses at QCC 7/1/2017 through 6/30/2018
CIII.4 8	PSC-CUNY 48 Traditional A	3,499	King, Carolyn D. Black Girls Count!! An Analysis of Black Girls and STEM 7/1/2017 through 6/30/2018
CIII.4 9	PSC-CUNY 48 Traditional A	3,499	Lago, Susan What We Inherit: A Collection of Linked Stories 7/1/2017 through 6/30/2018
CIII.5 0	PSC-CUNY 48 Traditional A	3,500	Lall-Ramnarine, Sharon New Ionic Liquids for Superior Battery Electrolytes 7/1/2017 through 6/30/2018
CIII.5 1	PSC-CUNY 48 Traditional A	3,175	Lam, Raymond & Lawrence, Michael Mechanical Properties and Microstructures of Materials Printed by 3-Dimensional (3D) Printers 7/1/2017 through 6/30/2018
CIII.5 2	PSC-CUNY 48 Traditional A	3,500	Liu, Wenjian The Kesten-Stigum reconstruction bound of the general d-ary tree 7/1/2017 through 6/30/2018
CIII.5 3	PSC-CUNY 48 Traditional A	3,499	Lopez-Jantzen, Nicole Between Empires: Ravenna's Pivotal Role in Early Medieval Italy 7/1/2017 through 6/30/2018
CIII.5 4	PSC-CUNY 48 Traditional A	3,499	Martinez, Manuel Miami Don't Know (a novel) 7/1/2017 through 6/30/2018
CIII.5 5	PSC-CUNY 48 Traditional B	4,530	Mayeli, Azita Exponential Riesz Bases and Interpolations 7/1/2017 through 6/30/2018
CIII.5 6	PSC-CUNY 48 Traditional B	5,895	McGill, Georgia Sailing Home: A Modern Stage Adaptation of Homer's The Odyssey 7/1/2017 through 6/30/2018
CIII.5 7	PSC-CUNY 48 Traditional A	3,499	Messier, Vartan Predatory Desires: Sex, Race, and Privilege in J.M. Coetzee's Disgrace 7/1/2017 through 6/30/2018
CIII.5 8	PSC-CUNY 48 Traditional A	3,486	Monahan, Anthony Assessing empathy and inter-cultural understanding through the Global Citizenship Alliance experience 7/1/2017 through 6/30/2018
CIII.5 9	PSC-CUNY 48 Traditional A	3,499	Pham, David N. Lie groupoids, Frobenius algebras and Category Theory 7/1/2017 through 6/30/2018
CIII.6 0	PSC-CUNY 48 Traditional A	3,485	Proteasa, Gheorghe Mucolytic Effect of Narrowleaf Plantain (Plantago Lanceolata) Extract on Human Respiratory Tract Mucus. Potential New Drug in the Treatment of Respiratory Diseases 7/1/2017 through 6/30/2018
CIII.6 1	PSC-CUNY 48 Traditional A	3,499	Ridinger-Dotterman, Angela "Such a Nasty Woman": Reading Hillary Clinton's Public Speeches within the History of American Women Speakers 7/1/2017 through 6/30/2018
CIII.6 2	PSC-CUNY 48 Traditional A	3,500	Roblodowski, Christopher Functional Characterization of the Actin-Binding domain of the Drosophila Protein Dunc115 7/1/2017 through 6/30/2018
CIII.6 3	PSC-CUNY 48 Traditional A	3,499	Rothenberg, Julia Incorporating Idealism in NeoLiberal Urban Development 7/1/2017 through 6/30/2018
CIII.6 4	PSC-CUNY 48 Traditional A	3,487	Sarno, David An investigation of polyaniline and its derivatives as a scaffolding material for ruthenium 7/1/2017 through 6/30/2018

Academic Senate Agenda—September 12, 2017—Attachment B

CIII.6 5	PSC-CUNY 48 Traditional A	3,498	Seo, Dugwon Solar Photovoltaic Modules Degradation Rate Comparison and Data Analysis 7/1/2017 through 6/30/2018
CIII.6 6	PSC-CUNY 48 Traditional A	3,500	Shin, Jun H. Syntheses of Aromatic Polycarbamates from N-Hydroxyphenyltrichloroacetamide Derivatives Using a Microwave Reactor 7/1/2017 through 6/30/2018
CIII.6 7	PSC-CUNY 48 Traditional A	3,479	Sideris, Paul Surfactant-assisted Solvothermal Synthesis of Life, $xMx PO_4$ (M=Mn,Co) 7/1/2017 through 6/30/2018
CIII.6 8	PSC-CUNY 48 Traditional A	1,514	Sullivan, Nathaniel Mapping Abstraction 7/1/2017 through 6/30/2018
CIII.6 9	PSC-CUNY 48 Traditional A	3,499	Taibu, Rex Physics Language Anxiety among Students in Introductory Physics Classes 7/1/2017 through 6/30/2018
CIII.7 0	PSC-CUNY 48 Traditional A	3,339	Timbilla, James A. Biodiversity and Bionomics of Blow Flies in Urban Parklands 7/1/2017 through 6/30/2018
CIII.7 1	PSC-CUNY 48 Traditional A	3,499	Toohy, Elizabeth If Walls Could Talk: Reading the Illegible Arab in Laurent Cantet's <i>Entre les murs</i> 7/1/2017 through 6/30/2018
CIII.7 2	PSC-CUNY 48 Traditional A	3,499	Traver, Amy "Placing Out" in Upstate New York: The Phenomenon and its Regional Impacts 7/1/2017 through 6/30/2018
CIII.7 3	PSC-CUNY 48 Traditional B	5,530	Tuszynska, Agnieszka Mapping out the Walled Town of Prisoner B. 8266 7/1/2017 through 6/30/2018
CIII.7 4	PSC-CUNY 48 Traditional A	3,499	VanDerHorn-Gibson, Jodi "reStaging Our Past: Sub-alterNative Histories on the Contemporary Stage" 7/1/2017 through 6/30/2018
CIII.7 5	PSC-CUNY 48 Traditional A	3,500	Visoni, Gilmar Early Modern Fortifications in Italy 7/1/2017 through 6/30/2018
CIII.7 6	PSC-CUNY 48 Traditional A	3,499	Wang, Biao Minimal Fibration in hyperbolic 3-manifolds fibering over the circle 7/1/2017 through 6/30/2018
CIII.7 7	PSC-CUNY 48 Traditional A	3,499	Weathersby, Irvin Jr. In Open Contempt: A Global Exploration of Monuments, Museums, and Public Spaces Commemorating the Transatlantic Slave Trade 7/1/2017 through 6/30/2018
CIII.7 8	PSC-CUNY 48 Traditional A	3,500	Wei, Sujun Imidazole Contact Chemistry at the Scanning Tunneling Microscopy based Breaking Junction Method (STM-BJ) 7/1/2017 through 6/30/2018
CIII.7 9	PSC-CUNY 48 Traditional A	3,450	Wengler, Susan Sense-Making and the Community College Student 7/1/2017 through 6/30/2018
CIII.8 0	PSC-CUNY 48 Traditional A	3,500	Ye, Fei On a Characterization of Big Divisors and its Applications 7/1/2017 through 6/30/2018
CIII.8 1	PSC-CUNY 48 Traditional A	3,499	Zhelezcheva, Tanya "The Soul exerted with pleasure": Thomas Traherne's Conceptualization of Happiness 7/1/2017 through 6/30/2018
CIII.8 2	CUNY CCRG (Track 3) Collaborative Research Opportunity Grant	7,500	Carmona, Naydu Transcriptome Analysis of an Overexpressing Rhomboid Protease Mutant 7/1/2017 through 6/30/2018
CIII.8 3	CUNY CCRG (Track 3) Collaborative Research	7,500	Lall-Ramnarine, Sharon High Pressure NMR Revelations of Local Ion Conformations in Ionic Liquid Electrolytes

	Opportunity Grant		6/1/2017 through 5/31/2018
CIII.8 4	CUNY CCRG (Track 3) Collaborative Research Opportunity Grant	7,500	Tsimounis, Areti High Pressure NMR Revelations of Local Ion Confirmations in Ionic Liquid Electrolytes 6/1/2017 through 5/31/2018
CIII.8 5	New York State Education Department (NYSED)	97,415	Kaur, Simran & Petersen, Joan Science and Technology Entry Program (STEP) 7/1/2017 through 6/30/2018
CIII.8 6	NSF National Science Foundation	134,098	Seo, Dugwon (in collaboration with CCNY & LAGCC) AGEP-T The Hispanic Alliance for the Graduate Education and the Professoriate on Environmental Sciences and Engineering 7/1/2017 through 6/30/2022
	Total:	3,661,137	

Faculty grants since this spring.

- *Georgina Colalillo (Nursing) was awarded a \$3,000 CUNY Office of Academic Affairs, Health & Human Services grant for Accelerated 2nd Degree Curriculum Proposal.*
- *Jonathan Cornick (Mathematics and Computer Science) was awarded a \$40,000 CUNY ASAP STEM Faculty Grant for his project Redesigned College Algebra using Maple TA with a contextualized STEM component.*
- *Chantale M. Damas (Physics) was awarded a \$40,000 CUNY Interdisciplinary Research Grant Program (IRG) grant for Modeling, Assessing, and Forecasting GMDs and their Impacts on the NYS Power System.*
- *Franca Ferrari-Bridgers (Speech Communication and Theatre Arts) was awarded a \$2,000 Diversity Projects Development Fund grant for High School Equivalency Exam and College Preparatory Workshops for New York City incarcerated students.*
- *Simran Kaur (Biological Sciences and Geology)& Joan Petersen(Biological Sciences and Geology) –Science and Technology Entry Program (STEP)*
- *Joan Peterson (Biological Sciences and Geology) was awarded a \$2,000 American Society for Biochemistry and Microbiology Hands-on Opportunities to Promote Engagement in Science grant for Expanding Collaborations between QCC and Benjamin Cardozo H.S. to Engage Service Students in Authentic Research Experiences.*
- *Dugwon Seo (Engineering Technology) received (in collaboration with CCNY & LAGCC) a National Science Foundation AGEP-T The Hispanic Alliance for the Graduate Education and the Professoriate on Environmental Sciences and Engineering grant.*
- *Elizabeth Sutton (Nursing) was awarded an \$11,000 CUNY Office of Academic Affairs, Health & Human Services grant for Geriatric Simulation to Improve Nursing Students' Knowledge, Skills, and Attitudes to be Competent Nurses for an Aging Population.*
- *Monica Trujillo (Biological Sciences and Geology) was awarded a \$10,000 CUNY ASRC Seed Program grant for her project Can the microbiota from the soil affect the microbiota of mice exposed to it?*
- *Jodi VanDerHorn-Gibson (Speech Communication and Theatre Arts) was awarded a \$4,000 Contemplative Communities in Higher Education Grant Program grant for Community College Students in Action, Reflection & Transformation (ART): Contemplative Reflections on Identity Construction through Theatre of the Oppressed Techniques.*
- *Eileen White (Speech Communication and Theatre Arts) was awarded a \$30,000 CUNY Work Force Initiative (WDI)/NYSDOL grant for her project Media Arts and Technology in the Workplace.*

- *Under the Perkins program, the New York State Education Department awarded Queensborough an eighth year of funding for six programs led by: Assistant Dean Jeffrey Chen (Workforce Development), Chairperson Stu Asser (Engineering Technology), Professor Georgina Colalillo (Nursing), Lecturer Ernie Jackson (Music Production), Chairperson Kathleen Villani (Business), and Professor Isabella Lizzul (Massage Therapy).*

Congratulations to the following faculty members who received Faculty Fellowship Publication Program (FFPP) – CUNY grants:

- *Jennifer Maloy (English) – Supporting Translingual Writing at Linguistically Diverse Community Colleges*
- *Benjamin Miller (English) – The History of Push Pin Projects in Television and Cinema*
- *Elizabeth Toohey (English) – If Walls Could Talk: Reading the Illegible Arab in Laurent Cantet's Entre les murs*

Congratulations to the following faculty members who received CUNY CCRG grants:

- *Naydu Carmona (Biological Sciences and Geology) – Transcriptome Analysis of an Overexpressing Rhomboid Protease Mutant*
- *Sharon Lall-Ramnarine (Chemistry) – High Pressure NMR Revelations of Local Ion Conformations in Ionic Liquid Electrolytes*
- *Kersha Smith and Rommel Robertson (Social Sciences) – What they thought they knew: Knowledge Construction and Expectancy in Community College classroom*
- *Areti Tsimounis (Biological Sciences and Geology) – The Influence of Sensory Experience on Supragranular Prosection Neurons*
- *Sujun Wei (Chemistry) – Synthesis and Investigation of Molecular Transistors and Wires Based on Carbazole Motif*

Congratulations to the QCC faculty members awarded PSC-CUNY grants for 2017-2018:

- *Leah Anderst (English) – Exploring the Impact of Marlon Riggs's Documentary Films through PBS Viewer's Feedback Calls Housed in Marlon Riggs Papers, Stanford University*
- *Raul Armendariz (Physics) – Installation of a Cosmic Ray Detector for Undergraduate Student*
- *Aliza Atik (English) – "I am come to give you back your kiss": The Feminist Histories of Late Victorian Fantasy*
- *Jillian Bellovary (Physics) – Predicting Gravitational Wave Signals by Merging Black Holes in Migration Traps*
- *Derek A. Bruzewicz (Chemistry) – Reversibly bonded elastomeric channels for repeated replicamolding of metal microstructures*
- *Johannes Burgers (English) – Students as Global Citizens: Social Justice-Based Undergraduate Research in the Classroom*
- *Javier Cambre (Art and Design) – Soundtrack (Improvisations on Mallarmé after Pierre Boulez)*
- *Joanne Chang (Music) – Contemporary American and Classical Music for Piano Solo, Piano Four-Hand and Piano Trio CD/Digital Recording*

- *Alisa Cercone (English) – Students Working in Interdisciplinary Groups at Queensborough Community College: Studying Student Learning in an Interdisciplinary and Integrative Learning Environment within EN101 Courses*
- *Alison Cimino(English) – Year of the Horse, a collection of poems*
- *Annemarie Coffey (Art and Design)— Less is More: Perils of an "iWorld"*
- *Sunil Dehipawala (Physics) – Investigation of structural and magnetic properties of iron and nickel mixed oxide nano particles-continuation*
- *Wilma Fletcher-Anthony (Counseling Center) – Integrating internationalization concepts into a college orientation course*
- *Robin Ford (English)—Resistance is Not Futile: Theorizing Students' Experiences in Spaces of Literacy*
- *Aviva Geismar (Health, Physical Education, and Dance) – "The Bind"*
- *Ken Golden (Art and Design) – Figurative Reading/ Etiquette*
- *Urszula Golebiewska (Biological Sciences and Geology) – Formation of pools of PIP2*
- *Larisa Honey (Social Sciences) & Sara Danzi-Engoron (Biological Sciences and Geology)— Multicultural Lab: Pedagogical Analysis of as Interactive Course Module on Human Evolution, Race and mitochondrial DNA*
- *Chukwudi Ikwueze (Social Sciences) – Crowding Out as a Cause of U.S. Declining Business Dynamism*
- *Sasan Karimi (Chemistry) – Substituted Pyrrole Synthesis*
- *Mi-Seon (Christine) Kim (Library) – Assessing the Effectiveness of Information Literacy (IL) Competency on Writing Performance of Students Enrolled in Writing Intensive (WI) STEM Courses at Queensborough Community College*
- *Carolyn D. King (Mathematics and Computer Science) – Black Girls Count! An Analysis of Black Girls and STEM*
- *Susan Lago (English) – What We Inherit: A Collection of Linked Stories*
- *Sharon Lall-Ramnarine (Chemistry) – New Ionic Liquids for Superior Battery Electrolytes*
- *Raymond Lam (Engineering Technology) & Michael Lawrence (Engineering Technology) – Mechanical Properties and Microstructures of Materials Printed by 3-Dimensional (3D) Printers*
- *Wenjian Liu (Mathematics and Computer Science) – The Kesten-Stigum reconstruction bound of the General d-ary Tree*
- *Nicole Lopez-Jantzen (History) – Between Empires: Ravenna's Pivotal Role in Early Medieval Italy*
- *Manuel Martinez (English) – Miami Don't Know (a novel)*
- *Azita Mayeli (Mathematics and Computer Science) – Fuglede Conjecture and Exponential bases in continues and arithmetic settings*
- *Georgia McGill (Speech Communication and Theatre Arts) – Sailing Home: A Modern Stage Adaptation of Homer's The Odyssey*
- *Vartan Messier (English) – Predatory Desires: Sex, Race, and Privilege in J.M. Coetzee's Disgrace*
- *Anthony Monahan (Health, Physical Education, and Dance) – Assessing empathy and inter-cultural understanding through the Global Citizenship Alliance experience*
- *Joan Petersen (Biological Sciences and Geology) – Application of next generation sequencing to the study of the feeding ecology of the Atlantic Horseshoe crab (Limulus ployphemus)*
- *David N. Pham (Mathematics and Computer Science) – Lie groupoids, Frobenius Algebras and Category Theory*

- *Gheorghe Proteasa (Biological Sciences and Geology) – Mucolytic Effect of Narrowleaf Plantain (Plantago Lanceolata) Extract on Human Respiratory Tract Mucus. Potential New Drug in the Treatment of Respiratory Diseases*
- *Angela Ridinger-Dotterman (English) – "Such a Nasty Woman!": Reading Hillary Clinton in the History of American Women's Public Speech*
- *Christopher Roblodowski (Biological Sciences and Geology) – Functional Characterization of the Actin-binding domain of the Drosophila Protein Dunc115*
- *Julia Rothenberg (Social Sciences) – Incorporating Idealism in NeoLiberal Urban Development*
- *David Sarno (Chemistry) – An investigation of polyaniline and its derivatives as a scaffolding material for ruthenium nanoparticles for the degradation of azo dyes*
- *Dugwon Seo (Engineering Technology) – Solar Photovoltaic Modules Degradation Rate Comparison and Data Analysis*
- *Jun H. Shin (Chemistry) – Syntheses of Aromatic Polycarbamates from N-Hydroxyphenyltrichloroacetamide Derivatives Using a Microwave Reactor*
- *Paul Sideris (Chemistry) – Surfactant-Assisted Solvothermal Synthesis of $\text{LiFe}_{1-x}\text{M}_x\text{PO}_4$ (M= Mn, Co)*
- *Nathaniel Sullivan (Art and Design)—Mapping Abstraction*
- *Rex Taibu (Physics) – Physics Language Anxiety among Students in Introductory Physics Classes*
- *James A. Timbilla (Biological Sciences and Geology) – Biodiversity and Bionomics of Blow Flies Diptera: Calliphoridae in Urban Parklands*
- *Elizabeth Toohey (English) – If Walls Could Talk: Reading the Illegible Arab in Laurent Cantet's Entre les murs*
- *Amy Traver (Social Sciences) – "Placing Out" in Upstate New York: The Phenomenon and its Regional Impacts*
- *Agnieszka Tuszyńska (English) – Mapping out the Walled Town of Prisoner B. 8266*
- *Jodi VanDerHorn-Gibson (Speech Communication and Theatre Arts) – "reStaging Our Past: Sub-alter / Native Histories on the Contemporary Stage"*
- *Gilmar Visoni (History) – Fortification Construction in Lombardy and the Military Revolution*
- *Biao Wang (Mathematics and Computer Science) – Minimal Fibration in hyperbolic 3-manifolds fibering over the circle*
- *Irvin Jr. Weathersby (English) – In Open Contempt: A Global Exploration of Monuments, Museums, and Public Spaces Commemorating the Transatlantic Slave Trade*
- *Sujun Wei (Chemistry) – Imidazole Contact Chemistry at the Scanning Tunneling Microscopy based Breaking Junction Method (STM-BJ)*
- *Susan Wengler (Library) – Sense-Making and the Community College Student*
- *Fei Ye (Mathematics and Computer Science) – On a Characterization of Big Divisors and its Applications*
- *Tanya Zhelezcheva (English) – "The Soul exerted with pleasure": Thomas Traherne's Conceptualization of Happiness*

Congratulations to the following faculty and staff members who received QCC Pedagogical Research Challenge Award grants:

- *Rex Taibu (Physics) and Vazgen Shekoyan (Physics) – Incorporating Deductive Inquiry Labs into Traditional Labs: Lab Reformation and Assessment*

- *Mi Seon Kim (Library) and Michael Dolan (English) – Information Literacy and its Impact on Students' Learning Outcomes*
- *Frank Jacob (History), Amy Traver (Social Sciences), and Shannon Kincaid (Social Sciences) – Poetry Across the Curriculum: A Pilot Study in the Humanities*

Grants awarded to QCC since June 2017:

1. New York State Education Department, Yicel Nota-Latif, PI, Liberty Partnership, \$1,825,955 over 5 years

The Liberty Partnership Program will serve 292 at-risk students from partner private and public schools throughout the Borough of Queens with the programing resources and motivation to graduate high school, complete post-secondary education, and pursue meaningful employment.

2. CUNY, Jacqueline Montgomery, PI, and Sherri-Ann Simmons, Project Manager, “2017-2018 CUNY Explorers,” \$149,623

Through CUNY Explorers Queensborough Community College will participate in development of the University’s collaboration with the New York City Department of Education through the College Access for All Initiative.

3. National Science Foundation, Dugwon Seo, co-PI with City College, “Collaborative Research: The Hispanic AGEP Alliance for the Environmental Science and Engineering Professoriate in Community Colleges and Associate Degree Programs,” \$134,098

The goals of the H-AGEP are to train doctoral students at the dissertation level with the needed skills to succeed in professorial careers, study the effectiveness of planned interventions, and the barriers that affect student selection of academic career and the mitigation of those barriers.

4. CUNY Academic Affairs, Provost Timothy Lynch, Dr. Maria Mercedes Franco and Dr. Joseph Bertorelli, PIs, “Open Educational Resources,” \$93,500

Faculty will be engaged in the redesign of math courses through the replacement of proprietary textbooks with open educational resources.

5. National Science Foundation, David Sarno, co-PI, subaward from Binghamton University, “Institutional Partnership to Create Successful Student Transition in Smart Energy & Materials,” \$698,697

The S-STEM program will promote STEM BS degree completion and careers for low-income, academically talented students, including underrepresented minority and female students, through a well-supported, seamless transfer path from partner community colleges to Binghamton University.

6. CUNY Community College Research Grant, Larisa Honey and Sara Danzi-Engoron, PIs, “Exploring Social and Biological Aspects of Ancestry in the Anthropology Classroom,” \$15,000

This semester-length interdisciplinary learning module expands science literacy and cross-cultural competencies by engaging students with critical issues on race, genetics and ethics by conducting a genetics lab with dialogue about the science and politics of race and identity.

7. CUNY Community College Research Grant, Sunil Dehipwala, PI, “Investigation of heavy metal absorption by plants-Role of iron,” \$9,500

This study will determine structural properties and the amount of arsenic and heavy metals in vegetable plants, a major health hazard worldwide, utilizing techniques such as X-Ray Absorption Near Edge Structure (XANES), Extended X-ray Absorption Fine Structure (EXAFS) using synchrotron X-rays, UV-Visible Near IR spectroscopy, Atomic Force Microscopy, and Transmission Electron Microscopy to study arsenic and heavy metal absorption and the possible role of iron.

8. CUNY Community College Research Grant, Jill Bellovary, PI, “Characterizing Massive Black Holes in Simulations of Dwarf Galaxies,” \$9,500

Using state of the art cosmological simulations including a physically motivated prescription for seeding SMBHs levels, this project will allow for enhanced predictions about the occupation fraction and activity level of SMBHs in dwarf galaxies, and will shed light on how SMBH seeds form in the early universe and how SMBHs and galaxies build up to create what we see today.

Middle States

- The self-study process formally launches this semester at Queensborough. Last May, Dr. Heather Perfetti, formerly our Middle States liaison and now vice president for legal affairs and chief of staff, visited the campus and spoke at a campus-wide forum about the new Middle States standards and processes in the self-study that the college will undergo over the next two years. Our new liaison is Dr. Kushnood Haq, one of the vice presidents of the Middle States Commission. The self-study design, which is the blueprint that will guide the self-study process, has been completed and distributed to the work group participants. The three executive co-chairs – Dr. Antonella Ansani, Dean Arthur Corradetti, and Professor Kelly Ford – are arranging to meet with each working group to provide context and orientation for the project ahead. 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 ninety faculty and staff members volunteered to serve on the working groups. To help lead the effort, a self-study steering

committee was formed last year. The committee consists of the three executive co-chairs; the working group co-chairs; the vice presidents for academic affairs, finance and administration, and marketing and communication; and the director of institutional research. Chapters of the self-study report will be due in June. The culmination of the self-study process will be the submission of the full self-study report in February 2019, after review of and comment on a draft document by the campus community over the fall 2018 semester, and the evaluation team visit in March or early April, 2019.

Assessment Institute

- The Assessment Institute for faculty takes place on September 8 and 15 and October 6 and 13 from 2:00 to 4:00 in L-313 (CETL). The institute provides faculty participants with guidance, hands-on activities, resources, and support in the planning, development, and completion of a course assessment report. Since its inception, 160 faculty members have participated.

Upcoming Events

- Transfer Fair, Wednesday, September 13, 2017 will have over 50 college representatives who will be able to answer questions unique to students and their situations. Colleges with all curricula as well as colleges with Nursing Programs will be present.
- This month CETL will be offering sessions on various aspects of teaching and learning – including a session being held tomorrow, September 13, for faculty on how to make the best use of the email and calendar features in Outlook. The Office of Educational Technology is also offering numerous workshops on Blackboard and other educational applications.
- This year's first Campus Conversation, informal discussions among faculty and staff sponsored by the Office of Academic Affairs, will be held Wednesday, September 27, 4:00-6:00 p.m., in the Oakland Dining Room. The topic of the Campus Conversation will be on Open Educational Resources.

PRE-COLLEGE, CONTINUING EDUCATION, AND WORKFORCE DEVELOPMENT

BTECH Update

- BTECH starts its fourth year in September with over 100 new 9th grade students. Planning is in place to host the legacy class high school graduation in June on campus. A Career Liaison was hired to work with SAP to develop workplace learning experiences, internships for the juniors and seniors, and provide pathways to job opportunities. Several workplace events are scheduled for the fall term. The indicators of student readiness model will be applied for courses being offered in the fifth and sixth years. Meetings between high school teachers and college faculty are scheduled for this semester.

FINANCE AND ADMINISTRATION

Facilities Update

- This spring & summer, the College Facilities staff led a number of campus facilities improvements, achieved by our Buildings and Grounds Department. The projects benefitted academic and administrative departments, offices, and public spaces. The list includes the expansion and consolidation of the Academic Literacy tutoring in the Library, resulting in the creation of three new classrooms and a Learning Center Annex in the Humanities Building; a new student silent study/collaboration room on the second floor of the Library; new energy efficient lighting in the Mall; new sidewalks and lighting installed from the C Building to the bus stop; the staging relocation and renovation of the W building for the expanded ASAP staff; improvements to the Administration Building Welcome Center Lobby including lighting, flooring, and renovated bathrooms; additional security cameras located at and around the bus stop; upgraded parking entrance gates and tags to allow easier access during peak demand periods; and the completion of instructional technology in 100% of classrooms. Also progressing as planned over the summer were Capital projects for the electrical infrastructure upgrade, the roof replacements and planning for the future Atrium and Student Cafeteria phase II, and the ADA renovation of the QPAC Theater projects.

INSTITUTIONAL ADVANCEMENT

Upcoming Events

- The College will be honoring employees with continuous service who have worked twenty (20), thirty (30), forty (40) and fifty (50) years at the **Celebration of Service** to be held on **Thursday, October 19, 2017** in the Student Union. Invitations for this event will be sent out in mid-September.

- **Art Gallery**

The **QCC Art Gallery** will be opening two (2) exhibits on **Wednesday, October 18th from 5:00 p.m. – 8:00 p.m.** The first exhibit entitled, **Traditional African Art: Selections from the Liren Wei Collection**, 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. The second exhibit, **Carving Life: Walrus Ivory Carvings from the Bering Sea**, 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.

- **Kupferberg Holocaust Center**

The KHC unveils its newest original exhibition, **Conspiracy of Goodness: How French Protestants Rescued Thousands of Jews during WWII** with a special **Campus Preview and Reception on Thursday, October 12th from 4:00-6:00 p.m.** On **Sunday, October 15th at 1:00 p.m.**, the KHC will host the public opening for the exhibit where **Dr. Cary Lane**, the KHC 2017-2018 Curator In-Residence and assistant professor of English at QCC, discusses the process of research and discovery that led to the development of this new exhibition. This display presents the story of how an isolated Huguenot community in the Loire Valley saved 3,500 Jews from Nazi Germany and the soldiers of Vichy France. Villagers of Le Chambon-sur-Lignon, joined together to conceal, rescue, and provide false documentation for Jews and French Resistance fighters at great risk to their own lives.

The KHC is proud to announce the **2017-18 Colloquia** has been awarded to QCC Faculty Coordinator **Dr. Azadeh Aalai, Assistant Professor of Social Sciences**. This year's theme is **Complicity & Collaboration during the Holocaust**. **Event 1: Some Were Neighbors: A Workshop with the United States Holocaust Memorial Museum will be held on Wednesday, September 13th at 12:10 p.m.** The speaker will be Dr. Susan Bachrach, Curator of Special Exhibitions, United States Holocaust Memorial Museum. **Event 2: Exploring Yad Vashem's "Righteous Among the Nations" Program is on Thursday, September 28th at 4:00 p.m.** The speaker will be Dr. Mordecai Paldiel, lecturer at Yeshiva University and Queens College, and the former Director of the Department for the Righteous at Yad Vashem in Jerusalem. Both events are also made possible through the support of Drs. Bebe and Owen Bernstein.

The **KHC Cinema Series** includes screenings of various films pertaining to the Holocaust, Genocide, and human rights. **Watchers of the Sky (2015) will be shown on September 14th at 12:10 p.m.** Inspired by Samantha Power's Pulitzer Prize-winning, *A Problem from Hell*, the film races Lemkin's legacy through the modern efforts of four (4) humanitarians in the global fight against mass ethnic killings.

- **Queensborough Performing Arts Center (QPAC)**

The Queensborough Performing Arts Center presents **Shades of Bubl  on Sunday, October 1st at 3:00 p.m.** This three-man tribute to Grammy award-winning singer Michael Bubl  gives audiences seamless variety by combining big-band standards from the jazz era, classic hits from the 50's, 60's and 70's, as well as Billboard chart toppers from today in a high-energy, singing and swinging concert.

On Sunday, October 8th at 3:00 p.m., Chita & Tune, Two for the Road will be performing live on our stage. This unique concert event pairs two of Broadway’s most celebrated legends, Chita Rivera and Tommy Tune who will celebrate their astonishing careers in this dazzling musical performance.

Taylor Dayne in Concert with special guest, Maxine Nightingale, will be **on Sunday, October 15th at 3:00 p.m.** Taylor Dayne stands out as one of music’s most dynamic artists of all time. Her unique vocal style has earned her numerous best-selling gold and platinum albums.

Rock and Roll Hall of Fame Star **Darlene Love with special guests, The Fabulous Coasters**, will be performing on **Sunday, October 15th at 3:00 p.m.** Rolling Stone magazine dubbed her “One of the greatest singers of all time!”

Kol Esperanza, an Israeli based vocal group (whose name means “Voice of Hope”) will be making their New York debut following their successful tours in Israel, Germany and Central America. This classically trained, operatic pop ensemble, can sing it all!

**Steering Committee Report
Academic Senate Steering Committee
Queensborough Community College
September 2017**

Welcome back everyone! On the September agenda, you will find most of the annual reports of standing committees of the Academic Senate. Please review the reports and let us know any thoughts, questions or concerns you have. Senate committees are staffed and beginning to meet and we look forward to hearing from many of them in monthly reports or items they may forward for consideration by the Academic Senate. The Steering Committee will convene a meeting with the chairs of standing committees on Wednesday, October 4 from 12-1:30pm.

The Steering Committee of the Academic Senate would like to recognize the long service to the College of Registrar and Senator Ann Tullio, who retired at the end of August.

Her retirement means the Senate is short one Higher Education Officer, as the Academic Senate Bylaws calls for 2 HEO senators, much as it does 2 CLT members of the senate. Jeffrey Schwartz (Engineering Technology), who serves as Senate Technology Officer, reports that in the last election in 2015 there were only two HEO candidates, thus no alternates to take the place of a departing senator. The bylaws state that in such circumstances there must be a special election to replace the departing senator at the next scheduled senate meeting.

Therefore, on the September 2017 agenda there is an **election for the replacement HEO senator**, to be conducted by Helmut Loeffler (History), chair of the Committee on Committees. Nominations will be made by senators from the floor, but because we need assurance that nominees are willing and able to serve the remainder of Ann Tullio's term, which runs until April 2018, in August we sent a message to the HEO community asking those interested in serving to submit their names to the Steering Committee or identify a senator to nominate them at the meeting. Several HEOs replied, giving us not only a good list of candidates for today's election, but also several who may wish to run in the Spring 2018 regular HEO election. At that time, HEOs will select two HEO senators to serve until April 2021 when we will repeat the process. In the Spring of 2018, there will also be an election for one CLT position and the senate's single adjunct representative, as well as an election to select about one third of the 41 at large members of the senate, which are filled by faculty.

The Steering Committee would like to acknowledge and welcome our new Registrar, Pat Canale. We welcome Pat, and look forward to working with her for years to come.

On the agenda is the **June 2017 list of graduates**, which the Academic Senate approves as part of its responsibility, as per our bylaws, to oversee curriculum and the award of honors and degrees as an educational institution of New York State:

QCC ACADEMIC SENATE BYLAWS Article 3 section 1

Item 5 The formulation of the policy relating to the admission and retention of students, subject to the guidelines of the Board of Trustees, and curriculum, awarding of College credits, and granting of degrees. In granting of degrees, student members of the Senate shall not vote

The Steering Committee also would like to acknowledge the retirement of Karen Steele, whose love of the College and tireless dedication to so many aspects of what happens here cannot be overstated. Over the summer, she sent us the **General Education Assessment Task Force Report to Academic Senate**, which we include here for your information. The Steering Committee looks forward to more discussion about our shared principles, goals and priorities for our teaching.

This month we receive the first monthly report from the **Committee on Food Insecurity**, now a standing committee of the Academic Senate. The Steering Committee has been really inspired by the organic activity this committee has generated, from volunteering at and contributing to the food pantry, researching financial and funding issues and inter-agency collaboration, as well as club activity, and service learning projects across the disciplines, including Health, Biology, Business and Social Sciences. Dr. Emily Tai of the Department of History and Vice-Chair of the Steering Committee was recently elected as Chair the newly created Committee on Food Insecurity, which will now operate as any other. It has nine members, each with a term of three, two or one years. In Spring 2018, as part of the annual committee placements undertaken by the Committee on Committees, there will be three incoming members of the committee to replace the three members with one year terms. The next year that will repeat; the staggered three year terms are now the norm, fostering the year-to-year continuity that had been lacking previously.

At our last meeting in May, it was agreed that the Administration would undertake to contract with an outside firm to have QCC's water sampled and tested, utilizing protocols consistent with best practices and consistent with our role as an institution of public education serving the broader community, including children. We agreed that this comprehensive testing program would be reported on no later than the end of Spring 2018. As you likely already know, over the summer Chief Operating Officer and Senior Vice President Sherri Newcomb sent an email to the college community announcing the results of the testing program and providing a link to where the [full report](#) can be viewed on the QCC website. The Steering Committee would like to thank VP Newcomb and President Call for expediting the work and immediately reporting the results.

Late last semester and after the last meeting of the Academic Senate in May, we received word that there would be an increase in the fee paid for a parking hang-tag from \$60 to \$100, a pretty staggering increase but well below what is paid at other CUNY colleges. Student parking fees actually doubled—from \$1 per day to \$2. This increase was reported to the Committee on Environment, Quality of Life and Disability Issues by VP Bill Faulkner, who indicated that the fee increase would need to be approved by the QCC Auxiliary Board, and it was approved in June 2017. The increase covers a gap in the cost of maintaining the lot and also pays for the new hang-tags, which include an RFID chip that will automatically raise and lower the gates as well as eventually provide information on parking patterns while cutting down on abuse. A number of people have complained about the lack of parking spaces on campus. Others have wondered whether security could be tighter, or if it was possible to pave over more green space or build a ramp on one of the lots now currently at capacity during daylight hours. These are difficult questions with no easy or obvious answers. As we come together to discuss these problems related to parking, transportation, and the campus environment generally, The Steering Committee looks forward to working with the Committee on the Environment, Quality of Life and Disability Issues, chaired this year by

Dominc Hull (Chemistry), the Faculty Executive Committee (FEC) and its chairperson Philip Pecorino, the Professional Staff Congress (PSC) chapter led by Edmund Clingan, as well as the Administration, led by President Diane Call, VP Faulkner and VP Newcomb. These are community problems, and so we look forward to engaging with the community directly on the Community Dialogue email list as well.

On that note, the Steering Committee joins the FEC and the Academic Freedom Committee in calling for the restoration of the old Faculty Dialogue list. But until an unfettered faculty distribution list is returned for all to use, it's time to begin to acclimate to our new communication situation. To that end, the Steering Committee respectfully requests that all members of the faculty sign up for the Faculty Dialogue list and all community members sign up for the new Community Dialogue list. The Steering Committee is considering whether to form a subcommittee of the Steering Committee to consider this issue and seek solutions. We'll be taking this up on the Community Dialogue list and elsewhere, but don't hesitate to reach out to us directly as a group or individually using the email addresses provided below.

Have a great semester!

Academic Senate Steering Committee
(AcademicSenateSteeringCommittee@qcc.cuny.edu)

Dr. Joel Kuszai, Chair (jkuszai@qcc.cuny.edu)
Dr. Emily Tai, Vice-Chair (etai@qcc.cuny.edu)
Dr. John Talbird Secretary (italbird@qcc.cuny.edu)

Queensborough Community College

June 2017 Graduates

1073

First Name	Middle Name	Last Name	Suffix	Acad Plan
Mariam		Abbasi		AF-AS
Tabish	A	Abbasi		LS-AS
Carlos		Abreu		MT-AAS
Johanna	J	Acosta		LA-AA
Lilian	O	Adiele		LA-AA
Yerania		Aguilar		HS-AS
Christopher		Aguirre		ET-AAS
Diana	R	Agustin		CJ-AS
Feroze		Ahamed		DP-AAS
Dana	S	Aharon		LA-AA
Munassar		Ahmed		LS-AS
Sameera		Ahmed		CJ-AS
Zarmena		Ahmedzay		LA-AA
Sunghwan	H	Ahn		ME-AAS
Bianca	A	Aime		LA-AA
Masrur		Alam		PE-AS
Najmul		Alam		BT-AS
Rafshan		Alam		LA-AA
Anisah	A	Ali		HS-AS
Meryum		Ali		LS-AS
Romel		Alladin		LA-AA
Aszeem		Alli		NH-AAS
Christine		Allred		CJ-AS
Julissa		Alonzo		CJ-AS
Anais	I	Altamirano		LE-AA
Diana	C	Altamirano		BM-AAS
Fabbio		Aluzzo		HS-AS
Alyssa	M	Alvarez		LA-AA
John	F	Alvarracin		BT-AS
Adriana	E	Alvia Macias		LA-AA
Juan Felipe		Alvis Torres		FA-AS
Onelis		Amaro		HS-AS
Joseph		Ambrosino		LA-AA
Michael	G	Anasa		LA-AA
Jonathan	J	Andrade		CT-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Jonathan		Apana	BA-AAS
Otoniel	A	Aparicio	ARC-AAS
Joseph	K	Apaza	CT-AAS
Ferdous		Ara	BT-AS
Razieh		Arabi	BT-AS
Nicole	K	Archie	LA-AA
Taylor	A	Arena	LA-AA
Jennifer	K	Arenas	LA-AA
Yesenia	A	Arias	LA-AA
Hamaad		Arshad	CJ-AS
Mattia		Asciutto	EM-AAS
Adi		Ashkenazi	LA-AA
Aidan	A	Avery	EM-AAS
Emily	P	Ayala	NS-AAS
Olapeju	W	Ayekoti	LA-AA
Abdul	H	Azimi	FA-AS
Snezana		Baba	MA-AAS
Jessica	V	Baculima	LA-AA
Stewart	G	Bailon	LA-AA
Shafraz		Baksh	LA-AA
Nichelle Faye	L	Balani	PE-AS
Aneesa	S	Baptiste	BA-AAS
Melissa		Baptiste	CJ-AS
Tabassum		Baqar	BT-AS
Monique	A	Barrett	LA-AA
Dejon	D	Bartlett	CJ-AS
Melanie		Batista	TM-AAS
Irene		Bautista	LA-AA
Sylvanus		Bawie	PE-AS
Sofia		Begum	LS-AS
Eric		Belopolsky	LA-AA
Khaleel	W	Bennett	ART-AS
Marie-Francesca		Berrouet	BT-AS
Gianni		Bertolini	LA-AA
Hakeem	C	Bevelle	BT-AS
Alina	N	Bhatti	LS-AS
Melissa	D	Bhim	LA-AA
Wangren		Bian	BT-AS
Marc		Binay	HS-AS
Shauna	M	Blake	LA-AA
Lovemy	D	Blanchard	LA-AA
Robert		Bock	DA-AS
Kira	L	Boettcher	EM-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Sherene		Boodram	BS-AAS
Marissa		Borman	HS-AS
Reda		Bouzid	LA-AA
Yacine		Brahimi	LA-AA
Cassidy	N	Brannan	CJ-AS
Lisa	M	Brea Casado	CJ-AS
Kaitlin	M	Brennan	LA-AA
Erick		Breton	EM-AAS
Harish		Bridgelal	CJ-AS
Chenelle	D	Bright	NPS-AAS
Malissa	T	Brown	BM-AAS
Nolina		Browne	LA-AA
Bryan		Budhu	BT-AS
Koma	D	Budhu	LA-AA
Althea		Burke	HS-AS
Jessica	M	Buzash	LA-AA
Samantha		Cabrera	BT-AS
Christopher		Caceres	BT-AS
Corinna		Cacioppo	LE-AA
Andrea		Cadavid	LA-AA
Galo		Calderon	LA-AA
Raquel	N	Calderon	HS-AS
Czarina	A	Calicdan	TM-AAS
Justin		Caliendo	DA-AS
Brandon	A	Camacho	LA-AA
Shannel	S	Camacho	LA-AA
Rosemarie	N	Cammarata	LA-AA
Maria	E	Carchi	LA-AA
Gabrielle	B	Careccia	LA-AA
Charlene	P	Carlies	LA-AA
Shanika	C	Carlies	LA-AA
Kerry		Carmona	CJ-AS
Diana		Caro	MA-AAS
Alexander	A	Carpio	HS-AS
Haydee		Carrillo	LA-AA
Kevin		Carrillo	DD-AAS
Michael		Cartagena	LA-AA
Mateo		Castano	LA-AA
Eric		Castillo	LA-AA
Jorge	L	Castillo	DA-AS
Kiara		Castillo	FA-AS
Roeny	F	Castillo	CJ-AS
Miguel	A	Castrejon	DA-AS

Academic Senate Agenda—September 12, 2017—Attachment D1

Geoffrey	D	Castro	TM-AAS
Justine	Villanueva	Castro	NS-AAS
Neomi		Castro	BS-AAS
Anthony	D	Celano	DA-AS
Robert	S	Centeno	LA-AA
Juleime		Cepeda	LA-AA
James		Cervantes	BT-AS
Jung Suk		Chae	NS-AAS
Maria		Champion	FA-AS
Alexander		Chan	DA-AS
Michael		Chan	LA-AA
Brianna		Chang	LA-AA
Gordon		Chang	LA-AA
Alexander		Charles	LA-AA
Kemba	A	Charles	LA-AA
Stanley		Charles	CT-AAS
Danielle		Chaves	LA-AA
Zymeen	A	Chavis	DA-AS
Christian	H	Cheel	CT-AAS
Michael		Chelune	CJ-AS
Angela		Chen	LA-AA
Jia		Chen	BT-AS
Julia	J	Chen	LA-AA
Lin		Chen	BT-AS
Sisi		Chen	LE-AA
Wenchao		Chen	BT-AS
Xin Xin		Chen	LE-AA
Yanling		Chen	BT-AS
Peter		Cheung	BT-AS
Richard	A	Chimbo	CJ-AS
Amanda		Chio	ART-AS
Tenzin		Choedon	CJ-AS
Amy	B	Choi	TM-AAS
Gunwoo		Choi	BA-AAS
Jane Youngmi		Choi	NS-AAS
Roxanne	E	Choo Ching	HS-AS
Khushadi		Choudhury	EM-AAS
Farhana		Chowdhury	LA-AA
Kuhinoor		Chowdhury	HS-AS
Shababa		Chowdhury	LA-AA
Nicholas		Christoforou	LA-AA
Vincent		Chungata	LE-AA
John	A	Ciulla	HS-AS

Academic Senate Agenda—September 12, 2017—Attachment D1

Alicia		Clark		LA-AA
Janelle		Clarke		LA-AA
Quenton		Clarke		HS-AS
Aleydy		Claros		LA-AA
Kassandra	L	Cobena		MA-AAS
Gillian		Coley		HS-AS
Jonathan	W	Collado		LA-AA
Andrew	A	Collazo		LA-AA
Nicole		Collins		LA-AA
Ricardo	A	Colon		MT-AAS
Chris	G	Constantopoulos		BT-AS
Leanmar		Contreras		BT-AS
Tyler		Corno		LE-AA
Melissa		Corsbie		NPS-AAS
Dominic	J	Cortez		LA-AA
Enrique	M	Cortez		CJ-AS
Kaylamarie		Costanzo		BT-AS
Loukas		Coumbouris		LA-AA
Able	A	Cox		BS-AAS
Natasha	V	Coyago		LA-AA
Adolfo		Coyotl		ES-AS
Daleeda Carrie	C	Creado		HS-AS
Jessica		Criollo		LA-AA
Carolyn		Crowley		DA-AS
Anderson		Cruz		CJ-AS
Juan	G	Cruz		CJ-AS
Scarlet		Cruz		MA-AAS
Daniela	E	Cruz-Rivera		NH-AAS
Jixin		Cui		BT-AS
Darius		Curry		DP-AAS
Carolyn	Wakeima Akira	Curtis		LS-AS
Nicole		Cuzco		HS-AS
Jie		Dai		PE-AS
Marlon		Dalrymple		BT-AS
Jessica	L	Daquino		LE-AA
Ahmed		Dar		CJ-AS
Rita	M	David		LA-AA
Gilbert		Davila	III	LA-AA
Luz	M	Davis		LA-AA
Fern	A	Davis-Hall		LA-AA
Emily	M	De Jesus		LA-AA
Dominic	A	De Leon		LA-AA
Chelsea		De Los Santos		LA-AA

Academic Senate Agenda—September 12, 2017—Attachment D1

Margaret	G	De Los Santos	LS-AS
Anthony		De Souza	LA-AA
Nina		DeJesus	TM-AAS
Amandy		DeVargas	HS-AS
Thomas		Debonis	AM-AS
Samuel		Dedier	FA-AS
Thomas	J	Defelice	LA-AA
Liezl		Del Rosario	LA-AA
Christian		Delano	LA-AA
Carolina	S	Delgado	LA-AA
Brian		Demery	ME-AAS
Alanna	A	Demoss	HS-AS
Aracely		Deodanes	MA-AAS
Stephanie	T	Deonarine	CJ-AS
Shama		Derival	LA-AA
Mickeala		Derrick	LA-AA
Katherine	S	Desmond	LA-AA
Udya	S	Dewanamuni	PE-AS
Fatoumata		Diako	LA-AA
Natalia		Diaz	LA-AA
Antoinette		Dicaro	HS-AS
Kayla		Dima	CJ-AS
Sean	A	Distefano	LA-AA
Christopher		Dixon	BT-AS
Katherine	J	Dominguez	LA-AA
Robert	C	Dorrian	LA-AA
Jovana		Drincic	TM-AAS
Irene	G	Drivas	LA-AA
Michelle		Dryjas	LA-AA
Stefani		Duarte	LA-AA
Joanne		Dugue	LA-AA
Matthew	P	Dultz	LA-AA
Samantha	J	Dunbar	LA-AA
Ashley		Duncan	LA-AA
Mavis	V	Duncan-Dyer	BT-AS
Natila	S	Dunkley	LA-AA
Denise	L	Duran	BS-AAS
Monica		Duran	TM-AAS
Tyra	R	Durham	BT-AS
Louis	A	Durrant	CT-AAS
Amanda		Dwarkah	LA-AA
Natalia		Dyndor	LA-AA
Sergei		Dzhumaev	LS-AS

Academic Senate Agenda—September 12, 2017—Attachment D1

Tia	J	Edwards	ART-AS
Aniekan	C	Ekpo	NPS-AAS
Karim		Elfaham	DD-AAS
Hanae		Elmanasir	LA-AA
Ewan		Emanuel	BY-AS
Nichole		Encarnacion	LA-AA
Victoria	J	Eng	LA-AA
Evelyn	D	England	LA-AA
Dilsia	M	Escobar	MA-AAS
Idalia	Y	Escobar	MA-AAS
Evens		Esperance	PE-AS
Deysi		Espinoza	BT-AS
Kelly	B	Espinoza	CJ-AS
Marlon	Y	Espinoza	CJ-AS
Arielis	M	Estevez	BT-AS
Glory		Estevez	LE-AA
Soloman		Everett	DA-AS
Antonio	M	Exposito	CJ-AS
Ammad		Fahad	CJ-AS
Xuewen		Fang	FA-AS
Erika	N	Farduchi	LA-AA
Amina	B	Farooq	BT-AS
Saiyeda		Fatema	BT-AS
Vivian		Fernandes	CJ-AS
Gianni		Fernandez	DA-AS
Katherine		Fernandez	LA-AA
Anthony		Ferraro	LA-AA
Nathania	R	Fields	LA-AA
Leslie	B	Figueroa	DA-AS
Tatiana		Fisher	LA-AA
Rashawn		Flavigny	CJ-AS
Pierre		Fleury	CT-AAS
Lisette	A	Flor	LA-AA
Liliana		Flores Duran	CJ-AS
Jerry-Chris		Folly-Gah	BT-AS
Dionne	V	Forde	LA-AA
Hoda		Forde	HS-AS
Vashawn	K	Foreman	LA-AA
Simone	E	Foster	LA-AA
Marsha		Francis-Scafe	BT-AS
Michael		Franco	BT-AS
Andres		Frischeisen	LA-AA
Miyako		Fujita	BT-AS

Academic Senate Agenda—September 12, 2017—Attachment D1

Melissa		Funes	CJ-AS
Gerardo	A	Galarza	CT-AAS
Oscar		Gallardo	DP-AAS
Masiel	L	Gamboa	LA-AA
Bharat		Ganesh	BA-AAS
Moyses		Garces	BT-AS
Bella	L	Garcia	CJ-AS
Emmanuel	A	Garcia	LA-AA
George	W	Garcia	BT-AS
Isabel		Garcia	MA-AAS
Isandra		Garcia	LA-AA
Jacoba	J	Garcia	LA-AA
Miguel	A	Garcia	ARC-AAS
Rigoberto		Garcia	NS-AAS
Robin		Garcia	NH-AAS
Sabrina	L	Garcia	DA-AS
Laura		Garcia Serna	LA-AA
Heather	M	Gardner	FA-AS
Sokaina		Garif	LA-AA
Khalil		Gauvin	ME-AAS
Nieoka	Marie	Gayle-Brown	LA-AA
Sheila		Genao	FA-AS
Yuan Meng		Geng	LA-AA
Victor	G	Germano	LA-AA
Shakira		Ghanie	LA-AA
Arman		Ghazarian	BT-AS
Ulises	J	Gil	CJ-AS
Anhad		Gill	BT-AS
Andrew	G	Gina	ME-AAS
Catherine	J	Giraldo	HS-AS
Leonardo		Gironza	LA-AA
Jenifer	T	Gleba	HS-AS
Rajivkumar		Gnanam	ET-AAS
Sara	L	Gobrial	LA-AA
Ariel	D	Godomar	TM-AAS
Xavier	D	Gomes	BT-AS
Kendrick		Gomez	BT-AS
Tiffany		Gomez	LA-AA
Larissa	Neri	Goncalves De Andrade	NS-AAS
Jazmin	M	Gonzales	FA-AS
Diana		Gonzalez	LA-AA
John		Gonzalez	LA-AA
Rubidia	E	Gonzalez	DD-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Mara		Gonzalez Sanchez	LA-AA
Christina		Gonzalez-Santos	NS-AAS
Neil		Gopaul	CJ-AS
Themistokles		Goumakos	LA-AA
Valencia		Gourdet	LA-AA
Sharda		Graham	CJ-AS
Valentina		Grajales	BT-AS
Meleka	D	Grange	CJ-AS
Lisa		Gray	LA-AA
Karen		Gregov	LE-AA
Tricia	A	Griffith	BT-AS
Kimberly		Groce	LA-AA
Christine		Grullon	CJ-AS
Dan		Gu	BT-AS
Jessica	M	Guerra	CJ-AS
Martine		Guillaume	HS-AS
Orlaigh		Gunn	LA-AA
Jiaqi		Guo	MA-AAS
Robin	M	Gurdon	BM-AAS
Alexander		Gurico	LA-AA
Kareem		Guyah	ET-AAS
Janina	D	Guzman	LA-AA
Cristel	V	Guzman Acevedo	TM-AAS
Selvia		Hadzibrahimovic	HS-AS
Sharon		Hall-Almeida	TM-AAS
Sheffiza	A	Hamid	NH-AAS
Allison	D	Hamilton	LA-AA
Candice	A	Hamilton	LA-AA
Destiny	H	Hamilton	LA-AA
Chen		Han	DA-AS
Yi		Han	BS-AAS
Armin		Haque	LA-AA
Sharmila		Hardeen	LE-AA
Kun-Suk		Hare	FA-AS
Aashmattie		Harilal	BA-AAS
Trisha		Harnarain	LA-AA
Ariel	J	Hart	LA-AA
Molla	R	Hasan	BT-AS
Saffat		Hasan	LS-AS
Sabir		Hayat	CJ-AS
Angel		Haynes	BT-AS
Xiaoping		He	MA-AAS
Brittney	J	Henry	LA-AA

Academic Senate Agenda—September 12, 2017—Attachment D1

Cesar	O	Hernandez	LA-AA
Frankelyn		Hernandez	MUS-AS
Monica		Hernandez	LA-AA
Monica	M	Hernandez-Serna	LA-AA
Hugo	J	Herrera	DA-AS
Javier		Herrera	CJ-AS
Jessica		Herrera	BY-AS
Renaë		Hibbert	BT-AS
Samantha	S	Hinds	LA-AA
Anya	J	Hodelin	BT-AS
Jun	Y	Hong	FA-AS
Tao		Hong	PE-AS
Allen	M	Hopson Jr.	LA-AA
Chandrawattie		Hosein	NS-AAS
Yajie		Hou	BT-AS
Arin		Hoxha	LA-AA
Shu Wen		Hsu	BA-AAS
Yan		Hu	TM-AAS
Catherine		Huang	LA-AA
Chenxi		Huang	MT-AAS
Chenyong		Huang	LS-AS
Jia Hui		Huang	LS-AS
Andres		Huerfano	LA-AA
Trejsi		Hushi	BT-AS
Sheerzad		Hussain	LA-AA
Kyusam		Hwang	CJ-AS
Dmitry		Ibrahimov	TM-AAS
Luisa		Irala	BT-AS
Aisosa		Isibor	LA-AA
Mazharul		Islam	PE-AS
Fatma		Issa	NS-AAS
Ike		Iwu	LA-AA
Krystal	M	Izquierdo	LA-AA
Rawsan		Jackson	CJ-AS
Steve	M	Jackson	DD-AAS
Ji Eun		Jang	BT-AS
Kelly		Jara	FA-AS
Domenica		Jaramillo	LA-AA
Nicholas	I	Jaramillo	LA-AA
Rigeria	D	Jarrett	CJ-AS
Farhan		Javed	BM-AAS
David	S	Jawed	LA-AA
Donald	D	Jean - Pierre	ET-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Kabilan		Jeganathan	BT-AS
Jorge	P	Jerez	CT-AAS
Zelan		Ji	ART-AS
Jin Hui		Jiang	NH-AAS
Rong Jian		Jiang	LA-AA
Valentina		Jiang	CJ-AS
Daniella	M	Jimenez	LA-AA
Evelyn	E	Jimenez	LA-AA
Kiabeth		Jimenez	LA-AA
Cristina		Jimenez Hidalgo	BA-AAS
Yifeng		Jin	FA-AS
Yujia		Jin	DA-AS
Sirgin		John	BT-AS
Jazmine		Johnson	ART-AS
Kenya		Jones	LA-AA
Lia		Jones	THE-AS
Michael	I	Jones	CT-AAS
Jet Patrick	B	Jose	LA-AA
Christine		Joseph	LA-AA
Keshika		Joseph	LA-AA
Andre		Joynes	LA-AA
Carlos		Juca	LA-AA
Ioana	F	Jucan	NH-AAS
Rajendra	S	Jugait	LA-AA
Marvin	A	Jules	NS-AAS
Feroze	A	Juman	LA-AA
Arlin	O	Juncal	LA-AA
Woochul		Jung	BT-AS
Irina		Kachanovskaya	TM-AAS
Diana		Kalendarova	NS-AAS
Brittany		Kaliscik	HS-AS
Carolina		Kamuluddin Jaime	FA-AS
Baruh		Kandkhorov	BT-AS
Ratna		Kanhai	HS-AS
Arjun		Kapadia	LA-AA
Kerly	J	Katechis	BA-AAS
Amanjot		Kaur	CJ-AS
Harjot		Kaur	NS-AAS
Nishal		Kayharee	CT-AAS
Sheliza	S	Kemraj	LA-AA
Diana	I	Khaimova	LA-AA
Izza		Khalid	LA-AA
Faiyaz		Khan	ET-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Hamza		Khan	LS-AS
Jake	J	Khan	THE-AS
Radeya		Khan	LA-AA
Shahzab	A	Khan	LS-AS
Stephanie		Khan	LA-AA
Zachary	Z	Khan	THE-AS
Nick		Khananashvili	BT-AS
Tahmina		Khatun	BT-AS
Adnan	P	Khondker	BT-AS
Dongkyu		Kim	PE-AS
Doris		Kim	LA-AA
Eunji		Kim	LA-AA
Joseph		Kim	THE-AS
Justin		Kim	LA-AA
Min Ah		Kim	HS-AS
Min-Cheol		Kim	LE-AA
Rachel		Kim	DA-AS
Saemyung		Kim	LA-AA
Tabitha		Kim	LA-AA
Taehun		Kim	LS-AS
Justin	D	King	LA-AA
Ryan		King	BT-AS
Steven		King	FA-AS
Izzy	E	Klein	TM-AAS
Shoshana		Klein	BT-AS
Derek	A	Klever	LA-AA
Vincent	E	Knight	LA-AA
Emilia		Krauze	LA-AA
Selena	Swastka	Krissoondatt	BT-AS
Ferany		Kumar	BA-AAS
Lhana	S	Kuo	BA-AAS
Etay		Kuperberg	MT-AAS
Yuri		Kwang	LA-AA
Alexandra	G	LaPuma	LA-AA
Diana		Lachhman	LA-AA
Mei Sze		Lai	HS-AS
Praha		Lamisa	LA-AA
Christopher		Lampitt	BT-AS
Samantha		Lavoie	NH-AAS
Katherine	C	Lawless	NPS-AAS
Miguel	A	Lazarte	LA-AA
Sam		Le	CJ-AS
Arthur		Lee	DA-AS

Academic Senate Agenda—September 12, 2017—Attachment D1

Christopher	J	Lee	LA-AA
Jenny	Yeon Sil	Lee	LA-AA
Jeung A		Lee	LA-AA
Joo Young		Lee	LA-AA
Minyoung		Lee	FA-AS
Yeeun		Lee	ART-AS
Joseph		Legare	BT-AS
Nancy	V	Lema	LA-AA
Emiliano		Lemus	LA-AA
Maria Nicole		Leodis	LA-AA
Stalin	P	Leon	CJ-AS
William		Leon	LA-AA
Yudy		Leonardo	LA-AA
Raynier		Leroux	LS-AS
Reginald	V	Lesane	LA-AA
April	C	Li	BT-AS
Daxuan		Li	BA-AAS
Jiawei		Li	CJ-AS
Qian Qian		Li	DA-AS
Sihang		Li	LS-AS
Tiantian		Li	TM-AAS
Xin		Li	PE-AS
Xiurui		Li	BT-AS
Yingda		Li	FA-AS
Yuting		Li	BT-AS
Anna		Liang	LA-AA
Johny		Licona	LA-AA
Jun Young		Lim	LA-AA
Jiamin		Lin	LA-AA
Pan		Lin	BH-CERT
Ronghua		Lin	CT-AAS
Tianwei		Lin	FA-AS
Wenxin		Lin	PE-AS
Stephanie		Liriano	BT-AS
Huibin		Liu	LA-AA
Jessie		Liu	LA-AA
Sha		Liu	BT-AS
Sheala		Liverman	LE-AA
Sheba		Liverpool	LA-AA
Ricardo	A	Llanos	BT-AS
Dani		Lliviganay	ME-AAS
Maleeha		Lodhi	LA-AA
Evelyn		Loli	HS-AS

Academic Senate Agenda—September 12, 2017—Attachment D1

Evelyn	S	Looi	DA-AS
Adonis		Lopez	CJ-AS
Ashley		Lopez	LA-AA
Christopher		Lopez	LA-AA
Fanny	Y	Lopez	BS-AAS
Jessica	L	Lopez	LA-AA
Marlyn		Lopez	BT-AS
Shawnique		Lord	HS-AS
Phillip	J	Louie	HS-AS
Roseann		Love	LA-AA
Erica		Lozado	MA-AAS
Marc	E	Luc	LA-AA
Tatianna	N	Mackey	BT-AS
Isabella		Madera	LA-AA
Jun Mark	T	Magbual	LA-AA
Kaywatee		Mahipath	LA-AA
Rizwan		Mahmood	BT-AS
Antoinette	T	Malcolm	CJ-AS
Madiha		Malik	HS-AS
Maleka		Maloney-Myle	LE-AA
Gina	M	Mancuso	BM-AAS
Tina		Mangal	PE-AS
Providenza	M	Mangano	TM-AAS
Iesha		Mangru	LA-AA
Suhindra		Mangru	BT-AS
Maria Regina	D	Manio	ART-AS
Saad		Mansoor	LS-AS
Lorre	K	Manya	BT-AS
Mursal		Maqsood	LA-AA
Lino		Maravilla	BA-AAS
Austin		Marks	DA-AS
Jonathan	V	Marrero	BA-AAS
Ashley		Marshall	LA-AA
Ethan	R	Martin	LA-AA
Ivan	A	Martinez	BA-AAS
Yariela		Martinez	CJ-AS
Costas	P	Mastoras	LA-AA
Ashley		Mathew	MA-AAS
Annan	A	Mathura	CT-AAS
Lauren	G	Matison	BL-AAS
Cynthia	Gabriela	Mattheussen	TM-AAS
Brittany	N	Matthews	CJ-AS
Sophia		Mattis-Whyte	LA-AA

Academic Senate Agenda—September 12, 2017—Attachment D1

Jada		May	LA-AA
Connie		Maza	ME-AAS
Ashling		Mc Glone	LA-AA
Elizabeth	D	McConney-Bingham	CJ-AS
Shana		McCormick	BA-AAS
Safrina		McLean	CJ-AS
Brittany	M	McNally	LA-AA
Walter	D	McNeil	CJ-AS
Kareem	M	Mckenzie Jr	AF-AS
Donald		Medard	CJ-AS
Marcellin		Medjina	LA-AA
Vanessa	M	Medley	CJ-AS
Jose	D	Medrano	BT-AS
Stephanie		Mejia	NPS-AAS
Enmanuel	S	Mejia Burbano	DA-AS
Enrique		Mendez	BT-AS
Silvia	L	Mendez	LS-AS
Katherine		Mera	CJ-AS
Natalie		Mercado	LS-AS
Sherley		Michel-Williams	LE-AA
Fainna	J	Mikhaylov	BY-AS
Jared		Milano	LA-AA
Andrew	T	Miller	LA-AA
Jhamar	K	Miller	HS-AS
Princess	Q	Milliner	LA-AA
Tyra		Mitchell	LA-AA
Antoinette	Q	Modeste	LA-AA
Jamie		Mok	LE-AA
Jeremy		Molina	LS-AS
Karen	A	Molina	LA-AA
Steven		Molina	BA-AAS
Susana		Mollick	BT-AS
Nourit		Monasheri	LA-AA
Nathalie F.A		Monchais	LA-AA
Vladimir		Monroy	ME-AAS
Rennae	A	Monteith	LA-AA
Pedro	V	Montes Mendoza	HS-AS
Justin		Montgomery	LA-AA
Michelle		Mora	BM-AAS
Jorge	C	Mora-Rojas	BM-AAS
Alexis	Y	Morales	CJ-AS
Timothy	V	Moriarty	CJ-AS
Konstantina		Mouzakitis	MA-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Elan		Muladzhyanov	NY-AAS
Karina		Munoz	BT-AS
Tun		Myat	LS-AS
Dakota	L	Myer	CJ-AS
Melad		Naibee	CJ-AS
Samantha		Namdeo	LA-AA
Nicole	D	Naposki	BM-AAS
Leeann	M	Nardella	BT-AS
Kiran		Narine	LA-AA
Ashley		Narrine	LA-AA
Kevin		Nassimi	BT-AS
Aketzally		Nava	LA-AA
Yousuf	M	Nayeem	LA-AA
Elikedeida		Ndoja	LE-AA
Jordan	C	Ndubueze	CJ-AS
Caitlin	E	Neal-karhut	LA-AA
Keith	D	Nealis	LA-AA
Sharon	G	Neira	BT-AS
Christelle M.		Nestor	LA-AA
Joseph		Ng	DA-AS
Nicholas	S	Nikiforakis	LA-AA
Felix	A	Nivar	LA-AA
Lakyrria	S	Nobles	BT-AS
Syed		Noor	LA-AA
Nadine	L	Norton	ME-AAS
Yesenia		Novoa	LE-AA
Jeneal	C	Nunes	LA-AA
Amy	M	Nunez	CJ-AS
Susan	M	O'Connor	HS-AS
Adekunle		Obikoya	LA-AA
Daniel	A	Occean	BT-AS
Joseph		Okafor	DP-AAS
Melba		Olmeda	TM-AAS
Michael		Onishenko	BT-AS
Carlos	A	Ordonez	LA-AA
Erika	J	Orosco	LA-AA
Manuel	O	Ortiz	BT-AS
Tamar		Osiashvili	HS-AS
Briant	S	Osorio	TM-AAS
Jose	Rene	Osorio Hernandez	CT-AAS
Isaac		Otoo	BT-AS
Macaulay	S	Oviedo	LA-AA
Ovais		Ozair	DP-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Magdalena		Ozimek		LA-AA
Francesca		Pacheco		LA-AA
Shawn	R	Pacheco		CT-AAS
Andrea	M	Padilla		LA-AA
Stephanie		Padilla		LA-AA
Venus		Pagan		FA-AS
Johanna	N	Pajuelo		LA-AA
Jasmin	H	Palaguachi		LA-AA
Maria		Palaguachi		CJ-AS
Anissa	N	Palmer		CJ-AS
Tevin		Palmer		BA-AAS
Miriahm	T	Paloma		BT-AS
Junwei		Pan		LS-AS
Ramiro	A	Paredes		ET-AAS
Alchan		Park		BS-AAS
Jee Sun		Park		NH-AAS
Jieun	M	Park		LE-AA
Junki		Park		LS-AS
Yu Kyoung		Park		BT-AS
Angie		Parra Paul		LS-AS
Krupa	G	Patel		LA-AA
Panusha		Patel		ME-AAS
Sapna	V	Patel		MA-AAS
Vishal		Patel		BT-AS
Jean	C	Patino	Jr	CJ-AS
Stephanie		Paul		HS-AS
Daniel	M	Pavana		MT-AAS
Olivier	R	Payen		BA-AAS
Dennis		Pelner		LA-AA
Briannie		Pena		CJ-AS
Tanisha		Penn		BT-AS
Emily	K	Pereira		HS-AS
Andres		Perez		BT-AS
Elizabeth		Perez		LA-AA
Geovanny		Perez		BT-AS
Karen		Perez		HS-AS
Yesenia		Perez		CJ-AS
Sally		Pericon		LS-AS
Kostandin		Permeti		BT-AS
Dana	M	Perna		BT-AS
Amanda	G	Persaud		LA-AA
Ambika		Persaud		LA-AA
Andy	S B	Persaud		LE-AA

Academic Senate Agenda—September 12, 2017—Attachment D1

Ivan		Persaud	LE-AA
Josh		Persaud	CJ-AS
Kavita		Persaud	BT-AS
Ravichand		Persaud	BT-AS
Saskia	A	Persaud	LA-AA
Aunderaia		Persaud Harkishun	BT-AS
Noreen	S	Peter	DP-AAS
Oniel	D	Peterkin	NS-AAS
Megan	R	Petersen	LA-AA
Kate		Peterson	LA-AA
Sheedy		Petion	BT-AS
Jason	E	Phang	LA-AA
Mikael	A	Phang	FA-AS
Kasandra	T	Phillips	LA-AA
Brigitte	M	Piamba	LA-AA
Kayla	M	Pichardo	NPS-AAS
Joeline	R	Pierrelouis	FA-AS
Candice	P	Pillai	LA-AA
Lesly		Pina	CJ-AS
Alicia	O	Pineda	LA-AA
Jon Rupert	O	Pingol	LS-AS
Andy		Polanco	AM-AS
Aralesky	M	Polanco	LA-AA
Steven		Polanco	ME-AAS
Marvin		Polo	HS-AS
Cynthia	T	Ponce	LE-AA
Devin		Potente	DA-AS
Aleksey		Przhevalskiy	BS-AAS
Matthew	J	Psaltakis	LA-AA
Michelle		Psaltakis	LA-AA
Adam		Puertas	LA-AA
Lang		Qi	THE-AS
Jian		Qiu	LS-AS
Xiaqing		Qiu	BS-AAS
Xinghui		Qiu	HS-AS
Tracy		Qu	LA-AA
Kendall		Quailey	BT-AS
Alex	N	Queally	BT-AS
Destiny		Rabel	CJ-AS
Ajiv	Y	Rabindranauth	LS-AS
Nadia		Raghubir	BS-AAS
Habiba		Rahman	LA-AA
Tarannum		Rahman	CJ-AS

Academic Senate Agenda—September 12, 2017—Attachment D1

Saurav		Rai	DP-AAS
Matthew	C	Ramautar	LA-AA
Andy	L	Ramdeen	CT-AAS
Jasodra	D	Ramdihal	LS-AS
Sarika		Ramdin	CJ-AS
Aylin		Ramirez	LA-AA
Gilary		Ramirez	DA-AS
Mariela		Ramirez	AF-AS
Andrew	E	Ramkhalawan	CT-AAS
Jessica	L	Ramos	HS-AS
Nadajah		Ramos	LA-AA
Jonathan		Rampat	BT-AS
Isaac	E	Ramroop	DP-AAS
Kevin		Ramrup	ET-AAS
Rajesh	A	Ramrup	CJ-AS
Malika		Ramsaroop	LA-AA
Sherezan		Ramsook	BT-AS
Chandra		Ramsundar	BT-AS
Ranathunga Arac	C	Ranathunga	HS-AS
Jamal		Razaki	LA-AA
Bianca	S	Remy	LA-AA
Ke Ai		Ren	LS-AS
Brian		Reyes	BT-AS
Jackeline		Reyes	LE-AA
Kiara		Reyes	LE-AA
Bianca	M	Richard	FA-AS
Felipe	A	Rico	EN-CERT
Natalia		Rios	LA-AA
Sokkimhong		Rith	BT-AS
Luigy	F	Rivas	DA-AS
Ashley		Rivera	CJ-AS
Brittany		Rivera	DA-AS
Carlos		Rivera	LA-AA
Cianni		Rivera	LA-AA
Fairuz	V	Rivera	LA-AA
Kevin	F	Rivera	CJ-AS
Ramon		Rivera	LA-AA
Steven		Rivera	BT-AS
Wendy	M	Rivera	LA-AA
Ajee	C	Roberson	LA-AA
Jessica	C	Roberts	LA-AA
Jennifer		Robinson	LA-AA
Angelo		Rocchio	LA-AA

Academic Senate Agenda—September 12, 2017—Attachment D1

Rosali		Rocha	BT-AS
Amanda	D	Rodriguez	LA-AA
Brauli		Rodriguez	HS-AS
Christopher		Rodriguez	FA-AS
Diana		Rodriguez	NPS-AAS
Jennifer		Rodriguez	LA-AA
Joshua	L	Rodriguez	DD-AAS
Theresa	G	Rodriguez	DA-AS
Victor		Rodriguez	LA-AA
Yaneris		Rodriguez	MA-AAS
Luis	E	Rojas	BT-AS
Matthew	J	Rolls	CJ-AS
Jaimie	F	Roman	LA-AA
Brandon	J	Romero	CJ-AS
Giovanni		Romero	CJ-AS
Zuraitza		Romero Moreno	HS-AS
Erin	M	Rosario	LS-AS
Kemi		Rose	CJ-AS
Alexa		Rosenthal	LA-AA
Daniela		Rozon	LA-AA
Daniele	G	Rubino	LA-AA
Inessa		Rubinova	NS-AAS
Joseph	E	Rubio	LA-AA
Zesly	M	Rubio	LA-AA
Edward	F	Ruiz	AM-AS
Jasmine		Ruiz	LA-AA
Jessica		Ruoff	CJ-AS
Joshua	G	Rupansingh	DP-AAS
Lakeram		Sahadeo	HS-AS
Anjana		Sahni	BT-AS
Vijay		Saini	CJ-AS
Elkin	F	Salazar	BT-AS
Joel		Salcedo	BT-AS
Rosita	F	Saldivar	LE-AA
Gary	G	Salmon	BT-AS
Diana	C	Salvatierra	LA-AA
Thiefieca		Sampson	LA-AA
Carolyne	N	Sanchez	LA-AA
Daisy		Sanchez	HS-AS
Diana	P	Sanchez	BT-AS
Hyxcel		Sanchez	LA-AA
Jasmine	R	Sanchez	DA-AS
Maria	V	Sanchez	NS-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Orlando		Sanchez	HS-AS
Sandramilena		Sanchez	HS-AS
Yaneiris	D	Sanchez	CJ-AS
Mikaela	B	Sandy	BT-AS
Melissa		Santos	LA-AA
Helio		Saraiva	BT-AS
Nusrat		Sarwar	CJ-AS
Agnieszka		Sawa	BA-AAS
Epiphanie		Sawadogo	LS-AS
Nadine		Sayed	LA-AA
Elena	T	Scarpelli	BT-AS
Lauren		Schmahl	LA-AA
Nyasha	C	Scott	LE-AA
Camille		Seaberry	DA-AS
Bisram		Seepersaud	CJ-AS
Robert		Sein	ET-AAS
Joshua		Septimus	LA-AA
Christina		Serpa	LA-AA
Amneris		Serrano	LE-AA
Edward		Serrata	CJ-AS
Christine		Settineri	BT-AS
Rajiv		Sewraj	BT-AS
Jahanzaib		Shah	LA-AA
Syra	S	Shah	MA-AAS
Shazim		Shamin	CT-AAS
Asif	H	Shawon	LA-AA
Omar	T	Shefa	BA-AAS
Syed	M	Sherazi	BT-AS
Ashly		Siandre	BM-AAS
Monique	D	Simon	LA-AA
Vetalya	H	Simpson	HS-AS
Amrita		Singh	HS-AS
Angelina		Singh	BT-AS
Bhojnarine		Singh	HS-AS
Jagdeep		Singh	BT-AS
Kevindra		Singh	FA-AS
Simone	L	Singh	LA-AA
Sara	A	Sirio Martinez	MA-AAS
Joseph		Small	FA-AS
Aisha	N	Smith	CJ-AS
Terrence	J	Smith	DA-AS
Andrew		So	LA-AA
Irish	G	So	NH-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Corie		Solis	HS-AS
Jiani		Song	BT-AS
Stephanie		Soriano	LA-AA
Magelyn		Sosa	CJ-AS
Sharief	N	Sourzes	LA-AA
Nicoya	S	Sparks	CJ-AS
Stephanie	D	Sparks	LA-AA
Tyesha	L	Spears	LA-AA
Narda	E	Spence	HS-AS
Shana	M	Spiegel	CJ-AS
Prisca		St Jean	LE-AA
Joan		St Luce	CJ-AS
Kamil		Stasik	CJ-AS
Meghan	T	Steele	LA-AA
Melanick		Stewart	CJ-AS
Jean		Stigliano	NH-AAS
Christopher		Stolfa	BT-AS
John	J	Storch	LA-AA
Dayna		Stropkay	LA-AA
Vadim		Sullivan	BT-AS
Zunara		Sultan	LS-AS
Sharmin		Sultana	BT-AS
Candace		Sumpter	DAN-AS
Vanessa	W	Surpris	LA-AA
Harlee	M	Sweeney	CJ-AS
Hasina		Syed	NS-AAS
Daniel		Sylvain	LA-AA
Rochelle		Sylvestre	FA-AS
Agnieszka		Szyszka	BT-AS
Raisa		Tabassum	LA-AA
Luisana		Taboada	BT-AS
Sereta	T	Tait	LA-AA
Manuel	S	Tambriz	BT-AS
Yonghua		Tan	BT-AS
Jennifer		Tang	LA-AA
Jiamin		Tang	LE-AA
Yuemin		Tang	LE-AA
Justin		Tao	CT-AAS
Elizabeth		Tapia	BA-AAS
Maisha		Tarannum	LS-AS
Jalen	A	Taveras	CJ-AS
Melvin	D	Taylor	LA-AA
Raveena	T	Tejsingh	LA-AA

Academic Senate Agenda—September 12, 2017—Attachment D1

Erika	A	Tenezaca	CJ-AS
Kristen	F	Terrezza	LA-AA
Djephby		Thelisma	HS-AS
Esther		Thomas	LA-AA
Khadijah		Thomas	LA-AA
Daniel		Tineo	ET-AAS
Ivan		Tlalmanalco	LA-AA
Edgar	G	Tochimani	BT-AS
Jessenia	M	Toro	LA-AA
Adrian	A	Torres	BM-AAS
Karen		Torres	BT-AS
Karen		Trentacosta	NS-AAS
Deyo		Trowbridge	TM-AAS
Cam		Truong	EM-AAS
Brandon	K	Tsien	LA-AA
Stephanie	M	Tufarella	LA-AA
Vashti		Tulsie	LA-AA
Kudrat		Tura	ET-AAS
Mohsin		Uddin	CJ-AS
Zain		Ulhaq	DD-AAS
Nandanie	D	Umadas	BT-AS
Daisy		Urrego	BT-AS
Beckie	I	Uwadiae	BM-AAS
Armando		Vakufac	FA-AS
Monelle		Valdellon	LE-AA
Omar		Valdez	LA-AA
Ryan		Valdez	CJ-AS
Thanya		Valdovinos	LA-AA
Cindy	A	Valencia	LA-AA
Quiana		Vanterpool	DA-AS
Andrea		Varela	BT-AS
Anthony	J	Vargas	CJ-AS
Ivan		Vargas	DA-AS
Rafael	A	Vargas	LA-AA
Daniella	N	Vasquez	LS-AS
Mabel		Vasquez	LE-AA
Iban		Vazquez	LA-AA
Mellisa	R	Vega	BT-AS
Cloie Lorenzo		Velasco	NS-AAS
Brian		Velasquez	MT-AAS
Diana	G	Velasquez	HS-AS
Jonathan		Ventura	HS-AS
Lauren	M	Ventura	NH-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Juan Carlos		Vergara	BT-AS
Marvin		Vita	LA-AA
Amanda		Vlacancich	LA-AA
Catherine	M	Walsh	NH-AAS
Cong		Wang	LA-AA
Eric		Wang	BT-AS
Hongteng		Wang	BT-AS
Jianbing		Wang	CT-AAS
Weihan		Wang	BT-AS
Xiao		Wang	LA-AA
Yan Nan		Wang	BT-AS
Yanling		Wang	DA-AS
Yuchuan		Wang	BT-AS
Yue		Wang	CJ-AS
Zihao		Wang	DA-AS
Daniella		Wauters	LA-AA
Nicole		Wee	LA-AA
Nevisa	D	West	LA-AA
Dahlia	M	Whittaker	HS-AS
Allison		Williams	LA-AA
Danique		Williams	TM-AAS
Rickel	K	Williams	FA-AS
Sasha		Williams	LA-AA
Veronica	L	Williams	CJ-AS
Tiara	T	Williamson	LA-AA
Sara	J	Winowsky	MA-AAS
Bryan	C	Wong	DP-AAS
Jessica		Wong	ART-AS
Mitchell	J	Wong	NH-AAS
Rebecca		Wong	CJ-AS
Sophia	K	Worrell	LA-AA
Shanice	N	Wright	CJ-AS
Han		Wu	LA-AA
Hualan		Wu	BT-AS
Jiandong		Wu	BT-AS
Shuyi		Wu	EM-AAS
Xiao Yu		Wu	BT-AS
Zephie		Xu	TM-AAS
Solomon		Yakubov	LS-AS
Amy	M	Yanez	DA-AS
			MO-
Kelly	L	Yanez	CERT
Sandra	Maribel	Yanez	BA-AAS

Academic Senate Agenda—September 12, 2017—Attachment D1

Hai Hang		Yang	CT-AAS
Jennifer		Yang	LS-AS
Jung	W	Yang	ET-AAS
Lin		Yang	BT-AS
Stephanie	S	Yao	DA-AS
Benjamin		Yap	DD-AAS
Nicole		Yehezkel	LA-AA
Lerna	L	Yesiltepe	MA-AAS
Eric		Yin	LA-AA
Andrew		Yoo	LS-AS
Hye Young		Yoon	LE-AA
Eun		You	HS-AS
Luying		You	NH-AAS
Andre	S	Young	DD-AAS
Joan	A	Yu	BT-AS
Joey	J	Yu	BT-AS
Yi		Yu	BT-AS
Ying		Yuan	BT-AS
Scott		Yun	CJ-AS
Cynthia	N	Yuquilima	LA-AA
Helen	D	Zafra	HS-AS
Subah	F	Zaman	HS-AS
Leslie	A	Zambrano	BT-AS
Vanessa		Zambrano	LA-AA
Evelyn		Zapata	LA-AA
George		Zarbalas	BT-AS
Stefan	T	Zeese	LA-AA
Edwin	O	Zhagnay	ET-AAS
Ahri		Zhang	BT-AS
Esther		Zhang	BT-AS
Jinyi		Zhang	HS-AS
Xin		Zhang	BT-AS
Yijia		Zhang	DA-AS
Yuanjun		Zhao	BT-AS
Christopher	Lin	Zheng	BT-AS
Jing		Zheng	BT-AS
Qiufan		Zheng	BT-AS
Shengyou		Zheng	LS-AS
Diana		Zhirzhan	CJ-AS
Jonathan	Er	Zhirzhan	BT-AS
Katherine		Zhou	LE-AA
Ling		Zhuo	FA-AS
Yingying		Zhuo	BT-AS

Academic Senate Agenda—September 12, 2017—Attachment D1

Nicholas		Zissiadis	CT-AAS
Ruotong		Zou	LA-AA
Steve	D	Zouvelos	LA-AA
Luli	L	Zuazo	ART-AS
Aaron		Zucker	LA-AA
Mirkala	A	Zuna	BT-AS
Maite	E	Zuniga	THE-AS

Queens Borough Community College

August 2017 Graduates

334

First Name	Middle Name	Last Name	Suffix	Acad Plan
Linda		Ait-Ouaret		BT-AS
Shana		Akther		HS-AS
Jose	D	Alas Valle		BT-AS
Kristen	N	Altman		LA-AA
Asma		Ansari		LA-AA
Kimberlye		Antoine		HS-AS
Rafia		Anwar		BT-AS
Ryan		Arboleda		CJ-AS
Melisa		Areiza		LA-AA
Catherine	B	Arenas		LA-AA
Kimberly		Arenas		HS-AS
Xenia		Arias		LA-AA
Isabella	S	Aslarona		LA-AA
Rachel		Ayala		BT-AS
Isaac	Y	Ayisi		BT-AS
Tatyana		Azcona		BT-AS
Bibi	N	Bacchus		BA-AAS
Sadieann		Bassaragh		LS-AS
Melissa		Bautista		LA-AA
Arif		Bella		DP-AAS
Kaylyn	H	Beltrame		BS-AAS
Nancy		Beshai		LE-AA
Zahirah	N	Beyah		HS-AS
Ali		Bhatti		DP-AAS
Ashana	E	Boodhram		LA-AA
Ariella		Borochoy		HS-AS
Michelle		Borukhov		BT-AS
Deandrea	N	Brown		MA-AAS
Jovahn	G	Brown		BT-AS
Sabrina		Brown		CJ-AS
Iliasu		Bukari		HS-AS
Samantha		Bustamante		LA-AA
Keisha	T	Butler		BS-AAS
Angelica		Calderon		LA-AA
Nataly		Calvo		LA-AA

Academic Senate Agenda—September 12, 2017—Attachment D2

Tia		Cannady	BT-AS
Susana		Cardoso	LA-AA
Chris	J	Carlo	LA-AA
Laura		Castano	LA-AA
Ashley		Castro	BT-AS
Julian		Ceko	BT-AS
Caroline	M	Cesar	LA-AA
Caroline		Cevallos	LA-AA
Sabrina		Cevallos	BT-AS
Veronica		Cevallos	LA-AA
Nyasia	D	Chambers	MA-AAS
Kei		Chan	BT-AS
Mayra	A	Chavarria	LA-AA
Ye Jin		Cho	LA-AA
Kenny		Choi	LS-AS
Christopher		Chong	BT-AS
Rafsun		Chowdhury	DP-AAS
Zerin	A	Chowdhury	LA-AA
Minnie		Chung	HS-AS
Lucy		Cioppa	CJ-AS
Tasia	M	Coleman	LA-AA
Gayan		Colman	BT-AS
Arlene		Coloma	LA-AA
Keiry		Conde Hernandez	BT-AS
Michelle		Corona	LA-AA
Anthony		Cruz	LA-AA
Cristina	V	Cruz	LA-AA
Nouel	L	Cuison	HS-AS
Alexander		Damian Nunez	LA-AA
David	A	De Fex	BT-AS
Vijay	A	Deane	BT-AS
Flamur		Dellovci	BT-AS
Jagmandeep		Dhaliwal	BT-AS
Anthony		Di Napoli	CJ-AS
Nazare		Dicks	BT-AS
Yelyzaveta		Dobrohorska	HS-AS
Pedro		Dovale	BM-AAS
Elizabeth		Draves	HS-AS
Rafael		Duran	PE-AS
Olawunmi		Elumade	BT-AS
Paola		Estevez	CJ-AS
Shantel	T	Facey	HS-AS
Fatima		Faisal	HS-AS

Academic Senate Agenda—September 12, 2017—Attachment D2

Raieesa		Farzan	CJ-AS
Mohammad		Fattah	CJ-AS
Seiji		Fenelon	BT-AS
Zi En		Feng	BT-AS
Towana	C	Findlay	CJ-AS
Monica	Alejandra	Flores	LA-AA
Kandie		Fonrose	LA-AA
Keiyona		Fontanez	LA-AA
Renee	A	Gabriel	LA-AA
Eryca		Gadson	BT-AS
Thomasina	A	Gallagher	LA-AA
Munisjon		Ganiev	CJ-AS
Jinling		Gao	BA-AAS
Yuxin		Gao	BT-AS
Gissel		Garate	BT-AS
Adriana		Garcia	LA-AA
Malazjia	E	Gates	LA-AA
Angel	S	Gibbs	HS-AS
Richard	L	Gluck	LA-AA
Ruth	E	Goldberg	LA-AA
Flor		Gonzalez	LA-AA
Lizbel		Gonzalez	LE-AA
Victoria		Graham	LA-AA
Vashnee		Greene	LA-AA
Kelvin	W	Guaman	CJ-AS
Stephanie	S	Guity	LA-AA
Ashleigh-Jo		Hamilton	BT-AS
Daniel		Harbaghan	HS-AS
Odessa	O	Harper	HS-AS
Florintina	S	Haxhaj	CJ-AS
Anthony		Haynes-Brown	CJ-AS
Kelvin	P	Henry	MT-AAS
Johanna		Hernandez Benitez	BT-AS
Justin		Hidalgo	DA-AS
John Timothy	F	Hines	BT-AS
Shalana		Hoosein	LA-AA
Jack		Huang	BT-AS
Jia Jin		Huang	LS-AS
Lucy		Huang Wu	LE-AA
Tiffany	A	Hurtado	CJ-AS
Devon		Husher	LA-AA
Oyetosho	A	Ilaka	HS-AS
Muhammad		Israr	CJ-AS

Academic Senate Agenda—September 12, 2017—Attachment D2

Brian	T	Ittem	BM-AAS
Mary	E	Jackson	LA-AA
Shauna	S	Jackson	LA-AA
Stjepan	M	Jakic	BT-AS
Natalie	F	Jalilfar	LA-AA
Leiry	M	Jaquez	HS-AS
Mohammad	S	Jashim	CJ-AS
Edvanie	V	Jayaram	LA-AA
Diana	S	Jean-Baptiste	LA-AA
Hansol		Jeong	BT-AS
Jacky		Jiang	BT-AS
Siyi		Jiang	BT-AS
Pablo		Jimenez	HS-AS
Stephen		John	CJ-AS
Emmanuel	O	Johnson	ART-AS
Nikita		Jones	LA-AA
Collis	E	Jordan	HS-AS
Carly		Joseph	LA-AA
Jason	C	Josephs	BT-AS
Olvin		Juarez	FA-AS
Amandeep		Kaur	HS-AS
Lovepreet		Kaur	BT-AS
Sandip		Kaur	LE-AA
Gulshan		Keshwani	BA-AAS
Haris		Khan	LA-AA
Janat	K	Khan	CJ-AS
Sharmin		Khanom	HS-AS
Juyoun		Kim	LA-AA
Antonio		King	BT-AS
Stephen		Kissi	LA-AA
Joseph		Koh	BT-AS
Miesha		Kolthoff	LA-AA
Christine	N	Kotov	HS-AS
Eba		Kurti	LA-AA
Joshua		Lacertosa	LA-AA
Kemaudo		Lawrence	CJ-AS
Milan	A	Lawrence	LA-AA
Jessica		Ledesma	CJ-AS
Tajhera	A	Ledgister	BT-AS
Hanson		Lee	LA-AA
Michelle	J	Leon	BT-AS
Francene	M	Letemps	LA-AA
Weixuan		Liang	BA-AAS

Academic Senate Agenda—September 12, 2017—Attachment D2

Riana		Liang Chen	LS-AS
Verdah		Liaquat	HS-AS
Sihan		Lin	EM-AAS
Chengjian		Liu	BT-AS
Jiaxuan	J	Liu	BT-AS
Stephanie		Lochan	LS-AS
Jailene	A	Lopez	CJ-AS
Xavier	I	Lopez	DP-AAS
Maria		Lorusso	LA-AA
Chandroutie		Mahadeo	LS-AS
Mohammed		Mahmud	LA-AA
Feng Yi		Mai	LE-AA
Adrienne	D	Malone-Griffiths	LA-AA
Maha		Mankour	LA-AA
Stephen	B	Manning	LA-AA
Veneshia		Marshall	LA-AA
Elianny		Martinez	LS-AS
Ronny	J	Martinez	ET-AAS
Essence		McQueen	CJ-AS
James		Mcgeown	CJ-AS
Anderson	M	Membreno	CJ-AS
Stephanie	G	Mendoza	LA-AA
Stephanie		Mendoza	BT-AS
Mina		Metry	HS-AS
Nicole	A	Meza	CJ-AS
Shaneeza		Mohamed	BT-AS
Nancy		Molina	DA-AS
Anais		Molinerros	BT-AS
Mukta		Mollah	LS-AS
Michelle		Monsalve	BM-AAS
Nicolas		Morris	CJ-AS
Amanda	Casey	Moscrop	BT-AS
Maria	V	Mosquera	MUS-AS
Junerys	D	Muicela	MA-AAS
Masiullah		Mujahidzada	CJ-AS
Tara	A	Murphy	LE-AA
Mohammed		Naderi	BT-AS
Joseph	E	Nagan	BT-AS
Steven		Nakhwal	BT-AS
Shannen		Newsome	CJ-AS
Charlene		Nieves	LA-AA
Ganesh		Niraula	BA-AAS
Junior	V	Norabuena	LS-AS

Academic Senate Agenda—September 12, 2017—Attachment D2

Hameedullah		Nusratty	DP-AAS
Bessie	L	Ocampo	CJ-AS
Michelle		Ochoa	LA-AA
Uchenna	S	Okonkwo	NS-AAS
Devin	D	Olivas	LA-AA
Nailah		Oronde	HS-AS
Juan	D	Orozcolopez	LA-AA
Lautaro	F	Osta	BA-AAS
Damarys	M	Pacheco Miranda	LE-AA
Kenny		Pak	CJ-AS
Sayris		Pallares-Cameron	LA-AA
Arjun	U	Patel	DA-AS
Gilda		Paulino	LA-AA
Yesmary		Paulino	BM-AAS
Oshani	Y	Perera	LA-AA
Kwame		Perez	LA-AA
Amanda	V	Persaud	LS-AS
Vidyawattie		Persaud	BM-AAS
Shanna-Kay	N	Phillips	BT-AS
Rehemia	A	Phipps	HS-AS
Lesley		Pimentel	CJ-AS
Teddy		Pimentel	BT-AS
Christian		Pineda	THE-AS
Keyanna	L	Pollard	LE-AA
Azalia	E	Portillo	LS-AS
Kyanna	J	Pritchard	LA-AA
Mahzuza	F	Progga	BT-AS
Taylor		Pusposuharto	LA-AA
Yinglin		Quan	BT-AS
Ahmad	B	Rahmany	BT-AS
Mohammad	H	Raja	BT-AS
Sahil		Ram	BT-AS
Anita		Ramdeholl	CJ-AS
Yogni		Ramkellawan	LE-AA
Carla	P	Ramos	LA-AA
Vishal	C	Ramroop	LA-AA
Dhalia	R	Ramsammy	LA-AA
Constantina		Randazzo	LA-AA
Abm	H	Rashid	CJ-AS
Amandeep	K	Rataul	HS-AS
Marlon		Rea	BT-AS
Vanessa		Reyes	BT-AS
Vanessa	M	Rivera	LA-AA

Academic Senate Agenda—September 12, 2017—Attachment D2

David	E	Riveros	HS-AS
Alysia	Sania	Roberts	BT-AS
Joshua	J	Robles	LA-AA
Jacob		Rodriguez	DA-AS
Adriana		Rojas	BT-AS
Adam		Roman	BT-AS
Chardlyn		Rosario	LA-AA
Telissa	M	Rosario	LA-AA
Kaitlin	Mary	Roth	HS-AS
Kelly	A	Rothwell	LA-AA
Manuel A.		Ruiz	LA-AA
Leah	A	Sadowsky	CJ-AS
Nafterson		Saint-Cyr	CT-AAS
Cristina	G	Salane	BT-AS
Diana		Saleh	LA-AA
Anoussa		Salim	LA-AA
Brian	M	Santana	LA-AA
Sara-Frances	A	Sassine	LA-AA
Atufah		Shah	LS-AS
Michelle		Shahid	BT-AS
Diksha		Sharma	MA-AAS
Durga		Sharma	CJ-AS
Malini		Sharma	LA-AA
Jana		Shaw	LA-AA
Louis Alva		Sheppard	Jr
Tshering	D	Sherpa	HS-AS
Branden	S	Shulman	BM-AAS
Mymuna	R	Simika	BT-AS
Ashley		Singh	BA-AAS
Karishma	A	Singh	BT-AS
Manav		Singh	CJ-AS
Nicholas		Singleton	LA-AA
Kostas		Skouloudis	LA-AA
Gisella	B	Snailer	LA-AA
Alejandra	U	Solano	FA-AS
Stephanie	S	Solomon	HS-AS
Lainna		St Fleur	BT-AS
Vitaliy		Stolyarchuk	BT-AS
Bibi		Subrati	LS-AS
Ayesha		Sultana	BA-AAS
Marlena		Szumowski	CJ-AS
Sharina	D	Tappin	LA-AA
Haley		Thai	HS-AS

Academic Senate Agenda—September 12, 2017—Attachment D2

Andrea	M	Thompson	BT-AS
Malik	A	Todd	HS-AS
Norbelis		Torres	BT-AS
Cristian	K	Treminio	LA-AA
Erykah	A	Troop	BT-AS
Tenzin		Tseyang	HS-AS
Denchen		Tsomo	LA-AA
Lateisha	M	Turner	BM-AAS
Felicia	M	Uddin	HS-AS
Soneya		Uddin	HS-AS
Uduak		Udoh	HS-AS
Robert		Urbizagastegui	CJ-AS
Jessica		Urena	MA-AAS
Kimberly	J	Valdez	ME-AAS
Tchialynda		Valsaint	HS-AS
Osvaldo		Vela-Angel	BT-AS
Chelsea		Velasco	BT-AS
Elizabeth		Velez	LA-AA
Eva	P	Villarreal	HS-AS
Dapreen	Y	Vinson	BM-AAS
Javonna	L	Wallace	BT-AS
Jinhao		Wang	BT-AS
Ruxue		Wang	BT-AS
Shanshan		Wang	BT-AS
Yifan		Wang	BT-AS
Theresa	M	Wells	LA-AA
Steven		Wieczorek	BT-AS
Dwayne	A	Williams	EM-AAS
Jasmine	N	Wilson	HS-AS
XiangXiang		Wu	LA-AA
Jingwen		Xiang	DA-AS
Liwei		Yang	BT-AS
Haoyu		Ye	BT-AS
Michael	D	Yeh	CT-AAS
Walter	A	Yglesias Fadul	BT-AS
Zi Xuan		Yi	DA-AS
Magdalena		Zalewska	LA-AA
Qing		Zhai	FA-AS
Ying		Zhang	BT-AS
Yiting		Zheng	PE-AS
Grant		Zhu	LA-AA

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON ACADEMIC DEVELOPMENT/ELECTIVE ACADEMIC PROGRAMS

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

To: John Talbird, Secretary, Steering Committee, Academic Senate

From: Tirandai Hemraj-Benny, Chairperson

Date: August 18th, 2017

Subject: Annual Report for the Committee on Academic Development/Elective Academic Programs for 2016/2017

I) COMMITTEE MEMBERS (2016-2017)

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

II) MEETING TIMES

The committee members met seven (7) times during 2016-2017: 7th Sept. 2016; 5th Oct. 2016; 4th Nov. 2016; 2nd Dec. 2016; 6th Feb. 2017; 29th March 2017 and 17th May, 2017.

III) WEBPAGE

David Moretti posted all agendas and minutes for fall 2016-spring 2017.

IV) STUDENT REPRESENTATIVES

Christine Jurado, a student representative attended one ADEAP Committee's meeting on March 29th 2017.

V) ACTIVITIES:

A) Workshops

Student Development (Attachment A)

- 1) *How to Succeed in your General Chemistry Class (CH 151 & CH 127)*. Rawlric Sumner, Nicholas Carrero, Tirandai Hemraj-Benny and Paul Sideris. Friday, Feb 10, 2017, 3:00 pm to 3:30 pm, S-412. OUTCOME: 19 attendees; Student Club Science Research Alliance co-sponsored the event.
- 2) *A Workshop on Paid Summer Internship Opportunities*. Sharon Lall-Ramnarine and Rawlric Sumner. Friday, Feb 10, 2017, 3:30 pm to 4:30 pm, S-412. OUTCOME: 19 attendees; Student Club Science Research Alliance co-sponsored the event.
- 3) *General Chemistry Workshop Series*. Tirandai Hemraj-Benny. Fridays, Feb 3 to April 27, 2:00 pm to 3:00 pm, S-416. OUTCOME: ~12 students attend each Friday from several sections of CH 151; Student Club Science Research Alliance co-sponsors the events.

Faculty Development (Attachment B)

- 1) *Structuring Feedback to Improve Student Writing*. Kathleen Landy. Wednesday, February 15, 2017, 12:10 to 2:00 pm, L-314. OUTCOME: Cancelled due to one RSVP.
- 2) *Structuring Feedback to Improve Student Writing*. Kathleen Landy. Friday, February 17, 2017, 12:10 to 2:00 pm, L-314. OUTCOME: Cancelled due to no RSVP.
- 3) *Detecting and Avoiding Plagiarism*. Sheila Beck and Denis Bejar. Wednesday, February 22, 2017, 12:10 to 1:30 pm, L-314. OUTCOME: 8 attendees.
- 4) *Detecting and Avoiding Plagiarism*. Sheila Beck and Denis Bejar. Friday, February 24, 2017, 12:10 to 1:30 pm, L-314. OUTCOME: 7 attendees.
- 5) *Developing Your Conference Presentation Skills*. Jodi Van Der Horn-Gibson, Gail Lewis, Elaine Thompson, Ashlie Klepper. Wednesday, March 15, 2017, 12:10 to 2:00 pm. L-314. OUTCOME: Cancelled due to snow storm.
- 6) *Developing Your Conference Presentation Skills*. Jodi Van Der Horn-Gibson, Gail Lewis, Elaine Thompson, Ashlie Klepper. Friday, December 2, 2016, 1:00 to 3:00 pm. L-314. OUTCOME: no additional attendees other than facilitators and committee members.

B) Student Evaluation of Faculty

As per the charge of the committee: review, evaluate and report to the Academic Senate on the system of student evaluation of faculty, the Committee on Academic Development prepared a survey of faculty regarding the student evaluation form. The survey was sent to all faculty, by email, by the Steering Committee of the Academic Senate in spring 2017.

OUTCOME: 137 Faculty responded. Preliminary analysis can be seen in Attachment C. A more detailed analysis and report will be conducted and presented in Fall 2017.

C) Bi-weekly or Monthly Newsletter/video

In the committee's previous action plan for 2016-2017, it was proposed by the committee to write a newsletter or create a video on upcoming events which promote faculty development. OUTCOME: This effort was cancelled by the committee due to the college's weekly events calendar.

B) COMMITTEE MEMBERS (2017-2018)

Members	Department
Rezan Akpinar	Health, Physical Education and Dance
Merlinda Drini	Engineering Technology
Tirandai Hemraj-Benny	Chemistry
Nicole Lopez-Jantzen	History
Neera Mohess	Library
Ilse Schrynemakers	English
Vazgen Shekoyan	Physics
Anuradha Srivastava	Biological Sciences & Geology
Jodi Van Der Horn-Gibson	Speech Communication & Theatre Arts
Kathleen Landy	Academic Affairs, President's Liaison

C) ELECTION

On May 17th, 2017 at 12:30 pm elections for Chairperson and Secretary were held.

Nominations:

- (a) Tirandai Hemraj-Benny was nominated by Vazgen Shekoyan to continue as Chairperson. The nomination was seconded by Nicole Lopez-Jantzen.
- (b) Neera Mohess was nominated by Tirandai Hemraj-Benny to serve as Secretary.

Elections were held by secret ballot. 7 voting committee members were present.

(a) Chairperson:

7 votes for Tirandai Hemraj-Benny
0 abstentions

(b) Secretary:

7 votes for Neera Mohess
0 abstentions

Election Results:

Continuing Chairperson: Tirandai Hemraj-Benny
Secretary: Neera Mohess


D) ACTION PLAN FOR 2017-2018

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

Thus, the committee members propose the following action plan for 2017-2018:


- a) Student evaluation of faculty survey: the committee will continue to analyze the data received from the survey which was sent to all faculty during spring 2017 semester. A report will be prepared and submitted to the Steering Committee.
- b) Seminars, lectures and workshops: the committee will continue to partner with CETL to promote their events on campus. In addition, the committee will sponsor an invited speaker in the spring 2018 semester to promote faculty development. The committee will continue to offer student development workshops in collaboration with student activity clubs.
- c) Updating the Bylaws Charge for 2017-2018: the committee members will work towards updating the charge of the committee. It is believed that Charge c, d and e do not pertain to the current Academic Development/Elective Academic Programs Committee since there are several other committees that are responsible for these tasks.
- d) Updating the Guide for Committee members. The current members will continue to update this document.

ATTACHMENT A: Student Development Workshops



QUEENSBOROUGH
Academies

STEM Academy, Science Research Alliance
& the Senate Committee on Academic
Development
Present



**How to Succeed in your
General Chemistry Class
(CH 151 & CH 127)**

By
Drs. Tirandai Hemraj-Benny and Paul Sideris
QCC Chemistry Faculty

Friday, February 10th 2017
Location: Room S 412, Time: 3:00 PM – 3:30 PM

Co-sponsored by the Chemistry Club, Biology Club, STEM Research Club, Korean Student Association, Student Affiliate ACS club.


All are invited to attend, QCC ID Required, Snacks will be served.

Queensborough Community College
Office of Chemistry
Date: 1/19/17

SCIENCE RESEARCH ALLIANCE SIGN-IN SHEET HOW TO SUCCEED IN YOUR GENERAL CHEMISTRY CLASS FRIDAY, FEBRUARY 10TH, 2017

LAST NAME	FIRST NAME	SIGNATURE
SIDERIS	PAUL	<i>Paul Sideris</i>
McLorrain	Angela	<i>Angela McLorrain</i>
Simpson	Aston	<i>Aston Simpson</i>
Suleh	Yousif	<i>Yousif Suleh</i>
FERGUSON	NIKISHA	<i>Nikisha Ferguson</i>
Korah	Amala	<i>Amala Korah</i>
Kataev	Lior	<i>Lior Kataev</i>
Emeran	Clarice	<i>Clarice Emeran</i>
Banyan	Esther	<i>Esther Banyan</i>
VALENTINE	Justine	<i>Justine Valentine</i>
Wan	Steven	<i>Steven Wan</i>
DAS	Joyanto	<i>Joyanto Das</i>
Isakov	Artur	<i>Artur Isakov</i>
Hossain	Mohammed	<i>Mohammed Hossain</i>
CHAN	Johnny	<i>Johnny Chan</i>
Xue	Jiayi	<i>Jiayi Xue</i>
Carrera	Nicholas	<i>Nicholas Carrera</i>
Hemraj Benny	Tirandai	<i>Tirandai Hemraj Benny</i>
Summer	Lawrie	<i>Lawrie Summer</i>

ATTACHMENT A (cont'd)


QUEENSBOROUGH
Academies
STEM Academy, Science Research Alliance
& the Senate Committee on Academic
Development
 Present
A Workshop on Paid
Summer Internship
Opportunities
 By
Dr. Sharon Lall-Ramnarine
 QCC Undergraduate Research Coordinator
 Friday, February 10th 2017
 Location: Room S 412, Time: 3:30 -4:30 PM
 Co-sponsored by the Chemistry Club, Biology Club, STEM Research Club, Korean Student Association, Student Affiliate ACS club.
 All are invited to attend, QCC ID Required, Snacks will be served.

Queensborough Community College
 Office of Student Activities
 Date: 11/21/17

SCIENCE RESEARCH ALLIANCE
SIGN-IN SHEET
A WORKSHOP ON PAID SUMMER INTERNSHIP OPPORTUNITIES
FRIDAY, FEBRUARY 10TH, 2017

LAST NAME	FIRST NAME	SIGNATURE
SIDERIS	PAUL	<i>Paul Sideris</i>
Simpson	Aston	<i>Aston Simpson</i>
Kantor	LISA	<i>Lisa</i>
Eheman	Gracie	<i>Gracie</i>
Korah	Amala	<i>Amala</i>
Lall-Ramnarine	Sharon	<i>Sharon</i>
Hossain	Mohammed	<i>Mohammed</i>
CHAN	JOHNNY	<i>Johnny</i>
Saleh	Yousif	<i>Yousif</i>
FERGUSON	NIKISTA	<i>Nikista</i>
Xue	Jiang	<i>Jiang Xue</i>
McLorrain	Angela	<i>Angela</i>
Isakov	Artur	<i>Artur</i>
Benjamin	Esther	<i>Esther</i>
Korah	Stacey	<i>Stacey</i>
DAS	Joronto	<i>Joronto</i>
Summer	Rawlic	<i>Rawlic</i>
Alamy Bay	Tirindar	<i>Tirindar</i>
Papacostas	Kristina	<i>Kristina</i>

ATTACHMENT A (cont'd)

Science Research Alliance Club & the Senate Committee on Academic Development

Offers

General Chemistry I Workshop Series

Location: S 416

Time: 2 – 3 pm

Contact: Professor Tirandai Hemraj-Benny (themrajbenny@qcc.cuny.edu)

DATE	EVENT
02/03/2017	Week 1: Unit Conversion
02/10/2017	Week 2: Unit Conversion & Nomenclature
02/17/2017	Week 3: Mole Concept
02/24/2017	Week 4: Stoichiometry & Reaction Yield
03/03/2017	Week 5: Precipitation Reaction
03/10/2017	Week 6: Concentration of Solutions
03/17/2017	Week 7: Gas Stoichiometry
03/24/2017	Week 8: Electron Configuration
03/31/2017	Week 9: Periodic Relationships
04/07/2017	Week 10: Chemical Bonding: Lewis Structure
04/21/2017	Week 11: Bond Enthalpy
04/28/2017	Week 12: Molecular Geometry and Hybridization

Co-sponsored by the Chemistry Club, Biology Club, STEM Research Club, Korean Student Association, Student Affiliate ACS club.

Queensborough Community College
Office of Student Activities

Date 2/15/17

RN

ATTACHMENT A (cont'd)

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #1: UNIT CONVERSION

FRIDAY, FEB 3RD, 2017

	LAST NAME	FIRST NAME	SIGNATURE
	Benjamin	Esther	<i>Esther Benjamin</i>
	Forde	Hoda	<i>Hoda Forde</i>
	Pattaswam	Amveta	<i>Amveta Pattaswam</i>
K/T	Jolemani	Benjamin	<i>Benjamin Jolemani</i>
	Kataev	Lior	<i>Lior Kataev</i>
	VALENTINE	Justin	<i>Justin Valentine</i>
	Mi. Hossain	Mohammed	<i>Mohammed Mi. Hossain</i>
	Pirera	<i>Pirera</i>	<i>Pirera</i>
	Garicce Emeran		
K	Kim	Dain	<i>Dain Kim</i>
K	Ucheqbu	Chiamerwa	<i>Chiamerwa Ucheqbu</i>
	Korach	Amala	<i>Amala Korach</i>

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #2: UNIT CONVERSION & NOMENCLATURE

FRIDAY, FEB 10TH, 2017

	LAST NAME	FIRST NAME	SIGNATURE	
	Forde	Hoda	<i>Hoda Forde</i>	instructor
	DAS	Joyanto	<i>Joyanto DAS</i>	Dr. S. V. P. Das
	Kataev	Lior	<i>Lior Kataev</i>	Benny
	VALENTINE	Justin	<i>Justin Valentine</i>	Benny
	Hossain	Mohammed	<i>Mohammed Hossain</i>	Benny
	Pirera	<i>Pirera</i>	<i>Pirera</i>	Benny
	Logmez	Ruderson	<i>Ruderson Logmez</i>	Benny
	Ganiewa	Martauna	<i>Martauna Ganiewa</i>	Dr. S. V. P. Das
	Isakov	Artur	<i>Artur Isakov</i>	Schmernd
	Emeran	Garicce	<i>Garicce Emeran</i>	Benny
	Benjamin	Esther	<i>Esther Benjamin</i>	Benny
	Pattaswam	Amveta	<i>Amveta Pattaswam</i>	Benny
	Jolemani	Benjamin	<i>Benjamin Jolemani</i>	Kolachy

ATTACHMENT A (cont'd)

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #3: MOLE CONCEPT

FRIDAY, FEB 17TH, 2017

LAST NAME	FIRST NAME	SIGNATURE	PROFESSOR
Katoev	Lior		Benny
Moftah	Fouad		Maurano
Ferde	Aloda		Benny
LAVAREZ	Anderson		Benny
Emeran	Garice		Benny
Valentine	Justin		Benny
Bechor	Jonathan		Moreno
Chu	Michael		Benny
Hossain	Mohammed		Dr. Benny
Isakov	Artur		Schmermund
Sathesan	Amvitan		Benny
Benjamin	Esther		Benny
DAS	Joyanto		D. Paris
Benjamin	Juleimari		Kulach

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #4: STOICHIOMETRY

FRIDAY, FEB 24TH, 2017

LAST NAME	FIRST NAME	SIGNATURE	PROFESSOR
Ferde	Aloda		DR. BENNY
Sathesan	Amvitan		Benny
Juleimari	Benjamin		
DAS	Joyanto		Dr. Svoronos
LAVAREZ	Anderson		Benny left
Bechor	Jonathan		Moreno
Pacquette	Sasha		S. Shm
Valentine	Justin		BENNY
Esther	Benjamin		Benny
Katoli	Lior		Benny
Emeran	Garice		Benny
Hossain	Mohammed		Benny
Isakov	Artur		Dr. Benny
			Schmermund

ATTACHMENT A (cont'd)

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #5: PRECIPITATION RXN

FRIDAY, MARCH 3RD, 2017

LAST NAME	FIRST NAME	SIGNATURE	PROFESSOR
Forde	Hoda		Benny
Jathasiam	Amietan		Benny
Parveen	Tasmia		Sovor nos
Meftah	Fouad		Murano
Vaeraine	Justin		Benny
Bechor	Jonathan		Mareno
Emeran	Garice		Benny
Benjamin	Esther		Benny
Miran	Steven		Benny
Kataev	Liz		Benny
DAS	Joyanto		Dr. Sovor nos
Isakou	Itur		Schmermund
Hossain	Mohammed		Dr. Benny

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #6

FRIDAY, MARCH 10TH, 2017

LAST NAME	FIRST NAME	SIGNATURE	PROFESSOR
Forde	Hoda		Benny
Benjamin	Esther		Benny
Jathasiam	Amietan		Benny
Tribhawan	Chandrabir		Benny
Emeran	Garice		Benny
Nada	Liam		Benny
Hossain	Mohammed		Benny
Kataev	Liz		Benny
Vaeraine	Justin		Benny
Miran	Steven		Benny
Isakou	Itur		Schmermund
Joyanto Das	Joyanto		Dr. Sovor nos

ATTACHMENT A (cont'd)

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #7: GAS STOICHIOMETRY

FRIDAY, MARCH 17TH, 2017

LAST NAME	FIRST NAME	SIGNATURE
SHADMAN	SAKIF	
Shen	Sten	
Hossain	Mohammed	
VALCANTINE Chen	Justin Si Ting	 Si Ting Chen
Lin	Qi	
Giang	Miao	Giang, Miao
Leucioz	Andreas	
Benjamin Piazza	Esther Natalia	 Natalia Piazza
Talentio	Angelia	
Ferde	Hoda	
Ferah	Jared	
Jordacjenic	Neruna	
Emeran	Garice	
Ramos	Lian Nicole	
Tribhuan	Chondrusakar	

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #8: ELECTRON CONFIGURATION

FRIDAY, MARCH 24TH, 2017

LAST NAME	FIRST NAME	SIGNATURE	PROFESSOR
* Nuala	Ramon		
Benjamin	Esther		
Benjamin			
Emeran	Garice		
Ferde	Hoda		
Pathasiam	Amnietan		
Kotauer	Lior		
Sumer	Rawric		
Hossain	Mohammed		
Shen	Sten		
Bechor	Jonathan		Moreno
Isakov	Artur		Schmermund
Jalalmanzi	Ban		Kelacki

ATTACHMENT A (cont'd)

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #9: PERIODIC RELATIONSHIPS

FRIDAY, MARCH 31ST, 2017

LAST NAME	FIRST NAME	SIGNATURE	PROFESSOR
Forde	Hoda		DR. BENNY
VALENTINE	Justin		BENNY
Satharim	Amrutan		Benny
Benjamin	Esther		Benny
Nada	Ramon		Benny
Emran	Clarice		Benny
Hossain	Mohammed		Benny
Slemani	Ben		Khalid
River	Steven		Benny

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #10: CHEMICAL BONDING

FRIDAY, APRIL 7TH 2017

LAST NAME	FIRST NAME	SIGNATURE	PROFESSOR
Hossain	Mohammed		Hossain Benny
SHADMAN	SAKIF		
Valentine	Justin		
Benjamin	Esther		Benny
Chen	Si Ting		Benny
Angelica Tortorin	Angelica		Benny
PIAZA	Natalia		Benny
Nada	Ramon		Benny
Lin	Qi		Benny
Giang	Miao		
Lee	James		
Tribbun	Heidi		Benny
Forde	Hoda		Benny
Thoburn	Georgina		Benny
Mardini	Abdulla		Benny
Emran	Clarice		Benny
Khira	Steven		Benny

ATTACHMENT A (cont'd)

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #11: BOND ENTHALPY

FRIDAY, APRIL 21, 2017

LAST NAME	FIRST NAME	SIGNATURE	PROFESSOR
Aula	Raman		
Benjamin	Esther		Benny
Emeran	Bariele		Benny
Valentine	Justin		Benny
Forde	Fladen		Benny
Kataev	Lior		Benny
Hossain	Mohammed		Benny
Benjamin	Steven		Benny
Isakov	Artur		Schwarzman
Sathianam	AMRIETHA	Ash	Benny.

SCIENCE RESEARCH ALLIANCE

SIGN-IN SHEET

GENERAL CHEMISTRY WORKSHOP WEEK #12: MOLECULAR GEOMETRY

FRIDAY, APRIL 27TH, 2017

	LAST NAME	FIRST NAME	SIGNATURE	PROFESSOR
1	Hossain	Mohammed		Benny
2	Kataev	Lior		Benny
3	Rodriguez	Yosiel		Moreno
4	Benjamin	Esther		Benny
5	Valentine	Justin		Benny
6	Sathianam	AMRIETHA	Ash	
7	Benjamin	Steven		Benny
8	Emeran	Bariele		Benny
	Toldmani	Don		Kolack

ATTACHMENT B: Faculty Development Workshops



Faculty Development Workshops

Sponsored by the Senate Committee on Academic Development/Elective Academic Programs

- **Structuring Feedback to Improve Student Writing**

Presented by: Dean Kathleen Landy

Wednesday, February 15 2017, 12:00 – 2:00 pm, L-314

or Friday, February 17 2017, 12:00 – 2:00 pm, L-314

Event Description: The Senate Committee on Academic Development is delighted to support this workshop in which faculty and staff can explore strategies for providing feedback to students that are likely to improve their writing. The topics to be explored are likely to improve the focus and quality of feedback, provide students with a stronger sense of what to *do* with the feedback that is provided, and mitigate frustration for both students and faculty. This event is also supported by CETL.

- **Detecting and Avoiding Plagiarism**

Presented by: Sheila Beck and Denis Bejar

Wednesday, February 22 2017, 12:00 – 2:00 pm, L-314

or Friday, February 24 2017, 12:00 – 2:00 pm, L-314

Event Description: The Senate Committee on Academic Development is delighted to offer this workshop in which faculty and staff can learn about Turnitin, a plagiarism service that evaluates submitted assignments for originality. The workshop will include information on how to use Turnitin through Blackboard, set up assignments, access and review plagiarism reports, and provide writing feedback through the Feedback Studio. In addition, this workshop will include information on developing assignments to avoid plagiarism and teaching citation so students provide their sources accurately. This event is supported by the Library, the Office of Educational Technology (OET) and CETL.

- **Developing Your Conference Presentation Skills**

Presented by: Jodi Van Der Horn-Gibson, Gail Lewis, Elaine Thompson, Ashlie Klepper

Wednesday, March 15 2017, 12:00 – 2:00 pm, L-314

Event Description: The Senate Committee on Academic Development is delighted to offer this workshop in which faculty and staff can develop their conference presentation skills. The workshop will include information on creating dynamic visual aids, effectively engaging your audience, polishing delivery skills, and leading an effective Q&A. Also, though not required, attendees are welcome to bring past, present, or future presentations on which they would like to receive feedback. This event is supported by the Department of Speech, Communication, & Theatre and CETL.

ATTACHMENT B (cont'd)



Detecting & Avoiding Plagiarism

Wednesday, February 22, 2017 12:00pm to 2:00pm L-313

Name (Print)	Signature	Dept
Shirley Kent	<i>Shirley Kent</i>	Library
Denis Bojar	<i>Denis B.</i>	OET
Maria T. Longobardi	<i>Maria T. Longobardi</i>	CLIP
Aradhna Persaud	<i>A. Persaud</i>	OET
Richard Micieli	<i>Rich.</i>	MATH/CS
DANIEL BENNETT	<i>Daniel Bennett</i>	BUS
Dora Roccio	<i>Dora Roccio</i>	MATH+Comp Sci.
Tirandai Henry Benny	<i>Tirandai</i>	Chemistry



Detecting & Avoiding Plagiarism

Friday, February 24, 2017 12:00pm to 2:00pm L-313

Name (Print)	Signature	Dept
PAT Schneider	<i>Pat Schneider</i>	Biology
Aradhna Persaud	<i>A. Persaud</i>	OET
OLIVER MANN	<i>Oliver Mann</i>	CLIP
Nicole Lopez-Tantun	<i>Nicole Lopez-Tantun</i>	History
ASHLEY GRANT	<i>Ashley Grant</i>	OET

ATTACHMENT B (cont'd)

Supported by the Department of Speech Communication and Theatre Arts

Workshop Facilitators: Ashlie Klepper, Gail Lewis, Elaine Thompson, and Jodi Van Der Horn-Gibson

Developing Your Conference Presentation Skills

Workshop Includes:

- ★ Creating dynamic visual aids
- ★ Engaging your audience
- ★ Effective delivery skills
- ★ Leading an effective Q&A
- ★ Receive feedback on your presentation

CETL & The Academic Development Committee Present A Faculty Workshop
Friday, December 2, 2016 1:00-3:00 P.M. CETL Lab L13



ADC Workshop “Developing Conference Presentation Skills”

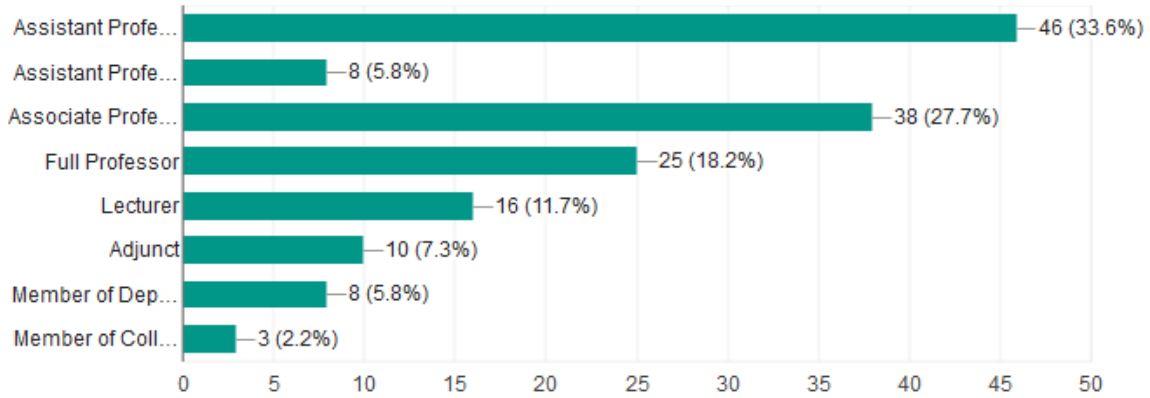
December 2, 2016 1:00pm to 3:00pm L-313

Name (Print)	Signature	Dept
Kathleen Hardy	<i>Kathleen Hardy</i>	CETL
Gail Lewis	<i>Gail Lewis</i>	Speech
Tiranda Henry-Berry	<i>Tiranda Henry-Berry</i>	Chemistry
Nicole Lopez-Sauter	<i>Nicole Lopez-Sauter</i>	History
Ashlie Klepper	<i>Ashlie Klepper</i>	Communication/Speech
Elaine Thompson	<i>Elaine Thompson</i>	Speech Comm.

ATTACHMENT C: Faculty Survey Results

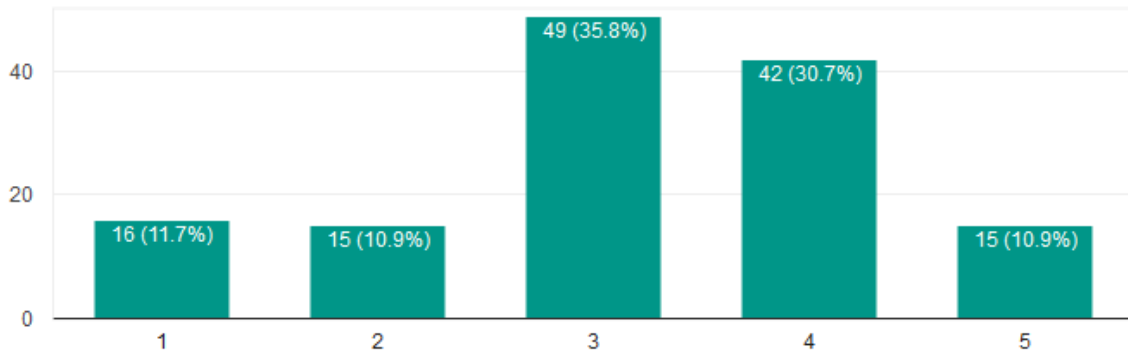
1) Title

137 responses



2) How satisfied are you with the current Student Evaluation of Faculty form?

137 responses



Not Satisfied

Very Satisfied

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
ACADEMIC SENATE

COMMITTEE ON ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

TO: Academic Senate Steering Committee

FROM: Co-Chairs Dr. Linda Meltzer and Dr. Andrea, Salis, and the Committee on Assessment and Institutional Effectiveness

SUBJECT: Annual Report – Committee on Assessment and Institutional Effectiveness (Committee), 2016/2017

DATE: July 25, 2017

COMMITTEE MEMBERS

Faculty Representatives (Name, Department)

1. Linda Meltzer, Business, Committee Co-Chairperson
2. Andrea Salis, HPED, Committee Co-Chairperson
3. Franca Ferrari-Bridgers, Speech Communication & Theatre Arts
4. Urszula Golebiewska, Biological Sciences & Geology
5. Mark Schiebe, English
6. Changiz Alizadeh, Mathematics & Computer Science
7. Georgina Colalillo, Nursing
8. Sunil Dehipawala, Physics
9. Maurizio Santoro, Foreign Languages and Literatures

Liaisons

1. Pema Yanzon, student representative
2. Faith Oyebola, student representative
3. Arthur Corradetti, President's Liaison
4. Ian Beckford, Ex-Officio

COMMITTEE MEETINGS

The Committee met on the following dates during AY 2016-2017:

1. October 5, 2016
2. November 16, 2016
3. December 13, 2016
4. February 1, 2017
5. March 1, 2017
6. April 5, 2017
7. May 10, 2017

SUMMARY OF COMMITTEE WORK

The Committee for AY2016-2017 fulfilled its charge from the Academic Senate as follows:

1. Proposed and submitted changes to the Committee on Assessment and Institutional Effectiveness Bylaws, including the rationale for changes to Steering Committee (see Appendix A). Awaiting approval of proposed changes.
2. Dr. Emily Tai, co-Chair of the Steering Committee, attended the Committee meeting on November 16, 2016 to discuss the proposed changes to the Bylaws of the Committee. Dr. Tai made recommendations including for the Committee to develop a handbook that would guide the work of the Committee.
3. Discussed the Committee's plan to review assessments and where to locate non-teaching department year-end reports on the college's website.
4. Drafted rubric for reviewing non-teaching department's year-end reports.
5. Conducted norming sessions on assessment of expected outcomes, action plans and actual outcomes reported in non-teaching departments' year-end reports.
6. As a result of norming sessions, discussed adding a dimension to the rubric on assessment follow-up, notably reviewing prior year's "action plan."
7. Adopted a holistic rubric used to enhance review of non-teaching-department annual reports (see Appendix B).
8. Worked collaboratively to review assigned non-teaching department year-end reports. (Note: The teaching department year-end reports were last reviewed by the Committee in 2015-16.)
9. Summarized findings in table format of individual non-teaching department assessments based on assessment objectives.
10. Shared holistic rubric and individual department ratings and comments with each Division Head.
11. Developed Guide for Committee on Assessment and Institutional Effectiveness. Expect to post on Committee website in fall 2017, pending approval of proposed changes to committee charge and Committee approval.
12. Dr. Karen Steele, Vice President, Office of Strategic Planning, Assessment and Institutional Effectiveness led discussion on changes to General Education Outcomes and review of curriculum map template. These changes are designed to better guide students through their academic programs.
13. Posted to governance webpage: agenda, minutes, and annual report of the Committee.

FOSTER A CLIMATE OF ASSESSMENT

Led by the expertise and guidance of Dean Arthur Corradetti and Dr. Ian Beckford, the Assessment Institute has completed its eighth semester of Institutes this spring. In SP17, 26 faculty participated, bringing a total of participating faculty to 161 since the Institute's inception.

REVIEW OF NON-TEACHING DEPARTMENT YEAR-END REPORTS

Established at the end of the self-study process back in 2009, the Committee is charged with "review[ing] documents relating to assessments of institutional effectiveness from all academic and non-academic units of the College." Over a number of years, the Committee has been reviewing the year-end reports of teaching and non-teaching departments and including its findings in the Committee's annual report to the Senate.

As the College has begun its Middle States Self-Study process this year-and every effort should be made on an institution-wide basis to demonstrate assessment for continuous improvement, the Committee has decided to share directly with the Vice Presidents, the Committee’s findings relative to specific non-teaching department year-end reports. Similar efforts by the Committee, notably sharing the rubric with the teaching departments to inform them of how we review department’s assessment year end reports. The review of institutional effectiveness during the self-study process is very important, and the year-end reports represent one of the primary ways in which the institution can demonstrate compliance in this area and foster a climate of assessment.

The members of the Committee reviewed 42 non-teaching department year-end reports which were posted on the College’s website under Institutional Effectiveness Reports. (Five department reports were missing.) Of the 42 reports that were reviewed, four were from 2014-15 (the latest reports posted) and 38 reports were from 2015-16. Each department was reviewed based on an assessment rubric developed by the Committee (see Appendix B). Twenty-five reports were deemed “exemplary”, 14 reports were “adequate” and 3 reports were deemed to “need improvement”. That is, approximately 93% of the reports that were reviewed were either deemed “exemplary” or “adequate” and approximately 7% of the reports “needed improvement.” Overall, these results demonstrate that as a whole, the College is successfully participating in department assessment which defines expected outcomes, addresses issues raised from the previous year and provides data analysis and an action plan for continuous improvement. See table below.

	TOTAL	EXEMPLARY	ADEQUATE	NEEDS IMPROVEMENT	MISSING	LATEST PROVIDED 2014-15
NON-TEACHING DEPT. ANNUAL REPORTS	47	25	14	3	5	4

The Committee has shared the rubric and specific comments for individual departments with division heads to inform them of our review. The departments are encouraged to use this rubric as a useful guide in preparing their reports.

RECOMMENDATIONS

1. All current and future Committee members attend the college’s Assessment Institute.
2. Continue to review non-teaching and teaching department year-end reports.
3. Complete Committee’s guidelines for Committee members, anticipated in fall 2017.
4. Consider examining program review reports and templates for academic programs.
5. Participate in the Middle States study by meeting with Middle States Working Group 5: Educational Effectiveness.
6. Continue to invite speakers to the Committee’s meetings to stay informed of College developments (e.g. General Education Task Force where progress was made in future comparisons between lower level courses and higher level courses.)

7. Each department assign an assessment coordinator to ensure that course and program assessments are completed in accordance with a department-approved schedule and to ensure a systematic and meaningful assessment occurs.
8. Courses with high enrollment are assessed every two years.
9. Continue to develop and promote faculty workshops on assessment through CETL and the Office of Academic Affairs.

CURRENT COMMITTEE MEMBERS

The Committee welcomed three new members: Bjorn Berkhout, Whan Ki Lee, and Barbara Rome. The new members replace Changiz Alizadeh, Georgina Colalillo, and Sunil Dehipawala who have finished their term. The Committee thanked the outgoing members for their contributions and service. The remaining Committee members are: Franca Ferrari-Bridgers; Maurizio Santoro; Mark Schiebe; Urszula Golebiewska; Linda Meltzer and Andrea Salis. On May 10, 2017, Linda Meltzer and Mark Schiebe were elected as Co-Chairs for AY2016-2017.

ACKNOWLEDGEMENTS

The committee is extremely grateful to Dean Corradetti for his support and valuable guidance. The Committee also thanks Dr. Beckford for his contributions. We also wish to thank Dr. Karen Steele, Vice President for Strategic Planning, Assessment and Institutional Effectiveness for presenting on general education assessment and academic programs. Dr. Steele enlightened the Committee with the valuable work done by the General Education Task Force. Co-Chairs Meltzer and Salis gratefully acknowledge the outstanding hard work and dedication of every member of the Committee. Finally, the Committee expresses its gratitude to Dr. Salis as Co-Chair, for her invaluable work for the past two years. We are very pleased that Dr. Salis will remain a Committee member for AY2017-18.

Respectfully submitted,

Linda Meltzer
Andrea Salis

2016-2017 Co-Chairs Academic Senate Committee on Assessment and Institutional Effectiveness

Appendix A: Proposed Changes to the Committee on Assessment and Institutional Effectiveness Bylaws

(Submitted via email to the Bylaws Committee January 13, 2017)

The Committee on Assessment and Institutional Effectiveness would like to change its Bylaws Charges (as per Article VII, Section 11)

FROM:

- a. Receive and Review summary reports describing initiatives to assess student learning from academic departments, academies, and academic programs of the college;
- b. Receive and Review documents relating to assessments of institutional effectiveness from all non-academic units of the college;
- c. Make annual reports of progress in assessment of data collection, including:
 1. The receipt of assessment reports from each department/unit of the college;
 2. Courses/college units assessed from each department;
 3. Summary of Assessment data gathered from assessments;
 4. Any departmental conclusions drawn and/or actions taken as a result.
- d. Review assessment procedures the College undertakes and make recommendations concerning these assessment initiatives to the Academic Senate, in support of principles of shared governance, academic freedom and transparency.

TO:

- a. Review and evaluate summary reports describing initiatives to assess student learning from academic departments, academies, and academic programs of the college;
- b. Review and evaluate documents relating to assessments of institutional effectiveness from all non-academic units of the college;
- c. Make annual reports of progress in assessment of data collection, including:
 1. The review of assessment reports from each department/unit of the college;
 2. Courses/college units assessed from each department;
 3. Summary of Assessment data gathered from assessments;
 4. Any departmental conclusions drawn and/or actions taken as a result.
- d. Review and evaluate assessment procedures the College undertakes and make recommendations concerning these assessment initiatives to the Academic Senate, in support of principles of shared governance, academic freedom and transparency.

Rationale:

The Committee no longer needs to request to receive assessment reports since they are posted on the College website. Allowing for the review and evaluation of the department assessment reports enables the Committee to provide constructive feedback to departments to demonstrate that their assessment reports are complete and are following up on the action plan based on their findings.

Appendix B: Holistic Rubric for Non-Teaching Department Reports

Name of Department _____

Year of Assessment _____

3	<p>Exemplary:</p> <ul style="list-style-type: none"> • The report lists clearly defined expected outcomes, which completely address the issues raised in the previous year’s action plan. • The data (quantitative/qualitative) analysis provides a thorough description of the results obtained and indicates how previous concerns have been fully addressed. • An effective action plan for continuous improvement is also provided.
2	<p>Adequate:</p> <ul style="list-style-type: none"> • The report lists a series of expected outcomes, but partially addresses the issue(s) raised in the previous year’s action plan. • The data (quantitative/qualitative) analysis provides a description of the results, but outlines a partial resolution of the problems addressed. • An action plan for continuous improvement is not fully described.
1	<p>Needs improvement:</p> <ul style="list-style-type: none"> • The report vaguely lists expected outcomes, which do not address the issue(s) raised in the previous year’s action plan. • The data (quantitative/qualitative) poorly describes the results obtained, and outlines an unclear resolution of the problems investigated. • An Action plan for continuous improvement is not provided.

Comments: _____

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
ACADEMIC SENATE
COMMITTEE ON COURSE & STANDING

TO: Dr. Joel Kuszai, Chair, Academic Senate Steering Committee
Dr. John Talbird, Secretary, Academic Steering Committee
Dr. Emily Tai, Vice-Chair, Academic Steering Committee

FROM: Dr. George Fragopoulos, Chair - Committee on Course & Standing.

SUBJECT: Annual Report for Committee on Course & Standing for 2016-2017

- | | |
|---|---------------------------|
| · Dr. George Fragopoulos | English Department |
| · Dr. Hayes Mauro, Secretary | Art & Design |
| · Dr. Rose-Marie Aikas | Social Science |
| · Dr. Daniel Armstrong | Health Phys. Ed. & Dance |
| · Gina Capozzoli | Counseling |
| · Prof Katwicia Desruisseaux | Library |
| · Dr. Hayes Mauro | Art & Design |
| · Dr. Nina Sarkar | Business Department |
| · Dr. Jun H. Shin | Chemistry |
| · Dr. Jilani Warsi | Academic Literacy |
| · Prof. Lorraine Cupelli Liaison To CCS | Nursing Department |

During the year 2016-2017 the Committee met on: September 23, 2016; November 18, 2016; December 16, 2016; January 13, 2016; March 3, 2017; April 21st, 2017; May 19, 2017; and June 14, 2017 (tentative)

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

The Committee will be meeting on June 14th to review all the academic dismissals for the Spring 2017 semester. The Chair of the committee will also continue to review retroactive withdrawal appeals along with the assistance of other committee members as needed.

The Committee on Course & Standing meets to review student appeals for changing their 'WU' grades which are calculated as 'F' grades in their GPA. The appeals are approved or denied based upon the reasons provided by students who are unable to withdraw within the deadline.

The Committee takes a holistic view of the student's record, reviews student patterns of withdrawing from classes, their transcripts and, perhaps most importantly, supporting documents to reach a decision.

The Committee also reviews dismissal appeals. Most students who perform better during the semester after they were placed on academic probation are permitted to continue on probation. Students who have been at QCC for few semesters and have been dismissed are given a chance to improve their performance as against students who have attempted numerous credits and have not reached the required GPA for retention. Most decisions are made on the committee's judgement of the students' ability to graduate. Committee members Dr. George Fragopoulos and Gina Capozzoli are also members of the Retention Management Committee of the College, and therefore have added insights into how to evaluate future student success.

The Committee on Course & Standing and the Admissions Committee work closely with each other. Most students who are re-admitting or appealing their dismissal to the Admissions Committee invariably require appealing their 'WU' grades and are thus recommended to the Committee on Course & Standing. Both the Committees worked together to create a joint appeal form in order to provide students a one-stop appeal.

There was one policy decision reached during the academic year 2016-2017.

The decision was with regard to medical/mental health appeals. In the past, the students were encouraged to appeal the whole semester. However, Associate Director of Counseling Gina Capozzoli explained that students who are dealing with mental health issues may be able to finish some courses while not being able to complete certain difficult courses. It was therefore decided that the mental health appeals could be selective for certain courses only. This was also based on the fact that some professors are willing to work with the students and assign them 'INC' grades that give them a chance to complete the course work at a later date.

Dr. Fragopoulos and the Associate Registrar Florence Farrat created a new Committee on Course & Standing petition form, which was finalized by all the Committee Members. The new form is designed to help students navigate the appeals process in a more focused manner. In particular, the form is meant to encourage students to develop a clearer narrative about where they stand in terms of their academic careers, and to better explain why they could not succeed in the past and what they plan on doing to succeed as students in the future. The form is also online and can be printed out and complete by students at home.

Anecdotal evidence from counselors in counseling and admissions has already suggested that the new form is working rather well and students are having an easier time with developing a rationale behind their appeals. The members for the Committee on Course and Standing also find working with the new form easy and convenient for the way it aggregates information.

For the year 2016-2017, all the old members continued on the Committee on Course & Standing. The Chair, Dr. George Fragopoulos, was unanimously re-elected for another term, this one from 2017-2018. Professor Susan Riekert was elected as the faculty secretary of the committee, replacing Dr. Hayes Mauro in the role. Dr. Fragopoulos will continue to work over the summer as needed to ensure that any retroactive withdrawals are attended to.

The Chair extends a special thank you to the Registrar's office for their service to the Committee on Course and Standing. Ann Tullio and Florence Farrat continue to be a tremendous source of support and help to the committee. A special thanks, again, to Associate Registrar Florence Farrat for her work on the new appeals form. The work of Associate Director of the Counseling Center Gina Capozzoli need also be mentioned for her help on the new appeals form.

The Chair, with approval from the Committee, continues to review appeals independently, during the semester as well as in the summer between Committee meetings. Dr. Hayes Mauro has been assisting the Chair to review student appeals independently. Dr. Fragopoulos wishes to thank Dr. Mauro for his dedication and for his support as Secretary.

Reviewing appeals independently puts a substantial demand on time, especially because of deadlines. The input of the faculty Secretary of the committee is exceedingly helpful. The Chair of CS receives a 3hr release time for serving in the committee.

New Chair and Secretary for the upcoming year, 2017-2018:

Dr. George Fragopoulos, English Department and Prof Susan Riekert, Nursing Department, respectively.

New Members:

The committee would like to welcome new members, Prof .Susan Riekert, Nursing Department, Dr. Susan McLaughlin, Biology Department, and Dr. Fei Ye, Math and Computer Science.

Outgoing Members:

The committee would like to recognize the work and dedication of its three outgoing members: Dr. Hayes Mauro, Dr. Nina Sarkar, and Dr. Jilani Warsi.

Finally, Dr. Fragopoulos would like to personally thank all of the members of the committee for their hard work and dedication during the previous year. The Committee on Course and Standing is one that is truly run on the principles of cooperation and communication between members. We would not be able to do the important work that we do for the college and for our students were it not for our respect and admiration for one another. Dr. Fragopoulos would also like to commend Meera Chowdhry for her excellent and tireless work on the behalf of the committee and the college's students; the committee could not do its work without her.

George Fragopoulos

SEPTEMBER 2016- AUGUST 2017

Meeting Dates	Total Appeals*	Approved	Denied	Cond. Approvals	No Jurisdiction
July/Aug. 2016	180	91	89	0	0
Sept. 2016	42	17	24	0	1
Oct. 2016	0	0	0	0	0
Nov. 2016	99	55	44	0	0
Dec. 2016	130	47	81	1	0
Jan. 2017	70	35	35	0	0
Mar-17	53	23	30	0	1
Apr-17	53	23	30	0	0
May-17	130	48	82	0	0
Total Appeals Reviewed	757	339	415	1	2

Jan 13th 2017 Dismissals 613 Granted probation 60 Dismissed 553

*** Including Retroactive/Late withdrawals**

Total Dismissals

Total Appeals Reviewed Incl.

withdrawals/dismissals/deletions/medical:

915(85 dismissal)

COMMITTEE ON COURSE & STANDING ACTIONS
SEPTEMBER 2015 - AUGUST 2016

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

Jan 13th 2016 Dismissals 608 Granted probation 68 Dismissed 540

June 4, 2016 Dismissals 900 Granted probation 117 dismissed 783

*** Including Retroactive/Late withdrawals**

Total Dismissals

1323

Total Appeals Reviewed Incl.

1288 (202 dismissal)

Withdrawals/denials/deletions/medical:

Medical Withdrawals			
Month	Total Appeals	August 2016 - July 2017	
		Approved	Denied
Aug-16	9	9	0
Sep-16	0	0	0
Oct-16	2	2	0
Nov-16	5	5	0
Dec-16	7	7	0
Jan-17	10	10	0
Feb-17	0	0	0
Mar-17	4	4	0
Apr-17	2	2	0
May-17	23	23	0
Jun-17	5	5	0
Jul-17	6	6	0
Total	73	73	0

Medical Withdrawals			
Month	Total Appeals	August 2015 - July 2016	
		Approved	Denied
Aug-14	7	7	0
Sep-14	4	4	0
Oct-14	4	4	0
Nov-14	1	1	0
Dec-14	9	9	0
Jan-15	10	10	0
Feb-15	0	0	0
Mar-15	4	4	0
Apr-15	2	2	0
May-15	9	9	0
Jun-15	5	5	0
Jul-15	6	6	0
Total	61	61	0

	2015-16	2016-2017
Total Appeals		
(Retroactive/Late/Medical Withdrawals)	1086	915
Total approved	574 (52.85%)	399 (43.6%)
Dismissal Appeals	202	85
Dismissal Appeals approved	125 (61.88%)	60 (70.58%)
Medical Appeals	61	73
Medical appeals approved.	100%	100%

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

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

Annual Report 2016-2017: COMMITTEE ON CURRICULUM of the Academic Senate

To: Joel Kuszai, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: August 29, 2017
Subject: Annual Report 2016-2017
CC: C. Williams, College Archives

COMMITTEE MEMBERS

1. Julia Carroll, Academic Literacy (2019)
2. Joan Petersen, Biological Sciences & Geology (2019)
3. Richard Yuster, Engineering Technology (2019)
4. Tina Bayer, Nursing (2017)
5. Lorena Ellis, Foreign Languages & Literatures (2018) - Chairperson
6. Edward Volchok, Business (2018)
7. Patrick Wallach, Mathematics & Computer Science (2018) - Secretary
8. Todd Holden, Physics (2017)
9. Emily Tai, History (2017)

Student Representatives

Xinghui Qiu
Evens Esperance

Liaisons

Richard Yuster, Engineering Technology, COC Liaison
Richard Mako, Library, Steering Committee Designee
Sandra Palmer, Interim Vice President, Office of Academic Affairs, President's Liaison

Acknowledgements:

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

The Chairperson of the Committee thanks the Committee members listed above, for their dedication and hard work during this academic year and for their useful critiques and constructive recommendations in the revision and updating of the Committee on Curriculum Guide ("Guide"). Especial gratitude goes to Edward Volchok for his valuable support on this project by designing the forms and editing the whole Guide, Linda Reesman for her orientation and feedback in all curriculum matters particularly regarding the Guide. Assistance in the revision of the Committee on Curriculum Guide also provided by members of Communications and Marketing, especially the Interim Vice President, Stephen Di Dio, and the Director of Web Services, David Moretti, Director of Web Services, for his suggestions in redesigning the Committee on Curriculum website and for his help in updating it. Constant support from Denis Bejar, coordinator of Blackboard in the Office of Educational Technology, is greatly appreciated. The continuous guidance of Philip Pecorino, Parliamentarian and Professor of Philosophy, is greatly appreciated. Special gratitude is due to Arthur Corradetti, Dean for Accreditation, Assessment and Institutional Effectiveness, to Sandra Palmer, Dean of Faculty, Ann Tullio, Registrar, but especially Linda

Reesman, Faculty Fellow and President's Liaison of the Committee on Curriculum who provided resources and valuable professional guidance during all the meetings and feedback on pertinent administrative issues. Lastly, Vice President Dr. Karen Steele, who in spite of her demanding agenda as Vice President for Strategic Planning, Assessment and Institutional Effectiveness has continued to share her vast curricular knowledge, by guiding, and supporting the Curriculum Committee faculty members and departmental Chairs preparing curricular proposals,. Her advice and thorough review of proposals have been essential to the work of the Curriculum Committee.

Meetings:

The Committee on Curriculum met on Tuesday afternoons, from 2:10 to 4:00 P.M. The committee met 19 times during the 2016-2017 academic year. Meetings in 2016 took place on September 6, 20, and 27; October 25; November 1, 15, 22 and 29; December 6. Meetings in 2017 took place in January 24; February 21 and 28; March 7, 21, and 28; April 4, 25; May 2 and 16, 2017.

Recommendations:

To avoid unnecessary delays or misunderstandings, members of the Committee on Curriculum recommend that proposing departments consult and discuss with other department chair(s) prior to submitting new courses with similar interests. Representatives of the proposing departments should also be available to attend meetings to clarify questions of the Committee on Curriculum members when their submissions are being discussed.

The Committee on Curriculum postponed the development of a video series to assist faculty in navigating proposal submission procedures, due to changes occurred during the 2016-2017 academic year. A message was sent to department chairs at the beginning of June 2016 to solicit input regarding areas they might wish these video(s) to address, including and not limited to reference links, Frequently Asked Questions, etc. No feedback has been received from departmental chairs. A new message will be sent out during the 2017 summer to inform the new chairs and to get feedback.

On the December 6, 2016 Committee on Curriculum meeting the members of the Committee discussed the issue of increased release time for the Chairperson of the committee. It was decided to recommend that the Chairperson of the committee receive 4 hours of release time in the spring and 4 hours of release time in the fall, starting with the Fall-2017 semester. Therefore, the Chairperson strongly recommends that the Office of Academic Affairs consider adding such reassigned time to compensate for the work of the Curriculum Committee Chairperson. The current reassigned load (3 credits per year) is far from adequate to support the Chairperson in her/his extensive committee duties.

COMMITTEE MEMBERS FOR THE ACADEMIC YEAR 2017-2018

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

Actions of the Committee

The committee took the following actions during the 2016-2017 academic year.

1. CHANGES IN COURSES
2. CHANGES IN PROGRAMS
3. NEW COURSES
4. NEW PROGRAM
5. DELETION OF A CONCENTRATION IN A PROGRAMS
6. OTHER

1. **CHANGES IN COURSES**

FOREIGN LANGUAGES AND LITERATURES

Departmental approval May 4, 2016 (All four course revisions.)

LF-401 French and Francophone Cultures Today

FROM:	TO:
LF-401 French and Francophone Cultures Today Pre-requisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours 3 credits Offered as needed	LF-401 French and Francophone Cultures Today Pre-requisites or Co-requisite: ENGL 101 3 <u>class</u> hours, 3 credits
Course description for college catalog: A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English.	Course description for college catalog: A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English. <u>This course does not fulfill the foreign language requirement.</u>

Rationale:

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

LG-401 The Culture of German-Speaking Countries Today

FROM:	TO:
LG-401 The Culture of German-Speaking Countries Today Pre-requisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours 3 credits Offered as needed	LG-401 The Culture of German-Speaking Countries Today Pre-requisite or Co-requisite: ENGL 101 3 <u>class</u> hours, 3 credits
Course description for college catalog: Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will read English	Course description for college catalog: Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will

translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. The course will be taught in English as WI	read English translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. This course will be taught in English as WI. <u>This course does not fulfill the foreign language requirement.</u>
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Rationale:

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

LI-401 Italian Culture through Film

FROM:	TO:
LI-401 Italy Today Pre-requisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours 3 credits Offered as needed	LI-401 Italian Culture through Film Pre-requisite or Co-requisite: <u>ENGL 101</u> 3 class hours, 3 credits
Course description for college catalog: This course will focus on the ways Italy and Italian culture have changed in the past 50 years, and analyze the forces behind these changes. Different cultural aspects, such as politics, education, music and fashion will be taken into consideration. The course will be taught in English	Course description for college catalog: Students will be introduced to important themes of Italian culture by viewing and analyzing representative Italian films from the post-World War II era to the present. Topics examined include: the family, how World War II has shaped contemporary Italian culture, Italy as a country of emigrants and immigrants, and organized crime. This course will be conducted in English, and all films will have English subtitles. This course does not fulfill the foreign language requirement.

Rationale:

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

LS-402 Latin American and Caribbean Cultures Today

FROM:	TO:
LS-402 Latin American and Caribbean Cultures Today Pre-requisites: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours 3 credits	LS-402 Latin American and Caribbean Cultures Today Pre-requisites or Co-requisite: <u>ENGL 101</u> 3 class hours, 3 credits
Course description for college catalog: A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English.	Course description for college catalog: A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English as WI. <u>This course</u>

does not fulfill the foreign language requirement.
--

Rationale:

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

LC 311 Readings in Contemporary Chinese Literature

FROM:	TO:
LC311 Readings in Contemporary Chinese Literature I 3 hours / 3 credits Pre-requisites: LC 214 and/or permission of the department Co-requisites: None	LC 311 Readings in Contemporary Chinese Literature 3 hours / 3 credits Pre-requisites: <u>Placement by the Department of Foreign Languages and Literatures</u> Co-requisites: None
Course description for college catalog: This course aims to enhance students' understanding of Chinese society and modern Chinese literature through reading a variety of modern Chinese literary genres including essays, short stories, and a short play. The emphasis is on reading comprehension and expansion of vocabulary. Class discussions are on issues related to the readings.	Course description for college catalog: <u>This course aims to enhance students' understanding of Chinese society and modern Chinese literature through the analysis of a series of essays and a short play. The emphasis is on improving students' reading and academic writing skills through critical analysis, class discussions and writing assignments related to the readings.</u>

Rationale:

The proposed title without "I" will describe this course more accurately, because LC311 is not a prerequisite for LC312. The proposed revisions to the course description will more precisely describe this course.

LC312 Chinese Short Stories

FROM:	TO:
LC312 Readings in Contemporary Chinese Literature II 3 hours/ 3 credits Pre-requisites: LC 311 and/or permission of the department Co-requisites: None	<u>LC312 Chinese Short Stories</u> 3 hours/ 3 credits Pre-requisites: Placement by the Department of Foreign Languages and Literatures Co-requisites: None
Course description for college catalog: Study and analysis of selected literary works from contemporary authors. Each selection reflects a different side of Chinese society. Course instruction and assessment will include lectures, class discussions and written reports.	Course description for college catalog: <u>This course aims to enhance students' understanding of the Chinese short story genre through the study and analysis of selected stories from contemporary authors. Selections reflect different social and cultural aspects of Chinese society.</u>

Rationale:

The proposed title describes the course content more accurately. LC311 should be removed as a prerequisite because the level of difficulty of these two courses is the same. It is not necessary for a student to take LC311 before taking LC312. The proposed revisions to the course description will more precisely describe this course.

HISTORY DEPARTMENT

Departmental approval: February 24, 2016

FROM:	TO:
HI-133 Introduction to Modern East Asian Civilizations (2A1) 3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same	HIST-133 Introduction to Modern East Asian Civilizations (2A1) 3 class hours; 3 credits Prerequisite or Co-requisite: <u>ENGLISH 101</u> Course description: remains the same
HI-135 History of New York State (2B2) 3 class hours 3 credits Offered in Spring Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same	HIST-135 History of New York State (2B2) 3 class hours 3 credits Prerequisite or Co-requisite: <u>ENGLISH 101</u> Course description: remains the same
HI-141 Latin American History II: Independence to the Present (2A1) 3 class hours 3 credits Offered in Spring Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same	HIST-141 Latin American History II: Independence to the Present (2A1) 3 class hours 3 credits Prerequisite or Co-requisite: <u>ENGLISH 101</u> Course description: remains the same
HI-144 Modern Economic History (2A1) 3 class hours 3 credits Offered in alternating Spring Semesters Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same	HIST-144 Modern Economic History (2A1) 3 class hours 3 credits Prerequisite or Co-requisite: <u>ENGLISH 101</u> Course description: remains the same
HI-152 Women in World History: From Prehistoric Times to the Present Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours; 3 credits Course description: remains the same	HIST -152 Women in World History: From Prehistoric Times to the Present Prerequisite or Co-requisite: <u>ENGLISH 101</u> 3 hours; 3 credits Course description: remains the same

Rationale:

The change in prefix from a two-letter prefix of HI to a four-letter prefix of HIST for all History courses was decided in order to conform with other departments that have already made this change to their course prefixes. This change will also conform with other CUNY colleges who have adopted this four-letter prefix format. The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

Course revisions (number, prefix and requisite change)
 Departmental approval February 11, 2016 (All 14 course revisions)

FROM:	TO:

<p>HI 113 Europe and the World since 1945 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 222 Europe and the World since 1945 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 118 Ancient Greek history 3 hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 218 Ancient Greek history 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 125 Immigration and Ethnic groups in the US 3 class hours; 3 credits Offered in Spring Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 276 Immigration and Ethnic groups in the US 3 class hours; 3 credits Offered in Spring Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 126 Women in America 3 class hours; 3 credits Offered in Fall Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 226 Women in America 3 class hours; 3 credits Offered in Fall Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI129 Recent American Civilization 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 239 Recent American Civilization 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI144 Modern Economic History 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 244 Modern Economic History 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 153 Western War and Warfare: from Gunpowder to Desert Storm 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 253 Western War and Warfare: from Gunpowder to Desert Storm 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 165 The European Renaissance 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 265 The European Renaissance 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI173 Barbarians, from the Roman Empire to the Early Modern World</p>	<p>HIST 209 Barbarians, from the Roman Empire to the Early Modern World</p>

<p>3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI177 Greek and Roman Mythology 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 250 Greek and Roman Mythology 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI 181 History of the Second World War 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 206 History of the Second World War 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI185 The Holocaust 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 290 The Holocaust 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI 191 History of Genocide in the Twentieth Century 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 291 History of Genocide in the Twentieth Century 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI195 Judaism, Christianity, and Islam 3 class hours; 3 credits Offered in Fall Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 295 Judaism, Christianity, and Islam Pre- 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>Rationale: The history department has come to the conclusion that students would be better served if certain history electives were designated at the 200-level. It would indicate that, while there is no history prerequisite, the student should expect these courses to be dealing more intensely with specific topics, as opposed to the 100-level courses, which are broader overviews of longer developments in history. The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.</p>	

HIST 193 The History of the U.S.-Mexico Borderlands in Perspective

FROM:	TO:
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<p>HIST 193 Introduction to the History of Borderlands 3 class hours 3 credits Pre-requisite and Co-Requisite ENGL101</p>	<p>HIST 193 <u>The History of the U.S.-Mexico Borderlands in Perspective</u> 3 class hours 3 credits Pre-requisite and Co-Requisite ENGL101</p>
<p>Course description: Borderlands are areas where nation states meet one another. There are many borderlands the world over, and many of them share similar problems and challenges for their respective governments. In this class, we will see how there is a common trajectory to borderlands histories, since they are all by definition frontier zones and they often elude state surveillance. Such highly diverse actors as cattle rustlers, Indians, runaway slaves, grasping caudillos, and drug runners appear often in borderlands histories. We will compare the history of borderlands across Latin America and pay particular attention to the border-separating Latin American and U.S. space. The U.S./Mexico borderlands as they are the most familiar and well researched of contemporary global borderlands will figure prominently in the course</p>	<p>Course description: Borderlands are areas where nation states meet one another. There are many borderlands the world over, and many of them share similar problems and challenges for their respective governments. <u>Since they are all by definition frontier zones and they often elude state surveillance, such highly diverse actors as cattle rustlers, Indians, runaway slaves, grasping caudillos, and drug runners appear often in borderlands histories. In this class, we will compare the history of borderlands across Latin America and pay particular attention to the U.S.-Mexico border. Through examining secondary texts, official government documents, and even the songs and stories authored by border people themselves, we will unravel the immensely complicated and troubled history of these borderlands.</u></p>

Rationale:

This class needed to be clarified in both its description and title. For this reason, the description was changed to more accurately reflect how the main topic of this class is the border between the United States and Mexico. There are numerous reasons to justify this focus. The centrality of the U.S.-Mexico border to current political debate makes this a particularly relevant topic. This course will also introduce students to the much lesser-known Mexican side of this history, which will sharpen their global awareness. This class will give students a critical vocabulary to discuss a contemporary issue of utmost importance.

MATHEMATICS & COMPUTER SCIENCE
Departmental approval: November 23, 2016

CS203 Algorithmic Problem Solving II in C++

<p>FROM: CS203 Algorithmic Problem Solving II 3 class hours, 2 recitation hours, 4 credits Pre-requisites: MA-441 and C or better in CS-101 Co-requisites: None</p>	<p>TO: <u>CS203 Algorithmic Problem Solving II in C++</u> 3 class hours, 2 recitation hours, 4 credits Pre-requisites: MA-441 and C or better in CS-101 Co-requisites: None</p>
<p>Course description for college catalog: User defined data types, pointers and linked lists, ADTs, stacks, queues, recursion, searching and simple sorting, elementary memory management. Object oriented problem solving.</p>	<p>Course description for college catalog: User defined data types, pointers and linked lists, ADTs, stacks, queues, recursion, searching and simple sorting, elementary memory management. Object oriented problem solving.</p>

Rationale:

The change in title is requested for consistency and clarity with title of proposed course CS 204: Algorithmic Problem Solving II in Java

DEPARTMENT OF SOCIAL SCIENCES

Departmental approval: April 6, 2017

CRIM 201 Policing

FROM:	TO:
CRIM 201 Policing 3 class hours, 3 credits Prerequisites CRIM101 and CRIM102 Co-requisites: none	CRIM 201 Policing 3 class hours 3 credits Prerequisites CRIM101, CRIM102 and CRIM106 Co-requisites: none
Course description for college catalog: A survey of the history, roles, and policies of law enforcement agencies. Focuses on contemporary issues in the field of law enforcement.	Course description for college catalog: A survey of the history, roles, and policies of law enforcement agencies. Focuses on contemporary issues in the field of law enforcement.

Rationale:

As recommended in the Action Plan for the October 2015 Academic Program Review of the Dual Joint A.S./B.A. Degree in Criminal Justice (with John Jay College of Criminal Justice) a one-credit, one-hour introductory course in criminal justice research, CRIM106, was developed to help students better understand and apply research in their 200-level courses.

CRIM 202 Corrections and Sentencing

FROM:	TO:
CRIM 202 Corrections and Sentencing 3 class hours, 3 credits Pre-requisites: CRIM101 and CRIM102 Co-requisite: none	CRIM 202 Corrections and Sentencing 3 class hours, 3 credits Pre-requisites: Prerequisites CRIM101, CRIM102 and CRIM106 Co-requisite: none
Course description for college catalog: An introduction to the policies and practices of correctional institutions. Reviews the history of corrections and the functions of various types of correctional agencies. Considers important controversies and major trends in contemporary correctional practice.	Course description for college catalog: An introduction to the policies and practices of correctional institutions. Reviews the history of corrections and the functions of various types of correctional agencies. Considers important controversies and major trends in contemporary correctional practice.

Rationale:

As recommended in the Action Plan for the October 2015 Academic Program Review of the Dual Joint A.S./B.A. Degree in Criminal Justice (with John Jay College of Criminal Justice) a one credit, one-hour introductory course in criminal justice research, CRIM106, was developed to help students better understand and apply research in their 200-level courses.

CRIM 203 Criminal Law

FROM:	TO:
CRIM 203 Criminal Law 3 class hours, 3 credits Pre-requisites: Prerequisites CRIM101 and CRIM102 Co-requisite: none	CRIM 203 Criminal Law 3 class hours, 3 credits Pre-requisites: Prerequisites CRIM101, CRIM102 and CRIM106 Co-requisite: none

Course description for college catalog: A comprehensive analysis of criminal law and its administration, with emphasis on legislation and judicial interpretations of the criminal code.	Course description for college catalog: A comprehensive analysis of criminal law and its administration, with emphasis on legislation and judicial interpretations of the criminal code.
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Rationale:

As recommended in the Action Plan for the October 2015 Academic Program Review of the Dual Joint A.S./B.A. Degree in Criminal Justice (with John Jay College of Criminal Justice) a one-credit, one-hour introductory course in criminal justice research, CRIM106, was developed to help students better understand and apply research in their 200-level courses.

CRIM 204 Crime and Justice in the Urban Community

FROM:	TO:
CRIM 204 Crime and Justice in the Urban Community 3 class hours, 3 credits Prerequisites: CRIM101 and CRIM102 Co-requisite: none	CRIM 204 Crime and Justice in the Urban Community 3 class hours, 3 credits Prerequisites: CRIM101, CRIM102 and CRIM106 Co-requisite: none
Course description for college catalog: This course focuses on issues that arise in urban settings regarding crime and criminal justice. Major topics include the characteristics of urban settings that affect crime, solutions to crime in urban settings, and the social policy implications of urban crime and justice.	Course description for college catalog: This course focuses on issues that arise in urban settings regarding crime and criminal justice. Major topics include the characteristics of urban settings that affect crime, solutions to crime in urban settings, and the social policy implications of urban crime and justice.

Rationale:

As recommended in the Action Plan for the October 2015 Academic Program Review of the Dual Joint A.S./B.A. Degree in Criminal Justice (with John Jay College of Criminal Justice) a one-credit, one-hour introductory course in criminal justice research, CRIM106, was developed to help students better understand and apply research in their 200-level courses.

BUSINESS DEPARTMENT

Departmental approval: 9-21-2016

CIS-153 Microcomputer Operating Systems and Utility Software

FROM:	TO:
CIS-153 Microcomputer Operating Systems and Utility Software 2 class hours, 2 lab hours, 3 credits Pre-requisite: none Co-requisite: none	CIS-153 Microcomputer Operating Systems and Utility Software 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-101 Co-requisite: none
Course description for college catalog: Files and file names; diskette preparation and backup; tree-structured directories; dos commands; advanced dos commands; screen and keyboard control; multiuser operations; application considerations. Accessing databases; electronic mail; bulletin board services; microcomputers with mainframe functions; linking microcomputers in local area networks; various LAN configurations; file and print	Course description for college catalog: This course provides an in-depth coverage of microcomputer operating system concepts through the use of discussions and hands-on lab projects. Topics include operating systems history; user accounts; graphical user interface; data structure and organization; customization; disk storage concepts; hardware and software interaction; file systems; shortcuts; backup and recovery; computer security;

server functions.	utilities; disk optimization; system performance; system restoration and troubleshooting.
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Rationale:

This description needs to be revised in order to reflect the recent and current technological changes that have occurred in computer operating systems and the related techniques and methods of using modern operating systems.

CIS-204 Web Design

FROM:	TO:
CIS-204 Web 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-102 and MA-10 or satisfactory score on the Mathematics Placement Test Co-requisite: none	CIS-204 Web Design 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-102 and MA-10 or satisfactory score on the Mathematics Placement Test Co-requisite: none
Course description for college catalog: This course introduces Web Page Design principles and concepts, provides hands-on experience utilizing Web page authoring software, employs Scripting Programming Languages for data manipulation, and prepares students for developing business applications deployed on the World Wide Web (WWW).	Course description for college catalog: <u>This course introduces web page design principles and concepts and provides practical experience utilizing web page authoring software. Scripting programming languages are employed for data manipulation and interactivity. Students are prepared for developing business applications deployed on the internet utilizing hands-on lab exercises and projects to apply these techniques.</u>

Rationale:

This description needs to be revised in order to use more up-to-date language to describe the course content and student involvement in developing modern web sites.

CIS-251 Analysis and Design of Systems Projects

FROM:	TO:
CIS-251 Analysis and Design of Systems Projects 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-152, CIS-153, CIS-208 and MA-10 or satisfactory score on the Mathematics Placement Test. Co-requisite: none	CIS-251 Analysis and Design of Systems Projects 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-152, CIS-153, CIS-208 and MA-10 or satisfactory score on the Mathematics Placement Test. Co-requisite: none
Course description for college catalog: Students use all previously learned data processing concepts and techniques in this laboratory course to design and implement a complete data processing application package for common business needs, such as payroll, inventory management, accounts receivable files, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Design.	Course description for college catalog: <u>Students use all previously learned computer information systems concepts and techniques in this capstone laboratory course to design and implement an original, comprehensive software system to solve a practical business need, such as payroll, inventory management, accounts receivable, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Design. Students will also prepare detailed user and technical manuals to accompany their system.</u>

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Rationale:

This description needs to be revised in order to use more up-to-date language to describe the course content. In addition, more emphasis is placed on the course content and requirements.

CIS-252 Application Development for Mobile Devices

FROM:	TO:
<p>CIS-252 Application Development for Mobile 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-202 or CIS-203 and MA-10 or satisfactory score on the Mathematics Placement Test. Co-requisite: none</p>	<p>CIS-252 Application Development for Mobile Devices 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-152 and MA-10 or satisfactory score on the Mathematics Placement Test or <u>Permission of the Department.</u> Co-requisite: none</p>
<p>Course description for college catalog: This course concentrates on application development for Android based mobile devices – Tablets, Cell Phones, PDA, etc. Topics include fundamentals of Android applications development and programming concepts, and techniques for mobile devices. Emphasis is placed on hands on business applications development for mobile Android devices. This course requires computer programming knowledge in applications development with a GUI programming language.</p>	<p>Course description for college catalog: This course concentrates on application development for Android based mobile devices – Tablets, Cell Phones, PDA, etc. Topics include fundamentals of Android applications development and programming concepts, and techniques for mobile devices. Emphasis is placed on hands on business applications development for mobile Android devices. This course requires computer programming knowledge in applications development with a GUI programming language.</p>

Rationale:

The course prerequisites have been revised since the prior prerequisites were determined to be at a greater level of difficulty than necessary for students who choose to take this elective course for the CIS major. As this is a relatively new course that has been added to the CIS Curriculum, departmental permission was added in order to encourage students who may not have all the prerequisites to attempt to enroll in the course. Students with this request will be evaluated on an individual basis.

CIS-254 Data Security for Business

<p>FROM:</p> <p>CIS-254 Data Security for 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-204 and MA-10 or satisfactory score on the Mathematics Placement Test. Co-requisite: none</p>	<p>TO:</p> <p>CIS-254 Data Security for Business 2 class hours, 2 lab hours, 3 credits Pre-requisite: <u>CIS-153</u> and MA-10 or satisfactory score on the Mathematics Placement Test <u>or Permission of the Department.</u> Co-requisite: none</p>
<p>Course description for college catalog: This course is intended to meet the needs of students who want to be able to protect their computers and networks from attacks. The course is designed to provide a truly interactive learning experience through textbook case studies, lectures and hands-on lab projects. The case studies place the student (or student groups) in the role of problem solver, requiring them to apply concepts presented in the text and lectures. The course covers desktop security, Internet security, personal security, wireless network security, and enterprise security.</p>	<p>Course description for college catalog: <u>This course introduces students to basic information security and cybersecurity principles expected within business settings and also beneficial for personal data security awareness. Students will learn how to protect information, computers and networks from attacks by means of case studies, discussions, and hands-on lab projects. Topics covered include malware, social engineering, application and networking attacks; data, computer, application and network security; cryptography; access control fundamentals; authentication and account management; and business continuity.</u></p>

Rationale:

This description needs to be revised in order to use more up-to-date language to describe the course content and student involvement in developing modern web sites. The course prerequisites have been revised since the prior prerequisite was determined to be at a greater level of difficulty than necessary for students who choose to take this elective course for the CIS major. As this is a relatively new course that has been added to the CIS Curriculum, departmental permission was added in order to encourage students who may not have all the prerequisites to attempt to enroll in the course. Students with this request will be evaluated on an individual basis.

HEALTH, PHYSICAL EDUCATION & DANCE

Departmental approval: September 26, 2016

HE-104 Addictions and Dependencies

<p>FROM:</p> <p>HE-104 Addictions and Dependencies 3 hours / 3 credits Pre-requisites: HE 101 or HE 102 (The HE 101 or HE 102 prerequisite is not required for students in the Nursing curriculum or for veterans) Co-requisites: None</p>	<p>TO:</p> <p>HE-104 Addictions and Dependencies 3 hours / 3 credits Pre-requisites: None Co-requisites: None</p>
<p>Course description for college catalog: 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</p>	<p>Course description for college catalog: <u>This course will investigate 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, as</u></p>

rehabilitation also discussed.	well as <u>methods of rehabilitation will also</u> be discussed.
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Rationale:

Eliminating the HE 101 or HE 102 pre-requisite for HE 104 will enable students to take HE 104 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-104.

HE105 Human Sexuality

FROM:	TO:
HE105 Human Sexuality 3 hours / 3 credits Pre-requisites: HE-101 or HE-102 (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans) Co-requisites: None	HE105 Human Sexuality 3 hours / 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: 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.	Course description for college catalog: 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.

Rationale:

Eliminating the HE 101/102 pre-requisite for HE 105 will enable students to take HE 105 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-105.

HE107 Mental Health: Understanding Your Behavior

FROM:	TO:
HE107 Mental Health: Understanding Your Behavior 3 hours / 3 credits Pre-requisites: HE-101 or HE-102 or SS-510 (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans) Co-requisites: None	HE107 Mental Health: Understanding Your Behavior 3 hours / 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: An opportunity for students to develop a better understanding of their behavior and adjustment to life situations. Attention given to personal approaches to problem-solving and evaluating available outside resources. Participation is required in at least one course-related field trip to be arranged by the instructor.	Course description for college catalog: <u>This course provides</u> opportunity for students to develop a better understanding of their behavior and adjustment to life situations. Attention <u>is</u> given to personal approaches to problem-solving and evaluating available outside resources. Participation <u>may be</u> required in at least one course-related field trip to be arranged by the instructor.

Rationale:

Listing field trips as 'may be required' provides for flexibility in the curriculum delivery while still fulfilling the objectives of the course. Eliminating the HE 101/102 or SS-510 pre-requisite for HE 107 will enable students to take HE 107 without unnecessary additional credit requirements. The

relevant course topics introduced in HE 101/HE 102 and PSYC 101 are incorporated into HE-107.

HE108 Health and Physical Fitness

FROM:	TO:
HE108 Health and Physical Fitness 3 hours/ 3 credits Pre-requisites: HE 101 or HE 102	HE108 Health and Physical Fitness 3 hours/ 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: An inquiry to the concepts of health, physical fitness, physical performance and wellness. Factors such as nutrition, body composition and weight control, principles of physical conditioning, physiology of exercise, and other issues related to optimal physical performance will be considered. The classroom lectures will be supplemented by laboratories and demonstrations using available gym facilities to provide the students the opportunity to assess their present state of physical fitness. The student should be able to formulate a program of self-improvement in relation to their individual goals after completion of this course of study	Course description for college catalog: This course is an inquiry into the concepts of health, physical fitness, physical performance and wellness. Factors such as nutrition, body composition and weight control, principles of physical conditioning, physiology of exercise, and other issues related to optimal physical performance will be considered. The classroom lectures will be supplemented by laboratories and demonstrations using available gym facilities to provide the students the opportunity to assess their present state of physical fitness. The student should be able to formulate a program of self-improvement in relation to their individual goals after completion of this course of study.

Rationale:

Eliminating the HE 101/102 pre-requisite for HE 108 will enable students to take HE 108 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-108.

HE111 Stress Management

FROM:	TO:
HE111 Stress Management 3 hours/ 3 credits Pre-requisites: HE 101 or HE 102 Co-requisites: None	HE111 Stress Management 3 hours/ 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: This course explores theories of stress to help students understand and cope more effectively with the stress in their daily lives. Topics covered include the types and causes of stress; components, manifestations and consequences of stress; how to evaluate and measure stress, and strategies/techniques to minimize stressors and manage stress.	Course description for college catalog: This course explores theories of stress to help students understand and cope more effectively with the stress in their daily lives. Topics covered include the types and causes of stress; components, manifestations and consequences of stress; how to evaluate and measure stress, and strategies/techniques to minimize stressors and manage stress.

Rationale:

Eliminating the HE 101/102 pre-requisite for HE 111 will enable students to take HE 111 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-111.

HE114 Principles and Practices of Public Health

FROM:	TO:
HE114 Foundations of Health Promotion and Disease Prevention 3 hours / 3 credits Pre-requisites: None Co-requisites: None	HE114 Principles and Practices of Public Health 3 hours / 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: The purpose of this course is to provide an overview of the major issues in health promotion and disease prevention. Students will be introduced to the major causes of premature mortality and morbidity and the behavioral and environmental contributions to illness and injury. Strategies for risk reduction and the development and implementation of interventions will be presented. Emphasis will be placed on understanding the socioeconomic, political, and ethical considerations that may impact the implementation and effectiveness of interventions.	Course description for college catalog: This course is designed to introduce students to the principles and practices of public health and strategies used in public health promotion and disease prevention initiatives. The course will provide students with an opportunity to learn about past, present and future key public health topics of importance, and to apply public health strategies to prevent or minimize these problems among culturally diverse populations across the lifespan.

Rationale:

This revision is a reconceptualization of the course in response to the evolution of the public health field and the public health profession. Revising HE 114 will satisfy the following domains to meet the accreditation criteria for the Council on Education for Public Health (CEPH):

1. The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society.
2. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations.

ENGINEERING TECHNOLOGY

Departmental approval: March 16, 2016

ET710 Web Technology I: Building and Maintaining Web Sites

FROM:	TO:
ET710 Web Technology I: Building and Maintaining Web Sites 3 class hours 3 laboratory hours 4 credits Pre-requisites: None Co-requisites: None	ET710 Web Technology I: Building and Maintaining Web Sites <u>2 class hours 2 laboratory hours 3 credits</u> Pre-requisites: None Co-requisites: None
Course description for college catalog: Students will learn to design, build, and administer their own World Wide Web site. The course will cover everything from Web Server installation to the preparation of multimedia content for delivery on the Internet/Intranet. Topics include: Using Microsoft FrontPage; WebSite Design and Implementation; creating WebPages that include Text, Hypertext, Graphics, Sound, Forms, Frames, Links and Embedded Multimedia Content; Java Script Programming, and using Java Applets.	Course description for college catalog: This introductory course focuses on frontend, browser-based user experience. Students will create websites using current web design patterns and publish them to the public internet. Topics include: building a webpage with HTML, cascading style sheets (CSS), Java Script, industry standard web frameworks, responsive web design, data input forms, source and revision control.

Rationale:

Reduction of hours: The course content and objectives remain the same. New tools and

applications do not require the same level of time consuming HTML programming for website development as in the past. Computer speed and operating system advances have made website development, administration, and maintenance quicker and easier. Faculty teaching the course agree and recommend reducing the hours instead of adding additional material to this first course in websites. The Internet and the Information Technology fields change very rapidly. This change will give students additional elective choices which is important for their needs and interests.

Course description update: The course description is revised to eliminate the naming of specific software packages because these can and do change on a regular basis in this dynamic field.

Departmental approval date January 26, 2017

ET110 Electric Circuit Analysis

FROM:	TO:
ET110 Electric Circuit Analysis + 3 class hours, 3 laboratory hours, 4 credits Co-requisite: MA-114 This course must be completed with a grade of C or better before the student will be permitted to register for more advanced courses in electrical or computer engineering technology.	ET110 Electric Circuit Analysis 3 class hours, 3 laboratory hours, 4 credits Co-requisite: MA-114 Note: ET-110 must be completed with a grade of C or better before the student will be permitted to register for more advanced courses in electrical or computer engineering technology.
Course description for college catalog: Resistance; Ohm's law; Kirchhoff's laws, networks with DC current and voltage sources; branch-current analysis; mesh and nodal analysis, superposition. Thevenin's, Norton's, maximum power theorems; capacitance; magnetic circuits; inductance; DC meters. Laboratory hours complement class work.	Course description for college catalog: An introductory course to the fundamentals and basic principles of DC and AC circuits. Topics include: resistance, voltage, current, Ohm's Law, Kirchoff's laws, power, superposition, network theorems, Thevenin's and Norton's Theorems, maximum power transfer, introduction to AC, capacitors and inductors. Laboratory hours complement class work

Rationale:

Basic AC analysis is added to ET-110 and less time will be spent on theoretical concepts such as resistivity and less common network theorems. The department feels that providing a strong knowledge of computer programming with ET-575 is more important for CT majors than the additional AC Circuit Analysis topics covered in ET-140. Thus ET-575 replaces ET-140 for CT majors and basic AC Analysis will be added to ET-110, Electric Circuit Analysis, to prepare students to take ET-210, Electronics I. The course ET-140, Transient and Sinusoidal Circuit Analysis, will be removed from the CT program requirements but will be available as an elective course to these students.

The course is renamed from "Electric Circuit Analysis I" to simply "Electric Circuit Analysis" because for many years there has been no Electric Circuit Analysis II in our curricula.

ET210 Electronics I

FROM:	TO:
ET210 Electronics I 3 class hours, 3 laboratory hours, 4 credits Corequisite: ET-140 or Prerequisite: ET-910 or ET-125	ET210 Electronics I 3 class hours, 3 laboratory hours, 4 credits Pre-requisite: <u>ET-110 with a grade of C or better</u> Co-requisite: none
Course description for college catalog: Basic theory and operation of solid-state devices including diodes, BJTs, FETs, and MOSFETs, silicon-	Course description for college catalog: Basic theory and operation of semiconductor devices and linear integrated circuits including diodes, BJTs,

controlled rectifiers, varactors and Zener diodes. Clipping and clamping circuits. Graphical and equivalent circuit analysis of active devices. DC biasing and AC analysis of transistor circuits. Rectifiers, filter and power supply circuit design. Laboratory hours complement class work.	JFETs, MOSFETs, Zener diodes, and operational amplifiers. DC power supply circuit analysis and design. Operational amplifier circuits include inverting and non-inverting amplifiers and applications. Laboratory hours complement class work.
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Rationale:

Due to the ever-increasing complexity of electronic circuits, integrated circuits such as operational amplifiers have become fundamental to the field. Therefore ET-210 will be modified to include the topic of basic operational amplifiers and will spend less time on discrete components such as diodes and transistors. The pre-requisite is changed from ET-140 to ET-110 to support the CT and TC curricular revisions that eliminate ET-140. ET-910 and ET-125 are not currently offered.

ET230 Telecommunications I

FROM:	TO:
ET230 Telecommunications I 3 class hours, 3 laboratory hours, 4 credits Pre-requisite: ET-220 Co-requisite: None	ET230 Telecommunications I 3 class hours, 3 laboratory hours, 4 credits Pre-requisite: <u>ET-210</u> Co-requisite: None
Course description for college catalog: The theory and principles of modern electronic telecommunications devices, including telephones, wire-line and optical communications links, radio, television, radar, and digital communications. Includes the generation of signals, modulation and demodulation methods, receivers and transmitters, transmission lines and antennas. Laboratory hours complement class work.	Course description for college catalog: The theory and principles of modern electronic telecommunications devices, including telephones, wire-line and optical communications links, radio, television, radar, and digital communications. Includes the generation of signals, modulation and demodulation methods, receivers and transmitters, transmission lines and antennas. Laboratory hours complement class work.

Rationale:

The current prerequisite, ET-220, has not been in the TC curriculum for many years. The proposed revisions of ET110 to include AC concepts and of ET-210 to include operational amplifiers will appropriately support students to take ET-230.

ET320 Electrical Control Systems

FROM:	TO:
ET320 Electrical Control Systems 1 class hour, 2 recitation hours, 3 laboratory hours, 3 credits Pre-requisite: ET-220 Co-requisite: None	ET320 Electrical Control Systems 1 class hour, 2 recitation hours, 3 laboratory hours, 3 credits Pre-requisite: None Co-requisite: ET-560
Course description for college catalog: Servomechanism components, operational amplifiers, Laplace transforms, block diagram algebra, transfer functions, steady state and transient analysis of second order systems, proportional control and tach feedback, frequency response analysis, Bode plots, stability gain margin and phase margin, compensation techniques, digital to analog conversion, robotic applications.	Course description for college catalog: Topics will include: servomechanism components, operational amplifiers, Laplace transforms, block diagram algebra, transfer functions, steady state and transient analysis of second order systems, proportional control and tach feedback, frequency response analysis, Bode plots, stability gain margin and phase margin, compensation techniques, digital

Laboratory hours complement class work.	to analog conversion, robotic applications. Laboratory hours complement class work.
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Rationale:

Control systems applications frequently employ microcontrollers, so the co-requisite of ET-560, Microprocessors, will better support ET-320. The course revision of ET-210, Electronics I, will provide an introduction to operational amplifiers that is adequate preparation for ET-320.

ET410 Electronic Project Laboratory

FROM:	TO:
ET410 Electronic Project Laboratory 3 laboratory hours, 1 credit Pre-requisite: ET-501 Co-requisite: ET-230	ET410 Electronic Project Laboratory 3 laboratory hours, 1 credit Pre-requisite: <u>ET-560</u> Co-requisite: None
Course description for college catalog: A practical course exposing the student to the design, fabrication, assembly and trouble-shooting techniques associated with the manufacture and servicing of consumer electronic products. Working individually, students construct finished products employing Computer Aided Design software, the departmental printed circuit fabrication facility, small tools and test equipment.	Course description for college catalog: A practical course exposing the student to the design, fabrication, assembly and trouble-shooting techniques associated with the manufacture and servicing of consumer electronic products. Working individually, students construct finished products employing Computer Aided Design software, the departmental printed circuit fabrication facility, small tools and test equipment

Rationale:

Microprocessors have become more prevalent in both the ET and TC fields and thus course projects have evolved to be more microprocessor based (ET-560). Therefore ET560 is proposed for the current prerequisite. ET-501 is being removed from the ET and CT curricula so it should no longer serve as a prerequisite course.

ET502 Introduction to Computer Programming

FROM:	TO:
ET502 Introduction to Computer Programming 3 laboratory hours, 1 credit Pre-requisite: ET-501 Co-requisite: None	ET502 Introduction to Computer Programming 3 laboratory hours, 1 credit Pre-requisite: <u>None</u> Co-requisite: None
Course description for college catalog: Introduction to the VISUAL Basic programming language with application problems in electrical and Computer Engineering Technology . Provides hands-on experience in the Department's computer center .	Course description for college catalog: Introduction to the VISUAL Basic programming language with application problems in Engineering Technology. Provides hands-on experience in the Department's computer <u>labs</u> .

Rationale:

ET-501, Computer Applications, is being removed from the ET and CT curricula. Students in these curricula now have enough of a computer aptitude to succeed in an introductory programming class such as ET-502. The course description is updated for clarity and current terminology.

ET509 Programming for Embedded Systems

FROM:	TO:
ET509 C++ Programming for Embedded Systems 3 laboratory hours, 1 credit Prerequisite: ET-501 Co-requisite: None	ET509 Programming for Embedded Systems 3 laboratory hours, 1 credit Prerequisite: <u>Either ET-501 or TECH-100</u> Co-requisite: None
Course description for college catalog: The nature of a program, simple C++ programs, variables, binary and hex number system, mathematical and logic operations with binary and hex numbers, looping and delays, arrays, pointers, microprocessor memory characteristics, data manipulation using pointers, input output programming exercises on a real microprocessor.	Course description for college catalog: Introduction to embedded programming of single board microcontrollers and microprocessors, simple machine code, assembly and high-level language programs, binary and hex number systems, debug utility program, program variables, CPU addressing modes and flags, mathematical and logic operations with binary and hex numbers, looping and delays, microprocessor registers and memory characteristics. The course includes data input/output programming exercises on a microcontroller.

Rationale:

The course is and has been an embedded programming course, however due to the title and course description students are often confused that this is not a full-blown C++ course. Additionally the course may not always utilize C++, for instance this semester Arduino C is being utilized in some of the sections as opposed to C++. Thus the references to C++ have been removed from the title and course description. The course content and objectives remains essentially unchanged.

ET-542 Computer and Electrical Device Applications

FROM:	TO:
ET-542 Computer and Electrical Device Applications 3 laboratory hours, 1 credit Pre-requisite: ET-240 and ET-540 or ET-510 Co-requisite: None	ET-542 Computer and Electrical Device Applications 3 laboratory hours, 1 credit Pre-requisite: ET-540 Co-requisite: None
Course description for college catalog: A practical course in the design and building of computer and electrical device applications. Topics include: Zener Diode Voltage regulators, Switching Applications, Darlington Configurations, Photo transistors, OP AMP Applications, Relays, and the use and design of Programmable Logic Devices into circuit applications.	Course description for college catalog: A practical course in the design and building of computer and electrical device applications. Topics include: Zener Diode Voltage regulators, Switching Applications, Darlington Configurations, Photo transistors, OP AMP Applications, Relays, and the use and design of Programmable Logic Devices into circuit applications.

Rationale:

ET-540, Digital Computer Theory, is appropriate preparation for this second course in digital electronics.

ET580 Object Oriented Programming

FROM:	TO:
ET580 Object Oriented Programming 3 class hours 3 credits Pre-requisite: ET-575 Co-requisite: None	ET580 Object Oriented Programming 3 class hours 3 credits Pre-requisite: ET-575
Course description:	Course description for college catalog:

This course covers object-oriented programming principles and techniques using C++. Topics include pointers, classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features.	This course covers object-oriented algorithmic problem solving using C++. Topics include pointers, pointer arithmetic; linked lists; memory management; recursion; operator overloading; inheritance and polymorphism; stream and file I/O; exception handling; templates and STL; applications of simple data structures and debugging techniques.
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Rationale:

The course outline and description have been revised to more accurately reflect the contents of the course and correspond to comparable course at Queens College.

MUSIC DEPARTMENT

Departmental approval: May 25, 2016

FROM:	TO:
MU-110 Introduction to Music	MUS-101 Introduction to Music
MU-140 Twentieth-Century Music	MUS-103 Twentieth-Century Music
MU-141 Jazz: An Introduction	MUS-104 Jazz: An Introduction
MU-180 Music Around the World	MUS-105 Music Around the World
MU-190, 191 Special Topics in Music	MUS-106, 107 Special Topics in Music
MU-290 The Business of Music	MUS-201 The Business of Music
MU-411, 412, 413, 414 Pop Choir	MUS-411, 412, 413, 414 Pop Choir
MU-421, 422, 423, 424 Queensborough Chorus	MUS-421, 422, 423, 424 Queensborough Chorus
MU-431, 432, 433, 434 Queensborough Orchestra	MUS-431, 432, 433, 434 Queensborough Orchestra
MU-441, 442, 443, 444 Queens Symphonic Band	MUS-441, 442, 443, 444 Queens Symphonic Band
MU-461, 462, 463, 464 Jazz Ensemble	MUS-461, 462, 463, 464 Jazz Ensemble
MU-471, 472, 473, 474 Percussion Ensemble	MUS-471, 472, 473, 474 Percussion Ensemble
MU-491, 492, 493, 494 Performance Forum for Songwriters I, II, III, IV	MUS-491, 492, 493, 494 Performance Forum for Songwriters I, II, III, IV

Rationale:

In consultation with the Office of Strategic Planning, Assessment, and Institutional Effectiveness, a new course numbering for these music courses has been developed to accommodate the new course offerings for the revised A.S., Music degree program, and to better differentiate music department courses intended for the first year (100-level) and second year (200-level). Ensemble courses will remain at the 400-level, consistent with CUNY senior colleges in which students of all

undergraduate levels enroll in ensembles at the 400-level. In many cases, these numbering changes for the above courses are to accommodate the addition of new courses.

Date approved by the department August 25, 2016

MUS-102 Survey of Western Music

FROM:	TO:
MU-120 Survey of Western Music 3 class hours 3 credits Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test. Students may not receive credit for both MU-110 and MU-120 . MU-120 is intended for students who have a background in music, or who anticipate majoring in music.	MUS-102 Survey of Western Music 3 class hours 3 credits Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test. Students may not receive credit for both MUS-101 and MUS-102. MUS-102 is intended for students who have a background in music, or who anticipate majoring in music.
Course description for college catalog: Designed to develop understanding and taste in music. Representative works of great masters of the Renaissance, Baroque, Romantic, and modern eras provide material for analysis of musical style and design. Seeks to develop intelligent listening habits and recognition of specific forms and idioms. Musical styles compared to art and literature of the appropriate period. Required readings, listening, and concert attendance.	Course description for college catalog: Designed to develop understanding and taste in music. Representative works of great masters of the Renaissance, Baroque, Romantic, and modern eras provide material for analysis of musical style and design. Seeks to develop intelligent listening habits and recognition of specific forms and idioms. Musical styles compared to art and literature of the appropriate period. Required readings, listening, and concert attendance.

Rationale:

The course number and the course numberings in the prerequisite statement are being changed to be consistent with the new overall MU to MUS numbering scheme.

MUS-102 Survey of Western Music

FROM:	TO:
MU-208 Musicianship I 3 studio hours 1 lab hour 1 recitation hour 3 credits	MUS-111 Musicianship I 3 class hours, 1 studio hour, 3 credits

Rationale:

The class hours, studio hours, lab hours, and recitation hours are being revised so that they more accurately reflect the kind of instruction that is taking place in the course. The total teaching hours of the course are being reduced from five hours to four hours to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs.

3.MU-209 Musicianship II (course number, class hours, studio hours, lab hours, recitation hours, prerequisite, and course description.)

MUS-112 Musicianship II

FROM:	TO:
MU-209 Musicianship II	MUS-112 Musicianship II

2 studio hours 1 class hour 1 lab hour 1 recitation hour 3 credits <i>Prerequisite: MU-208 with a grade of C or better, or a satisfactory score on the Music Placement Test</i>	3 class hours 1 studio hour 3 credits <i>Prerequisite: MUS-111 with a grade of C or better, or a satisfactory score on the Music Placement Test</i>
Course description for college catalog: A continuation of MU-208 , focusing on developing further skills and fluency with fundamental elements of musical language, with regard to both performance and analysis. Applied topics include minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical composition.	Course description for college catalog: A continuation of <u>MUS-111</u> , focusing on developing further skills and fluency with fundamental elements of musical language, with regard to both performance and analysis. Applied topics include minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical composition.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The class hours, studio hours, lab hours, and recitation hours are being revised so that they more accurately reflect the kind of instruction that is taking place in the course. The total teaching hours of the course are being reduced from five hours to four hours to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The changes in prerequisite and course description reflect the course number change for the prerequisite class.

MUS-121 Music Theory I

FROM:	TO:
MU-244 Music Theory and Keyboard Harmony I 3 class hours 1 studio hour 3 Credits <i>Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test</i> <i>Co-requisite: MU-241 is recommended to be taken concurrently with MU-211</i>	MUS-121 Music Theory I 3 class hours 1 studio hour 3 credits <i>Prerequisite: MUS-112 with a grade of C or better, or satisfactory score on the Music Placement Test</i>
Course description for college catalog: An integrated approach to music; melody, elementary species counterpoint, and keyboard harmony.	Course description for college catalog: An integrated approach to music, <u>diatonic harmony, and species counterpoint</u> . Theoretical concepts are reinforced through a keyboard component and through sight singing, ear training, and dictation of <u>narrow ranged diatonic melodies and simple and compound rhythms.</u>

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed to more concisely reflect the class content as part of the comprehensive music literacy curriculum for the A.S., Music degree program. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the requirements of the new A.S., Music degree program. Course description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression, while incorporating sight singing and ear training competencies typically found in a first semester aural skills course.

MUS-122 Music Theory II

FROM:	TO:
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MU-242 Music Theory and Keyboard Harmony II 3 class hours 1 studio hour 3 credits Prerequisite: <u>MU-241 with a grade of C or better.</u> Co-requisite: <u>MU-242 is recommended to be taken concurrently with MU-212</u>	MUS-122 Music Theory II 3 class hours 3 credits Prerequisite: <u>MUS-121 with a grade of C or better.</u> Co-requisite: <u>MUS-124</u>
Course description for college catalog: Continuation of diatonic counterpoint and harmony. The emphasis is upon tonality and the interrelationship of rhythm, melody, and harmony. The material studied is applied to the keyboard with parallel analysis of appropriate forms.	Course description for college catalog: Diatonic progressions and continuation of the species counterpoint. Theoretical concepts are reinforced through a keyboard component.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed more concisely reflect the class content as part of the comprehensive music literacy curriculum for the A.S., Music degree program. The studio hour is being eliminated to better represent the kind of instruction that is going on in the course, and to balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the requirements of the new A.S., Music degree program. Course description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression.

MUS-221 Music Theory III

FROM:	TO:
MU-243 Music Theory and Keyboard Harmony III 3 class hours 1 studio hour 3 credits Prerequisite: <u>MU-242 with a grade of C or better.</u>	MUS-221 Music Theory III 3 class hours 3 credits Prerequisite: <u>MUS-122 with a grade of C or better.</u> Co-requisite: <u>MUS-223</u>
Course description for college catalog: An expansion of diatonic harmony and counterpoint, chromatic alterations and directional analysis developed from material in MU-241, 242. The material studied is applied to the keyboard.	Course description for college catalog: Expansion of diatonic progressions, modulation, advanced counterpoint and analysis of musical form. Theoretical concepts are reinforced through a keyboard component.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed to more concisely reflect the class content as part of the comprehensive music literacy curriculum for the A.S., Music degree program. The studio hour is being eliminated to better to better represent the kind of instruction that is going on in the course, and to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The change in the prerequisite reflects the course numbering change for the prerequisite class. The addition of a co-requisite reflects the requirements of the new A.S., Music degree program, with a new course MUS-223 Sight Reading and Ear Training III. Course Description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression.

MUS-123 Sight Reading and Ear Training I

FROM:	TO:
MU-214 Sight Reading and Ear Training I	MUS-123 Sight Reading and Ear Training I

2 studio hours 1 credit Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test. Co-requisite: MU-211 is recommended to be taken concurrently with MU-231 or MU-241	2 studio hours 1 credit Prerequisite: <u>MUS-112</u> with a grade of C or better, or satisfactory score on the Music Placement Test.
Course description for college catalog: Designed to develop the ability of the student to read and sing notation at sight and to understand the relationship between notation and sound.	Course description for college catalog: Designed to develop the ability of the student to understand the relationship between sound and notation. Sight singing and dictation of narrow ranged diatonic melodies and simple and compound rhythms.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the integral nature of the content with MUS-121. Course Description changes are to better reflect the course content and adherence to NASM standards.

MUS-124 Sight Reading and Ear Training II

FROM:	TO:
MU-212 Sight Reading and Ear Training II 2 studio hours 1 credit Prerequisite: MU-211 with a grade of C or better. Co-requisite: MU-212 is recommended to be taken concurrently with MU-242	MUS-124 Sight Reading and Ear Training II 2 studio hours 1 credit Prerequisite: <u>MUS-121</u> with a grade of C or better. Co-requisite: <u>MUS-122</u>
Course description for college catalog: Continuation of MU-211 .	Course description for college catalog: A continuation of the sight singing and ear training component of <u>MUS-123</u> . Sight singing and dictation of more expansive diatonic melodies in multiple clefs and more extensive simple and compound rhythms.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the requirements of the new A.S., Music degree program. Course Description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression.

MUS-225 Jazz Theory and Improvisation I

FROM:	TO:
MU-231 Jazz Theory I 2 class hours 2 studio hours 3 credits Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test Co-requisite: MU-231 is recommended to be taken concurrently with MU-211	MUS-225 Jazz Theory and Improvisation I 3 class hours 3 Credits Prerequisite: <u>MUS-122</u> with a grade of C or better Co-requisite: <u>MUS-223</u>
Course description for college catalog: A beginning theory course for performers of jazz. Chords, scales, and other theoretical materials are studied from the special viewpoint of the performing artist. Students will be expected to apply this study to	Course description for college catalog: An advanced theory course for performers of jazz. Chords, scales, and other theoretical materials are studied from the special viewpoint of the performing artist. Students will be expected to apply this study to

improvisation on their own instruments. Some proficiency on an instrument or in voice is required.	improvisation on their own instruments. Some proficiency on an instrument or in voice is required.
FROM:	TO:
MU-232 Jazz Theory II <i>2 class hours 2 studio hours 3 credits</i> <i>Prerequisite: MU-231</i>	MUS-226 Jazz Theory and Improvisation II <i>3 class hours, 3 Credits</i> <i>Prerequisite: MUS 225 with a grade of C or better</i> <i>Co-requisite: MUS-224</i>
Course description for college catalog: Continuation of topics covered in MU-231 , with additional study devoted to recent changes and innovations in jazz theory.	Course description for college catalog: Continuation of topics covered in MUS-225 , with additional study devoted to recent changes and innovations in jazz theory.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The addition of "and Improvisation" to the course title is to better reflect the course content and relationships between Jazz Theory and Improvisation. The class hours are being increased to three hours, and the two studio hours are being eliminated to better represent the kind of instruction that is going on in the course, and to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The change in the prerequisite course numbers reflects the course numbering change for the prerequisite class. The additions to the prerequisite and change in the co-requisite reflects the requirements of the proposed A.S., Music degree program in which MUS-225/MUS-226 Jazz Theory and Improvisation I, II will be an alternative option to MUS-221/MUS-222 Music Theory III, IV. Course description changes are to better reflect the advanced nature of the course content and adherence to NASM standards for a four-semester Music Theory progression with an emphasis on the Jazz idiom.

MUS-210 Music for Teachers of Children

FROM:	TO:
MU-264 Music for Teachers of Children <i>3 class hours 3 credits</i> <i>No prerequisite. May not be credited toward the music concentration in the A.S. in Fine and Performing Arts curriculum</i>	MUS-210 Music for Teachers of Children <i>3 class hours 3 credits Offered as needed</i> <i>No prerequisite. May not be credited toward the A.S., Music curriculum</i>
Course description for college catalog: An introductory course for education majors in the basic concepts of music education and music activities for children, and for elementary school teachers who wish to incorporate music into their daily curriculum. This course includes experiences in the basic language of music as well as a multi-cultural vocal repertoire for holidays, everyday singing and listening skills. The major components of this course are the combination of experiential classroom activities along with the development of skills in compliance with the guidelines set forth in the New York State Learning Standards for the Arts.	Course description for college catalog: An introductory course for education majors in the basic concepts of music education and music activities for children, and for elementary school teachers who wish to incorporate music into their daily curriculum. This course includes experiences in the basic language of music as well as a multi-cultural vocal repertoire for holidays, everyday singing and listening skills. The major components of this course are the combination of experiential classroom activities along with the development of skills in compliance with the guidelines set forth in the New York State Learning Standards for the Arts.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The prerequisite change is to reflect the new title for the A.S., Music degree approved by the Academic Senate.

Catalog description of CLASS INSTRUCTION IN MUSICAL INSTRUMENTS AND VOICE is being revised.

FROM:	TO:
<p>The following courses offer group instruction in various musical instruments and voice for both the music major and the community. Students will supply their own instruments, with the exception of the piano and the larger percussion and string instruments. These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree.</p> <p>The first course in each sequence (or permission of the Department) is a prerequisite for the second course, for example, MU-312 is a prerequisite for MU-313.</p>	<p>The following courses offer group instruction in various musical instruments and voice open to all students, faculty, and members of the community. Students will supply their own instruments, with the exception of the piano and the larger percussion and string instruments. These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree.</p> <p>The first course in each sequence (or permission of the Department) is a prerequisite for the <u>next course in the sequence</u>, for example, MUS-132 is a prerequisite for MUS-231. Class Piano II, III and IV are strongly recommended for students in the A.S., Music degree program to pass the piano proficiency examination for graduation.</p>

Rationale:

The course numbers in the description are being changed to be consistent with the new overall MU to MUS numbering scheme. The rewording of “second” to “next course in the sequence” is to accommodate courses that have more than two levels. The additional statement at the end regarding piano proficiency is in regards to the proposed course requirements for the A.S., Music degree program.

MU-311, 312, 313, 314 Class Instruction in Piano I, II, III, IV are being revised in course numbering and prerequisites.

FROM:	TO:
<p>MU-311 Class Instruction in Piano I 2 studio hours 1 credit</p>	<p>MUS-131 Class Instruction in Piano I 2 studio hours 1 credit</p>
<p>MU-312 Class Instruction in Piano II 2 studio hours 1 credit Prerequisite: MU-312; MU-208 with a grade of C, or satisfactory score on the Music Placement Test.</p>	<p>MUS-132 Class Instruction in Piano II 2 studio hours 1 credit Prerequisite: <u>MUS-131</u> or MUS-111 with a grade of C, or satisfactory score on the Music Placement Test.</p>
<p>MU-313 Class Instruction in Piano III 2 studio hours 1 credit Prerequisite MU-313; MU-312 with a grade of C, or satisfactory score on the Music Placement Test.</p>	<p>MUS-231 Class Instruction in Piano III 2 studio hours 1 credit Prerequisite: <u>MUS-132</u> with a grade of C, or satisfactory score on the Music Placement Test.</p>
<p>MU-314 Class Instruction in Piano IV 2 studio hours 1 credit Prerequisite: MU-313 with a grade of C, or satisfactory score on the Music Placement Test.</p>	<p>MUS-232 Class Instruction in Piano IV 2 studio hours 1 credit Prerequisite: <u>MUS-231</u> with a grade of C, or satisfactory score on the Music Placement Test.</p>

Rationale:

The course numbers in the title and prerequisites are being changed to be consistent with the new overall MU to MUS numbering. The addition of MUS-131 to the first prerequisite is to account for Class Instruction in Piano I not being offered since 2005.

MUS-133, 134 Class Instruction in Voice I, II

FROM:	TO:
MU-321, 322 Class Instruction in Voice I, II 2 studio hours 1 credit each course Prerequisite for MUS-322 : MUS-321	MUS-133, 134 Class Instruction in Voice I, II 2 studio hours 1 credit each course Prerequisite for MUS-134 : MUS-133

Rationale:

The course numbers in the title and prerequisite are being changed to be consistent with the new overall MU to MUS numbering.

MUS-135, 136 Class Instruction in Guitar I, II

FROM:	TO:
MU-331, 332 Class Instruction in Guitar I, II 2 studio hours 1 credit each course Co-requisite: MU-208, MU-209, or satisfactory score on the Music Placement Test	MUS-135, 136 Class Instruction in Guitar I, II 2 studio hours 1 credit each course Prerequisite for MUS-136 : MUS-135

Rationale:

The course numbers in the title are being changed to be consistent with the new overall MU to MUS numbering. Co-requisite is being removed to be consistent with other courses in Class Instruction and with the revised course description statement open to all students, faculty, and members of the community". Prerequisite is being added to be consistent with other courses in Class Instruction.

MUS-137, 138 Class Instruction in Percussion I, II

FROM:	TO:
MU-381, 382 Class Instruction in Percussion I, II 3 studio hours 1 credit each course Prerequisite for MU-382 : MU-381	MUS-137, 138 Class Instruction in Percussion I, II 3 studio hours 1 credit each course Prerequisite for MUS-138 : MUS-137

Rationale:

The course numbers in the title and prerequisite are being changed to be consistent with the new overall MU to MUS numbering.

Course Catalog description of PERFORMANCE COURSES is being revised.

FROM:	TO:
The following performance courses are open to students, faculty, and members of the community. For further information, contact the Music Department. Note on Performance Courses (MU-400 Series): Maximum academic credit allowable for performance organizations – 4 credits per organization, 6 credits total maximum.	The following performance courses are open to students, faculty, and members of the community. For further information, contact the Music Department. Note on Performance Courses (MUS-400 Series): Maximum academic credit allowable for performance organizations – 4 credits per organization, 6 credits total maximum. <u>These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree. Students in the A.S., Music degree program are required to take two consecutive semesters (Fall-Spring) of Queensborough Chorus (MUS-421, 422 or MUS-423, 424).</u>

Rationale:

The statement is being edited to reflect the MU to MUS course numbering changes. The first statement is being added to the Performance Courses catalog description to clarify an existing exception regarding requirements for the core in the A.A. and A.S. degrees. The second added

statement reflects the proposed degree requirement for the A.S., Music degree program which is necessary for adherence to NASM standards on accredited degrees in which students participate in a large ensemble that engages with repertoire spanning multiple periods of western music history and multiple cultures of the world.

MU-451, 452, 453, 454 Instrumental and Vocal Ensemble (course numbering, studio hours, and course description).

MUS-401, 402, 403, 404 Instrumental and Vocal

FROM:	TO:
MU-451, 452, 453, 454 Instrumental and Vocal Ensemble 3 studio hours 1 credit each course	MUS-401, 402, 403, 404 Instrumental and Vocal Ensemble 2 studio hours 1 credit each course
Course description for college catalog: Comprises a variety of small instrumental and/or vocal ensembles. Students rehearse and perform music selected from Classical, Gospel, Broadway, Pop, Jazz and Contemporary styles.	Course description for college catalog: Comprises a variety of small instrumental and/or vocal ensembles. Students rehearse and perform music selected from Classical, Gospel, Broadway, Pop, Jazz and Contemporary styles. <u>Does not satisfy the performance courses requirement for the A.S., Music degree program.</u>

Rationale:

The course numbers are being changed to be consistent with the new overall MU to MUS numbering. The studio hours are being reduced from three to two hours to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The added statement reflects the proposed changes to the A.S., Music degree program. The reason this ensemble cannot be used toward the degree is because the student self-directed nature of the ensemble does not satisfy NASM standards for a performance ensemble within an accredited degree program. The ensemble will continue to satisfy the ensemble requirement for students enrolled in the existing A.S., Music degree program, the A.A.S., Music Production degree, and remain available to the wider campus community for musical enrichment.

MU-481, 482, 483, 484 Improvisation Chamber Ensemble (course numbering, title, and description).

MUS-481, 482, 483, 484 Improvisation Lab

FROM:	TO:
MU-481, 482, 483, 484 Chamber Improvisation Ensemble <i>2 studio hours 1 credit each course</i>	MUS-481, 482, 483, 484 Improvisation Lab <i>2 studio hours 1 credit each course</i>
Course description for college catalog: Exploration of creative expression, ensemble performance, and focused listening through group improvisation, culminating in a public performance. Open to all instrumentalists (acoustic and electric) and vocalists.	Course description for college catalog: A performance-based course exploring the fundamentals of music improvisation and its application to jazz, contemporary, hip hop, and other popular styles. The course focuses on the experimentation of various techniques in a group setting, culminating in a public performance. All instrumentalists and vocalists are welcome.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed to reflect the course syllabus focus on musical exploration of a broad topic rather than the repertoire-driven syllabi found in typical performing ensembles. The course description is being changed to provide more specific information on the course's scope and purpose, and to provide a clear distinction between this course and MUS-461 Jazz Ensemble.

DEPARTMENT OF ART AND DESIGN

ARTS 130 Art Methods for the K-8 Curriculum I

FROM:	TO:
ARTS-130, ARTS-131 Art for Teachers of Children (formerly AR-271) 4 studio hours 3 credits Pre-requisites (if any) none Co-requisites (if any) none	ARTS 130 Art Methods for the K-8 Curriculum I 4 studio hours 3 credits Pre-requisites (if any) none Co-requisites (if any) none
Course description for college catalog: Provides art experiences for teachers of children using materials and techniques that are easily translatable to art experiences for children. Class work will include paint, clay, cut paper, found materials, paper maché, and puppets. There will be class discussion and keeping of a log. This course is also recommended for students interested in Art Therapy and Occupational Therapy. ARTS-130 and ARTS-131 will be offered in alternate semesters. The projects for each course will be different. Students may take either course or both courses.	Course description for college catalog: Provides art experiences for teachers of children using materials and techniques that are easily translatable to art experiences for children. Class work will include paint, clay, cut paper, found materials, paper maché, and puppets. There will be class discussion and keeping of a log. This course is also recommended for students interested in Art Therapy and Occupational Therapy. ARTS-130 and ARTS-131 will be offered in alternate semesters. The projects for each course will be different. Students may take either course or both courses.

Rationale: Revised name better reflects course content.

ARTS 131 Art Methods for the K-8 Curriculum II

FROM:	TO:
ARTS-130, ARTS-131 Art for Teachers of Children II (formerly AR-271) 4 studio hours 3 credits Pre-requisites (if any) none Co-requisites (if any) none	ARTS 131 Art Methods for the K-8 Curriculum II 4 studio hours 3 credits Pre-requisites (if any) none Co-requisites (if any) none
Course description for college catalog: Provides art experiences for teachers of children using materials and techniques that are easily translatable to art experiences for children. Class work will include paint, clay, cut paper, found materials, paper maché, and puppets. There will be class discussion and keeping of a log. This course is also recommended for students interested in Art Therapy and Occupational Therapy. ARTS-130 and ARTS-131 will be offered in alternate semesters. The projects for each course will be different. Students may take either course or both courses.	Course description for college catalog: Provides art experiences for teachers of children using materials and techniques that are easily translatable to art experiences for children. Class work will include paint, clay, cut paper, found materials, paper maché, and puppets. There will be class discussion and keeping of a log. This course is also recommended for students interested in Art Therapy and Occupational Therapy. ARTS-130 and ARTS-131 will be offered in alternate semesters. The projects for each course will be different. Students may take either course or both courses.

Rationale: Revised name better reflects course content. Speech, Theatre & Communic.

SP-130: “Video Production I” to FMP-141: “Introduction to Digital Media Production” was approved by the Committee on Curriculum at April 25, 2017 meeting, but it will be included in the May 2016 Monthly report for the September 2017 senate agenda together with all other course revisions and new course for the FMP .

DEPARTMENT of SPEECH COMMUNICATION & THEATRE ARTS

Departmental approval 5-9-2017

FMP 141 Introduction to Digital Media Production

FROM	TO
SP-130 Video Production-I	FMP 141 Introduction to Digital Media Production
2 Class Hours; 2 Lab hours; 3 Credits	class hours, 2 lab hours, 3 credits
Pre-requisite: BE112 OR BE205 & BE122 OR BE226	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226)
Co-requisite: None	Co-requisite: None
Video Production-I is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will	Course description for college catalog: Digital Media Field Production is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in

be integrated into several short projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.	media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.
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Rationale:

The new prefix indicates this course a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level of the course within the major. The name change more accurately reflects the changing variety of in media creation that is part of the course work.

FMP 243 American Film History

FROM	TO
SP 474 American Film History †	<u>FMP 243</u> American Film History
3 Class Hours; 1 Recitation Hour, 3 credits	3 Class Hours; 1 Recitation Hour, 3 credits
Pre-requisite: BE112 OR (BE 205) and (BE 122) OR (BE 226) or score of 480 on the SAT Verbal or 75% on NYS English Regents or exemption from Bachelors Degree or appropriate transfer credit or passing of CUNY Assessment tests	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY assessment test.
Co-requisite: None	Co-requisite: None
Course description for college catalog: A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session.	Course description for college catalog: A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session

Rationale:

The new prefix indicates this course is now also as a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level of the course and sequencing within the major and in Pathways. The name change also reflects the fact that the course is a stand-alone course without a continuing component or a pre-requisite to another course

FMP 244 Elements of Film

FROM	TO
SP 472 American Film History II	<u>FMP 244</u> Elements of Film
3 class hours; 1 Recitation Hour	3 class hours; 1 Recitation Hour
Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/AGT Assessment Test	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test
Co-requisite: None	Co-requisite: None
This course introduces basic concepts of cinematic	This course introduces basic concepts of

communication and presents them as “languages” which filmmakers use to create predictable emotional responses in audiences. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions are positioned to provide an active film vocabulary and achieve critical perspectives of modern cinema.	cinematic communication and presents them as “languages” which filmmakers use to create predictable emotional responses in audiences. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions provide an active film vocabulary and achieve critical perspectives of modern cinema
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Rationale:

The new prefix indicates this course is the now also a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level and sequencing of the course within the major and in Pathways. The name better reflects course content as well as that the course is not a continuation of what was previously American Film History I.

FMP 245 Introduction to Electronic Media (2C)

FROM:	TO
SP-274 Introduction to Electronic Media 3 Hours, 3 Credits Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test Co-requisite: None	<u>FMP 245</u> Introduction to Electronic Media (2C) 3 Hours, 3 Credits Pre-requisite: BE-112 (<u>or</u> BE-205) <u>and</u> BE-122 (<u>or</u> BE-226), <u>or</u> satisfactory score on the CUNY Assessment Test Co-requisite: None
An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influence on popular culture. This class is a designated Writing Intensive (WI) course.	An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influence on popular culture. This class is a designated Writing Intensive (WI) course.

Rationale:

The new prefix indicates this course is now also a part of the new degree program, A.S. in Film and Media Production, in the Department of Speech Communication and Theatre Arts. The new number indicates the level, major and where the course is in the sequence or coursework.

FMP 246 Media Criticism

SP-275 Media Criticism	<u>FMP 246</u> Media Criticism
3 Hours; 3 Credits	3 Hours; 3 Credits
Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226)	Pre-requisite: BE-112 (<u>or</u> BE-205) <u>and</u> BE-122 (<u>or</u> BE-226))
Co-requisite: None	Co-requisite: None
Theories of mass culture will be introduced and applied to a diverse selection of media such as	Theories of mass culture will be introduced and applied to a diverse selection of media such as

film, television, video games and the Internet. In the identification, examination and application of these concepts through viewings and discussion, students will learn to think and write critically about the influences of mediated images on society.	film, television, video games and the Internet. In the identification, examination and application of these concepts through viewings and discussion, students will learn to think and write critically about the influences of mediated images on society. <u>This class is a designated Writing Intensive (WI) course.</u>
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Rationale:

The new prefix indicates this course is now also a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The new number indicates the level, major and where the course is in the sequence or coursework.

Program Revision of the A.A. in Liberal Arts concentration in Communication Studies. SEE BELOW

2. CHANGE IN PROGRAMS

HISTORY DEPARTMENT

Departmental approval May 4, 2016

Revision in a program to include a Concentration

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

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

From:	To:	
Liberal Arts and Sciences A.A. degree – (there are currently 15 concentrations)	Liberal Arts and Sciences A.A. degree, History concentration (this concentration will be added to the current list of concentrations)	
Common Core	Common Core	Credits
	REQUIRED CORE: 1. A: English Composition I, II Take ENGL 101 & 102	6

	REQUIRED CORE: 1. B: Mathematical & Quantitative Reasoning Required	3
	REQUIRED CORE: 1. C: Life & Physical Sciences Required:	3
	FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
	FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity:	3
	FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
	FLEXIBLE CORE: II. D: Individual & Society:	3
	FLEXIBLE CORE: II. E: Scientific World	3
	FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3
Subtotal	Subtotal	30-34 ¹
Major	Major	
	Two Foreign language Courses (Two sequential courses required)	6
	One History course from HIST-110, HIST-111, HIST-112 (if already taken in common core, one course from HIST-200 series is recommended; if two History courses have been taken in common core, one additional course from HIST-200 series is recommended).	3
	SP-211 (if already taken in common core, one Social Science course from Anthropology, CRIM-101 or CRIM-102, Economics, Sociology, Political Science, or Psychology is recommended)	3
	One English course from ENGL-200 series	3
	One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.	0-1
	History Concentration: Choose three courses from HIST100 and/or HIST 200 series	8-9
	Additional Liberal Arts (one course from HIST-200 series recommended)	0-3
Subtotal	Subtotal	23-28
Additional Major Requirements	HE-101 Introduction to Health Education or HE-102 Health Behavior & Society	1-2
	Two courses in Phys. Ed. or Dance from PE-400 or PE-500 series or DAN-100 series	2
Subtotal		3-4
Total	Total	60

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

10. Write a Rationale for all the changes

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

11. Write a Summary for all the changes

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

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

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

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

No courses are to be deleted

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

ART AND DESIGN - Program revision Digital Art and Design

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

1.	Department:	Art and Design		
2.	Program name:	Digital Art and Design A.S.Degree		
3.	Program Code:	<u>26677</u>		
4.	HEGIS number:	<u>5012</u>		
5.	Date approved by the department			
		Month	Day	Year
		11	16	2016
6.	Date the changes will be effective (if approved)			
		Month	Day	Year
		9	1	2017
7.	All text or items that will be deleted or changed should be marked with a <u>strikethrough</u>.			
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.			
9.	All text or items that will be deleted or changed should be marked with a <u>strikethrough</u>.			
10.	Show the whole set of program requirements in a From/To format (see example below)			

11.

Add all Program notes in 11A Add all Course notes in 11B (Number your notes).
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FROM: A.S. in Digital Art and Design

Common core requirements

REQUIRED CORE: I. A: English Composition I, II (Take ENGL 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Recommended: MA 321 - Mathematics in Contemporary Society) [±]	3
REQUIRED CORE: I. C: Life & Physical Sciences (Recommended: CH 106 - Chemistry in the Arts)*	3-4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Recommended: ARTH 100, 101, 115, 116, 117 or 120)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Select one course)	3
FLEXIBLE CORE: II: A , B , C , D or E (Recommended: ARTH 225)	3
Sub-total	30-31

**The credit range accounts for STEM variant in I.C.*

Major requirements

ARTS 121 or Two Dimensional Design or	3
ARTS 122 Three Dimensional Design	
ARTS 141 Introduction to Photography	3
ARTS 151 or Drawing I or	3
ARTS 221 Color Theory	
ARTS 192 Web Animation	3
ARTS 290 Advertising Design and Layout	3
ARTS 291 Electronic Imaging	3
ARTS 292 Design for Desktop Publishing	3
ARTS 293 Design for Motion Graphics	3
ET 710 Web Technology: Building and Maintaining Web Sites	4
Sub-total	28

Additional Major Requirements

Laboratory Science (required if student does not take STEM variant in Required Core I.C)	0-1
Sub-total	0-1

Electives

Free electives (Strongly recommended: Portfolio Independent Study ARTS 390)	4
Sub-total	4

Total credits required **60**

TO: A.S. in Digital Art and Design

Common core requirements

REQUIRED CORE: I. A: English Composition I, II (Take ENGL 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Recommended: MA 321 - Mathematics in Contemporary Society)	3

REQUIRED CORE: I. C: Life & Physical Sciences (Recommended: CH 106 - Chemistry in the Arts)*	3-4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Recommended: ARTH 100, 101, 115, 116, 117 or 120)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Select one course)	3
FLEXIBLE CORE: II: A , B , C , D or E (Recommended: ARTH 225)	3
Sub-total	30-31

**The credit range accounts for STEM variant in I.C.*

Major requirements

ARTS 121 or ARTS 122	Two Dimensional Design or Three Dimensional Design	3
ARTS 141	Introduction to Photography	3
ARTS 151 or ARTS 221	Drawing I or Color Theory	3
ARTS 192	Web Animation	3
ARTS 290	Advertising Design and Layout	3
ARTS 291	Electronic Imaging	3
ARTS 292	Design for Desktop Publishing	3
ARTS 293	Design for Motion Graphics	3
ET 710	Web Technology: Building and Maintaining Web Sites	<u>3</u>
Sub-total		<u>27</u>

Additional Major Requirements

Laboratory Science (required if student does not take STEM variant in Required Core I.C)	0-1
Sub-total	0-1

Electives

Free electives (Strongly recommended: Portfolio Independent Study ARTS 390)	<u>2</u>
Sub-total	<u>2</u>
Total credits required	60

12. Write a Rationale for all the changes

The Department of Engineering Technology, for their own programmatic needs, has changed ET 710 from a 4-credit to a 3-credit course. We continue to want to include the revised ET 710 (3 credits) in our Digital Art and Design curriculum, but that leaves an additional credit to be taken. We would like to place that undesignated credit in the Free Elective category.

13. Write a Summary for all the changes

ET 710 has changed from a 4-credit to a 3-credit course. We include the revised ET 710 in our Digital Art and Design curriculum, but that leaves an additional credit to be taken. We place that undesignated credit in the Free Elective category.

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

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

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

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Social Science
 QCC/QC Dual/Joint Lib.Arts & Scien.Child. Educ.(Grad.1-6)

Health,Phys.Ed.Dance Depart.
 Dual-degree program ...QCC/York A.S./B.S.Publ.Health

Depart. of Engineering. Technology
 DEPARTMENT OF ENGINEERING TECHNOLOGY
 IIT Program Revision due ET-710 credit reduction
Date approved by the department October 5, 2016

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

1. Program Name:	Internet and Information Technology A.A.S			
2. Program Code:	25539			
3. HEGIS number:	5105			
4. Date approved by the department	March	16	2016	
	Month	Day	Year	
5. Date the changes will be effective (if approved)	January	1	2017	
	Month	Day	Year	
6.	All text or items that will be deleted or changed should be marked with a strikethrough.			
7.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.			
8.	All text or items that will be deleted or changed should be marked with a strikethrough.			
9.	Show the whole set o program requirements in a From/To format (see example below)			

From:	To:

Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-103 ¹ Writing for the New Media	3	REQUIRED CORE 1A: ENGL-103 Writing for the New Media.	3
REQUIRED CORE 1A: ENGL-102 English Composition II: Intro. to Literature	3	REQUIRED CORE 1A: ENGL-102 English Composition II: Intro. to Literature	3
REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society	3	REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society or above***	3
*REQUIRED CORE 1C: Laboratory Science	3-4	*REQUIRED CORE 1C: Laboratory Science	3-4
FLEXIBLE CORE 2A, 2B, 2D, or 2E: Social Science or History courses (ECON-101, ECON-102 highly recommended)	6	FLEXIBLE CORE 2A, 2B, 2D, or 2E: Social Science or History courses (ECON-101, ECON-102 highly recommended)	6
FLEXIBLE CORE: 2A, 2B, 2C, or 2D: Humanities elective	3	FLEXIBLE CORE: Any 2A, 2B, 2C, or 2D: Humanities elective	3
Subtotal	22	Subtotal	22
Major		Major	
ET-504§ Operating Systems and System Deployment	2	ET-504§ Operating Systems and System Deployment	2
ET-575 Introduction to C++ Programming	3	ET-575 Introduction to C++ Programming	3
ET-704 Networking Fundamentals I	4	ET-704 Networking Fundamentals I	4
ET-705 Networking Fundamentals II	4	ET-705 Networking Fundamentals II	4
ET-710§ Web Technology I: Building and Maintaining	4	ET-710§ Web Technology I: Building and Maintaining	3
ET-712 Web Client Programming: JavaScript	3	ET-712 Web Client Programming: JavaScript	3
ET-716 Java Programming Technology	4	ET-716 Java Programming Technology	4
ET-718 Database Technology	3	ET-718 Database Technology	3
ET-725 Computer Network Security	3	ET-725 Computer Network Security	3
ET-720 Advanced Web and Multimedia Programming	1	ET-720 Advanced Web and Multimedia Programming	1
Major Subtotal	34	Major Subtotal	<u>30</u>
Additional Major Requirements		Additional Major Requirements	
*Laboratory Science BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1	*Laboratory Science BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1
Sub-total	0-1	Sub-total	0-1
Electives – Select 7 Credits From The Following:		Electives – <u>Select 8</u> Credits From The Following:	
ET-375 Introduction to Robotics	4	ET-375 Introduction to Robotics	4
ET-481 Personal Computer Technology, Architecture, and Troubleshooting	2	ET-481 Personal Computer Technology, Architecture, and Troubleshooting	2
ET-510 Introduction to Digital Electronics	4	ET540 Digital Computer Theory	4

ET-570 Creating Smartphone Apps Design and Implementation	3	ET-570 Creating Smartphone Apps Design and Implementation	3
ET-714 Web Technologies II: Building Database-Driven Web Sites	4	ET-714 Web Technologies II: Building Database-Driven Web Sites	4
ET-728 Web Tech: XML	4	ET-728 Web Tech: XML	4
ET-991 Cooperative Education	1	ET-991 Cooperative Education	1
ET-992 Cooperative Education	1	ET-992 Cooperative Education	1
		ET-580 Object Oriented Programming	3
		ET-585 Computer Architecture	3
Electives Subtotal	7	Electives Subtotal	8
Total	60	Total	60
<i>*Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.</i>		<i>*Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.</i>	
<i>**All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.</i>		<i>**All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.</i>	
		<u>***Based on math placement students may take MA-114, MA-119, MA-440 or MA441 in place of MA-321.</u>	

10. Write a Rationale for all the changes

The ET-710 reduction in credits from 4 credits to 3 credits requires this adjustment in the curriculum. Students who place into higher levels of math may need to be explicitly reminded of the opportunity to take more challenging math courses.

ET-580, Object Oriented Programming, and ET-585, Computer Architecture, are new courses which were developed and previously approved for the Dual Joint AS in Computer Science and Information Security program. These courses are very relevant to Internet and Information Technology students.

11. Write a Summary for all the changes

ET-710 was reduced from 4 credits to 3 credits
 Elective credits are increased from 7 credits to 8 credits
 Upper levels of math are footnoted explicitly.
 ET-580, Object Oriented Programming, and ET-585, Computer Architecture, are new courses which were developed and approved for the Dual Joint AS in Computer Science and Information Security program are being added as electives.

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

ET-710 is being reduced to 3 credits (2 class hours, 2 laboratory hours). See the associated ET-710 course revision proposal.

13. If courses will be deleted from the program, make clear whether the courses are to be deleted

from the department's offerings as well.

N/A

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

Current students will take an additional elective credit.

New Media Certificate Program Revision due ET-710 revision and updated for use with Mineola HS program

Date approved by the department October 5, 2016

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

1. **Program Name:** New Media Certificate Program
Internet and Information Technology Certificate Program
2. **Program Code:** 25538
3. **HEGIS number:** 5105
4. **Date approved by the department**

October	5	2016
Month	Day	Year
5. **Date the changes will be effective (if approved)**

January	1	2017
Month	Day	Year
6. All text or items that will be deleted or changed should be marked with a **strikethrough**.
7. All new text, courses, credits, etc. should be marked by **underlining**.
8. All text or items that will be deleted or changed should be marked with a **strikethrough**.
9. Show the whole set o program requirements in a From/To format (see example below)

From:		To:	
Common Core	Credits	Common Core	Credits
EN-103 Writing for the New Media	3	<u>ENGL-101 English Composition I</u>	<u>3</u>
		<u>MA-321 Mathematics in Contemporary Society or above*</u>	<u>3</u>
		<u>FLEXIBLE CORE: 2A, 2B, 2D, or 2E: Humanities elective</u>	<u>3</u>
Common Core Subtotal	3	Common Core Subtotal	<u>9</u>
Major		Major	
ET-504§ Operating Systems and System Deployment	2	ET-504§ Operating Systems and System Deployment	2

ET-704 Network Fundamentals I	4	ET-704 Network Fundamentals I	4
ET-710§ Web Technology I: Building and Maintaining Web Sites	4	ET-710§ Web Technology I: Building and Maintaining Web Sites	3
ET-712 Web Client Programming: JavaScript	3	ET-712 Web Client Programming: JavaScript	3
AR-121 Two-Dimensional Design	3	ET575 Introduction to C++ Programming Design & Implementation	3
AR-473 Electronic Imaging	2		
Major Sub Total	48	Major Sub Total	15
Electives – Select 9 Credits From The Following:		Electives – Select <u>6</u> Credits From The Following:	
ET-375 Introduction to Robotics	4	ET-375 Introduction to Robotics	4
ET-481 Personal Computer Technology, Architecture and Troubleshooting	2	ET-481 Personal Computer Technology, Architecture and Troubleshooting	2
ET-714 Web Technologies II: Building Database Driven Web Sites	4	ET-714 Web Technologies II: Building Database Driven Web Sites	4
ET-716 Java Programming Technology	4	ET-716 Java Programming Technology	4
		ET-728 Web Technology: XML	4
ET-718 Database Technology	3	ET-718 Database Technology	3
ET-720 Advanced Web and Multimedia Programming Applications	1	ET-720 Advanced Web and Multimedia Programming Applications	1
ME-200 Digital Audio for New Media	3	ET-725 Computer Network Security	3
AR-642§ Web Animation	3	ET-570 Creating Smartphone Apps	3
Electives Sub Total	9	Electives Sub Total	6
Total	30	Total	30
		*Based on math placement students may take MA-114, MA-119, MA-440 or MA441 in place of MA-321.	

10. Write a Rationale for all the changes

The AAS degree program in New Media Technology was revised and the degree name changed to Internet and Information Technology in November, 2015 (Approved by State Ed.). The revision of the New Media Certificate Program is being proposed for consistency with the AAS degree program revision. In this way students who complete the New Media Certificate program can continue on for the AAS in Internet and Information Technology without loss of credit (some courses are no longer offered). The Engineering Technology Department strives to keep all its curricula up to date in order to provide

our students with the best preparation for current jobs and for successful transfer to quality programs upon graduation.

11. Write a Summary for all the changes

- EN-103 will be replaced by EN-101 to give students more choices in scheduling.
- MA-321 will be part of the certificate requirement for consistency with the AAS degree requirement.
- FLEXIBLE CORE: 2A, 2B, 2D, or 2E: Humanities elective will be part of the certificate requirement for consistency with the AAS degree requirement.
- ET-575 will replace AR-121 as part of the certificate requirement for consistency with the AAS degree requirement. AR-121 was previously dropped from the AAS degree program with the concurrence of the Art Department.
- ME-200 is dropped as part of the certificate requirement for consistency with the AAS degree requirement. ME-200 was previously dropped from the AAS degree program with the concurrence of the Music Department.
- The number of elective credits are reduced from 9 credits to 6 credits to complete the 30 credit certificate requirement and accommodate the increase in General Education credits proposed for the certificate program revision.
- Additional pertinent elective courses are provided to allow students a wider range of choices.

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

ET-710 is being reduced to 3 credits (2 class hours, 2 laboratory hours). See the associated ET-710 course revision proposal.

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

The deleted courses are from Art and Music. These courses have already been deleted from the AAS in Internet and Information Technology.

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

Course substitutions will be used to allow current students to complete the requirements.

New Media Certific.Prog.Rev.due ET-710 revision and updated for use with Mineola HS program
 Certificate revision for Internet and Information Technology.
 CT Program Revision
 ET Program Revision
 TC Program Revision

Music Department
 A.S. Music Curriculum revision

DEPARTMENT OF MUSIC

A.S. Music Curriculum Revisions

Date approved by the department August 25, 2016

The [A.S. Music Curriculum Revisions proposal](http://www.qcc.cuny.edu/governance/academicSenate/curr/docs/MASTER-REVISION-DOCUMENT--AS-Music-Curriculum-Rev-12-2-2016.pdf) can be viewed here in its entirety:
<http://www.qcc.cuny.edu/governance/academicSenate/curr/docs/MASTER-REVISION-DOCUMENT--AS-Music-Curriculum-Rev-12-2-2016.pdf>

FORM 02 DEGREE PROGRAM REVISION

1. Department:	Music		
2. Program name:	Associate in Science (A.S.) in Music		
3. Program Code:	38011		
4. HEGIS number:	5610		
5. Date approved by the department	05	25	2016
	Month	Day	Year
6. Date the changes will be effective (if approved)	08	25	2017
	Month	Day	Year
7.	All text or items that will be deleted or changed should be marked with a strikethrough .		
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u> .		
9.	All text or items that will be deleted or changed should be marked with a strikethrough .		
10.	Show the whole set of program requirements in a From/To format (see example below)		
11.	Add all Degree Program notes in 11A. Add all Course notes in 11B.		

From:		To:	
A.S., Music		A.S., Music	
Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-101 English Composition I	3	REQUIRED CORE 1A: ENGL-101 English Composition I	3
REQUIRED CORE 1A: ENGL-102 English Composition II	3	REQUIRED CORE 1A: ENGL-102 English Composition II	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)	3	REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)	3
REQUIRED CORE 1C: Life and Physical Science (select one from 1C)	3	REQUIRED CORE 1C ¹ : Life and Physical Science (select one from 1C ¹)	<u>3-4²</u>

FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)	3	FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B)	3	FLEXIBLE CORE 2B: <u>SP-211 Speech Communication</u>	3
FLEXIBLE CORE 2C ¹ : Creative Expression (select one from 2C ¹)	3	FLEXIBLE CORE 2C ³ : Creative Expression (select one from 2C ³)	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3	FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3
FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3	FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D, or 2E: (select one course ²)	3	FLEXIBLE CORE 2A, 2B, 2C, 2D, or 2E ⁴ : (select one course ⁴)	3
Subtotal	30	Subtotal	30-31 ²
Major		Major	
MU 110 Introduction to Music or MU 120 Survey of Western Music	3	MUS-241 History of Western Music: 18 th and 19 th Centuries	3
MU 241 Music Theory and Keyboard Harmony I or MU 231 Jazz Theory I	3	MUS-121, 122 Music Theory I & II	6
MU 242 Music Theory and Keyboard Harmony II or MU 232 Jazz Theory II	3	MUS-221, 222 Music Theory III & IV or MUS-225, 226 Jazz Theory and Improvisation I & II	6
MU 211 Sight Reading and Ear Training I	4	MUS-124, 223, 224 Sight Reading and Ear Training II-IV	3
MU 212 Sight Reading and Ear Training II	4		
MU 312 Piano II	4	MUS-132, 231, 232 Class Instruction in Piano II-IV	3
		Individual Study in Music Performance I-IV ⁵	4
		MUS-186, 187, 286 and MUS-287 Convocation I-IV ⁵	0
Two credits selected from the: MU 400-series	2	MUS-421 & 422 or 423 & 424 Queensborough Chorus	2
The remaining 6-12 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU 208, 209, 210, and 261. Please note that MU 208 replaces MU 205 and MU 311, and MU 209 replaces MU 206 and MU 207.	6-12	The remaining two credits may be selected from the following courses ⁶ MUS-411, 412, 413, 414 Pop Choir MUS-421, 422, 423, 424 Queensborough Chorus MUS-441, 442, 443, 444 Queens Symphonic Band MUS-461, 462, 463, 464 Jazz Ensemble MUS-471, 472, 473, 474 Percussion Ensemble MUS-290, 291, 292, 293 Study in Chamber Music Performance	2
SP-211 ³ Speech Communication ³	3	Music Electives	0-3 ⁷
HE 101 Health Behavior & Society	1-2		
One course in PE 400 or PE 500 series or DAN 100 series	1		

Laboratory Science ⁴ BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112	0-1	Laboratory Science ¹ BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112	0-1 ²
Free Electives	0-3		
Subtotal	30	Subtotal	29-30 ²
Total	60	Total	60
11A. Program Note:		To:	
From:		To:	
<p>REQUIREMENTS FOR THE MAJOR</p> <p>All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, Theatre Arts or Interdisciplinary Program (see details following pages) to complete the degree requirements.</p> <p>MUSIC CONCENTRATION— Students select 20-26 credits in consultation with a departmental advisor as indicated below.</p>		<p>REQUIREMENTS FOR THE MAJOR</p> <p>Students select 29-30 credits in consultation with a department advisor as indicated below:</p>	
11B. Course Note:		To:	
From:		To:	
<p>¹Recommended: select from area different from concentration (ARTH 100—SRTH 128 including ARTH 202 & ARTH 225, or DAN 111, or MU 110, or MU 120, or SP 471, or SP 472, or TH 111).</p> <p>²Recommended: select course from 2C in concentration discipline.</p> <p>³Students who have taken SP 211 in the Common Core are recommended to take a Foreign Language course; or HI 110, HI 11, HI 112; or a Social Sciences course.—</p> <p>⁴Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.</p> <p>All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements.</p>		<p>¹Laboratory science elective required for students who do not take STEM Variant in Required Core 1C</p> <p>²The credit range accounts for STEM variant in 1C</p> <p>³Recommended: select course from 2C in music history</p> <p>⁴Recommended: select course from an area different than music</p> <p>⁵Students must register for Individual Study in Music Performance and Convocation concurrently</p> <p>⁶Students may not select MUS-401, 402, 403, or 404 to satisfy this requirement</p> <p>⁷Available for students who pass the Piano Proficiency Examination without taking Class Piano MUS-132, 231, 232</p> <p>All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements.</p>	

12. Rationale for all the changes

Our current A.S., Music degree program will need several modifications in order to:

1. Better meet the needs of our students.
2. Strengthen our mission of providing a transfer degree to four year institutions of higher learning.
3. Create a more viable music program that provides the skills needed for success in the field of music by comprehensively addressing the areas of music literacy and performance.

These modifications were made in conjunction with the standards of a two-year transfer program articulated by the National Association of Schools of Music (NASM), through which we are also seeking accreditation.

Sample course sequence for new students in the revised degree program

FRESHMAN YEAR: FALL		FRESHMAN YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MUS-121 Music Theory I	3	MUS-122 Music Theory II	3
Individual Study in Music Performance I	1	MUS-124 Sight Reading and Ear Training II	1
MUS-186 Music Convocation I	0	MUS-132 Class Instruction in Piano II	1
MUS-421/423 Queensborough Chorus	1	Individual Study in Music Performance II	1
RC 1A: ENGL-101 English Composition I	3	MUS-187 Music Convocation II	0
RC 1B: Mathematical & Quantitative Reasoning (Recommended MA- 321 Math. in Contemporary Society)	3	MUS-422/424 Queensborough Chorus	1
FC 2B: SP-211 Speech Communication	3	RC: ENGL-102 English Composition II	3
		FC 2A: World Cultures & Global Issues	3
		FC 2C: Creative Expression (Recommended: select course from 2C in music history)	3
Total Credits	14	Total Credits	16

SOPHOMORE YEAR: FALL		SOPHOMORE YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MUS-221 Music Theory III	3	MUS-222 Music Theory IV	3
MUS-223 Sight Reading and Ear Training III	1	MUS-224 Sight Reading and Ear Training IV	1
MUS-241 History of Western Music: 18 th and 19 th Centuries	3	MUS-232 Class Piano IV	1
MUS-231 Class Instruction in Piano III	1	Individual Study in Music Performance IV	1
Individual Study in Music Performance III	1	MUS-287 Music Convocation IV	0
MUS-286 Music Convocation III	0	400-Level Performance Course Elective	1
400-Level Performance Course Elective	1	FC 2D: Individual and Society	3
RC 1C: Life and Physical Science	3-4	FC 2E: Scientific World	3
Lab. Science: BI-123, 171; CH-102, 111, 121; ET-842, PH-112	0-1	FC 2A, 2B, 2C, 2D or 2E (Recommended: select course from an area different than music)	3
Total Credits	14	Total Credits	16
Total credits required for A.S., Music 60			

Art and Design
 Program Revisions
 Art & Design - Program revision Digital Art and Design

Biology + PE & Dance
 Revision in the State applic. for creating a dual-degree program from
 existing registered program – QCC/York A.S./B.S. Public Health

Health, Phys.Educat. & Dance
 Program Proposal Revision in current A.S. Public Health Program

Health, Phys.Educat. & Dance
 Proposal to eliminate the Health Promotion + Disease Prevent. Concentration

Social Science
 Program Revision for the Dual-Joint AS/BA Degree in Criminal Justice

SOCIAL SCIENCE – Program Revision Proposal

Departmental approval: May 11, 2016

QCC/QC Dual/Joint Liberal Arts & Sciences in Childhood Education (Grades 1-6)

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

1. **Program Name:** QCC/QC Dual/Joint Liberal Arts & Sciences in Childhood Education (Grades 1-6)
2. **Program Code:** LE1
3. **HEGIS number:** 5649
4. **Date approved by the department**

May	11	2016
Month	Day	Year
5. **Date the changes will be effective (if approved)**

Jan	30	2017
Month	Day	Year
6. **All text or items that will be deleted or changed should be marked with a strikethrough.**
7. **All new text, courses, credits, etc. should be marked by underlining.**
8. **All text or items that will be deleted or changed should be marked with a strikethrough.**
9. **Show the whole set of program requirements in a From/To format (see example below)**

From:		To:	
Common Core	Credits	Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II Take EN 101 & 102 <i>Note: grade of B required in EN 101</i>	6	REQUIRED CORE: I. A English Composition <u>ENGL 101: English Composition I and ENGL 102: English Composition II</u>	6

REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning <i>Required: MA 119*</i>	3	REQUIRED CORE: I. B Mathematical & Quantitative Reasoning: <u>Recommended: MA119 College Algebra OR MA 336 Statistics</u>	3
REQUIRED CORE: I. C: Life & Physical Sciences <i>Required: PH 101*</i>	4	REQUIRED CORE: I. C Life & Physical Sciences: <u>Recommended: PH 101 Principles of Physics</u>	4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3	FLEXIBLE CORE: II. A World Cultures and Global Issues: Select one course	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity <i>Recommended: HI 127 or HI 128</i>	3	FLEXIBLE CORE II. B U.S. and Its Diversity: <u>Recommended: HI127 Growth of American Civilization I: Colonial Period through Reconstruction</u>	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3	FLEXIBLE CORE II. C Creative Expression: (Select one course) <u>Recommended: TH120 or DAN111</u>	3
FLEXIBLE CORE: II. D: Individual & Society <i>Recommended: SOCY 101</i>	3	FLEXIBLE CORE II. D Individual & Society: <u>Recommended: SOCY 101 Sociology</u>	3
FLEXIBLE CORE: II. E: Scientific World <i>Required GE 101 or BI 140*</i>	4	FLEXIBLE CORE II. E Scientific World: <u>Recommended: GE 101 or BI 140</u>	4
FLEXIBLE CORE: II: A, B, C, D or E <i>Select one of the following recommended courses: DAN 111, PLSC 101, ANTH 101, ECON 101, HI 111, or TH 120</i>	3	FLEXIBLE CORE II A, B, C, D or E (one course): <u>Recommended: HI 128 Growth of American Civilization II: Reconstruction to Present</u>	3
Subtotal	32	Subtotal	32
Major		Major	
MA 303 Number Systems and MA 336 Computer-assisted Statistics	6	MA 303: Number Systems	3
Select one course from EN-203, 204, 211, 212, 213, 214, 215, 216, or 261	3	Select one course from ENGL 203, 204, 211, 212, 213, 214, 215, 216 or 261	3
MU 261 Music for Teachers of Children	3	MU 261: Music for Teachers of Children	3
EDUC 101 Contemporary Education: Principles and Practices**	4	EDUC 101: Contemporary Education: Principles and Practices	4
HI 127 or HI 128 Growth of American Civilization I,II	3	EDUC 230: Childhood Learning and Development in Cultural Context	3

		SP 211: Speech Communication	3
Subtotal	19	Subtotal	19
Additional Major Requirements		Additional Major Requirements	
PE 400 or 500 or DAN 100 series	1	PE 400 or 500 series or DAN 100 series	1
DAN 111 or TH 120 Introduction to the Art of Dance/Acting I	3		
Subtotal	4		
Electives		Electives	
Free electives	5	Free electives (advised): choose from any Liberal Arts category (Humanities; Natural Sciences; Mathematics; Social Sciences; Communications)	8
Total	60	Total	60

10. Write a rationale for all changes

Common Core Course Changes:

Except for ENGL101 and ENGL102 no specific courses can be required in categories IB, IC, IIA, IIB, IIC, IID and IIE, so the following courses are now shown as "Recommended": IB-MA119; IC-PH101; IIB-HI127; IIE-GE101 or BI140.

In IB we added MA336 as another Recommended course option. This course is no longer included in the Major Requirements for reasons stated in the section below, but we believe it is a good option for students who are not co-majors in Psychology or Sociology.

In II A,B, C, D or E we deleted DAN111, PLSC101, ANTH101, ECON101, HI111 or TH120 because those courses are no longer required in the elementary education program at Queens College. We replaced them by Recommended: HI128, a course that is required in the QC program.

Major Course Changes:

We are adding SP211 to the Majors Course requirements because the skills developed in Speech Communication are obviously essential for elementary education students. Not only will this requirement help them become more effective speakers, but it will also aid many students in overcoming their anxiety about public speaking.

We are adding a new course, EDUC230: Childhood Learning course and Development in Cultural Context. This change is necessary as it will allow us to provide our students with a course that satisfies the Psychological Foundations of Education (Child Development) Gateway Course recommendation of the Teacher Education Pathways Majors Committee. In the past few years since the initiation of the Pathways Gen Ed program our students have been advised to take PSYC215 Child Development to satisfy the recommendation, and it was accepted by Queens College as equivalent to their required EECE310 Children in Cultural Context I: Child Development. However, in order for our students to take PSYC215 they first needed to take the pre-requisite of PSYC101. The advantages of replacing PSYC215 with the new course, EDUC230, are as follows: 1) it eliminates the need for a PSYC101 prerequisite and frees up those 3 credits for an additional co-major/free elective course; 2) it

is closely modeled after QC's EECE310 class as regards course content and so is a better fit for education students than PSYC215; 3) it is structured in a manner that allows for the required hours of curriculum-aligned fieldwork; it adds another education class to the curriculum and provides an important foundations course to better prepare our students for successful transfer into their junior year at Queens College.

We are deleting MA336 as a required course because many of our students upon transferring to Queens College are required to retake a statistics class toward the Sociology and Psychology co-majors or take a special SPSS Statistics class to compensate for what was not learned in our MA336.

We are deleting TH120 Acting I and DAN111 Introduction to the Art of Dance as required courses because they are no longer required courses for the elementary education program at Queens College. However, we are adding them as Recommended options in Flexible Core IIC because we believe that the knowledge and skills acquired in those courses are very beneficial for future elementary school teachers: TH1120 will help supplement their public speaking skills, and DAN111 will provide them with another skill set to apply in Arts education.

Electives:

In the Free Electives category we are indicating advised electives from any Liberal Arts category because these are course areas that provide acceptable co-majors for elementary education students.

11. Write a Summary for all the changes

Common Core Changes

Required Core IB: From Required MA119
To Recommended MA119 or MA336

Required Core IC: From Required PH101
To Recommended PH101

Flexible Core IIB: From Recommended HI127 or HI128
To Recommended HI127

Flexible Core IIC: From Select one course
To Select one course Recommended: TH120 or DAN111

Flexible Core IID: From Required GE101 or BI140
To Recommended GE101 or BI140

Flexible Core IIA, B, C, D, or E:
From Select one of the following recommended courses: DAN111, PLSC101, ANTH101, ECON101, HI111, or TH120
To Recommended: HI128 Growth of American Civilization II: Reconstruction to Present

Major Course Changes:

From MA303 Number Systems and MA336 Computer-Assisted Statistics
To MA303 Number Systems

Deleted HI127 or HI128

Deleted DAN111 or TH120

Added EDUC230 Childhood Learning and Development in Cultural Context

Added SP211 Speech Communication

Electives Changes:

From Free Electives – 5 cr

To Free Electives (advised) choose from any Liberal Arts category (Humanities; Natural Sciences; Mathematics; Social Sciences; Communications) – 8 cr

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

See attachments for **EDUC230** New Course Proposal, Syllabus and Course Objectives.

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

No courses deleted from the program will be deleted from department offerings.

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

Students currently in the program will be given the option to complete the requirements in place at the time of their matriculation or to follow the new requirements. Given the transfer benefits of the new requirements, students will be advised to follow them whenever possible.

DEPARTMENT OF SOCIAL SCIENCES

Social Science Program Review QCC/QC Dual/Joint LAS in Childhood Edu

Date approved by the department October 27, 2016

Revisions of the notes

Grade Requirements for LE1 Dual/Joint Degree Program:

FOOTNOTES

**FROM:
QCC/Queens College Dual/Joint Degree
Program: A.A. in Liberal Arts and Sciences
Leading to the B.A. Childhood Education
(Grades 1-6)**

²A grade of B is required in one course in each of the NYS Core Areas (English, Social Science, Math, and Physical Science); ~~no grade lower than a C is acceptable in the program and is not transferable.~~

³Grade of B or better required in ~~EN~~-101.

⁴Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

⁵Minimum grade of C is required in MA-119 in order to register for the next sequenced Math courses.

⁶Grade of B or better required in EDUC-101.

**TO:
QCC/Queens College Dual/Joint Degree
Program: A.A. in Liberal Arts and Sciences
Leading to the B.A. Childhood Education
(Grades 1-6)**

¹A grade of B is required in one course in each of the NYS Core Areas (English, Social Science, Math, and Physical Science).

²Grade of B or better required in ENGL-101 or ENGL-102.

³Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

⁴Minimum grade of C is required in MA-119 in order to register for the next sequenced Math courses.

⁵Grade of B or better required in EDUC-101.

2

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4

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6

DEPARTMENT OF BIOLOGICAL SCIENCES AND GEOLOGY

No grade lower than a C is acceptable in the program and is not transferable.

No grade lower than a C is acceptable in the program and is not transferable.
The following Liberal Arts courses are required pre-requisites in the program for transfer: PH 101, HI 127, HI 128, MA 303, MU 261.

EDUC 101, MU 261, EDUC 230 are approved CUNY Gateway Courses into the Education Major.

Minimum cumulative GPA of 2.75 is required to graduate from the program.

Minimum cumulative GPA of 2.75 is required to graduate from the program.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

DEPARTMENT HEALTH, PHYSICAL EDUCATION AND DANCE

This revision is requested jointly by the Department of Biological Sciences and Geology and Health, Physical Education and Dance Department

Program Proposal Revision in current A.S. Public Health Program

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

1. **Program Name:** A.S. Public Health
2. **Program Code:** 38115
3. **HEGIS number:** 1214.00
4. **Date approved by the departments HPED Biological Sciences and Geology**

Month	Day	Year
12	14	2016
02	08	2017
5. **Date the changes will be effective (if approved)**

08	25	2017
Month	Day	Year
6. **All text or items that will be deleted or changed should be marked with a ~~strikethrough~~.**
7. **All new text, courses, credits, etc. should be marked by underlining.**
8. **All text or items that will be deleted or changed should be marked with a ~~strikethrough~~.**
9. **Show the whole set of program requirements in a From/To format (see example below)**

From:		To:	
Common Core	Credit	Common Core	Credits
Required Core 1A: EN-101 English Composition I	3	Required Core 1A: EN-101 English Composition I	3

Required Core 1A: EN-102 English Composition II	3	Required Core 1A: EN-102 English Composition II	3
Required Core 1B: MA-119 College Algebra*	3	Required Core 1B: MA-119 College Algebra*	3
Required Core 1C: BI-201 General Biology I*	4	Required Core 1C: BI-201 General Biology I*	4
Flexible Core 2A: World Cultures and Global Issue(Recommended ANTH 160 Anthropology of Health & Healing)	3	Flexible Core 2A: World Cultures and Global Issue(Recommended ANTH 160 Anthropology of Health & Healing)	3
Flexible Core 2B: US Experience & its Diversity (Recommended SP-211 Speech Communication)	3	Flexible Core 2B: US Experience & its Diversity (Recommended SP-211 Speech Communication)	3
Flexible Core 2C: Creative Expression (Select one from 2C)	3	Flexible Core 2C: Creative Expression (Select one from 2C)	3
Flexible Core 2D: Individual and Society (Recommended SOCY- 101 Introduction to Sociology)	3	Flexible Core 2D: Individual and Society (Recommended PHIL 148 Public Health Ethics or SOCY- 101 Introduction to Sociology)	3
Flexible Core 2E: BI-520 Introduction to Public Health*	4	Flexible Core 2E: BI-520 Introduction to Public Health*	4
Select one from 2A-E: (Recommended PHIL-148 Public Health Ethics	3	Select one from 2A-E: (Recommended PHIL-148 Public Health Ethics	3
Subtotal	32	Subtotal	32
Major		Major	
HE-103 Fundamentals of Human Nutrition	3	HE-103 Fundamentals of Human Nutrition	3
HE 114 Foundations of Health Promotion and Disease Prevention	3	HE 114 <u>Principles and Practices of Public Health</u>	3
BI 461 General Microbiology	4	BI 461 General Microbiology	4
BI 503 General Epidemiology	3	BI 503 General Epidemiology	3
IS 151 The Health of the Nation	2	IS 151 The Health of the Nation	2
MA 336 Statistics	3	MA 336 Statistics	3
HE-103 Fundamentals of Human Nutrition	3	HE-103 Fundamentals of Human Nutrition	3
Subtotal	18	Subtotal	18
Major Electives <i>Advised major electives selected from the list below and guided by appropriate transfer articulations</i>			
BI 521 Public Health Biology	3	BI 521 Public Health Biology	3
BI 501 Environmental Health	4	BI 501 Environmental Health	4
BI 554 Research Laboratory Internship	2	BI 554 Research Laboratory Internship	2
BI 505 Current Environmental Issues	1	BI 505 Current Environmental Issues	1
HE 102 Health, Behavior and Society	2	HE 102 Health, Behavior and Society	2
HE 104 Addictions and Dependencies	3	HE 104 Addictions and Dependencies	3
HE 105 Human Sexuality	3	HE 105 Human Sexuality	3
HE 107 Mental Health: Understanding Your Behavior	3	HE 107 Mental Health: Understanding Your Behavior	3
HE 108 Health and Physical Fitness	3	HE 108 Health and Physical Fitness	3

HE 110 Cardiopulmonary Resuscitation	1	HE 110 Cardiopulmonary Resuscitation	1
HE 111 Stress Management	3	HE 111 Stress Management	3
		BI 522 Applied Biostatistics	3
		HE 202 Social and Behavior Determinants of Health	3
Subtotal	10		10
Total	60	Total	60

10. Write a Rationale for all the changes

Write a Summary for all the changes

The revision of HE 114 Foundations of Health Promotion and Disease Prevention to HE 114 Principles and Practices of Public Health to be equivalent to York College's PH 201 History and Principles of Public Health.

The addition of two 3-credit major elective courses as options in the A.S. Public Health Degree Program:

BI 522 Applied Biostatistics

HE 202 Social and Behavioral Determinants of Health

The inclusion of these courses in both the A.S. Public Health and the A.S./B.S. Public Health degree programs.

The current articulation agreement with Hunter College to be revised to reflect the inclusion of the course revision and the new courses. Additionally, the courses are to be transferable to other CUNY colleges including, Brooklyn College and Lehman College.

PHIL –148 Public Health Ethics recommended for Pathways Flexible Core 2D.

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

Please see attached.

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

No

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

Since the A.S. Public Health Program was launched in Fall 2016, currently enrolled QCC students are in their first semester of the program and will only be able to take the new courses once they have completed the required pre-requisites for BI 522 and HE 202 and are in their final semester at QCC.

CT Program Revision

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

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

1. Dept. Name:	Engineering Technology		
2. Program Name:	A.A.S., Computer Engineering Technology		
3. Program Code:	01528		
4. HEGIS number:	5105		
5. Date approved by the department	01	26	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	06	31	2017
	Month	Day	Year

From:		To:	
A.A.S., Computer Engineering Technology		A.A.S., Computer Engineering Technology	
Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-101 and ENGL-102	6	REQUIRED CORE 1A: ENGL-101 and ENGL-102	6
REQUIRED CORE 1B: MA-114 or higher ¹	4	REQUIRED CORE 1B: MA-114 or higher ¹	4
REQUIRED CORE 1C: PH-201 ²	4	REQUIRED CORE 1C: PH-201 ²	4
FLEXIBLE CORE 2E: PH-202 ²	4	FLEXIBLE CORE 2E: PH-202 ²	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6	FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6
Subtotal	24	Subtotal	24
Major		Major	
ET-110 Electric Circuit Analysis I	4	ET-110 Electric Circuit Analysis	4
ET-140 Sinusoidal & Transient Circuit	3		
ET-210 Electronics I	4	ET-210 Electronics I	4
ET-350 Computer Control Systems	4	ET-350 Computer Control Systems	4
ET-420 Computer Project Laboratory	1	ET-420 Computer Project Laboratory	1
ET-501 Computer Applications	4		
ET-502 Introduction to Computer Programming	1	ET-502 Introduction to Computer Programming	1
ET-504 Operating Systems & System	2	ET-504 Operating Systems & System	2
ET-509 C++ Programming for Embedded Systems	1	ET-509 Programming for Embedded Systems	1

ET-540 Digital Computer Theory	4	ET-540 Digital Computer Theory	4
ET-542 Computer & Electrical Device	1	ET-542 Computer & Electrical Device	1
ET-560 Microprocessors & Microcomputers	4	ET-560 Microprocessors & Microcomputers	4
		ET-575 Introduction to C++ Programming Design and Implementation	3
ET-704 Networking Fundamentals I	4	ET-704 Networking Fundamentals I	4
MA-128 Calculus for Technical & Business	4	MA-128 Calculus for Technical & Business	4
		TECH-100 Introduction to Engineering and Technology	1
Subtotal	38		38
ET elective (choose from):		ET elective (choose from):	
ET-220, ET-230, ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-503, ET-505 , ET-506, ET-507 , ET-570, ET-575 , ET-580, ET-701, ET-705, ET-706, ET-707, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	2	ET-140 , ET-220, ET-230, ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-503, ET-506, ET-570, ET-580, ET-701, ET-705, ET-706, ET-707, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	2
Total	64	Total	64
11A. Program Note: From:		To:	
11B. Course Note: From:		To:	
¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.		¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.	
² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.		² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.	

9. Write a Rationale for all the changes

Overview

The proposed Computer Engineering Technology (CT) curriculum represents a balanced curriculum of computer hardware, software, system design, liberal arts and science, and communications, to prepare students for the current and future computer engineering technology needs of industry. Furthermore it will provide Computer Engineering Technology students with the prerequisites to continue on for a four-year degree and introduces additional opportunity for students to engage in a credit bearing coop education experience.

This proposal maintains the CUNY 64-credit constraint and is in full compliance with the new ETAC/ABET guidelines. This revision fixes discrepancies that have been around for many years; provides common courses for the freshman semester to make advisement easier; allow students in remedial math more options to progress in the degrees; creates an elective in the TC program where there was none before. Existing courses are repositioned in the curriculum and no new courses are created. Curricular flow is modified through pre and co-requisite adjustments and in some cases course outlines are revised. The proposal is the outcome of many hours of discussion among the faculty and staff and will benefit our Computer Engineering Technology students without compromising academic standards. We would be happy answer any questions that the College Curriculum Committee may have or come to one of your meeting to further discuss this proposal.

Please find below the individual proposed changes with their respective rationale.

Curricular Change 1 - TECH-100, Introduction to Engineering and Technology, 3 Laboratory

Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit. TECH-100 then becomes a prerequisite for ET-509.

Rationale 1 - Students often come to Engineering Technology without a clear sense of the disciplines it encompasses and what they entail. Before a long-term commitment is made to study in Computer, Electronic or Mechanical Engineering Technology, it is wise to give an overview of the profession and other related disciplines. For those students who continue on in the major, this overview will give them a firm foundation in technical skills on which to build future studies. TECH-100 was created for the Mechanical Engineering Technology Curriculum and has been found to be very successful and useful to students. Our goal is to have all technology students take this course. Furthermore, we feel that ET-501 Computer Applications is less critical to technology students because many of the computer applications are addressed in other courses.

ET-575, Introduction to C++ Programming Design and Implementation, 2 Lecture Hours, 2 Lab Hours/3 Credits, will replace ET-140, Transient and Sinusoidal Circuit Analysis, 2 Lecture Hours, 1 Recitation Hour, 3 Laboratory Hours/3 Credits. ET-110, Electric Circuit Analysis I, will be revised with some introductory topics from ET-140. ET-575 is designed to be a fully compatible course with other degree programs at four-year colleges. ET-505 and ET-507 overlap with ET-575, so they are to be deleted as electives.

Rationale 2 - It has become more and more important for computer engineering technology students to develop strong computer programming skills. Transferability and the competition offered by the growth of coding boot camps are two reasons why our students need a comprehensive programming course. The current curriculum has two, one credit programming courses: ET-502 focuses on Visual Basic Programming and ET-509 focuses on Embedded Processing and serve to prepare students for subsequent courses in the curriculum. While both courses do transfer to New York City College of Technology and SUNY Farmingdale, they transfer as elective credit. Faculty members at SUNY Farmingdale have specifically mentioned the need for our students to complete an in depth programming class in C++ to fully prepare them for the Farmingdale technology curricula. ET faculty believe that the requirement of a traditional and complete computer programming course will improve articulation and better serve computer engineering technology students to compete in the workplace.

ET-575 is designed to be a fully compatible course with other degree programs. ET-505 and the follow-on course ET-507 are to be deleted as electives in CT because they overlap in content with ET-575 which is now required in the CT curriculum.

To make room in the curriculum for ET-575, ET-140, Transient and Sinusoidal Circuit Analysis, will be removed as a CT program requirement. It will remain part of the ET curriculum and will be available as an elective course to CT students. A strong knowledge of computer programming has become more important for CT majors than the additional AC Circuit Analysis topics covered in ET-140. Some AC Analysis will be added to ET-110, Electric Circuit Analysis I, to prepare students to take ET-210, Electronics I.

Curricular Change 2 - ET-210 course revision to emphasize integrated circuits.

Rationale 3 - Due to the ever-increasing complexity of electronic circuits, integrated circuits such as operational amplifiers have become essential to the field. Therefore ET-210 will be modified to include the topic of basic operational amplifiers and will spend less time on discrete components such as diodes and transistors.

10. Write a Summary for all the changes

- 1) TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit, for degree credit and as a prerequisite.

- 2) ET-509, C++ Programming for Embedded Systems is renamed to "Programming for Embedded Systems", and TECH-100 becomes a prerequisite for ET-509.
- 3) ET-575, Introduction to C++ Programming Design and Implementation, 2 Lecture Hours, 2 Laboratory Hours/ 3 Credits, will replace ET-140, Transient and Sinusoidal Circuit Analysis, 2 Lecture Hours, 1 Recitation Hour, 3 Laboratory Hours/3 Credits.
- 4) ET-110, Electric Circuit Analysis I, will be modified to include additional AC topics to prepare students for ET-210 in lieu of ET-140.
- 5) ET-210, Electronics I, will be modified to include more currently relevant topics and the prerequisite changes from ET-140 to ET-110.

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

The course revision forms are attached for the following actions:
 ET-110 and ET-210 outlines are revised.
 ET-210 and ET-509 prerequisites are modified.

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

1) ET-140 will be deleted from the CT program, but it will remain in the ET program and be offered as an elective in CT and TC.
 2) The department will continue to offer ET-501 in support of other degrees as well as students who choose to be grandfathered into the previous curriculum.

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

See above.

ET Program Revision

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

1. Dept. Name:	Engineering Technology
2. Program Name:	A.A.S., Electronic Engineering Technology
3. Program Code:	01532
4. HEGIS	5310

number:

5. Date approved by the department	01	26	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	06	31	2017
	Month	Day	Year

From:		To:	
A.A.S., Electronic Engineering Technology		A.A.S., Electronic Engineering Technology	
Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-101 and ENGL-102	6	REQUIRED CORE 1A: ENGL-101 and ENGL-102	6
REQUIRED CORE 1B: MA-114 or higher ¹	4	REQUIRED CORE 1B: MA-114 or higher ¹	4
REQUIRED CORE 1C: PH-201 ²	4	REQUIRED CORE 1C: PH-201 ²	4
FLEXIBLE CORE 2E: PH-202 ²	4	FLEXIBLE CORE 2E: PH-202 ²	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6	FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6
Subtotal	24	Subtotal	24
Major		Major	
ET-110 Electric Circuit Analysis I	4	ET-110 Electric Circuit Analysis	4
ET-140 Sinusoidal & Transient Circuit	3	ET-140 Sinusoidal & Transient Circuit Analysis	3
ET-210 Electronics I	4	ET-210 Electronics I	4
ET-220 Electronics II	4	ET-220 Electronics II	4
ET-230 Telecommunications I	4	ET-230 Telecommunications I	4
ET-320 Electrical Control Systems	3	ET-320 Electrical Control Systems	3
ET-410 Electronic Project Laboratory	1	ET-410 Electronic Project Laboratory	1
ET-501 Computer Applications	4		
ET-509 C++ Programming for Embedded Systems	1	ET-509 Programming for Embedded Systems	1
ET-510 Introduction to Digital Electronics	4	ET-540 Digital Computer Theory	4
ET-542 Computer & Electrical Device	1	ET-542 Computer & Electrical Device	1
ET-560 Microprocessors & Microcomputers	4	ET-560 Microprocessors & Microcomputers	4
MA-128 Calculus for Technical & Business	4	MA-128 Calculus for Technical & Business	4
		TECH-100 Introduction to Engineering and Technology	1
Subtotal	38		38

ET elective (choose from):	ET elective (choose from):
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ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-502, ET-503, ET-504, ET-505, ET-506, ET-507, ET-570, ET-575, ET-580, ET-701, ET-704, ET-705, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	2	ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-502, ET-503, ET-504, ET-505, ET-506, ET-507, ET-570, ET-575, ET-580, ET-701, ET-704, ET-705, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	2
Total	64	Total	64
Comments		Comments	
¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.		¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.	
² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.		² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.	

9. Write a Rationale for all the changes

Overview

The proposed Computer Engineering Technology (CT) curriculum represents a balanced curriculum of computer hardware, software, system design, liberal arts and science, and communications, to prepare students for the current and future computer engineering technology needs of industry. Furthermore it will provide Computer Engineering Technology students with the prerequisites to continue on for a four-year degree and introduces additional opportunity for students to engage in a credit bearing coop education experience.

This proposal maintains the CUNY 64-credit constraint and is in full compliance with the new ETAC/ABET guidelines. This revision fixes discrepancies that have been around for many years; provides common courses for the freshman semester to make advisement easier; allows students in remedial math more options to progress in the degree. Existing courses are repositioned in the curriculum and no new courses are proposed. Curricular flow is modified through pre and co-requisite adjustments and in some cases course outlines are revised. Requested revisions for ET-110 and ET-210 are primarily aimed at the CT and TC programs. The topics of AC circuits and operational amplifiers will continue to be addressed at greater length in ET-140 and ET-220, respectively. The proposal is the outcome of many hours of discussion among the faculty and staff and will benefit our Computer Engineering Technology students without compromising academic standards. We would be happy answer any questions that the College Curriculum Committee may have or come to one of your meeting to further discuss this proposal.

Please find below the individual proposed changes with their respective rationale.

Curricular Change 3 - TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit. TECH-100 then becomes a prerequisite for ET-509.

Rationale 1 - Students often come to Engineering Technology without a clear sense of the disciplines it encompasses and what they entail. Before a long-term commitment is made to study in Computer, Electronic or Mechanical Engineering Technology, it is wise to give an overview of the profession and other related disciplines. For those students who continue on

in the major, this overview will give them a firm foundation in technical skills on which to build future studies. TECH-100 was created for the Mechanical Engineering Technology Curriculum and has been found to be very successful and useful to students. Our goal is to have all technology students take this course. Furthermore, we feel that ET-501 Computer Applications is less critical to technology students because many of the computer applications are addressed in other courses.

Curricular Change 4 - ET-540, Digital Fundamentals, 3 Lecture Hours, 3 Laboratory Hours/4 Credits will replace ET-510, Introduction to Digital Electronics, 3 Lecture Hours, 3 Laboratory Hours/4 Credits

Rationale 2 - As the growth and importance of microprocessors has grown it became paramount that all ET, CT, and TT students take a comprehensive course in microprocessors. A curriculum revision a number of years ago required all students to take ET-560, Microprocessors and Microcomputers. At that time ET students and CT students each required a different treatment of the prerequisite for ET-560. Therefore ET students took ET-510, Introduction to Digital Electronics, while CT and TT students took ET-540, Digital Fundamentals. Over the years the differences have diminished or completely gone away. Thus today these courses have become very similar. By having all students take the same course all students will have greater scheduling choices. Furthermore, ET-540 articulates to technology programs at New York City College of Technology and SUNY Farmingdale technology programs as well as CCNY Engineering Programs.

Curricular Change 5 - ET-110, Electric Circuit Analysis I, will be revised to include some introductory AC topics from ET-140. The topics of AC circuits and operational amplifiers will continue to be addressed at greater length in ET-140 and ET-220, respectively.

Rationale 3 - Due to the curricular changes for the CT program, some AC Analysis will be added to ET-110, Electric Circuit Analysis I, to prepare students to take ET-210, Electronics I.

Curricular Change 6 - ET-210 course revision to emphasize integrated circuits.

Rationale 4 - Due to the ever-increasing complexity of electronic circuits, integrated circuits such as operational amplifiers have become essential to the field. Therefore ET-210 will be modified to include the topic of basic operational amplifiers and will spend less time on discrete components such as diodes and transistors.

Curricular Change 7 - ET-230, Telecommunications I, prerequisite is changed from ET-220, Electronics II, to ET-210, Electronics I.

Rationale 5 - AC topics and operational amplifiers are moved earlier into the curriculum, thus ET-210 is now an appropriate prerequisite for ET-230.

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

6) TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit.

- 7) ET-509, C++ Programming for Embedded Systems is renamed to Programming for Embedded Systems, and TECH-100 becomes a prerequisite for ET-509.
- 8) ET-540, Digital Fundamentals, 3 Lecture Hours, 3 Laboratory Hours/4 Credits replaces ET-510, Introduction to Digital Electronics, 3 Lecture Hours, 3 Laboratory Hours/4 Credits
- 9) ET-230, Telecommunications I, ET-210 replaces ET-220 as the prerequisite course.

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

The course revision forms are attached for the following actions:
 ET-110 and ET-210 outlines are revised.
 ET-210, ET230 and ET-509 prerequisites are modified.

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

- 1) The department will continue to offer ET-501 in support of other degrees as well as students who choose to be grandfathered into the previous curriculum.
- 2) ET-510 will be deleted from the department’s offerings.

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

Students requiring ET-510 will be able to take ET-540 as a substitution.

TC Program Revision

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

1. Dept. Name:	Engineering Technology		
2. Program Name:	A.A.S., Telecommunications Technology		
3. Program Code:	21057		
4. HEGIS number:	5310		
5. Date approved by the department	01	26	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	06	31	2017
	Month	Day	Year

From:	To:
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A.A.S., Telecommunications Technology		A.A.S., Telecommunications Technology	
Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-101 and ENGL-102	6	REQUIRED CORE 1A: ENGL-101 and ENGL-102	6
REQUIRED CORE 1B: MA-114 or higher ¹	4	REQUIRED CORE 1B: MA-114 or higher ¹	4
REQUIRED CORE 1C: PH-201 ²	4	REQUIRED CORE 1C: PH-201 ²	4
FLEXIBLE CORE 2E: PH-202 ²	4	FLEXIBLE CORE 2E: PH-202 ²	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6	FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6
Subtotal	24	Subtotal	24
Major		Major	
ET-110 Electric Circuit Analysis I	4	ET-110 Electric Circuit Analysis	4
ET-140 Sinusoidal & Transient Circuit	3		
ET-210 Electronics I	4	ET-210 Electronics I	4
ET-230 Telecommunications I	4	ET-230 Telecommunications I	4
ET-231 Telecommunications II	4		
		ET-232 Wireless Mobile Communication	3
ET-501 Computer Applications	4		
ET-502 Introduction to Computer Programming	4	ET-509 Programming for Embedded Systems	1
ET-540 Digital Computer Theory	4	ET-540 Digital Computer Theory	4
ET-560 Microprocessors & Microcomputers	4	ET-560 Microprocessors & Microcomputers	4
ET-704 Network Fundamentals I	4	ET-704 Network Fundamentals I	4
ET-705 Network Fundamentals II	4	ET-705 Network Fundamentals II	4
MA-128 Calculus for Technical & Business	4	MA-128 Calculus for Technical & Business	4
		TECH-100 Introduction to Engineering and Technology	1
Subtotal	44		37

		ET elective (choose from):	
		ET-140, ET-220, ET-305, ET-360, ET-375, ET-481, ET-490, ET-502, ET-503, ET-504, ET-505, ET-506, ET-507, ET-570, ET-575, ET-580, ET-701, ET-706, ET-707, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	3
Total	65	Total	64
Comments		Comments	
¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.		¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.	

² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.

² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.

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

Overview

The proposed changes to the TC curriculum reduce the number of required credits from 65 to 64 and bring the program into alignment with other A.A.S. curricula. There are no changes to the general education and liberal arts and sciences course requirements. Furthermore it will provide students with the prerequisites to continue on for a four-year degree and provides a new opportunity for students to engage in elective credits for the degree including a credit bearing coop education experience.

The Engineering Technology Department strives to keep all its curriculums up to date in order to provide our students with the best preparation for current jobs and for successful transfer to quality baccalaureate programs upon graduation. This revision proposal is fully compliant with the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC of ABET) criteria. Existing courses are repositioned in the curriculum and no new courses are proposed. Curricular flow is modified through pre and co-requisite adjustments and in some cases course outlines are revised.

Please find below the individual proposed changes with their respective rationale.

Curricular Change 8 - TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit. TECH-100 then becomes a prerequisite for ET-509.

Rationale 1 - Students often come to Engineering Technology without a clear sense of the disciplines it encompasses and what they entail. Before a long-term commitment is made to study in Computer, Electronic or Mechanical Engineering Technology, it is wise to give an overview of the profession and other related disciplines. For those students who continue on in the major, this overview will give them a firm foundation in technical skills on which to build future studies. TECH-100 was created for the Mechanical Engineering Technology Curriculum and has been found to be very successful and useful to students. Our goal is to have all technology students take this course. Furthermore, we feel that ET-501 Computer Applications is less critical to technology students because many of the computer applications are addressed in other courses.

Curricular Change 9 - ET-232, Wireless Mobile Communication, 3 Lecture Hours/3 Credits, will replace ET-140, Transient and Sinusoidal Circuit Analysis, 2 Lecture Hours, 1 Recitation Hour, 3 Laboratory Hours/3 Credits. ET-110 will replace ET-140 as the pre-requisite for ET-210.

Rationale 2 - One of the key characteristics of today's society is that people are mobile. The devices and applications that we use today already show the great importance of mobile communications. We cannot make a precise prediction, but as a general feature, most computers in the future will certainly be portable. Users, access networks with the help of computers or other communication devices without any wires, i.e., wirelessly. The term "wireless" only describes the way of accessing a network or other communication partners. The wire is replaced by the transmission of

electromagnetic waves through 'the air' (although wireless transmission does not need any medium).

This course will offer students practical insight into wireless network and medium issues and will empower students to deal with the growing need of most current technologies: mobile and wireless devices and the networks supporting them. Wireless communication is one of today's most promising technological advances and is a necessary course in order to keep the telecommunications curriculum current and up-to-date.

Students will now progress directly from ET-110, Electric Circuit Analysis, to ET-210, Electronics I. ET-110 will be modified include an introduction to AC circuits to support this transition. This structure is compatible with the Telecommunications program at Farmingdale. ET-110 will be renamed to clarify that there is no follow-on electric circuit analysis course.

Curricular Change 10 - ET-Electives/3 Credits will replace ET-231, Telecommunications II, 3 Lecture Hours, 3 Laboratory Hours/4 Credits

Rationale 3 - Few professions have grown as rapidly as Telecommunications Technology. Technological growth has led to almost daily change. The continued growth makes the flexibility of elective courses extremely important. Current topics in telecommunications like cyber security, mobile technology, the internet, computer maintenance, operating systems, and computer programming can be made available to meet student interest and industry requirements. The implementation of elective courses will help to keep the curriculum up to date with the latest changes in the telecommunications industry. It will also give students choices to pursue their personal interests and obtain the academic and technical training needed to compete for a career in this field.

Telecommunications Technology students need to be exposed to many areas of telecommunications in order to keep in sync with this fast changing global marketplace. ET-231, Telecommunications II, will be removed as a program requirement but will remain as an elective for Telecommunications Technology students.

Curricular Change 11 - ET-509, 3 Laboratory Hours /1 Credit will replace ET-502, 3 Laboratory Hours /1Credit

Rationale 4 - This revision allows students to take all required prerequisites within the TC degree for ET-560. Both courses are introductory programming classes for the same amount of credit and hours. However, ET-509 introduces Assembly Language that is a prerequisite for ET-560.

Curricular Change 12 - Pre-requisites for ET-230, Telecommunications I, 3 Lecture Hours, 3 Laboratory Hours /4 credits will be changed from ET-220, Electronics II, to ET-210, Electronics I.

Rationale 5 - The current prerequisite, ET-220, has not been in the TC curriculum for many years. The revision of ET-210 to include operational amplifiers will appropriately support students to take ET-230.

10. Write a Summary for all the changes

- 1) TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit.
- 2) ET-232, Wireless Mobile Communication, 3 Lecture Hours/3 Credits, will replace ET-140, Transient and Sinusoidal Circuit Analysis, 2 Lecture Hours, 1 Recitation Hour, 3 Laboratory Hours/3 Credits
- 3) ET-110, Electric Circuit Analysis, will be modified to include an introduction to AC analysis. ET-110 will be renamed from "Electric Circuit Analysis I" to simply "Electric Circuit Analysis".
- 4) ET-Electives/3 Credits will replace ET-231, Telecommunications II, 3 Lecture Hours, 3 Laboratory Hours/4 Credits
- 5) ET-509, Programming for Embedded Systems, 3 Laboratory Hours /1 Credit will replace ET-502, Introduction to Computer Programming, 3 Laboratory Hours /1 Credit
- 6) Pre-requisites for ET-230, Telecommunications I, 3 Lecture Hours, 3 Laboratory Hours /4 credits will be changed from ET-220, Electronics II, to ET-210, Electronics I.

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

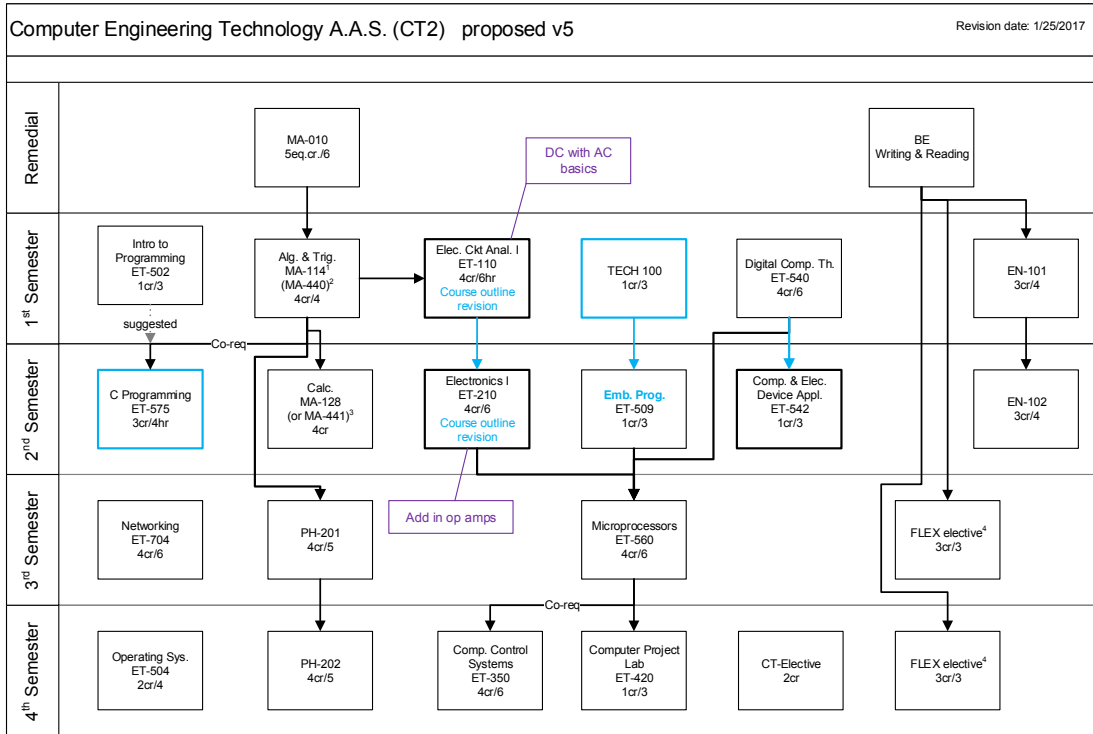
The course revision forms are attached for the following actions:
 ET-110 and ET-210 outlines are revised.
 ET-210, ET-230 and ET-509 prerequisites are modified.

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

- 3) The department will continue to offer ET-501 in support of other degrees as well as students who choose to be grandfathered into the previous curriculum.
- 4) ET-140 will continue to be required for the ET degree. It will be offered as an elective for the CT and TC degrees.
- 5) ET-231 will be offered as an elective.
- 6) ET-502 will continue to be required in the CT degree and offered as an elective for the CT and TC degrees.

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

Students requiring ET-510 will be allowed to take ET-540 as a substitution.



¹ Taking both MA-119 & MA-121 is equivalent to MA-114

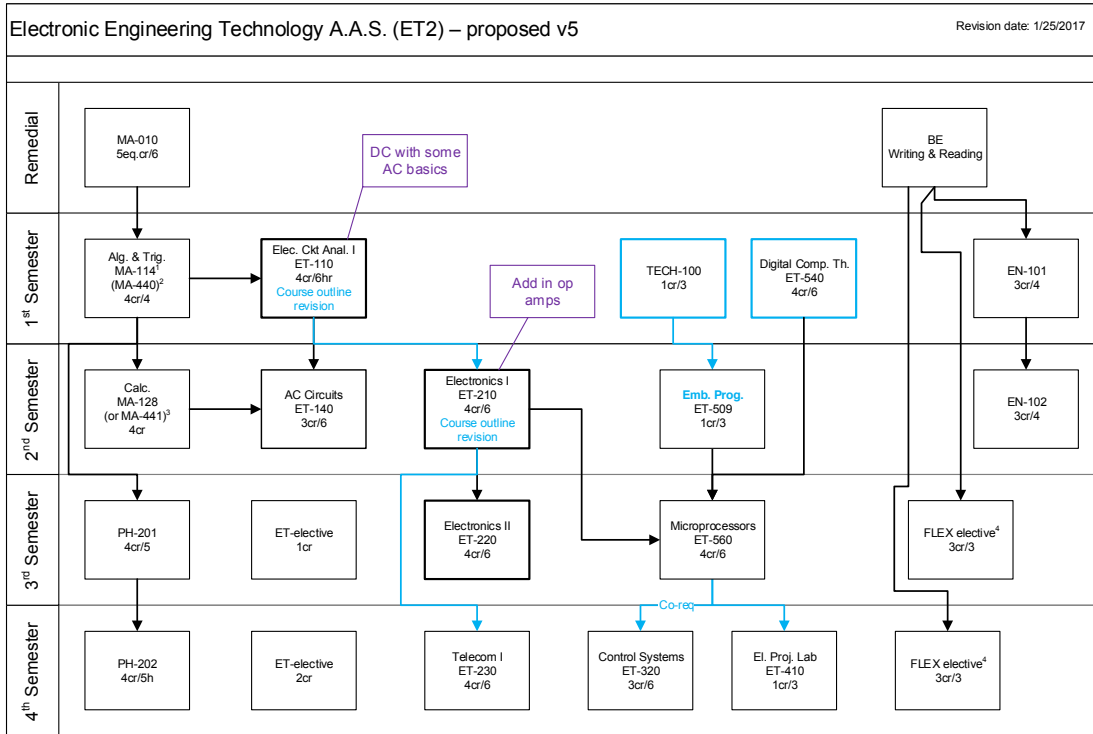
² Must take MA-114 or equivalent before MA-440

³ Must take MA-440 before MA-441

⁴ Requires passing BE reading only. Elective chosen from FLEX IIA, B, D or E (ONLY HI 100 series, ANTH, CRIM101 OR 102, ECON, PLSC, PSYCH, OR SOCY)

CT Electives:
 ET-230 Telecommunications 4cr/6hr
 ET-232 Mobile communications 3hr/3cr
 ET-375 Robotics 4cr/6hr
 ET-481 PC Tech (A+) 2cr/4hr

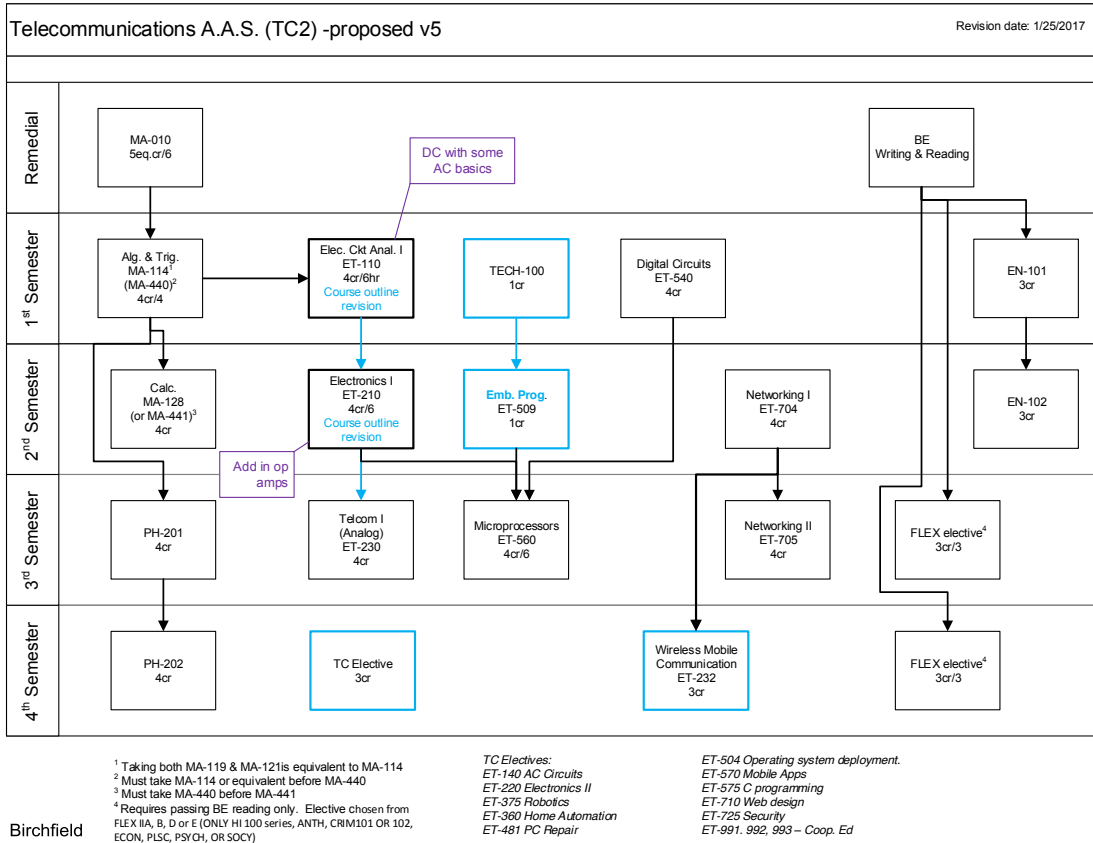
ET-705 Net Fund. II 4cr/5hr
 ET-710 Web Tech. I 4cr/6hr,
 ET-712 JavaScript Prog. 3cr/4hr,
 ET-725 Security 3cr/3hr
 ET-585 Obj. Oriented Prog. 3cr/4
 ET-991, 992, 993 Coop Ed.



¹ Taking both MA-119 & MA-121s equivalent to MA-114
² Must take MA-114 or equivalent before MA-440
³ Must take MA-440 before MA-441
⁴ Requires passing BE reading only. Elective chosen from FLEX IA, B, D or E (ONLY HI 100 series, ANTH, CRM101 OR 102, Birchfield ECON, PLSC, PSYCH, OR SOCY)

ET Electives:
 ET-305 Transients & Elec. Trans 2cr/3hr,
 ET-360 Electronics & Automation for the Home 4cr/6hr
 ET-375 Robotics 4cr/6hr
 ET-481 PC Tech (A+) 2cr/4hr
 ET-502 Intro to Programming 1cr/3hr
 ET-504 Operating Systems Deployment 2cr/4hr

ET-505 C++ 4cr/6hr
 ET-575 C Programming 3cr/3hr
 ET-704 Net. Fund. 14cr/6hr
 ET-725 Computer Security 3hr/3cr
 ET-991, 992, 993 Coop Ed.



SPEECH COMMUNICATION & THEATRE ARTS - Revision in a program to include a New Concentration

Departmental approval: 3-22-2017

Revisions of an existing degree or certificate program

A.A. in Liberal Arts concentration in Communication Studies

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

1. Department:	Speech Communication and Theatre Arts		
2. Program name:	A.A. in Liberal Arts concentration in Communication Studies		
3. Program Code:	01522		
4. HEGIS number:	5649		
5. Date approved by the department	3	22	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	1	15	2018
	Month	Day	Year
7.	All text or items that will be deleted or changed should be marked with a strikethrough.		
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u> .		
9.	Show the whole set of program requirements in a From/To format (see example below)		
10.	Add all Program notes in 11A Add all Course notes in 11B (Number your notes).		

From:	To:
Liberal Arts and Sciences A.A. degree program	Communication Studies (This concentration will be added to the list of concentration)

Common Core	Credits	Common Core unchanged	Credits
Required Core: 1A English Composition ENGL-101, 102 English Composition I, II	6	Required Core: 1A English Composition ENGL-101, 102 English Composition I, II	6
Required Core: 1B Mathematical and Quantitative Reasoning (Select one course from 1B)	3	Required Core: 1B Mathematical and Quantitative Reasoning (Select one course from 1B)	3
Required Core: 1C Life and Physical Sciences (Select one course from 1C)	3	Required Core: 1C Life and Physical Sciences (Select one course from 1C)	3
Flexible Core: 2A World Cultures and Global Issues (Select one course from 2A)	3	Flexible Core: 2A World Cultures and Global Issues (Select one course from 2A)	3
Flexible Core: 2B U.S. Experience in Its Diversity (Select one course from 2B)	3	Flexible Core: 2B U.S. Experience in Its Diversity (Select one course from 2B)	3
Flexible Core: 2C Creative Expression (Select one course from 2C)	3	Flexible Core: 2C Creative Expression (Select one course from 2C)	3
Flexible Core: 2D Individual and Society (Select one course from 2D)	3	Flexible Core: 2D Individual and Society (Select one course from 2D)	3
Flexible Core: 2E Scientific World (Select one course from 2E)	3	Flexible Core: 2E Scientific World (Select one course from 2E)	3
Flexible Core: II A, B, C, D, or E (Select one course)	3	Flexible Core: II A, B, C, D, or E (Select one course)	3
Sub-total	30-34*	Sub-total	30-34*

MAJOR REQUIREMENTS

Liberal arts and sciences courses to make up a minimum of 48 Liberal Arts and Sciences credits	14-18	Liberal arts and sciences courses to make up a minimum of 48 Liberal Arts and Sciences credits	14-18
ALL STUDENTS IN THE LIBERAL ARTS AND SCIENCE A.A. DEGREE PROGRAM MUST CHOOSE FROM AND COMPLETE ONE OF THE CONCENTRATIONS (SEE DETAILS BELOW) TO COMPLETE THE DEGREE REQUIREMENTS.		ALL STUDENTS IN THE LIBERAL ARTS AND SCIENCE A.A. DEGREE PROGRAM MUST CHOOSE FROM AND COMPLETE ONE OF THE CONCENTRATIONS (SEE DETAILS BELOW) TO COMPLETE THE DEGREE REQUIREMENTS.	
		Sub-total	14-18

ADDITIONAL MAJOR REQUIREMENTS

HE 101 or HE-102	1-2	HE 101 or HE-102	1-2
Two courses in Phys. Ed. or Dance from PE 400 and 500 series or DAN 100 series	2	Two courses in Phys. Ed. or Dance from PE 400 and 500 series or DAN 100 series	2
Sub-total	3-4	Sub-total	3-4

ELECTIVES OR CONCENTRATION CHOICES

Free electives or concentration choices – see below		Free electives or concentration choices – see below	8-9
Sub-total	8-9	Sub-total	8-9
TOTAL CREDITS REQUIRED	60	TOTAL CREDITS REQUIRED	60

**The credit range accounts for those students who opt to take STEM variants in I.B, I.C, II.E, and the additional course in the flexible core.*

Communication Studies – To complete a concentration in Communication Studies, students must complete the major requirements below:

- Two Foreign Language courses (*two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature*)

department placement. (If already satisfied with one course in common core take SP213.)

- SP-211 *(if already taken in common core, one Social Science course from Anthropology, CRIM 101 or 102, Economics, Sociology, Political Science, or Psychology is recommended)*
- One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH106, CH-111, CH-121; ET-842; PH-112.
- One English course from ENGL-200, ENGL-300 or ENGL-400 series
- One History course from HI-110 or HI-111 or HI-112 *(if already taken in common core, one additional course from SP213, SP214, or TH152)*

Communication Studies Concentration (8-9 credits):
 Take SP101 and two courses from the following:
 SP212, SP213, SP214, SP321, SP275, TH152 * *(If any of these courses are taken as a part of common core, students must elect courses from this list to complete the 9 credits in the major.)*

12.

Write a Rationale for all the changes

The concentration in Communication Studies will offer our students the opportunity to develop both their own communication skills as well as conduct more sophisticated analysis of human communication. The addition of new courses that accompany this proposal to the current offerings of the college will provide students the foundational courses needed for more advanced study in Communications at a four-year college. Additionally, the concentration in Communication Studies will provide our students with a solid foundation for their future career path fields where knowledge of human communication strategies is required.

13.

Write a Summary for all the changes

A new concentration in the current A.A. in Liberal Arts will be offered in Communication Studies. Additionally, four new courses: (SP101, Introduction to Communication Studies; SP212, Interpersonal Communication; SP213, Intercultural Communication; and SP214, Communication in a Professional Setting will be added to the course offerings of the Dept. of Speech Communication and Theatre Arts

14.

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

Submitted as attachments to this proposal.

15.

If courses will be deleted from the program, make clear whether the courses are to be deleted from the

department's offerings as well.

No courses to be deleted

16.

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

New concentration, so there is no current enrollment in this program.

SOCIAL SCIENCES

Departmental approval: April 6, 2017

Program Revision for the Dual-Joint AS/BA Degree in Criminal Justice

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

1. Department:	Social Sciences			
2. Program name:	Dual-Joint A.S./B.A. Degree in Criminal Justice with John Jay College of Criminal Justice			
3. Program Code:	CJ1			
4. HEGIS number:	5505.00			
5. Date approved by the department	April	6	2017	
	Month	Day	Year	
6. Date the changes will be effective (if approved)	Jan	1	2018	
	Month	Day	Year	
7.	All text or items that will be deleted or changed should be marked with a strikethrough .			
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u> .			
9.	All text or items that will be deleted or changed should be marked with a strikethrough .			
10.	Show the whole set of program requirements in a From/To format (see example below)			
11.	Add all Program notes in 11A Add all Course notes in 11B (Number your notes).			

From:		To:	
Common Core	Credits	Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II Take ENGL 101 & 102	6	REQUIRED CORE: I. A: English Composition I, II Take ENGL 101 & 102	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning Required: MA-119 or higher*	3	REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning Required: MA-119 or higher*	3
REQUIRED CORE: I. C: Life & Physical Sciences (Select one course)	3-4	REQUIRED CORE: I. C: Life & Physical Sciences (Select one course)	3-4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3	FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity Recommended: PLSC-101	3	FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity Recommended: PLSC-101	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3	FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society Recommended: SOCY-101, PHIL-101	3	FLEXIBLE CORE: II. D: Individual & Society Recommended: SOCY-101, PHIL-101	3

FLEXIBLE CORE: II. E: Scientific World (Select one course)	3	FLEXIBLE CORE: II. E: Scientific World (Select one course)	3
FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3	FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3
Subtotal	30-31	Subtotal	30-31
Major		Major	
CRIM-101 Introduction to the American Criminal Justice System	3	CRIM-101 Introduction to the American Criminal Justice System	3
CRIM-102 Criminology	3	CRIM-102 Criminology	3
		CRIM106 Introduction to Criminal Justice Research	1
CRIM-202 Corrections and Sentencing	3	CRIM-202 Corrections and Sentencing	3
CRIM-203 Criminal Law	3	CRIM-203 Criminal Law	3
CRIM-201 Policing or CRIM 204 Crime and Justice in the Urban Community	3	CRIM-201 Policing or CRIM 204 Crime and Justice in the Urban Community	3
Subtotal	15	Subtotal	16
Additional Major Requirements		Additional Major Requirements	
Foreign Language	6-8	Foreign Language	6-8
MA-336 Statistics	3	MA-336 Statistics	3
One course from the PE-400 or 500 or DAN-100 series	4		0
Science lab (students who take STEM variant in I.C. have met this requirement): choose BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1	Science lab (students who take STEM variant in I.C. have met this requirement): choose BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1
Subtotal	11-13	Subtotal	10-12
Elective(s)		Elective(s)	
Free electives: Students are recommended to take SOCY240	0-4	Free electives: Students are recommended to take SOCY240	0-4
Total	60	Total	60
11A. Program Note:			
From:		To:	
*Students who are exempt from MA 119 will use MA 336 to satisfy the common core 1B requirement and must take either CRIM201 or CRIM204 to complete the 60-credit degree. Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree		*Students who are exempt from MA 119 will use MA 336 to satisfy the common core 1B requirement and must take either CRIM201 or CRIM204 to complete the 60-credit degree. Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.	
11B. Course Note (number your notes):			
From:		To:	

12. Write a Rationale for all the changes

In response to the October 2015 Academic Program Review Report for the Dual-Joint A.S./B.A. Degree Program with John Jay College of Criminal Justice and to the recommendations of the external reviewer of that report an Action Plan was drafted and approved by the VP of Academic Affairs, Dr. Paul Marchese on 3/30/16. One of the stipulations in the approved Action Plan was to "develop a one-credit research methods course, eliminating Physical Education requirement." The reason for this action is to provide a basic foundation in research to better enable Criminal Justice students to read, comprehend, analyze and evaluate research in their discipline.

13. Write a Summary for all the changes

A new course, CRIM106 Introduction to Criminal Justice Research (1 credit) is added to the Major courses, and the 1 credit "One course from the PE-400 or -500 or DAN-100 series" course in Additional Major Requirements is deleted. This affects the pre-requisites of CRIM 201, CRIM202, CRIM203, and CRIM204.

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

See attachments

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

The PE-400 and -500 and DAN-100 series courses are not removed from the HPED Dept. offerings.

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

Students who matriculated in the program prior to the approval of the curriculum revision will have the option of completing the program requirements that were in place at the time of their matriculation, or they may opt to complete the program with the revised requirements.

SPEECH COMMUNICATION & THEATRE ARTS

New Concentration in a program.

Departmental approval: 3-22-2017

Revisions of an existing degree or certificate program

A.A. in Liberal Arts concentration in Communication Studies

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

1. Department:	Speech Communication and Theatre Arts		
2. Program name:	A.A. in Liberal Arts concentration in Communication Studies		
3. Program Code:	01522		
4. HEGIS number:	5649		
5. Date approved by the department	3	22	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	1	15	2018
	Month	Day	Year
7.	All text or items that will be deleted or changed should be marked with a strikethrough.		
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u> .		
9.	Show the whole set of program requirements in a From/To format (see example below)		

10. Add all Program notes in 11A
Add all Course notes in 11B (Number your notes).

Liberal Arts and Sciences – A.A. – Curricular Revision

From:	To:
Liberal Arts and Sciences A.A. degree program	Communication Studies (This concentration will be added to the list of concentration)

Common Core	Credits	Common Core unchanged	Credits
Required Core: 1A English Composition ENGL-101, 102 English Composition I, II	6	Required Core: 1A English Composition ENGL-101, 102 English Composition I, II	6
Required Core: 1B Mathematical and Quantitative Reasoning (Select one course from 1B)	3	Required Core: 1B Mathematical and Quantitative Reasoning (Select one course from 1B)	3
Required Core: 1C Life and Physical Sciences (Select one course from 1C)	3	Required Core: 1C Life and Physical Sciences (Select one course from 1C)	3
Flexible Core: 2A World Cultures and Global Issues (Select one course from 2A)	3	Flexible Core: 2A World Cultures and Global Issues (Select one course from 2A)	3
Flexible Core: 2B U.S. Experience in Its Diversity (Select one course from 2B)	3	Flexible Core: 2B U.S. Experience in Its Diversity (Select one course from 2B)	3
Flexible Core: 2C Creative Expression (Select one course from 2C)	3	Flexible Core: 2C Creative Expression (Select one course from 2C)	3
Flexible Core: 2D Individual and Society (Select one course from 2D)	3	Flexible Core: 2D Individual and Society (Select one course from 2D)	3
Flexible Core: 2E Scientific World (Select one course from 2E)	3	Flexible Core: 2E Scientific World (Select one course from 2E)	3
Flexible Core: II A, B, C, D, or E (Select one course)	3	Flexible Core: II A, B, C, D, or E (Select one course)	3
Sub-total	30-34*	Sub-total	30-34*
MAJOR REQUIREMENTS			
Liberal arts and sciences courses to make up a minimum of 48 Liberal Arts and Sciences credits ALL STUDENTS IN THE LIBERAL ARTS AND SCIENCE A.A. DEGREE PROGRAM MUST CHOOSE FROM AND COMPLETE ONE OF THE CONCENTRATIONS (SEE DETAILS BELOW) TO COMPLETE THE DEGREE REQUIREMENTS.	14-18	Liberal arts and sciences courses to make up a minimum of 48 Liberal Arts and Sciences credits ALL STUDENTS IN THE LIBERAL ARTS AND SCIENCE A.A. DEGREE PROGRAM MUST CHOOSE FROM AND COMPLETE ONE OF THE CONCENTRATIONS (SEE DETAILS BELOW) TO COMPLETE THE DEGREE REQUIREMENTS.	14-18
		Sub-total	14-18
ADDITIONAL MAJOR REQUIREMENTS			
HE 101 or HE-102	1-2	HE 101 or HE-102	1-2
Two courses in Phys. Ed. or Dance from PE 400 and 500 series or DAN 100 series	2	Two courses in Phys. Ed. or Dance from PE 400 and 500 series or DAN 100 series	2
Sub-total	3-4	Sub-total	3-4
ELECTIVES OR CONCENTRATION CHOICES			
Free electives or concentration choices – see below		Free electives or concentration choices – see below	8-9
Sub-total	8-9	Sub-total	8-9
TOTAL CREDITS REQUIRED	60	TOTAL CREDITS REQUIRED	60

**The credit range accounts for those students who opt to take STEM variants in I.B, I.C, II.E, and the additional course in the flexible core.*

Communication Studies – To complete a

concentration in Communication Studies, students must complete the major requirements below:

- Two Foreign Language courses (*two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement. (If already satisfied with one course in common core take SP213.)*)
- SP-211 (*if already taken in common core, one Social Science course from Anthropology, CRIM 101 or 102, Economics, Sociology, Political Science, or Psychology is recommended*)
- One science lab. course (STEM variant in common core satisfies this requirement):
Applicable courses include BI-132, BI-171; CH-102, CH106, CH-111, CH-121; ET-842; PH-112.
- One English course from ENGL-200, ENGL-300 or ENGL-400 series
- One History course from HI-110 or HI-111 or HI-112 (*if already taken in common core, one additional course from SP213, SP214, or TH152*)

Communication Studies Concentration (8-9 credits): Take SP101 and two courses from the following: SP212, SP213, SP214, SP321, SP275, TH152 * (*If any of these courses are taken as a part of common core, students must elect courses from this list to complete the 9 credits in the major.*)

12.

Write a Rationale for all the changes

The concentration in Communication Studies will offer our students the opportunity to develop both their own communication skills as well as conduct more sophisticated analysis of human communication. The addition of new courses that accompany this proposal to the current offerings of the college will provide students the foundational courses needed for more advanced study in Communications at a four-year college. Additionally, the concentration in Communication Studies will provide our students with a solid foundation for their future career path fields where knowledge of human communication strategies is required.

13.

Write a Summary for all the changes

A new concentration in the current A.A. in Liberal Arts will be offered in Communication Studies. Additionally, four new courses: (SP101, Introduction to Communication Studies; SP212, Interpersonal Communication; SP213, Intercultural Communication; and SP214, Communication in a Professional

Setting will be added to the course offerings of the Dept. of Speech Communication and Theatre Arts

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

Submitted as attachments to this proposal.

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

No courses to be deleted

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

New concentration, so there is no current enrollment in this program.

New courses

HIST203

HISTORY DEPARTMENT

Departmental approval: July 8, 2016 (all 7 courses)

HIST 203 Economic History of the Ancient World

3 Class Hours; 3 Credits

Pre-requisite or Co-Requisite: English 101

Course description for college catalog:

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

Rationale:

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

HIST204

HIST 204 Topics in the History of Slavery

Prerequisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course description for college catalog:

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

Rationale:

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

HIST212

HIST 212 History of Pirates and the Sea

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course description for college catalog:

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

Rationale:

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

HIST 219 History of the Mediterranean

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course description for college catalog:

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

Rationale:

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

HIST 223 History of the Cold War

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course description for college catalog:

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

Rationale:

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

The course was developed as part of a series of courses covering global issues of the twentieth century. It was developed to expand the history department offerings.

HIST 263 History of American Cities

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course description for college catalog:

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

Rationale:

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

DEPARTMENT OF HISTORY

Departmental approval February 28, 2017

HIST-240 "Environmental History of North America."

3 class hours, 3 credits

Pre-requisite or co-requisite: ENGL 101

Course Description for college catalog:

This course explores how human relations with the nonhuman world—including land, plants, water, wildlife, minerals, and disease—have helped inform, mediate, and shape broader social, political, economic, and cultural developments in North America and the United States from the pre-contact period to the recent past. The course examines the multiple ways in which human understandings, manipulations, and uses of the non-human, "natural" world—often resulting in unintended yet damaging consequences—have helped effect historical change over space and time.

Rationale:

This is an entry level elective course that explores how human relations with the nonhuman world—including land, plants, water, wildlife, minerals, and disease—helped mediate social, political, economic, and cultural developments in the United States from the pre-contact period to the recent past. An understanding of how human beings have responded to the challenges of environmental degradation and epidemic disease will provide valuable context for students—our future leaders—who must grapple with the ongoing crisis of human-induced climate change. As such, a course on environmental history will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course will also enable students to develop research, listening, note-taking, critical thinking, and textual interpretation skills.

DEPARTMENT SOCIAL SCIENCE

Departmental approval: August 18, 2016.

EDUC 230 – Childhood Learning and Development in Cultural Context

3 Class Hours; 3 Credits

Pre-requisite EDUC 101

Course description for college catalog:

The goal of this course is to enable students to acquire a knowledge base of developmental processes from birth through adolescence and their implications for classroom practice. 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. Starting from an ecological perspective, students explore the influences of environmental factors such as family, culture, and economics on the development of the individual. Individual differences, the range of normal development, and strategies for accommodating individual variability in the classroom will be emphasized. This course integrates required fieldwork observation and the use of technology.

Rationale:

The course is needed to provide students with a course on child development with a cultural context which would be more in line with the child development course offered at Queens College.

Departmental approval date February 7, 2017

PHIL170 Asian Philosophies

3 class hours / 3 credits

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

Course Description for college catalog:

An overview of the four most influential philosophical traditions of East Asia, namely Vedanta (Hinduism), Confucianism, Daoism, and Buddhism. More specifically, this course will focus on reading central texts in the Hindu, Confucian, Daoist, and Buddhist traditions to explore their philosophical architecture, or radically non-Western conceptions such as the Daoist understanding of emptiness, and the various implications of these insights for Western philosophy, culture, and everyday life.

Rationale:

At present, our philosophy courses only cover the traditions originating in one continent (Europe), roughly 25% of our students are of Asian descent, and campus integration and harmony would be fostered by the rest of the student body being at least minimally familiar with the most important ideas in Asian history.

DEPARTMENT OF SOCIAL SCIENCE

Departmental approval April 6, 2017

CRIM 106 -Introduction to Criminal Justice Research

1 class hour, 1 credit

Pre-requisites: BE122 (or BE226) or satisfactory score on the CUNY/ACT Assessment Test

Co-requisite: none

Course Description for college catalog:

This course is an entry level course designed to provide an introduction to criminal justice research by familiarizing students with current issues, techniques and evaluation of current criminal justice research. The course will provide an overview of the various approaches to criminal justice research as well as an overview of the philosophy of science and research ethics, research design issues including defining a research problems and development of relevant hypothesis, defining and measuring variables of interest, and methods of data collection.

Rationale:

This course will provide a necessary foundation in criminal justice research methods and applications for students who are criminal justice student and those who participate in the Justice Academies. As the role of evidence based practices and research in increasing in all aspects of criminal justice it is imperative that students obtain increased knowledge in this area in order to maximize their classroom learning as well as acquire the skills and understanding in the area the will be crucial for advancing their education (advancing to a 4 year degree as well as advanced degrees) as well as increasing their skills to make them competitive in the criminal justice job market and workplace. The information obtained in this class will provide a foundation for students that will aide in their overall success.

Departmental approval date February 7, 2017

PHIL170 Asian Philosophies

3 class hours / 3 credits

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

Course Description for college catalog:

An overview of the four most influential philosophical traditions of East Asia, namely Vedanta (Hinduism), Confucianism, Daoism, and Buddhism. More specifically, this course will focus on reading central texts in the Hindu, Confucian, Daoist, and Buddhist traditions to explore their philosophical architecture, or radically non-Western conceptions such as the Daoist understanding of emptiness, and the various implications of these insights for Western philosophy, culture, and everyday life.

Rationale:

At present, our philosophy courses only cover the traditions originating in one continent (Europe), roughly 25% of our students are of Asian descent, and campus integration and harmony would be fostered by the rest of the student body being at least minimally familiar with the most important ideas in Asian history.

DEPARTMENT HEALTH, PHYSICAL EDUCATION AND DANCE

Departmental approval date February 8, 2017

HE-202, Social and Behavioral Determinants of Health

3 class hours / 3 credits

Pre-requisites: HE114, Principles and Practices of Public Health

Course Description for college catalog:

This course introduces students to the various biological, psychological, socio-cultural, economic, environmental, institutional, organizational and political factors influencing health behavior and relevant disparities in health outcomes. Students are exposed to core theories and models used in the analysis of health behavior and outcomes from a systems perspective. Emphasis is placed on applying theories/models at various levels of influence to current health problems as a basis for intervention design.

Rationale:

This course is needed to satisfy a major requirement for students in the QCC-York A.S./B.S. Dual/Joint Public Health Degree Program. Offering this foundational public health course at QCC enables students to fulfill the pre-requisite for subsequent upper-level courses that they will take at York in their 3rd and 4th years in the program.

MATHEMATICS & COMPUTER SCIENCE

Date approved by the department October 5, 2016

CS 204 Algorithmic Problem Solving II in Java

3 class hours, 2 lab hours, 4 credits

Pre-requisite MA-441 and C or better in CS-101

Co-requisite: none

Course Description for college catalog:

Object-oriented algorithmic problem solving in Java; elements of graphical user interfaces (GUIs) and event driven programming; exception handling; inheritance and polymorphism; searching and sorting; recursion; linked lists, stacks, and queues; file processing; testing and debugging.

Rationale:

CS 204 would serve as one of the two programming pre-requisites for the junior level course in data structures at Queens College. We would align our courses with other institutions where Java is taught. We would broaden our programming experience as C++ (for CS 203) is operating system oriented while Java is internet and graphical interface oriented.

**BUSINESS DEPARTMENT
FOR INFORMATION**

Experimental Course

BU-902/BU-901 I and II renumbered BU-350 and BU351 – Not approved by President Call

DEPARTMENT HEALTH, PHYSICAL EDUCATION AND DANCE

Departmental approval date February 8, 2017

HE-202, Social and Behavioral Determinants of Health

3 class hours / 3 credits

Pre-requisites: HE114, Principles and Practices of Public Health

Course Description for college catalog:

This course introduces students to the various biological, psychological, socio-cultural, economic, environmental, institutional, organizational and political factors influencing health behavior and relevant disparities in health outcomes. Students are exposed to core theories and models used in the analysis of health behavior and outcomes from a systems perspective. Emphasis is placed on applying theories/models at various levels of influence to current health problems as a basis for intervention design.

Rationale:

This course is needed to satisfy a major requirement for students in the QCC-York A.S./B.S. Dual/Joint Public Health Degree Program. Offering this foundational public health course at QCC enables students to fulfill the pre-requisite for subsequent upper-level courses that they will take at York in their 3rd and 4th years in the program.

MUSIC DEPARTMENT

Date approved by the department May 25, 2016

MUS-222 Music Theory IV

3 Class Hours; 3 Credits

Pre-requisites: MUS-221 with a grade of C or better;

Co-requisite: MUS-224

Course description for college catalog:

Advanced chromatic alterations, fugues, analysis, and 20th Century musical techniques. Theoretical concepts are reinforced through a keyboard component.

Rationale:

In order to meet the standards of a viable transfer program as articulated by the National Association of Schools of Music (NASM) our A.S., Music degree program must include four semesters of Music Theory (I-IV) rather than the two semesters, with an optional third semester that our degree currently requires. This class is designed to be the fourth and final class of that four semester sequence and covers the advanced topics typical for the final semester of the first two years of a college music theory sequence. It will give the student a solid understanding of the techniques and practices of late 19th Century tonal composers as well as the techniques and practices of the post tonal generation of composers of the 20th and 21st Centuries. This knowledge is essential in order to interpret, perform and understand the historical development of music up to the present time.

MUS-223 Sight Reading and Ear Training III

1 credit; 2 studio hours

Pre-requisites: MUS-124 with a grade of C or better; co-requisite: MUS-221 or MUS-225

Course description for college catalog:

A Continuation of MUS-124. Sight singing and dictation of melodies with limited chromaticism, two part rhythms and diatonic harmonic dictation.

Rationale:

In order to meet the standards of a viable transfer program as articulated by the National Association of Schools of Music (NASM) our A.S. Degree in Music needs to require four semesters of Music Theory supported by four semesters of Sight Reading and Ear Training classes. Currently our degree only requires two supporting Sight Reading and Ear Training classes. This class is designed to be the third class in a four semester sequence that allows students to develop the needed aural skills typical for a musician to obtain in the first two years of college study. It will give the student the ability to hear how melodies expand their expression through chromaticism and learn to control these chromatic tones in their own performances. They will learn the basics of four-part dictation, a standard for all music theory sequences, and to hear and identify different diatonic harmonic progressions. They will further improve their rhythmic control of music by distinguishing between compound and simple meters with syncopations and barrow values. All these skills are crucial for a musician to develop within the first two years of a college sequence so they can be applied to their remaining years of study.

MUS-224 Sight Reading and Ear Training IV

2 studio hour 1 credit

Pre-requisites: MUS-223 with a grade of C or better;

Co-requisite: MUS-222 or MUS-226

Course description for college catalog:

A Continuation of MUS-223. Sight singing and dictation of chromatic and expansive melodies, mixed meter rhythms and expanded four-part harmonic dictation.

Rationale:

In order to meet the standards of a viable transfer program as articulated by the National Association of Schools of Music (NASM) our A.S. Degree in Music needs to require four semesters of Music Theory supported by four semesters of Sight Reading and Ear Training classes. Currently our degree only

requires two supporting Sight Reading and Ear Training classes. This class is designed to be the final class in a four semester sequence that allows students to develop the needed aural skills typical for a musician to obtain in the first two years of college study. It will give the student the ability to hear how chromaticism is used to define secondary functions and in modulations. They will learn how to control these techniques in their own performances. They will learn how to fully dictate progressions in four parts, a standard for all music theory sequences, and further improve their rhythmic control of music by learning to perform rhythms using cross relationships and mixed meter. All these skills are crucial for a musician to develop within the first two years of a college sequence so they can be applied to their remaining years of study.

MUS-241 History of Western Music: 18th and 19th Centuries

3 class hours, 3 credits

Prerequisites: MUS-122 and MUS-124

Co-Requisite: none

Course description for college catalog:

A comprehensive survey of the music and history of the eras comprising the Viennese classical period (Haydn, Mozart, and Beethoven), Romanticism and the Romantic period (Schubert to Brahms), and the advent of Modernism (Mahler, R. Strauss, and their contemporaries). The course emphasizes listening, analysis, and critical interpretation and will engage students with the cultural contexts of this music, including historical, aesthetic, stylistic and biographical topics.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of one semester (3 credits) of music history is required of degree programs that are granted accreditation by NASM. The curriculum of the music history component should be one that aligns with other areas of instruction, particularly that in music theory. It is the feeling of the faculty of the Music Department that a music history course of the kind proposed here, as an upper-level course with music theory prerequisites, will strengthen our accreditation efforts. This course will focus on the main areas of the music history canon (18th and 19th centuries), and the prerequisite music theory courses will strengthen the students' abilities to analyze and discuss the music of these periods in deeper and more sophisticated ways, in contrast to the levels found in lower-level courses, such as Introduction to Music. Not only will this course, in conjunction with the music theory courses that are prerequisite to it, or which are taken at the same time, offer students an opportunity to engage in the historical and analytical issues that are central to an understanding of these great periods in music history, it will also serve as a course that will transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-290, 291, 292, 293 Study in Chamber Music Performance I, II, III, IV

1 credit, 0.5 class hour each course

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test and Consent of Instructor

Course description for college catalog:

Thirty minute weekly small-group instruction in chamber music.

Rationale:

The new A.S., Music degree program as proposed requires the student to select from the various performance course offerings in the MUS-400 level. The currently offered course Instrumental and Vocal Ensemble, (though not being deleted as a course) is being removed as an option for the proposed program revision due to its inability to meet NASM standards for an accredited transfer degree program. As a result, a new course is necessary to provide students within the degree program the opportunity to engage in Chamber Music performance. Study in Chamber Music Performance I, II, III, IV allows for the formation of chamber music ensembles that closely match student abilities, and for the grouping of instruments together to provide chamber music performance experiences of established repertoires within significant historical periods and cultural contexts of western music (for example: string quartet, woodwind quintet, piano trio, jazz trio, new-music chamber group). It also allows for each chamber group to be privately instructed by a faculty member, which is the standard found in all chamber music classes in four year programs. Due to the wide variety of established chamber music groups of varying instrumentation,

it is understood that there are many repertoires, numerous successful methodologies, and that students will arrive at the final level of expected competency through unique means.

MUS-186, 187, 286, 287 Convocation I, II, III, IV

0.5 hours 0 credits

Pre-requisites: None

Co-requisites: Individual Study in Music Performance I, II, III, IV

Course description for college catalog:

A recital and master class hour for students, department ensembles, and guest performers meeting twice each month. Pass/Fail.

Rationale:

Individual Study in Music Performance on an instrument or voice is of central importance to the A.S., Music degree program revision, and Convocation provides an important live performance forum through which students will apply performance-related skills learned in Individual Study in Music Performance. The variety of events, performances, and discussion topics that can be integrated into the Convocation curriculum will allow the instructor to address issues relevant to any student currently studying an instrument or voice. Convocation will not only help to contextualize curriculum studied in Individual Study in Music Performance, but will also aid in preparing students for transfer to 4-year institutions, in which many music degree programs consider performance experience a very important trait when assessing applicants.

MUS-150, 151, 250, 251 Individual Study in Music Performance: Violin I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 152, 153, 252, 253 Individual Study in Music Performance: Viola I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 154, 155, 254, 255 Individual Study in Music Performance: Cello I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 156, 157, 256, 257 Individual Study in Music Performance: Double Bass I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction

in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 158, 159, 258, 259 Individual Study in Music Performance: Harp I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-160, 161, 260, 261 Individual Study in Music Performance: Flute I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this

course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-162, 163, 262, 263 Individual Study in Music Performance: Oboe I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-164, 165, 264, 265 Individual Study in Music Performance: Clarinet I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as

demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-166, 167, 266, 267 Individual Study in Music Performance: Bassoon I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-168, 169, 268, 269 Individual Study in Music Performance: Saxophone I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-170, 171, 270, 271 Individual Study in Music Performance: Trumpet I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-172, 173, 272, 273 Individual Study in Music Performance: French Horn I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-174, 175, 274, 275 Individual Study in Music Performance: Trombone I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-176, 177, 276, 277 Individual Study in Music Performance: Tuba I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury. (See Item 19)

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-178, 179, 278, 279 Individual Study in Music Performance: Piano I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-180, 181, 280, 281 Individual Study in Music Performance: Percussion I, II, III, IV
0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-182, 183, 282, 283 Individual Study in Music Performance: Guitar I, II, III, IV
0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-184, 185, 284, 285 Individual Study in Music Performance: Voice I, II, III, IV
0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

BIOLOGICAL SCIENCES AND GEOLOGY DEPARTMENT

Departmental approval date 02/08/16

BI-522, Applied Biostatistics

3 class hours, 3 credits

Pre-requisites: MA 336, Statistics; HE 114: Principles and Practices of Public Health; BI 503:

Epidemiology

Course Description for college catalog:

This survey course is designed to provide students with basic knowledge and skills to conduct statistical techniques applied to tests and measurements in public health. It will concentrate on the interpretation and comprehension of graphical and statistical techniques that are important components of research and public health practice. Students will be exposed to topics such as vital statistics, and the evaluation of tools to measure health attitudes, knowledge, and behavior. In addition, students will learn to use

computer software for statistical analysis.

Rationale:

The course will satisfy the major's requirement in the proposed Dual-Joint B.S. Public Health Program with York College (proposal in progress). This course is designed to provide students with basic knowledge and skills to conduct statistical techniques applied to tests and measurements in public health.

DEPARTMENT OF SPEECH COMMUNICATION & THEATRE ARTS

Departmental approval March 17, 2017

SP-101 Introduction to Communication Studies

3 class hours, 3 credits

Pre-requisite: none

Co-requisite: none

Course Description for college catalog:

This course will be a survey of the current methods and theories that inform the study of Communication. Student will develop an understanding of the issues encompassed by Communication Studies including: Mass Media, Intrapersonal, Interpersonal, Intercultural and Small Group Communication as well as Public Address. This course will inform both the beginning Communication Studies student, and also students who seek to improve their communication skills in general.

Rationale:

This course will be the foundation course for a new concentration in Communication Studies proposed for the A.A in Liberal Arts. Communication is a popular major across the nation and an ongoing concern among employers. The adoption of this concentration will equip our students with increased opportunities to both transfer and achieve employment.

SP-212 Interpersonal Communication

3 class hours, 3 credits

Pre-requisites: ENGL 101 (and SP101 for Speech Comm. Majors)

Co-requisite: none

Course Description for college catalog:

This course introduces the practices and principles of interpersonal communication in both one-on-one and group settings. Students will study how the individual characteristics of the speaker and the environment can influence the way we communicate.

Rationale:

The department of Speech Communication and Theatre Arts is proposing a concentration in the A.A. in Liberal Arts Communication Studies and SP212- Interpersonal Communication satisfies requirements in the concentration and is a foundational requirement in B.A. degrees in Communication Studies. The course is needed for seamless transfer. The course will be offered every semester and the projected enrollment is 22-25 students per semester.

SP-213 Intercultural Communication

3 class hours, 3 credits

Pre-requisites: none

Co-requisite: none

Course Description for college catalog:

An exploration of multiculturalism and diversity, focusing on the communication process. Course is designed to help students develop intercultural competence in national and international settings.

Rationale:

This course is required at the lower divisional level of B.A. degrees in Communication Studies and is needed for seamless transfer. Our students live in a highly multicultural society. SP212 examines intercultural communication on interpersonal levels and in international arenas through a wide variety of topics. We will examine concepts such as culture, communication, and perception, and look at gender as culture. Classroom discussions will address barriers such as ethnocentrism, racism, and explore cultural imperialism and globalization. Throughout the course, students will examine the role of media in helping

and harming intercultural communication.

SP-214 Communication in a Professional Setting

3 class hours, 3 credits

Pre-requisites: none

Co-requisites: none

Course Description for college catalog:

This course will examine communication theory and prepare students to deliver professional presentations. Students will explore scenarios common in a professional environment and use critical thinking skills to resolve them. Topics will include interpersonal communication in professional settings, active and critical listening skills, diversity in the workplace, conferences, client presentations, group problem solving, leadership and conflict resolution, resumes, cover letters, interviewing, and formal presentations in professional settings.

Rationale:

This course will strengthen students' skills in communication in the organizational setting. Additionally, the course is a foundational course in B.A. in Communication degrees and almost universally offered and required in CUNY and private senior college speech programs. As we are looking for articulation agreements with Baruch and Brooklyn colleges, this course will assist Communication Studies students by easing transfer and avoiding delayed graduation at the B.A. or B.S., level.

DEPARTMENT of SPEECH COMMUNICATION & THEATRE ARTS (cont'd)

Departmental approval: 5-9-17

FMP 241 Digital Media Field Production

2 class hours, 2 lab hours, 3 credits

Pre-requisite: FMP 141 Introduction to Digital Media Production

Co-requisite: none

Course Description for college catalog:

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

Rationale:

Digital Media Field Production will be an upper divisional course designed as the second in a series of courses in the proposed Film and Media Arts Production Program in the department of Speech and Theatre. The course is necessary if students are to transfer seamlessly into a B.A. or B.S. program. Additionally, students have frequently voiced their desire for an advanced course to follow our foundational course and requested a discreet degree in this discipline. This course has successfully run as an experimental section SP 231 this past semester and is supported partially by a grant from the Department of Labor which financed an upgrade of equipment in our lab. The course FMP 241 will be capped at 16 as that is the number of computer stations in the Media Arts Centre. The course will be offered every spring semester. Coursework also transfers into a variety of media programs within CUNY.

FMP 242 Writing for the Screen

3 class hours, 3 credits

Pre-requisite: ENGL 101 or ENGL 103

Co-requisite: none

Course Description for college catalog:

Writing for the Screen is a mid-level course in the theory and practice of writing for film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

Rationale:

Writing for the Screen is a mid-level course in Film and Media Production in a series of courses in the new Film and Media Production degree as well as an elective in Theatre. Student demand for a course that focuses on creative writing for media has been high as has the demand for a major in this area of study. This course is also a foundational course for articulation and transfer to four-year programs. The course will be offered every fall semester.

FMP 341 Editing

2 class hours, 2 lab hours 3 credits

Pre-requisite: FMP 241 Digital Media Field Production

Co-requisite: none

Course Description for college catalog:

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

Rationale:

Editing will be an upper-level course for students majoring in the proposed A.S. in Film and Media Production. The course will take students to a more advanced level in post-production techniques utilizing industry-standard software and server in the Multimedia Lab. Avid Media Composer and Adobe Premiere are standards in advertising and newsgathering and thus a highly coveted skillset in the labor market in New York City. This course will offer our students a path to certification by Avid and inclusion in their industry database of certified users by covering material needed for certification as well as advancing students' understanding of post-production. Coursework also transfers into a variety of media programs within CUNY.

FMP 342 Television Studio Production

2 class hours, 2 lab hours, 3 credits

Pre-requisite: FMP 241: Digital Media Field Production

Co-requisite: none

Course Description for college catalog:

Television Studio Production is an upper-level course in the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

Rationale:

Television Studio Production will be an upper-level course in a series of courses in the proposed A.S. in Film and Media Production degree within the department of Speech and Theatre. This course will articulate with a number of courses in four-year institutions in CUNY, fulfilling requirements for a technological and aesthetic skillset for a transfer degree as well as contribute to the campus culture with training in the new television studio.

New programs

New program

Proposal to establish a program in Film & Media Production leading to A.S. Degree

For information only

Revisions of Forms 01, 02, 03, 04 Gen. Ed. Outcomest revisions Deceber 2016

ELIMINATIONS

DEPARTMENT HEALTH, PHYSICAL EDUCATION AND DANCE
 Elimination of concentration
 Departmental approval date February 08, 2017

Proposal to eliminate the Health and Behavior Concentration

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

- | | | | |
|---|--|------------|-------------|
| 1. Program Name: | Liberal Arts and Sciences A.A. Degree Program | | |
| 2. Program Code: | 24.01010 | | |
| 3. HEGIS number: | 5649.00 | | |
| 4. Date approved by the department | February | 8 | 2017 |
| | Month | Day | Year |
| 5. Date the changes will be effective (if approved) | August | 25 | 2017 |
| | Month | Day | Year |
| 6. | All text or items that will be deleted or changed should be marked with a strikethrough. | | |
| 7. | All new text, courses, credits, etc. should be marked by <u>underlining</u>. | | |
| 8. | All text or items that will be deleted or changed should be marked with a strikethrough. | | |
| 9. | Show the whole set of program requirements in a From/To format (see example below) | | |

From:		To:	
Liberal Arts and Sciences A.A. Degree Program: Health and Behavior Concentration (one of 15 concentrations)		Liberal Arts and Sciences A.A. Degree Program: Deletion of Health and Behavior Concentration	
COMMON CORE		COMMON CORE UNCHANGED	
		30-34 ⁷	
REQUIREMENTS FOR THE MAJOR			
Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Language Department placement)	8		0
HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-125, SOCY-290 or ANTH-160 is recommended)	3		0

⁷ The credit range accounts for those who opt to take STEM Variants in 1B, 1C, 2E, and the additional course in the flexible core.

SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-125, SOCY-290 or ANTH-160 is recommended)	3		0
One English course from ENGL-200 series	3		0
One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112	4		0
Sub-total:	14-18		0
ADDITIONAL MAJOR REQUIREMENTS		ADDITIONAL MAJOR REQUIREMENTS UNCHANGED	3-4
ELECTIVES OR CONCENTRATION CHOICES			
Health and Behavior Concentration (8-9 credits): Take HE-107 Mental Health: Understanding Your Behavior and choose from HE-104 Addictions and Dependencies, HE-105 Human Sexuality, HE-111 Stress Management, IS-151 Health of the Nations			
Sub-total:	8-9		0
EXISTING CONCENTRATIONS		EXISTING CONCENTRATIONS UNCHANGED	22-27
Total credits:			60

10. Write a Rationale for all the changes

The Health and Behavior Concentration in the Liberal Arts and Sciences A.A. Degree Program has had consistent low enrollment (there are currently 7 students enrolled). While this proposal is to eliminate the concentration, students can remain in the Liberal Arts degree program and take the courses from the Health and Behavior Concentration as free electives in the Liberal Studies Concentration or they may choose another concentration. Students interested in studying Public Health at Queensborough are recommended to enroll in the A.S. Public Health.

Summary for all the changes:

Deletion of the Health and Behavior Concentration as one of 15 concentrations in the Liberal Arts and Sciences A.A. Degree Program.

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

Not applicable.

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

The courses from the program will not be deleted from the departments' offerings. Students may take these courses to fulfill other degree requirements.

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

Students currently in the Health and Behavior concentration may complete the program in spring 2017 or choose to use the credits earned and apply them towards the Liberal Studies concentration or other LA concentration. They may also choose to enroll in the A.S. Public Health degree program. Students currently enrolled in the program will be advised of their options to make the best choice for their degree attainment and career goals.

4. DELETION OF A CONCENTRATION IN A PROGRAMS

Proposal to eliminate the Health Promotion and Disease Prevention Concentration

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

- | | | | |
|--|--|------------|-------------|
| 1. Program Name: | Liberal Arts and Sciences A.A. Degree Program | | |
| 2. Program Code: | 24.0101 | | |
| 3. HEGIS number: | 5649.00 | | |
| 4. Date approved by the department | February | 8 | 2017 |
| | Month | Day | Year |
| 5. Date the changes will be effective (if approved) | August | 25 | 2017 |
| | Month | Day | Year |
| 6. | All text or items that will be deleted or changed should be marked with a strikethrough. | | |
| 7. | All new text, courses, credits, etc. should be marked by <u>underlining</u>. | | |
| 8. | All text or items that will be deleted or changed should be marked with a strikethrough. | | |
| 9. | Show the whole set of program requirements in a From/To format (see example below) | | |

From:	To:
Liberal Arts and Sciences A.A. Degree Program: Health Promotion and Disease Prevention (one of 15 concentrations)	Liberal Arts and Sciences A.A. Degree Program: Deletion of Health Promotion and Disease Prevention
COMMON CORE	COMMON CORE UNCHANGED
	30-34 ⁸
REQUIREMENTS FOR THE MAJOR	

⁸ The credit range accounts for those who opt to take STEM Variants in 1B, 1C, 2E, and the additional course in the flexible core.

Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)	8		0
HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from Anthropology, Economics, Sociology, Political Science, Psychology is recommended)	3		0
SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-100 series is recommended)	3		0
One English course from ENGL-200 series	3		0
One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132; BI-171; CH-102, CH-111, CH-121; ET-842; PH-112	4		0
Sub-total:	14-18		0
ADDITIONAL MAJOR REQUIREMENTS		ADDITIONAL MAJOR REQUIREMENTS UNCHANGED	3-4
ELECTIVES OR CONCENTRATION CHOICES			
Health Promotion and Disease Prevention Concentration (8-9 credits): Take HE-114 Foundations of Health Promotion and Disease Prevention and choose from IS-151 Health of the Nations, HE-105 Human Sexuality, PE-540 Introduction to Physical Fitness.			
Sub-total:	8-9		0
EXISTING CONCENTRATIONS		EXISTING CONCENTRATIONS UNCHANGED	22-27
Total credits:			60

10. Write a Rationale for all the changes

The Health Promotion and Disease Concentration in the Liberal Arts and Sciences A.A. Degree Program has had consistent low enrollment. There are currently 5 students enrolled. While this proposal is to eliminate the concentration, students can remain in the Liberal Arts degree program and take the courses from the Health Promotion and Disease Prevention Concentration as free electives in the Liberal Studies Concentration or they may choose another concentration. Students interested in studying Public Health at Queensborough are recommended to enroll in the A.S. Public Health.

Summary for all the changes:

Deletion of the Health Promotion and Disease Prevention Concentration as one of 15 concentrations in the Liberal Arts and Sciences A.A. Degree Program.

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

Not applicable.

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

The courses from the program will not be deleted from the departments' offerings. Students may take these courses to fulfill other degree requirements.

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

Students currently in the Health Promotion and Disease Prevention concentration may complete the program in spring 2017 or choose to use the credits earned and apply them towards the Liberal Studies concentration or other LA concentration. They may also choose to enroll in the A.S. Public Health degree program. Students currently enrolled in the program will be advised of their options to make the best choice for their degree attainment and career goals.

GENERAL EDUCATION ASSESSMENT TASK FORCE FINDINGS AND RECOMMENDATIONS

Approval by the Committee on Curriculum: November 29, 2016

Approval by the Gen. Ed. Task Force: November 2, 2016

This report in its entirety will be submitted as an attachment to the November Committee on Curriculum Report.

The General Education Assessment Task Force proposes revision of Queensborough's current Educational Objectives (2007) as described below and in the Findings and Recommendations Report attached:

FROM:

EDUCATIONAL OBJECTIVES

1. Communicate effectively through ~~reading, writing, listening and speaking~~
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. Reason quantitatively ~~and mathematically~~ as required in their fields of interest and in everyday life

TO:

GENERAL EDUCATION OUTCOMES
(TO BE ASSESSED ACROSS DISCIPLINES)

1. *Communicate effectively through written and oral forms*
2. *Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.*
3. *Reason quantitatively as required in various fields of interest and in everyday life*
4. *Apply information management and digital technology skills useful for academic research and lifelong learning*
5. *Discipline-Specific Outcomes*

A robust general education is founded on the knowledge,

4. ~~Use~~ information management and technology skills ~~effectively~~ for academic research and lifelong learning
5. Integrate knowledge and skills in their program of study
6. ~~Differentiate and make informed decisions about issues based on~~ multiple value systems
7. Work collaboratively in ~~diverse groups directed at accomplishing~~ learning objectives
8. ~~Use historical or social sciences~~ perspectives to examine formation of ideas, human behavior, social institutions, or social processes
9. ~~Employ~~ concepts and methods of the natural and physical sciences to make informed judgments
10. Apply aesthetic and intellectual criteria ~~in the evaluation or creation of~~ works in the humanities or the arts

concepts, methods and perspectives that students gain through study of the social sciences and history, the natural sciences, the arts and the humanities. These disciplinary studies stimulate intellectual inquiry, global awareness, and cultural and artistic appreciation; they equip students to make informed judgments and engage with life beyond the classroom.

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

5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.

5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

OUTCOMES SUPPORTING GENERAL EDUCATION (TO BE ASSESSED IN PROGRAM REVIEW)

- *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*

ASSESSMENT PROCESS for the General Education Outcomes:

Outcomes 1, 2, 3, and 4: Assess student artifacts from courses across the disciplines using the rubrics created by the Task Force. Assignments, artifacts, and aggregated scores to be kept in electronic repository so results can be reviewed over multiple years.

5. A., 5.B., and 5.C.: Rubrics for these more discipline-specific outcomes will be written in disciplinary clusters and assessed through collection and scoring of student artifacts from designated courses across the disciplinary clusters (by disciplinary scorers using same methods as for Outcomes that are assessed across disciplines college-wide). Courses should be selected from those which students most frequently take to fulfill common core requirements.

ASSESSMENT PROCESS for the Outcomes supporting General Education but assessed within Academic Program Review:

Assess as part of Academic Program Review, incorporated in program outcomes; each program will designate at least one course where each of these outcomes will be assessed at least once every five years.

PLEASE SEE THE ATTACHED REPORT, Findings and Recommendations, for the Rationale.

For Information Only

ENGINEERING SCIENCE

Program Information Catalog Addition for the A.S. in Engineering Science

HEGIS: 5609

NYSED Code: 01521

Effective: Upon approval

Informational Footnote To Be Added To Catalog:

****Students, who due to their initial placement, are required to begin their mathematics studies in a course before MA 441: Calculus I, will require as many as 73 (65+8) credits to complete the degree requirements.**

Rationale: Students who do not initially begin their studies at MA 441, Calculus I, can be required to complete as many as 8 additional credits to satisfy degree requirements. For transparency, CUNY requests that text be added to the college catalog to describe this fact.

Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II (EN 101 and EN 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 441)	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: CH 151)	4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course from II.A)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course from II.B)	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course from II.C)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course from II.D)	3
FLEXIBLE CORE: II. E: Scientific World (Required: PH 411)	3.5
FLEXIBLE CORE: II: A , B , C , D or E (Required: PH 412)	3

Subtotal 32.5*

**Students are required to take STEM variants in I.B, I.C, and II.E; if students do not take STEM variants in common core, they will have to take additional credits to complete their degree requirements.*

Major

MA 442 and 443 Analytical Geometry II and III	8
MA 451 Differential Equations	4
PH 413 Calculus Physics III	3.5
EE 101 Engineering Design I	1
EE 204 Electric Circuits	3
EE 103 Computer-aided Analysis for Electrical Engineers	2
<i>Computer programming options</i> (select one): PH 240 Computerized Physical Measurement using Graphical Programming OR ET 575 Introduction to C++ Programming Design and Implementation OR ET 505 Introduction to C++ Object Oriented Programming OR CS 101 Algorithmic Problem solving I	3-4
Subtotal	24.5-25.5

Engineering Advised Electives

Students may select from any of the following courses:

<i>Chemical Engin.:</i> CH 152, Gen. Chem. II; CH 251, Organic Chem. I; CH 252, Org. Chem. II	
<i>Civil Engin.:</i> PH 416, Thermodynamics; MT 345, Strength of Materials; MA 461, Linear Algebra	
<i>Electrical Engin.:</i> EE 205, Linear Systems Analysis; PH 416, Thermodynamics; CH 152, Gen. Chem. II; ET 540, Digital Computer Theory I	6.5-7.5
<i>Mechanical Engin.:</i> MT 293, Parametric Computer-aided Design Drafting; PH 416, Thermodynamics; PH 440, Modern Physics; MA 461, Linear Algebra; CH 152, Gen. Chem. II	

Subtotal 8

TOTAL CREDITS REQUIRED 65

5. New Programs

1. New Programs

Proposal to establish a program in Film and Media Production leading to the A.S. Degree

THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN FILM AND MEDIA PRODUCTION LEADING TO THE A.S.
DEGREE

EFFECTIVE FALL_____

SPONSORED BY THE DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE ARTS

APPROVED BY

Dr. Timothy Lynch
Queensborough Community College
Contact: (718) 631-6344
Email: tlynch@qcc.cuny.edu
Signature _____

Name: _____

TABLE OF CONTENTS

I.	EXECUTIVE SUMMARY.....	1
II.	ABSTRACT.....	3
III.	PURPOSE AND GOALS.....	3
IV.	NEEDS AND JUSTIFICATIONS.....	4
V.	STUDENTS.....	
	A. Interest/Demand	
	B. Enrollment Projections	
	C. Admission Requirements	
	D. Anticipated Enrollment	
VI.	CURRICULUM.....	
VII.	COST ASSESSMENT.....	
	A. Faculty	
	B. Facilities and Equipment	
VIII.	APPENDICES:	
APPENDIX A	COURSE DESCRIPTIONS FOR REQUIRED COURSES.....	
APPENDIX B	SYLLABI FOR NEW COURSES.....	
APPENDIX C	PROGRAM CONTENT AND REQUIREMENTS.....	
APPENDIX D	PROGRAM SCHEDULING (SED Form).....	
APPENDIX E	FACULTY TEACHING ASSIGNMENTS (SED Form)...	
APPENDIX F	FACULTY TO BE HIRED (SED Form).....	
APPENDIX G	NEW RESOURCES TABLE (CUNY).....	
APPENDIX H	PROJECTED REVENUE TABLE (CUNY).....	
APPENDIX I	SUPPORTING MATERIALS FOR PROJECTED REVENUE TABLE (CUNY).....	
APPENDIX J	FIVE-YEAR FINANCIAL PROJECTION (CUNY).....	
APPENDIX K	PROJECTED ENROLLMENT.....	
APPENDIX I	TABLES	
APPENDIX M	AVID LEARNING PARTNER BROCHURE	
APPENDIX N	SAMPLE JOB POSTINGS.....	

Executive Summary

The Department of Speech Communication and Theatre Arts proposes an associates degree (A.S.) in Film and Media Production. The program will attract students interested in this burgeoning area of study at colleges CUNY and nationwide. The addition of an A.S. in Film and Media Production would offer intensive preparation for those students who wish to pursue a career or further studies in media production and communication, as well as a desirable secondary skillset in other many other majors and careers. This program would accommodate those who wish, upon graduation, to either enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY. This proposed degree would also increase opportunities for Hispanics, African-Americans, Asians, women and other under-represented minorities in the entertainment industry.^{1&2} The proposed A.S. degree in Film and Media Production will be supported by current courses offered at QCC as well as the addition of three new courses in Speech and Theatre to satisfy various requirements needed for transfer to four-year programs.

Media production is a growing requirement in today's job market. It can include filmmaking, television, game design, animation and programming, graphic design, audio and visual arts, social media, e-publication, advertising and journalism. A recent study, *Projections of Jobs and Education Requirements Through 2020*, by Georgetown University, cites that "the knowledge-domains of high-wage, high-growth, and high-demand occupations include more complex competencies"³ and one of these competencies listed is fluency in the various areas of communication & media, defined as, "Knowledge of media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media."³ In New York City, the entertainment industry has seen "explosive growth over the last year... contributing nearly \$9 billion and over 130,000 jobs."⁴ A popular and growing major on college campuses nationwide, an A.S. degree in Film and Media Production would allow our diverse population of students, who often lack access to state-of-the-art technology and facilities, to acquire 21st century skills in a public university setting, geographically located in a job market for media production second only to the greater Los Angeles area. The New York City Economic Development Council (NYEDC) has established the Center for Economic Transformation that is working with a variety of industries on policy and projects. One of the strategic industry clusters identified by the council is digital media. Considered it's most "advanced innovation cluster," digital media production accounts for many of the new entrepreneurial businesses that would benefit from increased representation from our diverse student body.⁵ Last year, "marked a 40 percent increase compared to the previous year, and a 13 percent growth in TV production brings the tally to 52 series shooting in New York. According to (Julie) Menin (the commissioner of the Mayor's Office of Media and Entertainment), the media and entertainment sector currently encompasses 385,000 area jobs, more than the financial and insurance industries combined."⁶ The city is also about to invest \$136 million to expand production facilities in New York City as current facilities are not enough to keep up with demand.⁷ The Department of Speech Communication and Theatre Arts has also recently received a \$30,000 grant from the New York State Department of Labor Career Advancement funds to develop and implement this course of study as a result of this industry trends. The funding is being used as seed money for the technology needed to develop student skills in advanced media skills such as digital cinematography, post-production and writing for the media. This funding has allowed the department to align coursework with current technological and aesthetic standards utilizing cinema-style cameras with prime and zoom lenses and wired and wireless location sound equipment. This grant also has allowed the department to purchase some lower-cost cameras so students can film projects independently outside of class time, which is an important organizational skill set they will need to succeed in the industry as well additional opportunity to develop their skills and portfolios. Queensborough has recently become an Avid Learning Partner, allowing students in Music to take coursework in the classroom that can help them achieve certification in industry-standard software for music production (ProTools and Sibelius). Speech and Theatre's Multimedia Arts Centre is equipped with AVID's non-linear editing software, Media Composer, so we would be joining the ranks of Columbia, NYU and Brooklyn College in offering coursework that can lead to industry-standard certification and the attendant job opportunities. This course of study will offer intensive preparation for these students who wish to enter the tech and media industries immediately while serving those who wish to continue their studies at four-year institutions in a variety of media and communication-related disciplines including film, television, communication studies and journalism. QCC has also begun the design and bidding process of renovating existing facilities in the Library into a three-camera high definition television studio, allowing for a potential expansion of course offerings so our students can gain experience an industry standard of television production with coursework in three-camera news/documentary production.

Geographically, Queensborough is well situated to serve students interested in this course of study. New York City is one of the media production capitals in the world. This program would serve the interest of the considerable amount of students who have been interested in a career in the media in high school or earlier where an increasing number of institutions that are using media production in the curriculum as well as provide under-represented groups to pursue a career in this area. Indeed, this program would provide many opportunities to do outreach in area high schools, both in person and on the college and departmental websites. New York City is also well-served by numerous initiatives such as the “Made in NY” Production Assistant Program from the Mayor’s Office of Media and Entertainment, Ghetto Film School, Downtown Community Television, Reel Works and The Educational Video Center that bring media production instruction and access to New York City high school students thus many students come to Queensborough looking to further their studies in this area. CUNY offers Digital Media programs at a majority of its campuses including Queens College (Communication Arts and Media, Journalism, Film Studies), Brooklyn College (Film, Television and Radio), York College (Communication Technology), Lehman College (Film and Television Studies, Journalism and Media Communication Studies), City College (Advertising & Public Relations, Film & Video, Journalism, Cinema Studies, Sonic Arts), College of Staten Island, (Cinema Studies, Communication), New York College of Technology (Emerging Media Technologies) and Hunter College (Film, Media). Nearby Digital Media programs are also offered at Old Westbury, Hofstra, C.W. Post, St. John’s, Stony Brook, Adelphi, Purchase and New Paltz. In an historic move, u College just established the first public graduate school on a working film lot where “...women make up half the student population. And typically underrepresented groups, such as Latinos and African-Americans, make up 45 percent.” The proposed program would offer students foundation courses that a would mirror the first two years of B.A. and B.F.A. programs creating the possibility for a path into these existing programs. Articulation and eventually dual/joint agreements would be sought for these programs at York College, Brooklyn College, Lehman College and Old Westbury. Most community colleges in the CUNY system offer some version of this course of study and the addition of this program would put Queensborough in the position to further partnerships with four year institutions and offer our students an opportunity to pursue this course of study while taking advantage of the unique experience Queensborough offers.

ABSTRACT

The Queensborough Community College (QCC) Department of Speech Communication and Theatre Arts proposes an Associate in Science (A.S.) in Film and Media Production. The degree is designed as a transfer degree for those wishing to continue this course of study at four-year programs in and outside of CUNY. Lower division courses in media production are prerequisites for the upper division courses as well as designed to articulate at institutions across CUNY. In addition, this curriculum is designed to provide a solid foundation in the humanities and critical thinking. Media Production is one of the fastest growing skillsets in the job market in New York City so Queensborough is uniquely poised to offer this course of study with a wide variety of career paths for our students who are traditionally under represented in the entertainment industry.

1. Purposes and Goals

The skill set of the 21st century workplace is complex and constantly shifting. As technological changes continue to advance and transform, the ability of our students to master and adapt to these changes, while utilizing the critical thinking skills a college education reinforces, becomes a priority. The Film and Media Production Major is designed for students to access fundamental coursework in video and audio production within a broad Liberal Arts framework that can lead to careers in a variety of fields such as broadcast journalism, public relations, corporate communications and marketing, narrative and documentary production, visual effects, game design, and screenwriting. Film and Media Production, while based in Creative Arts, is also traditionally a skill-oriented discipline. The portfolio of work produced by the student as well as the mastery of specific skills needed to produce all types of media are integral to entry in to the workplace or to continue to a B.A. or B.F.A program. Students completing the A.S. Degree in Film and Media Production fulfill the requirements that prepare them for entry into academically oriented B.A. programs at a variety of institutions within and outside of CUNY. The B.A. path is provides a broad base of general knowledge as well as course work specific to the discipline and complementary to other communications-oriented specializations at the four year level.

2. Needs and Justifications

The Visual and Performing Arts Academy, encompassing Theatre, Music, Dance and Art, has 16.4% growth (Table 1) in degrees awarded with more than half continuing, with a degree, to four-year programs. Digital Art and

Design alone has 7.9% growth in enrollment (Table 2). Historically, of the nine transfer programs offered at QCC, Visual and Performing Arts has the fourth largest amount of degrees awarded from 1962-2015 (Table 3). The needs and justifications a program in Film and Media Production are two-pronged in that the proposed Associate in A.S. degree in Film and Media Production touches many of the goals in the CUNY Master Plan as well as key New York City initiatives as outlined by the New York City Economic Development Corporation¹². Additionally, coordinators in the VAPA Academy have repeatedly discussed great student interest in this course of study being offered. The elective video courses we currently offer are often populated with students from Music and Digital Arts and Design who are seeking more instruction and mentoring in this course of study.

The first mission in the CUNY Master Plan is for CUNY to “Expand its Portals of Opportunity and Access.” CUNY has several approaches to this issue that this degree addresses. College Now and College Discovery have already offered basic media production classes at Queensborough in our Multimedia Lab and a Film and Media Production Program stands to provide a gateway to college courses for those students wishing to pursue studies in the arts, journalism and communication-related majors at QCC. The Master Plan states, “Even so, now more than ever there is a need to strengthen students’ digital skills so that they are prepared for the digital demands of careers and 21st century citizenship.” Expanding access to the fundamentals of emerging technologies to our diverse student body is a priority for CUNY. Our students often lack access to the necessary equipment and technology to pursue this course of study, which is traditionally very expensive to pursue. It is also no secret that women and minorities are woefully under-represented in the entertainment industry. CUNY’s commitment to diversity and affordability puts it in the unique position to address these issues. This degree would offer a solid technological grounding with transferable and buildable skills with a solid Liberal Arts foundation. In a time of rapidly changing technology in media creation, importance will be placed on the fundamental skillset that students can expand and build upon no matter where the future takes them.

Academic success rates and preparation for “...work in a globalized, knowledge-based economy,” are also addressed in the Master Plan. The degree has been designed to articulate with a variety of CUNY colleges. Students could either continue their studies by transferring directly into the four year colleges offering this course of study within CUNY such as York, Queens, Brooklyn, Hunter, City and Lehman College directly or through dual joint degrees as well as being able to enter the workforce directly, though an A.S. degree. This degree track, besides giving our students a competitive edge in the marketplace, would allow for seamless transfer within CUNY to a variety of programs in media, communication and journalism with foundational coursework as well as at such area schools as New York University, The School of Visual Arts, Pratt Institute, Old Westbury, C.W. Post, Purchase, Hofstra and St. John’s. Transfers are a growing percentage of those seeking a baccalaureate in CUNY⁹ and this degree seeks to further CUNY’s mission for a more integrated university.⁹ The program utilizes existing Theatre and Speech courses that have been approved into the Pathways Common Core in Individual and Society (SP 211 Speech Communication) and Creative Expression (FMP 243 American Film History formerly SP 471 American Film History, FMP 244 Elements of Film, formerly SP 472 American Film History II, FMP 245 Introduction to Electronic Media, formerly SP 274 Introduction to Electronic Media and FMP 246 Media Criticism, formerly SP 275 Media Criticism). Fine and Performing Arts are integral in a liberal arts education which has been stated repeatedly, most famously by Steve Jobs in his 2011 address releasing the iPad2, “It is in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.”¹⁴ In 2013 Chief Strategist at Adobe, Mark Randall, talked about how the digital revolution will make this confluence of technology and the liberal arts so vital in that “Thinking will be now more important than knowing.”¹⁶ Queensborough, with its strong tradition of Liberal Arts, unique among community colleges, stands poised to give our students a program that expands on this practice. Film and Media Production would continue in promoting the College’s Mission to “offer Associate Degree and Certificate programs that prepare its students for transfer to four-year institutions and for entry into the job market . . . based on a strong foundation in the liberal arts and sciences.”

While expanding portals of “opportunity and access” for our students to technologically advanced hardware and software that builds experiential learning that addresses core outcomes of reading, critical thinking, writing and information literacy, this program film also address student success with a variety of high impact practices such as collaborative assignments, undergraduate research, service learning, and internships. The program also has the potential to partner with the private sector, which is also addressed in CUNY’s Master Plan. New York City is a leading entertainment production center in the country (Table 4 & 5). The New York City Economic Development Corporations report, Media.NYC.2020 states that, “On a national scale NYC has the largest share of US media jobs. For example, NYC is home to 2.7% of the US population, yet accounts for 20.4% of magazine publisher employment, 15.4% of book publisher employment, 11.5% of motion picture employment, and 11.2% of advertising employment (19.6% of ad agency employment).” Geographically, we are ideally suited to place our

students in internships throughout the New York area with industry leaders as 29 media companies, with revenue of over \$2 billion each, have their corporate headquarters in New York City.² This is more than twice as many as the second most popular media hub, Paris. New York City's economic Development Corporation's 2020 Final Report also states that, "NYC's media ecosystem includes the largest advertisers, the most respected news agencies, and the largest broadcast and cable television networks. Small and mid-sized companies also abound. More than one-third of NYC's media jobs come from companies with 100 or fewer employees; and 46% of media employees work in media companies with 500 or fewer employees." Students will be given the opportunity to develop strengths and skills in experiential learning that enhances and insures professional currency in today's job market.

This program dovetails neatly with initiatives by the University and New York City to provide students access to industry partnerships such as the new CUNY Arts Initiative which includes the CUNY Cultural Corps, where CUNY will partner with New York City's Department of Cultural Affairs to place students as paid interns in the city's museums, studios, theaters, and other cultural institutions. Speech and Theatre is in the process of partnering with Avid Technologies and their Learning Partner Program (Kingsborough and Bronx Community College, City College and Brooklyn College also participate in this program) to offer classes and seminars in film and television editing that would allow students to complete coursework at Queensborough that would enable them to be certified editors, ready to work in a state-of-the art broadcast environment as well as articulate with course work at a variety of four-year institutions in and outside of CUNY. The AVID Learning Partner Program also runs workshops and an internship database for students in the program. New York City has several initiatives in this area.) The "Made in NY" PA Training Program that aims to provide "unemployed and low-income New York City residents with training and placement into entry-level positions in film and television production," and "Promote diversity within New York City's entertainment production workforce." The NYC Media Lab "Seeks to partner companies looking to advance new media technologies with academic institutions undertaking related research." These are some of the industry-aligned programs that will increase access to college degrees and professional development opportunities for our students, improving, their long-term career prospects⁹. Brooklyn College has taken "connecting the curriculum to the workplace"⁹ even further in recently establishing the only graduate film program on a working film lot, Steiner Studios, in Brooklyn.

Finally, the degree addresses key points in providing students with updated curriculum and pedagogy that fosters digital literacy. The proposed Film and Media Production degree also serves the College Mission to "function as a community resource by serving the educational, professional and cultural needs of the general community." Lifelong learning is a given in the entertainment industry as it is constantly shifting and changing course as technology changes. The demand for the skills addressed by the CUNY Jobs Task Force's report from 2012 include "written and oral communication skills," "creativity and curiosity and a broad understanding of the world that is often obtained from a well-rounded liberal education," "business process skills, including project management," process management, and client management, learning agility and flexibility, such as the ability to change course and learn on the job," and "previous exposure to work." These are all learning goals addressed in the Film and Media Production A.S. A career in media today can take a student in many directions. An editor must be responsive to the needs of a client and be able to creatively solve problems in a collaborative environment. A cinematographer must learn new techniques as technology changes. A writer must adjust to changing technology while considering his or her audience. A public relations executive must make creative decisions while managing a marketing campaign. The "broad knowledge across fields" while honing a specific set of skills is a key component of a Film and Media Production specialty.

The program is designed to accommodate this and future-proof the coursework as much as possible. The Multimedia Lab in H-122 includes a desktop teacher's station, 16 student 27" iMacs running editing and imaging software (Adobe Creative Suite and AVID Media Composer) as well as Storyboard Quick and Final Draft for planning and screenwriting. These computers also service various speech communication classes integrating technology into their curriculum with PowerPoint and Camtasia as well as basic audio editing with Audacity with our vocal booth. Recently, the grant from the New York State Department of Labor Career Advancement funds has allowed the department to upgrade its camera and sound equipment to cinema-style high definition cameras and digital single lens reflex cameras (DSLRs) with an assortment of prime and zoom lenses that allow us to teach to current trends in image creation both in baccalaureate programs as well as in the field. We have also upgraded our sound and lighting equipment. Importantly, the Media Lab has also been outfitted with a state of the art NAS AVID Isis server, commonly used in newsrooms and ad agencies, giving the lab the capability to edit and collaborate in real time HD video. The department has two faculty certified as trainer in AVID Media Composer, an industry standard in post-production. The department is aiming to become an AVID Learning Partner, like BMCC, City College, Brooklyn College and Kingsborough Community College, to be able to offer low cost

certification and access to workshops and internships to our students. Our goal is to establish a program that prepares our students to be able to enter a professional situation or four-year program with a solid skillset in writing, directing, shooting and editing digital media. With the facilities available, we seek to turn out flexible, grounded students, experienced in the creation of media from the creative and technical standpoints. The introductory production class, FMP 130 Introduction to Digital Media Production (formerly SP 130 Video Production I), FMP 245 Introduction to Electronic Media, (formerly SP 274 Introduction to Electronic Media) and FMP 246 Media Criticism (formerly SP 275 Media Criticism have successfully incorporated high-impact learning strategies such as Service Learning, and Writing-Intensive coursework.

3. Students

A. Student interest

The Academy in Visual and Performing Arts builds upon the unique assets of the college in these areas. The college has a growing Theatre Program that has achieved the prestigious external certification with National Association of Schools of Theatre (NAST) and a well established and expanding Digital Art and Design major that is also pursuing external certification with the National Association of Schools of Art and Design or NASAD. QCC also has a thriving Music Production program. Both the Music and Digital Art and Design programs stand to provide great opportunity for collaboration with a Media Production track of study. The existence of these programs as well as QCC's first-rate art gallery, theatre and music facilities and the Queensborough Performing Arts Center, a valuable presenting entity providing a cultural magnet that attracts the community, all create an excellent base to create a Media Production track of study that would augment and complement various field of study at Queensborough. Since the establishment of the Visual And Performing Arts Academy, an increasing number of students interested in pursuing careers and transfers programs in the arts are enrolling to QCC. This will only increase with the rigorous and prestigious external certifications from NAST and NASAD.

B. Anticipated enrollment and sources

Demand for Speech and Theatre courses is high as many serve the general education core of the college as part of the Pathways Common Core with seven (7) courses in the Creative expression category (American Film History I & II, Introduction to Electronic Media, Media Criticism, Oral Performance for the Actor, Introduction to Theatre and Acting I) and one (1) in the Individual and Society category (Speech Communication). Full time enrollment in the Digital Art and Design program is up 38%. Art and Design also recently revamped of their credit hours to enhance the transferability of their courses. New courses within Film and Media Production will all be designed to transfer to a variety of four-year colleges. The flexibility in electives in Art and Design, Music and English will enable students to pursue fundamental coursework for transfer in a variety of majors such as Communications, Film and Television Production, Journalism and Public Relations where an up to date skillset and a strong Liberal Arts background are highly desired.

Media Studies/Production has been mentioned as far back as 2008 in the report detailing the future priorities of the Fine and Performing Arts as a result of the Academic Program review in 2008.¹⁷ It states "A Media Studies curriculum would be an interdisciplinary program utilizing the talents and resources of several other departments: Art and Photography, Music, Social Science and English being the most prominent. The end result would be both a stand alone curriculum and enhanced facilities benefiting all of the arts-centered programs." The most recent external review of Art and Design addressed the area of Media Production as an area that needs to be developed for the college to remain competitive in the Arts and Technology.¹⁸ Nationally, degrees conferred in Communication-related majors, that often include media production as well as communication, journalism, public relations and film studies, has risen 15% in the last ten years while Visual and Performing Arts degrees are up by 18%. (Table 6)

4. Curriculum

For their general education requirements, students will follow the Pathways Common Core structure. Many B.A. programs and most B.F.A. programs require that students in one area of the visual or performing arts take a course in the other arts. As part of general education and major courses, students will take a course in one of arts other than their major. Completion of these requirements strengthens the QCC graduate's potential for success even with the many variances within each field of study.

The program will enable students to meet Queensborough's General Education Goals and Objectives. All associate degree students at Queensborough must complete two Writing Intensive (WI) courses.

5. Course Requirements:

PROPOSED A.S. in FILM AND MEDIA PRODUCTION

QCC A.S. FILM AND MEDIA PRODUCTION	No. of Credits	Is this a new Course ?	Is this a revised course?
Gen Ed: Required Core			
Required Core 1A			
EN-103 Writing for New Media	3	No	No
EN-102 English Composition II	3	No	No
Required Core 1B Mathematical and Quantitative Reasoning (Recommend MA-321 Mathematics in Contemporary Society)*	3	No	No
Required Core 1C Life and Physical Sciences*	3	No	No
Gen Ed: Flexible Core			
Flexible Core 2A World Cultures and Global Issues*	3	No	No
Flexible Core 2B U.S. Experience in Its Diversity (Recommended SP 211 Speech Communication)*	3	No	No
Flexible Core 2C Creative Expression (SP 321 Oral Performance for the Actor and Speaker or FMP 243 American Film History or FMP 244 Elements of Film recommended)*	3	No	No
Flexible Core 2D Individual and Society*	3	No	No
Flexible Core 2E Scientific World*	3	No	No
Flexible Core 2A, B, C,D, OR E*	3	No	No
GENERAL EDUCATION SUBTOTAL	30		
Requirements for the Major			
SP 211 Speech Communication (if taken in Pathways, fulfills major requirement)	3	No	No
FMP 141 Introduction to Digital Media Production	3	No	Yes
FMP 241 Digital Media Field Production	3	No	Yes
FMP 242 Writing for the Screen	3	Yes	Yes
FMP 245 Introduction to Electronic Media	3	No	Yes
FMP 341 Editing	3	Yes	No
FMP 342 Television Studio Production	3	Yes	No
FMP 246 Media Criticism	3	No	Yes
Program Elective (Recommended FMP 243 American Film History or FMP 244 Elements of Film, TH 111 Introduction to Theatre, TH 120, TH 131, TH 133; if taken in core choose from: ENGL 242 Documentary Film: The New Journalism, ENGL-220 Introduction to Creative Writing, ENGL 221 Creative Writing: Fiction, ENGL 222 Creative Writing:	3	No	No

Poetry, ENGL 252 Film and Literature, ARTS 141 Introduction to Photography)			
HE 101: Health	2	No	No
Lab Science	1	No	No
SUBTOTAL TOWARD MAJOR	30		
TOTAL CREDITS REQUIRED FOR A.S.	60		

ARTICULATION AGREEMENTS

Students who complete the program will be able to transfer into a Baccalaureate programs in Film and Media Production, Communication and Journalism, where a deeper knowledge and exposure to their creative discipline will make a career in their chosen field more accessible. **Discussions are ongoing with Brooklyn and Lehman Colleges for an articulation agreement.** In the future, the department would like to negotiate dual/joint degrees in CUNY and the program has been designed to fulfill many requirements across the various CUNY programs in this area.

COST ASSESSMENT

Recently, the department became the recipient of \$30,000 in Career Advancement funds from the New York State Department of Labor. This grant has allowed for the purchase equipment that allows the department to teach the advanced production courses as well as equipment students can check out for approved projects. This seed money will greatly add to the student experience and better prepare them for their coursework at four-year schools within CUNY as well as many digital media programs outside of the system. The ability for our students in accessing production equipment as much as possible is also vital experience for the job market in teaching responsibility, established procedure and workplace protocol in media production. The college is also in the process of soliciting bids for renovation of LB 16, eventually returning it to its original use as a small television studio/performance space. The Multimedia Lab has also recently had computer and server upgrades. In the future, equipment will need maintenance and replacement as things wear out over a normal amount of time. Therefore, some sort of budget for yearly maintenance and/or replacement would have to be in place. The program could also raise additional monies by offering editing software certification in AVID, a highly desirable accreditation in the media field, either through the department or Continuing Education. Becoming an AVID Learning Partner would offer complementary upgrades on software for the lab as part of the program as well as all the other benefits previously described. This costs approximately \$1600/year, which would be shared by the Music Production Program as they also use AVID Technologies software and teach course work leading to certification in ProTools and Sibelius.

A. Faculty

Faculty will be drawn from existing faculty at QCC at this time. According to the February, 2008 External Reviewers' Report of the Programs in the Fine and Performing Arts at QCC:

- Faculty across all arts disciplines are well credentialed with the vast majority holding appropriate terminal degrees.
- Faculty are professionally active with an impressive record of exhibition, directing, producing, performance and composition.
- Junior faculty are accorded reduced teaching load to assist in professional development.
- Full time faculty are complemented by part time faculty who bring unique expertise to aid in the diversity and depth of educational experience.
- Students hold faculty in high regard and are impressed by their concern for them as individuals and for their accessibility.

QCC employs highly qualified faculty. Every member of the full-time faculty holds an advanced degree or its equivalent. Nearly 60% hold the doctorate, as compared to the national average for community colleges, which is 13%. Due to its proximity to the major cultural institutions throughout the five boroughs of New York City, QCC is able to draw highly qualified faculty within the visual and performing arts. Many of the faculty members in the visual and performing arts at QCC are professionals in the photography, video, fine arts, dance, and theatre arts. Speech Communication and Theatre Arts has 9 full-time tenured and tenure-track faculty members, 4 Lecturers and two Senior CLTs. 86% of our faculty hold the terminal degree or equivalent in their field. This compares well to the already high college-wide average of approximately 80%. Their academic ranks include one Professor, two Associate Professors, six Assistant Professors and four Lecturers.

C. Library and Instructional Materials

Existing Library and Instructional material presently utilized for the A.S. Degree in Visual and Performing arts will be utilized for this degree.

EVALUATION

Progress of the program will be monitored by the department with emphasis on enrollment patterns, retention and graduation rates. The program will be formally reviewed after five years using Queensborough Community College's academic program review process. The template for program self study includes an analysis of curriculum content, faculty credentials and development, student enrollment, retention and graduation rates, articulations, student learning outcomes measured against program objectives, academic/student life support services, and fiscal resources. An external evaluator will read the self-study, come to the campus to meet with faculty, staff and students, and prepare an evaluative report. Following the report, the sponsoring academic departments prepare an action plan that is presented to the Vice President for Academic Affairs and the President for review and subsequent action.

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APPENDIX A

COURSE DESCRIPTIONS FOR REQUIRED COURSES

ENGL 103 Writing for New Media (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY Writing and Reading tests. Note: Credit will not be given to students who have successfully completed ENGL-101. Students will study and practice writing in Digital Media. They will concentrate on producing clearly and effectively written formal essays with the goal of learning how to communicate in the World Wide Web and e-mail environments. Particular attention will be given to the process of writing, including the use of informal writing strategies. Proficiency in standard grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements will be stressed in the context of preparing essays, arguments, hyperlinked and other new media document

ENGL 102 English Composition II: Introduction to Literature (1A² 1) 3 class hours 1 conference hour 3 credits Prerequisite: ENGL-101

Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

SP 211 Speech Communication (2B1) 3 class hours - 3 credits - Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP-020, or SP-005 and/or SP-006

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.

FMP 245 Introduction to Electronic Media (formerly **SP 274 Introduction to Electronic Media**) (2C2) 3 class hours - 3 credits - Prerequisite: BE-112 (BE-205), BE-122 (BE-226), or satisfactory score on the CUNY Assessment Test

Introduction to Electronic Media is an introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influences on popular culture. This class is a designated Writing Intensive (WI) course.

FMP 246 Media Criticism (formerly **SP 275 Media Criticism**) (2C2) 3 hours - 3 credits- Offered in Fall Prerequisites: BE-112 (BE-205) and BE-122 (BE-226)

Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and discussion of these theories, students will analyze and write critically about the influences of mediated images on society.

SP 321 Oral Performance for the Actor and Speaker (2C2) 3 class hours - 3 credits.

Designed to improve the interpretation skills of actors, speakers, and those individuals desiring to improve the level of their individual oral expression for personal or professional reasons. Techniques of reading aloud from plays, poetry, prose, and essay. Practice in conveying information, projecting ideas, creating emotions, and interpreting from the script and oral interpretation as a means of developing literary criticism and discrimination.

FMP 141 Introduction to Digital Media Production (Formerly SP 130 Video Production I) 2 class hours 2 lab hours - 3 credits - Offered in Fall. Prerequisites: BE-112 (BE-205), BE-122 (BE-226) or satisfactory score on CUNY assessment test.

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

FMP 241 Digital Media Field Production (formerly SP 231 Video Production II) 2 Class hours, 2 lab hours.- 3 credits Offered in the spring. Prerequisites: FMP 141:

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

FMP 242 Writing for the Screen (new course) 3 class hours -3 credits - Prerequisites: ENGL 101 or 103.

Writing for the Screen is a mid-level course in the theory and practice of writing for the film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

FMP 341 Editing (new course) 2 class hours, 2 lab hours 3 credits Prerequisites: FMP 241.

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

FMP 342 Television Studio Production (new course) 2 class hours, 2 lab hours - 3 credits - Prerequisites:

FMP241. Television Studio Production is an upper-level course the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

APPENDIX A

COURSE DESCRIPTIONS FOR REQUIRED COURSES

ENGL 103 Writing for New Media (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY Writing and Reading tests. Note: Credit will not be given to students who have successfully completed ENGL-101. Students will study and practice writing in Digital Media. They will concentrate on producing clearly and effectively written formal essays with the goal of learning how to communicate in the World Wide Web and e-mail environments. Particular attention will be given to the process of writing, including the use of informal writing strategies. Proficiency in standard grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements will be stressed in the context of preparing essays, arguments, hyperlinked and other new media document

ENGL 102 English Composition II: Introduction to Literature (1A² 1) 3 class hours 1 conference hour 3 credits Prerequisite: ENGL-101

Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

SP 211 Speech Communication (2B1) 3 class hours 3 credits Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP-020, or SP-005 and/or SP-006

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.

FMP 245 Introduction to Electronic Media (formerly **SP 274 Introduction to Electronic Media**) (2C2) 3 class hours 3 credits Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influences on popular culture. This class is a designated Writing Intensive (WI) course.

FMP 246 Media Criticism (formerly **SP 275 Media Criticism**) (2C2) 3 hours 3 credits Offered in Fall Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and discussion of these theories, students will analyze and write critically about the influences of mediated images on society.

SP 321 Oral Performance for the Actor and Speaker (2C2) 3 class hours 3 credits

Designed to improve the interpretation skills of actors, speakers, and those individuals desiring to improve the level of their individual oral expression for personal or professional reasons. Techniques of reading aloud from plays, poetry, prose, and essay. Practice in conveying information, projecting ideas, creating emotions, and interpreting from the script and oral interpretation as a means of developing literary criticism and discrimination.

FMP 141 Introduction to Digital Media Production (Formerly **SP 130 Video Production I**) 2 class hours 2 lab hours 3 credits Offered in Fall Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

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

FMP 241 Digital Media Field Production (formerly **SP 231 Video Production II**) 2 Class hours, 2 lab hours. 3 credits

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

FMP 242 Writing for the Screen (new course) 3 class hours, 3 credit

Writing for the Screen is a mid-level course in the theory and practice of writing for the film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

FMP 341 Editing (new course) 2 class hours, 2 lab hours 3 credits

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

FMP 342 Television Studio Production (new course) 2 class hours, 2 lab hours 3 credits

Television Studio Production is an upper-level course the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

**APPENDIX B
NEW COURSE SYLLABI**

1. Department: Speech Communication and Theatre Arts	
2. Course, prefix, number, & title:	FMP 241 Digital Media Field Production
3. Hours (Class, recitation, Laboratory, studio) & Credits:	2 class hours, 2 lab hours, 3 credits
4. Pre-requisites (if any):	FMP 141: Introduction to Digital Media Production (Formerly SP130) (in Form01)
Co-requisites (if any):	none

5. Course Description in college catalog:

Digital Media Field Production is an intermediate level course in film and media arts production. Students will learn single camera set up, lighting and audio techniques in remote production for short fiction and documentary films as well as advanced skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct films, and edit their own projects in the class.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

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 demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in the production of filmed media.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in producing fiction and non-fiction media, and satisfies their drive toward expression.

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

X	1. Communicate effectively through written and oral forms
<input 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
X	4. Apply information management and digital technology skills useful for academic research and lifelong learning
	5. Discipline-Specific Outcomes:
<input 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

	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	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
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise scripts and shot lists for short individual and group projects. In-class critiques, both oral and written will be incorporated as well as practical labs. There will be low, middle and high stakes filmed assignments in a variety of formats. Students will rotate crew positions on set to develop critical thinking, collaboration and oral communications skills in a professional field production environment.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will develop necessary research skills to research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production. Students will also learn to research and evaluate various modes of digital distribution and dissemination.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

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

10. Course student learning outcomes:

Students will demonstrate a technological skill set and comprehend its application across curricular disciplines

Students will think and write critically about media design and creation

Students will edit and master studio productions with instructor and peer feedback

Students will demonstrate an understanding of advanced techniques and methodology involved working on a three-camera television shoot

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

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
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1.	Orientation & Camera & Accessories Review	Students will review focus, filters and apply them to cine-style field cameras and work with learn advanced Camera functions, supports, and prime lenses.
2.	Scripting the Segment	Students will learn and apply the three act structure to a visual storytelling project.
3.	Directing the Segment	Students will practice directing exercises to gain knowledge in working with talent and crew members.
4.	Pitching the Project Project Proposals Due	Students will write and assemble the script for a collaborative project.
5.	Previsualization and Pre-production	Students will break down the script, write a shot list and storyboards.
6.	Cinematography Review Composition, Mise en Scene	Lighting techniques and field strategies will be practiced when composing the frame.
7.	Audio	Students will explore and practice the aesthetics of sound design, recording field audio with mixers, wireless and wire microphones..
8.	Advanced Editing I	Introduction to AVID Media Composer. Starting a project, rough cuts and refining the edit will be covered.
9.	Lighting in the Field	Practicum for lighting in a variety of field production situations.
10.	Advanced Editing 2	Cutting dialogue and m in AVID Media Composer.
11.	Practicum and Demonstration Shooting the Segment – Lecture and Lab Practice	Students will function as crew for a documentary segment.
12.	Production/Filming Lab	Students will function as crew for filming the final projects.
13.	Production/Filming Lab	Students continue to film projects and interstitial elements.
14.	Editing Lab	Students will edit final projects and insert graphics, b-roll, interstitial elements and titles.
15.	Final Exam: View and Critique Final Projects	Students will present and critique final individual projects.

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

Walter Murch, In the Blink of an Eye, ISBN-13: 978-1879505629
Mick Hurbis Cherrier, Voice & Vision: A Creative Approach to Narrative Film and DV Production 2nd Edition, ISBN-13: 978-0240811581
Media Composer Editing Essentials, v8
Lighting for Cinematography: A Practical Guide to the Art and Craft of Lighting for the Moving Image (Cinetch Guides to the Film Crafts) by David Landau

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):

Practical Labs
Quizzes
Group Projects
Midterm Exam
Final Project/Exam
Homework assignments

14. Required Attire (if applicable):

N/A

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

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 toward a WU grade.

16. Academic Integrity policy (department or College):

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OPTIONAL (May be included by instructors.)

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

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

1. **Department:** Speech Communication and Theatre Arts
2. **Course, prefix, number, & title:** FMP 242 Writing for the Screen
3. **Hours (Class, recitation, Laboratory, studio) & Credits:** 3 class hours, 3 credits
4. **Pre-requisites (if any):** ENGL 101 or ENGL103
- Co-requisites (if any):** None

5. Course Description in college catalog:

Writing for the Screen is a mid-level course in the theory and practice of writing for film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in Speech and Theatre.

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 demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in the production of media such as film, television, radio, and the Internet.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in writing for filmed media including film, television, radio, and the Internet.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in writing for the screen in fiction and non-fiction, and satisfies their drive toward expression.

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

X	1. Communicate effectively through written and oral forms
	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
	3. Reason quantitatively as required in various fields of interest and in everyday life
X	4. Apply information management and digital technology skills useful for academic research and lifelong learning
	5. Discipline-Specific Outcomes:
	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
	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	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
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise low, mid and high stakes writing assignments for a variety of different types of filmed communication. Students will complete weekly writing assignments designed to demonstrate comprehension of and proficiency with course concepts. Students will complete several scripts working through a process of revisions to demonstrate comprehension of and proficiency with course concepts and storytelling, through cinematic techniques.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students do electronic research for and to evaluate script ideas and concepts. Students will also learn how to research Copyright, Fair Use and legal concepts as they relate to writing for the screen. Students will also utilize digital collaboration and research skills for incorporation into scripted projects.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	Students will make informed judgments of filmic and artistic aesthetics through in-class critiques and evaluations of student and other work as well as extensive solo and collaborative written projects.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:	X	

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

10. Course student learning outcomes:

Students will be aware of the evolving nature of the filmed communication and how various technical elements play a part in filmic communication.

Students will think and write critically about written communication on the screen.

Students will learn to write a variety of writing for the screen and produce several short screenplays.

Students will demonstrate an understanding of screenwriting mechanics and aesthetics.

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

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Creating the Story; Screenplay Structure; Tools	Assigned reading of a short film script for analysis; Intro to Final Draft & Celtex.

2.	Types of Scripts: Film, Episodic Television & the Web Series	Screenings of different formats and discussion.
	The Story Spine; The Plot Driven Story vs. The Character Driven	Analysis of plot and character-driven films.
3.	Story Synopsis; The Master Scene Outline Anatomy of a Scene; Subplots	Scene outline lab.
4.	Writing Visually; Real Dialogue vs Reel Dialogue	Critique scene outlines. Written exercises in dialogue construction.
5.	Readings and Workshop	Critique dialogue exercises.
6.	Readings and Workshop	Scripts are read and critiqued in class.
7.	Pitches & Loglines	Students learn to craft different pitches and loglines according to format.
8.	Project Pitches & Critiques	Students will pitch projects to the class and receive feedback. Scripts will be refined.
9.	Workshop of Script	Scripts are read and critiqued in class
10.	Workshop of Script	Scripts are read and critiqued in class
11.	Writing for the Audience	Research audience statistics and demographics.
12.	Final Script Pitches	Students orally pitch written scripts for final project.
13.	Group Feedback and Discussion	Scripts are read and critiqued in class
14.	Group Feedback and Discussion	Scripts are read and critiqued in class
15.	Final Exam	Final Exam

12.

Screenplay: The Foundations of Screenwriting, Syd Field, ISBN 978-03853390
 Your Screenplay Sucks: 100 Ways to Make It Great, William M. Akers, ISBN : 978-1932907452
 Poetics, Aristotle, ISBN 978-0140446364

Students must access freeware Final Draft in creating scripts.

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):

Writing Assignments
 Group Projects
 Midterm Exam
 Final Project/Exam
 Homework assignments

14. Required Attire (if applicable):

N/A

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

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):
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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 http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

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

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

1. Department:	Speech Communication and Theatre Arts
2. Course, prefix, number, & title:	FMP 341 Editing
3. Hours (Class, recitation, Laboratory, studio) & Credits:	2 class hours, 2 lab hours, 3 credits
4. Pre-requisites (if any):	FMP 241 Digital Media Field Production
Co-requisites (if any):	None

5. Course Description in college catalog:

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new A.S. in Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

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 demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in filmed media.
 - Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
 - Students will integrate personal observation and objective criticism in the evolution of their artistic work.
 - Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in editing and post-production of fiction and non-fiction media, and satisfies their drive toward expression.

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

X	1. Communicate effectively through written and oral forms
<input 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
X	4. Apply information management and digital technology skills useful for academic research and lifelong learning
	5. Discipline-Specific Outcomes:
<input 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.
X	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

Integrate knowledge and skills in their program of study	Through a variety of low, middle and high stakes assignments, students will develop proficiency with non-linear editing techniques and concepts, scripting for editing, basic sound editing, graphics, color correction and effects, building on existing skills in multimedia production, post-production and distribution in contemporary production and post-production. Students will complete a variety of practical scripted projects utilizing new and archival footage to apply these techniques and concepts.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production concerning archival footage, music and other digital elements. Attribution as well as how to research and evaluate digital elements for use in the digital post-production workflow will be covered..
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

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

10. Course student learning outcomes:

Students will demonstrate a technological skill set in non-linear video editing, digital sound editing, color correction, graphics and effects as well as comprehend its application across curricular disciplines. Students will work individually and collaboratively on digital media projects in research, filming and editing capacities. Edit, and output short video projects, organizing footage and modifying it into a coherent sequence, adding titles, elementary effects and perform basic sound mixing functions with sound effects, music and dialogue.

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

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	HD Formats; Visual Aesthetics and Editing	Sample lab for settings, formats and outputs from Avid and Adobe Premiere
2.	Lab Practice/Class Shoot	Class will shoot scenario with different lenses and lighting set ups.

3.	Review Avid Media Composer, Edit Scenarios	Edit and Critique Scenes
4.	Additional Elements: Copyright, Fair Use; Using Archives	Students will assemble a project using archival elements and copyright elements that fall under Fair Use.
5.	Working from the Script	Students will cut elements together as per an assigned script
6.	Refining the Edit: Pacing, Rhythm, Continuity	Examples of continuity editing, match on action and jump cuts will be examined. Students will create a unique edit with existing footage
7.	Cutting Dialogue and Music	Sample scenes will be cut with concepts of overlapping and mixing sounds to enhance the edit.
8.	Layering the Cut	Workflow for layering music, effects, text and graphics in the edit
9.	Graphics & Effects, Part I	Titles and graphics will be added to existing scenes.
10.	Graphics & Effects, Part II	Students will learn and practice
11.	Color Correction	Sample scenes will be adjusted for color grading and correction.
12.	Pitch and Critique Individual Projects	Individual final projects will be pitched to the class. Pitches will be critiqued and finalized.
13.	Lab for Final Projects	Students will critique and refine final projects.
14.	Lab for Final Projects	Students will critique and refine final projects.
15.	Final Exam	Final Exam

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

Media Composer Editing Essentials v8, The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age, ISBN 978-2951360709

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):

Practical Labs
 Quizzes
 Individual & Group Projects
 Midterm Exam
 Final Project
 Homework assignments

14. Required Attire (if applicable):

N/A

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

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):
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Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

1. Department: Speech Communication and Theatre Arts	
2. Course, prefix, number, & title:	FMP 342 Television Studio Production
3. Hours (Class, recitation, Laboratory, studio) & Credits:	2 class hours, 2 lab hours, 3 credits
4. Pre-requisites (if any):	FMP 241 Digital Media Field Production
Co-requisites (if any):	None

5. Course Description in college catalog:

Television Studio Production is an upper-level course in the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

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 demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in filmed media.
 - Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
 - Students will integrate personal observation and objective criticism in the evolution of their artistic work.
 - Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in producing fiction and non-fiction media, and satisfies their drive toward expression.

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

X	1. Communicate effectively through written and oral forms
<input 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
X	4. Apply information management and digital technology skills useful for academic research and lifelong learning
	5. Discipline-Specific Outcomes:
<input 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
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X	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
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise scripts and shot lists for short studio projects. In-class critiques, both oral and written will be incorporated as well as practical labs. There will be low, middle and high stakes filmed assignments in a variety of formats. Students will rotate crew positions on set to develop critical thinking, collaboration and oral communications skills in a professional multi-camera studio environment.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will develop necessary research skills to research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production. Students will also learn to research and evaluate various modes of digital distribution and dissemination.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

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

10. Course student learning outcomes:

Students will demonstrate a technological skill set and comprehend its application across curricular disciplines

Students will think and write critically about media design and creation

Students will edit and master studio productions with instructor and peer feedback

Students will demonstrate an understanding of advanced techniques and methodology involved working on a three-camera television shoot

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

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Studio production and multi camera basics: multi-camera production camera vs. remote single camera production	Students will become familiar with the television studio, multi-camera terminology and crew assignments.
2.	Set design and lighting	Practical lab in lighting and set design for the three-camera

		shoot.
3.	Producing the program – research, development	Students will begin research and development for short shows that will be produced and filmed.
4.	Writing the script and shot list	Students will write and assemble the script.
5.	Preparing for and executing a 3-camera studio shoot	Students will break down the script, write a shot list and storyboards.
6.	B-roll and Interstitial Elements	Students will develop a production plan for interstitials and b-roll.
7.	Studio switching	Students will practice the requirements of positioning cameras, talent and switching for the live or delayed broadcast.
8.	Audio for Live Production	Students will learn and practice audio production for the studio production.
9.	Simple effects such as text, lower thirds, wipes, fades	Students will learn in-camera effects and text in a practice lab.
10.	Non-linear editing of segments into a full show	Editing the three-camera shoot
11.	Basic audio editing and mixing	Students will practice audio editing and mixing in a variety of different scenarios
12.	Lab for Final Projects	Students will function as crew for filming the final projects.
13.	Lab for Final Projects	Students continue to film projects and interstitial elements.
14.	Lab for Final Projects	Students will edit final projects and insert graphics, b-roll, interstitial elements and titles.
15.	Final Exam	Final Exam

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

Television Production Handbook (Wadsworth Series in Broadcast and Production) 11th Edition, Herbert Zettl, ISBN-13: 978-0495898849

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):

Practical Labs
 Quizzes
 Group Projects
 Midterm Exam
 Final Project/Exam
 Homework assignments

14. Required Attire (if applicable):

N/A

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

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APPENDIX C

**PROGRAM CONTENT AND REQUIREMENTS
PROPOSED A.S. in FILM AND MEDIA PRODUCTION**

QCC A.S. FILM AND MEDIA PRODUCTION

	No. of Credits	Is this a new Course?	Is this a revised course?
Gen Ed: Required Core			
Required Core 1A			
ENGL-103 Writing for New Media*	3	No	No
ENGL-102 English Composition II	3	No	No
Required Core 1B Mathematical and Quantitative Reasoning (Recommend MA-321 Mathematics in Contemporary Society)*	3	No	No
Required Core 1C	3	No	No
Life and Physical Sciences*			
Gen Ed: Flexible Core			
Flexible Core 2A World Cultures and Global Issues*	3	No	No
Flexible Core 2B U.S. Experience in Its Diversity (Recommended SP 211 Speech Communication)*	3	No	No
Flexible Core 2C Creative Expression (SP 321 Oral Performance for the Actor and Speaker or FMP 243 American Film History or FMP 244 Elements of Film recommended)*	3	No	No
Flexible Core 2D Individual and Society*	3	No	No
Flexible Core 2E Scientific World*	3	No	No
Flexible Core 2A, B, C, D, OR E*	3	No	No
GENERAL EDUCATION SUBTOTAL	30		
Requirements for the Major			
SP 211 Speech Communication (if taken in Pathways, fulfills major requirement)	3	No	No
FMP 141 Introduction to Digital Media Production	3	No	Yes
FMP 241 Digital Media Field Production	3	No	Yes
FMP 242 Writing for the Screen	3	Yes	Yes
FMP 245 Introduction to Electronic Media	3	No	Yes
FMP 341 Editing	3	Yes	No
FMP 342 Television Studio Production	3	Yes	No
FMP 246 Media Criticism	3	No	Yes
Program Elective (Recommended FMP 243 American Film History or FMP 244 Elements of Film, TH 111 Introduction to Theatre, TH 120, TH 131, TH 133; if taken in core choose from: ENGL 242 Documentary Film: The New Journalism, ENGL-220 Introduction to Creative Writing, ENGL 221 Creative Writing: Fiction, ENGL 222 Creative Writing: Poetry, ENGL 252 Film and Literature, ARTS 141 Introduction to Photography)	3	No	No
HE 101: Health	2	No	No
Lab Science	1	No	No
SUBTOTAL TOWARD MAJOR	30		

TOTAL CREDITS REQUIRED FOR A.S.

60

**Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements. All students must complete two (2) WI designated classes to fulfill degree requirements.*

APPENDIX D
NYSED New Program Registration and Undergraduate Scheduling Form



Application for Registration of a New Program⁹

Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.



This application should NOT be used for the following types of program proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed Professionals;
- Revisions to Existing Registered Programs; or
- Programs Leading to a credit-bearing Certificate or Advanced Certificate.

The application materials for those types of proposals can be found at:
<http://www.highered.nysed.gov/ocue/aipr/register.html>

Doctoral programs: please contact the Office of College and University Evaluation (OCUE).

Directions for submission of proposal:

1. Create a **single** PDF document that includes the following completed forms:
 - Application for Registration of a New Program
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - External Review of Certain Degree Programs and Response (if applicable)
 - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
 - CEO (or Designee) Approval Form
2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to **OCUERevAdmin@mail.nysed.gov**

When submitting to the mailbox, include the following elements in the subject line of the e-mail:
Institution Name, Degree Award, and Program Title
E.g., Subject: AAA College, New Program, Master of Science, English Literature

Task 1: Institution and Program Information

Institution Information

Institution Name: Queensborough Community College

Institution Code (6 digits): 373500

⁹ CUNY and SUNY institutions: contact System Administration for proposal submission process.

The name and code of the institution should reflect the information found on the Inventory of Registered Programs

Institution Address: 222-05 56th Avenue

City: Bayside

State/Country: NY

Zip: 11364

Regents Regions: Queens County/New York County (Manhattan)

Specify campus(s) of the institution where program is offered, if other than the main campus: N/A

The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs

Specify any other additional campus(s) where the program is offered besides the ones selected above: N/A

If any courses will be offered off campus, indicate the location and number of courses and credits: N/A

If the program will be registered jointly with another institution, please provide the partner institution's name: N/A

Program Information for New Programs

Program Title: Film and Media Production

Degree Award: A.S.Film and Media Production

HEGIS code: 0605.00

Number of Credits*: 60

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

Option/Concentration Name: Credits:

Option/Concentration Name: Credits:

Option/Concentration Name: Credits:

Option/Concentration Name: Credits:

If program is part of a dual degree program, provide the following information:

Program Title:

Degree Award:

HEGIS code:

Contact Information Office of Academic Affairs

Name of contact person Dr. Linda Reesman

Title of contact person: Faculty Fellow Academic Affairs

Telephone 718-281-5253

Fax: 718-281-5684

Email: LReesman@qcc.cuny.edu

Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)
Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format

definitions can be found by clicking here: [Format Definitions](#)

<input type="checkbox"/>	Evening: All requirements for the award must be offered during evening study.
<input type="checkbox"/>	Weekend: All requirements for the award must be offered during weekend study.
<input type="checkbox"/>	Evening/Weekend: All requirements for the award must be offered during a combination of evening and weekend study.
<input checked="" type="checkbox"/>	Day Addition: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
<input type="checkbox"/>	Not Full-Time: The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
<input type="checkbox"/>	5-Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
<input type="checkbox"/>	4.5 Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
<input type="checkbox"/>	Upper-Division: A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.
<input type="checkbox"/>	Independent Study: A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.
<input type="checkbox"/>	Cooperative: The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.
<input type="checkbox"/>	Distance Education: 50% or more of the course requirements for the award can be completed through study delivered by distance education.
<input type="checkbox"/>	External: All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.
<input type="checkbox"/>	Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion. Semester hour requirements in Commissioner's Regulations for instruction and supplementary assignments apply.
<input type="checkbox"/>	Standard Addition: For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.
<input type="checkbox"/>	Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.
<input type="checkbox"/>	Language Other Than English: The program is taught in a language other than English.
<input type="checkbox"/>	Other Non-Standard Feature(s): Please provide a detailed explanation.

b. Diploma Programs

If the program is credit bearing *and* will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply: N/A

c. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution's catalog.

Answer: The Film and Media Production A.S. degree offers a broad foundation in digital film and media production skills for fiction and documentary production. Courses include directing, writing, production and editing prepare students to create film and media projects and to prepare for careers in film and television production as well as other communication fields such as advertising, marketing, public relations, and corporate

communication. Students in the Film and Media Production A.S. acquire a variety of skills in field and studio production, cinematography, sound, graphics, screenwriting, and editing. All degree candidates will work hands-on to write, produce, direct and edit filmed projects. The degree offers students the option to enter the industry upon graduation or to transfer to a four-year program.

2) List the educational and (if appropriate) career objectives of the program.

Answer: 1) Communicate effectively through reading, writing and interpreting various rhetorical forms and voices in fiction and non-fiction for filmed media. 2) Integrate knowledge and skills in media production by creating a variety of filmed presentations while completing sequential courses that build on knowledge and skills from previous course to build mastery within the discipline. 3) Apply aesthetic and intellectual criteria in the evaluation and creation of written and filmed works.

3) How does the program relate to the institution's mission and/or master plan?

Answer: The Film and Media Production degree will utilize mostly full-time faculty at the college. Even the part-time faculty have been working at Queensborough for years, thus creating a connected culture within an already collaborative Theatre Department. Media and Communication majors are some of the fastest growing majors in colleges today. This indicates that there would be a solid return on college investment in increased enrollment as well as visibility for the college as industry partnerships are developed. This degree utilizes a variety of high impact practices (HIP) such as collaborative projects, Service Learning and Writing Intensive courses incorporating a wide variety of technologies for communication and learning. The degree is also designed as a transfer to to baccalaureate programs in and out of CUNY.

4) What is the documented need for this program?

Answer: Visual and Performing Arts, encompassing Theatre, Music, Dance and Art, has 16.4% growth in degrees awarded with more than half continuing, with a degree, to four-year programs. Digital Art and Design alone has 7.9% growth in enrollment. Historically, of the nine transfer programs offered at QCC, Visual and Performing Arts has the fourth largest amount of degrees awarded from 1962-2015. The needs and justifications a program in Film and Media Production are two-pronged in that the proposed Associate in A.S. degree in Film and Media Production touches many of the goals in the CUNY Master Plan as well as key New York City initiatives as outlined by the New York City Economic Development Corporation. Additionally, coordinators in the VAPA Academy have repeatedly discussed great student interest in this course of study being offered. The elective video courses we currently offer are often populated with students from Music and Digital Arts and Design who are seeking more instruction and mentoring in this course of study.

5) Describe the role of faculty in the program's design.

Answer: Faculty will prepare students to meet the academic standards needed to succeed in the program as well as experiential learning opportunities and internships to further prepare students for the workforce or transfer.

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: Queensborough, as an AVID Learning Partner, will incorporate curricula for certification in AVID Media Composer, a broadcast-standard non-linear editing program that dominates film and network television.

7) What are the anticipated Year 1 through Year 5 enrollments?

Answer: 15-100

d. Admissions

1) List all program admission requirements (or note if identical to the institution's admission requirements).

Answer: Same admission requirements as institution.

2) Describe the process for evaluating exceptions to these requirements.

Answer: Transfer credit evaluation at the institution.

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: Media Production is one of the fastest growing skillsets in the job market in New York City so Queensborough is uniquely poised to offer this course of study with a wide variety of career paths for our students who are traditionally under represented in the entertainment industry. This program would also accommodate those who wish, upon graduation, to either enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY. The Film and Media Production degree would increase opportunities for Hispanics, African-Americans, Asians, women and other under-represented minorities in the entertainment industry. NYC is home to 2.7% of the US population, yet accounts for 20.4% of magazine publisher employment, 15.4% of book publisher employment, 11.5% of motion picture employment, and 11.2% of advertising employment (19.6% of ad agency employment). Geographically, we are ideally suited to place our students into internships and in-house training programs at media companies, whose revenues exceed two billion dollars annually, and who have their corporate headquarters in New York City.

e. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: Students are provided with multiple opportunities in a cross-disciplinary, collaborative atmosphere to challenge and promote their academic growth along with appropriate advisement, career mentoring, transfer advisement, tutoring and counseling services.

f. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer: N/A

g. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer: Progress of the program will be monitored by the department with emphasis on enrollment patterns, retention and graduation rates. The program will be formally reviewed after five years using Queensborough Community College's academic program review process. The template for program self-study includes an analysis of curriculum content, faculty credentials and development, student enrollment, retention and graduation rates, articulations, student learning outcomes measured against program objectives, academic/student life support services, and fiscal resources. An external evaluator will read the self-study, come to the campus to meet with faculty, staff and students, and prepare an evaluative report. Following the report, the sponsoring academic departments prepare an action plan that is presented to the Vice President for Academic Affairs and the President for review and subsequent action.

h. Transfer to Baccalaureate Programs

If the program will be **promoted as preparing students for transfer to a baccalaureate program**, provide a copy of an articulation agreement with at least one institution.

Not Applicable:

Task 3 - Sample Program Schedule

NOTE: The sample program schedule is used to determine program eligibility for financial aid. Guidance for this task can be found by clicking here: [Department Expectations: Curriculum \(including Internships, Financial Aid Considerations, and Liberal Arts and Sciences\)](#)
Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 3](#)

a). Complete **Table 1a** (for undergraduate programs) or **Table 1b** (for graduate programs).

b). If the program will be **offered through a nontraditional schedule**, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer: N/A

c). As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

Answer: N/A

d). For existing courses that are a part of the major, enter the **catalog description** of the courses:

Answer: See Appendix A

e). Syllabi: See Appendix B

For undergraduate programs, provide syllabi for all new courses **in the major**.

For graduate programs, provide syllabi for **all new courses**.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for **all** courses required for the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.

Table 1a: 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:						Credits per classification					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
1A ENGL-103 Writing for New Media	3	X		<input type="checkbox"/>		FMP 242 Writing for the Screen	3	X	X	<input checked="" type="checkbox"/>	
2B U.S. Experience in Its Diversity Recommended SP 211 Speech Communication	3	X	X	<input type="checkbox"/>		FMP 246 Media Criticism	3	X	X	<input type="checkbox"/>	
FMP 141 Introduction to Digital Media Production	3		X	<input type="checkbox"/>		2E - Scientific World	3	X		<input type="checkbox"/>	
HE 101: Health	2	X		<input type="checkbox"/>		Advised Elective	3	X	X	<input type="checkbox"/>	
1B - Mathematical and Quantitative Reasoning	3	X		<input type="checkbox"/>		2D - Individual and Society	3	X		<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:	14					Term credit total:					
Term:						Credits per classification					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
1A ENGL-102 English Composition II	3	X	X	<input type="checkbox"/>	EN-101 English Composition	FMP 341 Advanced Editing	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production
FMP 241 Digital Media Field Production	3		X	<input checked="" type="checkbox"/>	FMP 141 Introduction to Digital Media Production	FMP 342 Television Studio Production	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production
FMP 245 Introduction to Electronic Media	3	X	X	<input type="checkbox"/>		Flexible Core 2C - Creative Expression	3	X		<input type="checkbox"/>	
2A - World Cultures and Global Issues	3	X		<input type="checkbox"/>		Flexible Core 2A, B, C,D, OR E	3	X		<input type="checkbox"/>	
1C - Life and Physical Sciences	3	X		<input type="checkbox"/>		Liberal Arts Elective if SP 211 Speech Communication has been taken	3	X		<input type="checkbox"/>	
Lab Science	1	X		<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:	16					Term credit total:					
Program Totals:		Credits: 60			Liberal Arts & Sciences: 48			Major: 27		Elective & Other: 6	

Cr: credits **LAS:** Liberal Arts and Sciences

Maj: major requirement

New: new course

Prerequisite(s): list prerequisite(s) for the noted courses

APPENDIX E

FACULTY TEACHING ASSIGNMENTS

Task 4. Faculty

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

a) Complete the faculty tables that describe faculty (**Table 2 and Table 3**), and faculty to be hired (**Table 4**), as applicable. Faculty curricula vitae should be provided only by request.

b) What is the institution's definition of "full-time" faculty? Include the number of credits expected to be taught by full-time faculty per academic term.

Answer:

Table 2: Current Faculty, Full-Time

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Eileen White, Associate Professor & Program Director	FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production, FMP 341 Advanced Editing, FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	50%	M.F.A. Media Arts Production, City College, CUNY	AVID Certified Instructor
C. Julian Jimenez, Assistant Professor	FMP 242 Writing for the Screen	20%	M.F.A. Acting, New School for Social Research	
Jodi Van Der Horn Gibson	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	20%	Ph.D. Theater, Arizona State University	
Ben Miller	ENGL 103, FMP 242 Writing for the Screen	20	M.F.A. California Institute of the Arts	

Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Daniel McKleinfeld, College Lab Technician	FMP 341 Editing	B.A. Columbia University	Professional Editor & AVID Certified Instructor
Frank Zagottis	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism, FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production	M.A. and M.F.A Long Island University	Extensive professional experience in television production

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK

APPENDIX F
FACULTY TO BE HIRED

N/A

For Information Only:

The Committee on Curriculum revised the submission forms (Form01, Form02, Form03, Form04, Form05) to reflect the revised General Education Outcomes approved in the December 2016 senate to be implemented in Fall 2017. The forms were also formatted by the webmaster Dave Moretti to adhere to ADA compliance.

<http://www.qcc.cuny.edu/governance/academicSenate/curr/documents.html>

- [Form 1: New Course Proposal](#)
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- [Form 5: Program Discontinuation/Course Deletion](#)

Table 1a: Undergraduate Program Schedule

- Indicate **academic calendar** type: Semester Quarter Trimester Other (describe):
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Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
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HE 101: Health	2	X		<input type="checkbox"/>		Advised Elective	3	X	X	<input type="checkbox"/>	
1B - Mathematical and Quantitative Reasoning	3	X		<input type="checkbox"/>		2D - Individual and Society	3	X		<input type="checkbox"/>	
				<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:	14					Term credit total:					
Term:						Credits per classification					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
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Lab Science	1	X		<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:	16					Term credit total:					
Program Totals:		Credits: 60			Liberal Arts & Sciences: 48			Major: 27		Elective & Other: 6	

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Answer:

Table 2: Current Faculty, Full-Time

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
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Ben Miller	ENGL 103, FMP 242 Writing for the Screen	20	M.F.A. California Institute of the Arts	

Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
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QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK

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- [Form 4: Syllabus Template](#)
- [Form 5: Program Discontinuation/Course Deletion](#)

**Committee on eLearning
A Queensborough Community College Academic Senate Standing Committee**

2016-2017 Annual Report

Introduction and Thank You

On behalf of the Committee, I would like to thank all Committee members for their excellent service and commitment to shared governance over the past year. This was a successful year for the Committee's goal of providing oversight and support for eLearning on campus. I would like to give a special thank you to the three departing members of the Committee: Barbara Rome, Kwang Kim, and Sharon Reeves. It has been an honor to serve as Chairperson of this important group of faculty, staff, and students.

– Kevin Kolack, Ph.D., June 2017

Committee Members

For 2016-2017, the Committee was composed of: Aviva Geismar, Kwang Kim, Dimitrios Kokkinos, Kevin Kolack (Chair), Kathleen Landy (President's designee), Hamid Namdar (Secretary), Sharon Reeves, Barbara Rome, Meg Tarafdar, George Weissinger (Steering Committee designee), Xiao Wang (student representative), Eileen White, and Zi Xuan Yi (student representative). Denis Behar of the Office of Educational Technology was a valuable attendee at most meetings. The Committee had no CoC liaison. Student representatives weren't named to the Committee until 2/28/17, and neither attended any Committee meeting or other event. Representative Wang did not seem to understand why (s)he was emailed a welcome to the Committee or notified of meetings/events, and no communication whatsoever was received in response to such notices from Representative Yi.

For 2017-2018, Barbara Rome's term on the Committee expired, as did that of Kwang Kim and Sharon Reeves. Zeynap Akcay, Peter Novick and Nina Sarkar were newly appointed. Hamid Namdar was elected Chair of the Engineering Technology department in May and will need to be replaced by the CoC for next year. Kevin Kolack was reelected unopposed to serve as Chair and Zeynap Akcay was elected unopposed to serve as Secretary.

Committee Meetings

The Committee met at its regularly-scheduled time (Thursdays at 3PM, the week of Senate meetings) throughout the 2016-2017 school year (9/15/16, 10/20/16, 11/10/16, 2/16/17, 3/23/17, 4/6/17, 5/11/17). Agendas and Minutes were posted on the Committee's web site by the Chairperson.

Steering Committee 2016-2017 charges and responses, including Committee actions and recommendations:

Based upon recommendations of the 2015-2016 report, the Committee should continue to support strategies to enhance student readiness for and success in FNET/PNET designated-classes—whether these are workshops for faculty or administrative initiatives designed to monitor student registration.

Turnover in the advising offices continues to make this a challenge. The Committee continued to reach out to advisers directly and through the Academies, providing the flyer from last year (attached) so that students are better informed when registering for online classes.

With respect to eLearning readiness, Hostos Community College has begun to roll out their excellent, Blackboard-enhanced student eLearning Readiness Program in conjunction with any other CUNY school interested and able to do so. Hostos and several other colleges have more eLearning support staff than at QCC, and with Bruce Naples' retirement and subsequent splitting of the Academic Computing Center (ACC) into the ACC and the Office of Educational Technology (OET), adoption of the Hostos program was not possible this year. Hostos also employs registration stops so that students cannot register for online courses without taking the readiness program. Registration stops are not used this way at QCC.

Based upon recommendations of 2015-2016 report, members of the Committee should continue their highly successful brown-bag series for faculty on effective online teaching. The following topics have been proposed: How Can I Design Copyright-Compliant Courses?; What Are Five Tips for Writing Effective Learning Outcomes?; How Can I Use Technology to Improve Learning?; How Can I Create an Online Service Learning Project?; In Blended Courses, What Should Students Do Online?; What Do Students Want in Online Courses?; How Can I Align Technology with My Pedagogical Goals?; How Can I Get Useful Feedback to Improve My Online Teaching?; How Can I Assess Critical Thinking with Student-Created Work?. Depending upon faculty interest, a “recap” or “follow-up” brown bag, with faculty who used tips offered in last year’s workshop series might also be offered to give faculty an opportunity to discuss successful pedagogies, and brainstorm further course design.

A survey was deployed to faculty in November 2015 to choose future topics. Retiring Committee members Barbara Rome and Hamid Namdar coordinated bag lunch seminars on the dates below, using a 20-Minute Mentor Commons video (QCC has a license) as a springboard for discussion. Kathleen Landy was able to further support the Committee by providing the space as well as lunch (through CETL funding) this year. Scheduling this year was challenging due to calendar conflicts and attendance was perhaps diminished by the new Dialogues system. Approximately 12-20 faculty attended each seminar on:

November 30th, 2016: “In blended courses, what should students do online?”

April 5th, 2017: “How do I convert a face-to-face class to a hybrid class?”

The “recap” idea was of interest, but not acted upon.

The Committee will continue to organize these seminars, with CETL funding providing lunch for attendees to increase attendance. Future topics suggested by the poll are listed above.

Based upon Annual Reports from 2014-2015 and 2015-2016, complete, in concert with the Committee on the Library and Committee on Student Activities, content review for a “resources” web page of exercises and best practices regarding fitness while studying; and consult, as necessary, with college units concerning modes of dissemination (e.g. a link on the section of the website for students or a workshop).

Committee member Geismar completed her preliminary list of exercises and best practices, Committee Chair Kolack developed a web page on the Committee’s site (<http://www.qcc.cuny.edu/governance/academicsenate/elearning/studyexercise.html>), and the information was disseminated via the Committee newsletter (attached) prepared by Committee members Tarafdar, White, and Kolack. Once the college adopts a set of eLearning standards and best practices (see below), the Committee suspects that CETL will take over the web page. The Library Committee did not want to use videos not produced “in house,” so this Committee proceeded without them.

Provide input on the college’s adopted standards for effective eLearning programs.

While the QCC eTeam does this via the Quality Matters rubric, the college currently does not have adopted standards for eLearning. These standards are being developed by faculty currently/formerly teaching online courses, the QCC eTeam, Kathleen Landy, Denis Behar, and this Committee for presentation to the Senate next year.

Provide input on the curriculum of the e-Learning Institute conducted for faculty development.

This was accomplished through our monthly meetings with OET director Denis Behar. The eLearning Institute was reformatted in the Spring 2016 semester to occur on consecutive Fridays, and this new system will alternate years with the older condensed version offered over the summer. Assessment of the program by the OET is ongoing. Per last year’s annual report, such standards/policies will also include methods of evaluation (by students as well as peer faculty) of online courses.

Provide input regarding any general (that is, non-discipline-specific) learning outcomes assessment for eLearning courses.

Course assessments are the same online and offline at QCC. (End-of-semester evaluations are handed out as normal in partially online courses, and are mailed to students for fully online courses.) Most faculty teaching online courses assess their courses in some fashion throughout the semester, as is advised in the eLearning Institute. We expect some sort of policy or best practice to be part of the standards to be adopted at QCC.

Based upon Administrative request, designate Committee representative to the Technology Fee Committee.

Chairperson Kolack was assigned to the Technology Fee Committee. Meetings occurred during one of his classes and Secretary Namdar was able to attend as a proxy once Kolack was made aware he was a member of the Committee. The Committee sent a representative (Kolack) to the “Tech Fee Awards” in April, and hopes this Committee can

be more involved with the Technology Fee Committee next year as its recommendations directly impact eLearning at QCC.

Monitor possible implementation of other “High Impact Activities” in eLearning.

This point warrants additional attention, in the faculty eLearning Institute and/or the policies/guidelines being developed. This was explicitly discussed at a Committee meeting in 2015-2016, and the Learning Communities HIP seems to be an ideal implementation. However, the Committee was faced with questions regarding implementing the practice. Linking face-to-face courses is already problematic enough logistically, but the HIP coordinators are making it happen. They, in conjunction with CETL, could add PNET/FNET courses into the mix for interested faculty.

Collaborate with CETL and the Committees on Academic Development and Computer Resources in support of workshops to support instructional technology, as well as support for faculty writing technology-related grants.

This is ongoing, in the course of the CETL Pedagogical Research Grant program and OET workshops. “Getting the word out” is part of the impetus for the new Committee newsletter.

Possible additional collaboration with the Committees on Continuing Education and Curriculum regarding the role course delivery might play in structuring course content, as well as Departments (for curriculum-specific best practices & development of more hybrid and asynchronous on-line courses).

The Committee feels this is already ongoing with the Bag Lunch series and the faculty eLearning Institute. While Math and Nursing (among other departments) continue to find success in online offerings, Physics, Biology and Chemistry have had less success, and further work must be done to determine if online courses can serve the QCC community in these subjects. “Flipped classroom” pedagogy is being evaluated as an option (in addition to peer mentoring/peer-led team-learning (PLTL)) by the chemistry and biology departments as part of the HSI-STEM grant with Queens College.

Complete approval process for re-drafted, revised and updated Committee Guide, authored by Committee Chair Kevin Kolack, 2015-2016.

The Guide was adopted and is posted on the Committee web site.

Comment, where appropriate to the Committee charge, on Queensborough’s meeting of revised Middle States Accreditation Standard 3 & 4 (available at <http://www.msche.org/documents/RevisedStandardsFINAL.pdf>):

- *An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.*
- *Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes*

to the educational experience, and fosters student success.

This is being accomplished through development of the college's standards, policies and best practices. The Committee believes that eLearning at QCC is as successful as traditional courses due to the training and support provided by the ACC and IT departments, as augmented by the Committee's ongoing activities and those of CETL.

Request from the Office of Academic Affairs/Office of Strategic Planning/Assessment/Institutional Effectiveness, updates on any Administrative assessments of the following areas: eLearning Program, ACC.

The Committee did not take action in this area, but will make such a request next year.

Other Items Acted Upon by the Committee

The Committee proposed an update to the Bylaws (to reflect its current name and operations) which was submitted to the Steering Committee and the Bylaws Committee for action in the Fall 2016 semester (attached). The Bylaws change was approved by the Bylaws Committee at their September meeting but was not presented to the full Senate and is therefore not reflected on the college website or elsewhere.

The Committee published a newsletter (attached), disseminated via email and as part of the May senate materials, noting items of interest to the eLearning community.

Additional Items for the Coming Year

The QCC IT plan was published in 2016. The Committee will need to confirm that points concerning eLearning are proceeding as planned.

Respectfully submitted,



Kevin Kolack, Ph.D.

Committee on eLearning Chairperson

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

**COMMITTEE ON ENVIRONMENT, QUALITY OF LIFE AND DISABILITY ISSUES of the
ACADEMIC SENATE**

TO: Dr. Joel Kuszai, Chairperson, Academic Senate Steering Committee

FROM: Profs. Leah Anderst and Dominic Hull, Co-Chairs, Committee on Environment, Quality of Life and Disability Issues

SUBJECT: Annual Report of the Committee on Environment Quality of Life and Disability Issues for September 2016-May 2017

DATE:

Committee Members:

Prof. Leah Anderst, Co-Chair
Prof. Dominic Hull Co-Chair
Prof. Sara Danzi Engoron, Secretary
Prof. Edward Davis, Member
Prof. Jonathan Funk, Member
Mr. Benami Freier, Member
Prof. Wei Lei, Member
Prof. Julia Rothenberg, Member
Prof. Weier Ye, Member

Chong Jue, Liaison to the Committee on Committees
Sheila Beck, Liaison to the Steering Committee
Vice-President William Faulkner, Liaison, President's Designee

Mr. Mel Rodriguez, Environmental Health and Safety, Committee Liaison
Mr. John Triolo, Office of Campus Safety, Committee Liaison
Ms. Isabel Hocesvar, R.N., Office of Health Services, Committee Liaison
Victor Silva and Sherice Leggette, Student Members

Number of Committee Meetings: The Committee on Environment, Quality of Life and Disability Issues met four times during the 2016-2017 academic year.

During 2016-2017, Vice President William Faulkner served as the President's Designee to the Committee on Environment, Quality of Life, and Disability Issues.

Space Allocation/Utilization/Facilities

Science Building Renovations and Concerns

The Committee held discussions regarding safety concerns surrounding the slipperiness of the concrete at the entrance to the Atrium. Initially, large mats were placed at the entrance to alleviate slip and fall concerns. Bill Faulkner informed the committee that the construction company will be sand blasting the entrance area to rough-up the surface. This was completed during the fall semester.

The committee discussed the leaking observed in the Science Building Atrium. Bill Faulkner informed the committee that emergency work has taken place to remedy the leaking in the Atrium. Additionally, the committee discussed enclosing the Atrium during the winter months to make it more user friendly for students. Bill Faulkner informed the committee that enclosing the Atrium is part of the second phase of the project. The second is scheduled to begin in June 2018. Until then it may be possible to add temporary barrier reduce airflow during winter months.

Parking Concerns

At the beginning of the semester, the committee chairs brought parking questions to the committee from members of the FEC and the Steering Committee that remained from parking discussions last year. Discussions focused on parking passes, who received them and plans for making them available for purchase online or by credit card in person. Parking lot 2, where mostly students park (though the lot is open to all of the QCC community for a daily fee), was discussed as far as making it limited to faculty and staff, but the committee was not in favor of this. In the final meeting of the semester, a draft document for parking improvements was discussed by committee members. The draft included an increase in yearly parking fees for staff and faculty as well as a comparison of fees on other CUNY campuses and explanations of what the increased fees might fund. Committee members expressed concern with the high percentage increase (from \$60 to \$100), but overall the committee did not object to the proposals in the draft document, which would be voted on by the Auxiliary.

Computer Classrooms and Hallway Crowding

Over the year, and together with the computer resources committee, the committee discussed the issue of hallway crowding between peak class meeting times. Students must wait outside locked “smart classrooms” until their professor arrives and unlocks the door. The committee discussed the reason for the locked rooms and possible alternatives which would reduce crowding as well as demonstrate a sense of trust to our students. The committee agreed that certain labs should remain locked until the professor arrives. It was concluded that faculty members should discuss implementing an informal policy within their departments to make logical and practical arrangements between faculty members that are using the same classroom back to back. Podiums and many hallways are already monitored by surveillance cameras. After attending a meeting of the computer resources committee, co-chair Prof. Anderst found that it did not seem possible to create one policy that fits each department. After some discussion, our committee decided that since individual departments have different needs, each department should decide on its own policies for student access to classrooms. As an example, in English the CLTs have been opening lab doors to ease hallway crowding and allow the students into the classrooms early.

College Health and Environment Issues

Water Testing - DH

Thus issue was initiated by the FEC at the beginning of the Fall 2016 semester. The FEC requested that the committee examine how often water quality was tested at the water fountains on campus and what are the

results of these test. Initially the committee was informed by Mel Rodriguez (Environmental Health and Safety Office) that water quality tests were not mandated at QCC except for when a daycare facility is on campus. Furthermore, as per Bill Faulkner, there were no plans, initially, to study water quality as no issues to date had been reported. Additionally new water fountains were being installed campus. The committee was subsequently informed by Bill Faulkner that water quality on campus will be tested in each building. Information on conducting the water quality tests was being gathered from various companies. Water quality is routinely evaluated by NYC however testing at QCC will assure that no local contamination has occurred. Water quality test will be the same as the NYC public schools with standards set by the NYC Department of Health. This summer water quality was assessed by ATC Group Services and found to meet the applicable US EPA threshold for lead and copper. ATC Group Services recommends no further sampling of water quality at QCC. The issue of water quality is now currently resolved until future reevaluation is needed.

Bathroom Signage and Gender

In our first meeting, Mary Jane Shaw, the former Title 9 Coordinator, visited the committee meeting to discuss the new executive order from the NYC Mayor's office. The order designates the use of "all gender" uniform signage on campus single occupancy restrooms. This will also include signage inside restrooms that supports the use by anyone who identifies with the gender designated on the door. While it technically does not include CUNY, CUNY Central intends to comply with the order and QCC will implement the recommendation. In our final meeting, it was noted that bathroom gender notification signs were up in all of the bathrooms on campus. A committee member pointed out, however, that the signs are extremely small. We made an inquiry with Administration for an explanation since larger signs might be more effective.

Safety and Security Issues

Annual Security Report

The 2016 security report (the Clery Report) was provided to the committee. The co-chairs noted a decrease in reported crimes from 2014 to 2015 (the most recent year reported on in the document). The report was not formally discussed in a meeting.

Security Cameras on Campus

The committee looked into the maintaining of security cameras and footage during the 2015/2016 academic year and wrote up a report on the issue. A few concerns remained this year, which the committee continued to discuss, particularly the methods for storing and requesting access to footage. Security cameras are in smart classrooms and are aimed at the podium. ACC keeps the videos and department Chairs can request to review them if necessary. In our third meeting of the year, Bill Faulkner clarified a new policy: no videos will be released to anyone without his permission.

Sanctuary Campus

The committee received via email a request from a student seeking support for the Sanctuary Campus movement on campus and throughout CUNY. The committee initially intended to draft its own resolution in support of Sanctuary Campus at QCC. However, since the Steering Committee of the Academic Senate was simultaneously drafting their own resolution, we instead decided as a committee to lend our support to Senate's resolution. The committee reviewed the Sanctuary Campus resolution generated by the Senate and conducted a vote via email. A majority of committee members approved the Senate's resolution. Subsequently, the Academic Senate passed the Sanctuary Campus resolution. A similar resolution was adopted CUNY wide so thereafter.

Health and Safety Data

The committee received a report on QCC Campus Issues spanning from September 2015 to February 2017. This report was presented to the committee by Clara Wajngurt. The committee reviewed the campus issues report and offered suggestions for future reports. Some of the issues on the campus issue report that have been specifically addressed by the committee. These issues include parking, security camera footage usage and quality of drinking water. The committee suggested that the campus issues report should be subdivided into categories with summaries for each category to facilitate easy dissemination of the information. Additionally, a comparison of issues from year-to-year should be generated in order to identify persistent problems that either reoccur or that has not been satisfactorily addressed.

Recommendations for 2017-2018

The following are the members of the Committee on Environment, Quality of Life, and Disability Issues for 2017-2018:

- Continue to discuss parking and transportation solutions
- Advocate for larger inclusion bathroom signage
- Continue to consider the best ways to address campus safety concerns
- Advocate for a campus environment that communicates openness and trust to the student body

Prof. Dominic Hull, Chair
Prof. Sara Danzi Engoron, Secretary
Prof. Edward Davis, Member
Mr. Benami Freier, Member
Prof. Jonathan Funk, Member
Prof. Wei Lei, Member
Prof. Patricia Kinneary, Member
Prof. Weier Ye, Member
Prof. Tony Monahan, Member
Vice-President William Faulkner, Liaison, President's Designee

Mr. Mel Rodriguez, Environmental Health and Safety, Committee Liaison
Mr. John Triolo, Office of Campus Safety, Committee Liaison
Ms. Isabel Hocevar, R.N., Office of Health Services, Committee Liaison

At our May 10, 2017 meeting, Prof. Dominic Hull was elected as committee chair for the 2017-2018 academic year, and Sara Danzi Engoron was elected as secretary.

Plans for the 2017-2018 academic year:

- to continue to consider solutions for the parking issues on campus
- to respond to the quality of life needs and queries of campus community.

Respectfully Submitted,
Leah Anderst, Co-Chair
Dominic Hull, Co-Chair

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

ACADEMIC SENATE

COMMITTEE ON THE LIBRARY

To: Drs. Peter Bates, Emily Tai, and Joel Kuszai, Steering Committee, Academic Senate

From: Dr. Joanne Chang, Chairperson

Date: June, 2017

Subject: Library Committee Annual Report, Fall 2016-Spring 2017

Committee Members: Joanne Chang, Music (2018) Chairperson, James Timbilla, Biological Sciences/Geology (2018), Helmut Loeffler, History (2017), Lisa Scandaliato, Art Gallery Asst Director (2017), Larisa Honey, social Science (2019) and Agnieszka Tuszynszka, English(2019) , Student representatives: Wei Wei (2017)

Liaisons: Sujun Wei, Chemistry, COC (2016-7), Liaison; Kerri-Ann Smith, Academic Literacy, Steering Committee Designee; Jeanne Galvin, Library, President's Liaison.

Dates Committee Met:

The Library Committee met five times in the course of the 2016-2017 academic year, at the following dates and times: October 19th at 12:30pm, November 30th at 12:30pm, February 1st at 12:30pm, March 22nd at 12:30pm and May 10th at 12:30pm

Narrative Summary of Committee Work:

In the course of the 2016/2017 academic year, the library committee reviewed its charges and focused its attention on several important matters.

During the academic year the committee received updates concerning the accessibility of the library restrooms for students with disabilities. The committee was informed that the project to make restrooms for both genders on the 2nd and 3rd floors compliant with the requirements according to the American with Disabilities Act (ADA) would begin in the summer of 2016 by Building and Grounds. However,

it was delayed and the project has not begun. The committee will continue pushing forward for this project to be done by end of academic year 2018, hopefully.

Regarding assessing security of Library holdings in the currently location – the Library has an alarm system in place and is functional. All of the Library's holdings are secure.

Regarding assessing adequacy of Library Resources: Library's digital resources are fully operational and any repair for broken equipment is maintained through the IT department.

Regarding accessing to resources within the building: All resources are accessible and available to students. Electronic resources such as laptops, tablets and calculators are also available upon request.

Regarding encouraging the extension of Library hours for quiet study space, electronic resources and reserve books, the Library hours are already extended. The Library is open 78 hours a week including extended times on Fridays and Sundays.

Regarding the refurbished balcony space that was set aside as a quiet study area for students one year ago, it is well utilized, and students have been successfully monitoring the sound on their own initiative. The space is bright and sunny with outlets available at each seat.

Regarding updating the Technology Plan: each CUNY school submits a plan regarding allocation of the technology fee, all of which is spent on technology for student use. The budget for electronic resources is \$186,000, which includes computer and electronic databases. The library has recently acquired the movie database Canopy. Faculty inquiries about databases should be made to Prof. Galvin and student labs receive new components every 3-4 years.

Numerous support sessions are provided for both faculty and students at the library. The library offers students a workshop to introduce them to the library's services. R101 is a required workshop for all honors students. Additionally, the library holds research parties during the semester. During these two-hour sessions, the library provides snacks, and two librarians are on hand to help students with their research papers. The library also holds workshops on predatory journals for faculty once or twice a year. Databases are open 24/7, and library chat is available most days until 11 pm. Number of students who utilize the workshops each semester will be totaled later. As faculty often work one on one with the librarians, the faculty participation numbers are not readily available.

Funding for acquisitions has not recently been reduced. However, previously, the student bookstore provided the library with a copy of each textbook newly adopted by a faculty member for a course, and this policy has ended. The library has \$15,000 to cover the cost of purchasing copies of books for reserve. This covered a significant amount but not all of the cost for these purchases. Since federal law

requires faculty to list their textbooks with CUNYFirst, this provides the library with the necessary information to maintain a supply of current textbooks for students.

Middle States assessment is upon us, and information literacy is included in this assessment. Requests will be made to specific Middle States' standard that relates to the charges of the library committee.

The committee invited chair from eLearning Committee in responding to the project "Fitness while Studying". A few faculty from Health, Physical Education and Dance and other departments were inquired and made suggestions. The committee decided to create a short online survey of SurveyMonkey to find out the needs of students studying at the Library. The link was sent to all campus students and it was available from Feb. 14th to March 8th with a reminder email sent out on Feb. 21st, 2017. Over 537 students responded and below is the summary:

The outcome of the survey was overwhelmingly positive and students will utilize relaxation and meditation tips if provided by the Library (see spreadsheet for actual survey results). Majority of students are interested in yoga and meditation techniques to reduce stress and reenergize during long study periods. Among these responses, 13.22% students never utilize the library, 14.34% utilize once a month, 24.21% utilize once a week and 48.23% utilize more than once a week. 17.91% spend less than an hour studying in one sitting, 51.87% spend between 1 to 2 hours, 21.27% spend 2 to 4 hours and 8.96% spend more than 4 hours. 83.61% students would utilize exercise and relaxation tips placed throughout the library. In the last question, many students input meditation, yoga and stretching exercises as the top 3 choices. The committee has done researches in these 3 areas and through personal recommendation decided to utilize a Chan/Zen meditation center for their extensive online information and youtube stretching exercises (chancenter.org). The request for copyright release is sent and the follow up work will be continued in Fall 2017. The committee determined a number of ways to disseminate fitness information: digital monitors, a flyer in study carrels, or a brochure.

New Recommendations:

It is recommended that Library Committee members continue to work with Committee of Computer Resources for CUNY Five Year Master Plan for keeping technology part of Library updated.

It is recommended that the Library Committee follow up the disability bathroom conversion with B&G in Fall 2017.

It is recommended that the Library Committee continue finishing up the project 'Fitness while Studying'. The copyright release letter to be drafted, obtained and offered so the stretching and meditation information in the library study area may be distributed for students.

It is recommended that the Library Committee obtain the total numbers of students who utilize the library workshops each semester or academic year.

It is recommended that the Library Committee find out if extra funding may be possible to complete the last print framing for Library. Possible suggestion of student work donation may be needed from Art Department faculty.

New Committee Members:

The 2016-2017 Library Committee welcomes our new members, Prof. Biao Wang from Math Department and Prof. Danny Mangra from Engineering Technology Department. We welcome Drs. Joanne Chang and Agnieszka Tuszynska who were unanimously elected as our Chair and Secretary, respectively, for the 2017-2018 academic year at the meeting on May 10, 2017.

Acknowledgements:

The Library Committee wishes to thank Library Director Jeanne Galvin for her invaluable expertise and advice, as well as her resourcefulness and dedication in responding to the needs of the students and faculty of Queensborough Community College, eLearning Committee Chair Professor Kevin Kolak for his presentation and possible further collaboration, Lana Zinger for ideas, Ashley Grant from Computer Resources and Renald Pierre-Charles from Office of the Vice President of Student Affairs for the "Fitness while Studying" project.

The Library Committee also wishes to thank everyone who has offered suggestions and for Professor Philip Pecorino, Professor Emily Tai, Professor Bates, Professor Joel Kuszai and Professor Jeffrey Jankowski for their availability, support and guidance throughout the year. It was a privilege and pleasure to work with each and every member of the 2016-2017 Library Committee.

**QUEENSBOROUGH COMMUNITY COLLEGE THE
CITY UNIVERSITY OF NEW YORK ACADEMIC
SENATE
ACADEMIC SENATE COMMITTEE ON PRE-COLLEGE, CONTINUING
EDUCATION & WORKFORCE DEVELOPMENT**

TO: Secretary, Academic Senate Steering Committee
FROM: Committee on Pre- College, Continuing Education, &
Workforce Development, Eladia Raya, Chairperson
SUBJECT: Annual Report
DATE: May, 30 2017

Committee Members: Rommel Robertson (Chairperson), Naydu Carmona
(Secretary), Mike Metaxas, Mary Ann Rosa, Carol
Goldfond, Steven Cheng

President's Liaison: Denise Ward

COC Liaison: OPEN

Steering Comm. Designee: Christine Mooney

Student Representative: Asma Manin

Dates Met: November 2, 2016; April 26, 2017;
May 17, 2017

- The committee met in the fall on November 2, 2016. Committee chair, Dr. Robertson reviewed the Committee's charges for the new academic year. He reported on the continued cooperation with David Moretti to identify and replace missing documents/information from the committee's webpage after a recent migration to a new college server. Dr. Robertson also initiated an inquiry into the role of Dr. Melissa Dennihy on the committee as it was unclear as to whether she officially assigned to the committee. The chair discussed the committee's plan of action for the academic year 2016-17 as stated in the committee charge.

- The V.P. Denise Ward of the Office of Pre-College, Continuing Education, and Workforce Development reported to the committee. V.P. Ward briefed current and new committee members on function of department and clarified the committee's charge. She also updated the committee on new and continuing programs offered by the QCC division of Pre-College, Continuing Education and Workforce Development [PC-EC-WD] for Fall 2016.
- Pre-college (PC)
 - BTECH program- currently developing student readiness assessment tool
 - Chinese Academy- currently serving ~425 students and introduced a new program “American Mathematics Competitions” designed to identify, recognize and reward excellence in mathematics through a series of national contests
 - Kids & Teen college: new college prep, state exam prep, and summer programs (i.e. PSAT, redesigned SAT test prep, Getting Ready for college)
 - College Now- serving ~1200 students from 11 different high schools, 300 attend QCC
 - Project Prize Liberty Partnership serving ~ 240 students from Grades 5-12
- Continuing Education (CE)
 - New Fall 2016 CE programs include:
 - Documentary photography: A Social Approach- a course designed to encourage registrants to explore and practice documentary photography as one of the most effective and inspiring disciplines.
 - Art History: Couples in the Art World
 - Movies and Writing: Tributes to Legends- a course that celebrates the lives of cinematic celebrity.
 - History Series: Election of 1960 (Nixon vs Kennedy), Paris Peace Conference 1919 (The peace to end all wars), William McKinley & Theodore Roosevelt (Spanish American War)
 - Mindful Movement and Wellness: Vinyasa Flow (Low Impact)

- Dance: Ballet Fitness- utilizes ballet movements to create strength, flexibility, core conditioning and aerobic capacity using classical and multi-genre music to promote physical and mental well-being.
- Internal Martial Arts: Qigong (five animal) and Tai Chi (Bagua-walking)
- Workforce development programs (WD)
 - Include certificate programs/industry programs

- In the Spring the committee held its second meeting on April 26, 2017. Committee chair, Dr. Robertson provided an update on the recent changes to the Committee website. Melissa Dennihy's status on the committee was resolved and it was determined she was erroneously notified of her membership on the committee. The chair also notified relevant members of their soon-expiring term serving on the committee. Dr. Tai addressed the committee and discussed matters pertaining to the participation of student representatives on college committees.

- The V.P. Denise Ward of the Office of Pre-College, Continuing Education, and Workforce Development reported to the committee. Denise Ward provided committee members with a detailed chart encompassing all programs offered by the Pre-college, Continuing Education & Workforce Development Department (see Appendix A).
 - V.P. Ward provided updates on the following Precollege Programs:
 - BTECH awards will support program expansion
 - CUNY Start will also expand reading and writing programs
 - College Now/Focus currently has 9 high schools participating in the program
 - Connect-2-College a QCC funded program with teachers paid by the DOE. While the teachers do not get hired by QCC as adjuncts – as in College Now -- teachers must be interviewed and approved by program Chairs. HS teachers are expected to follow the QCC curriculum and syllabus

provided to them. Teachers are asked to provide student artifacts and sample exams and teaching materials to QCC departments and are sometimes observed by college faculty. Current collaboration with Mineola H.S. offers a 30cr ET certificate program to 17 students. Participants are self-selected by the H.S. and students who earn the certificate will be encouraged to complete their degree at QCC.

- Chinese Academy is a tuition based program that currently serves 430 students from 1st-12th grade.
 - The Liberty Partnership NYSED program is schedule to end on August 31st 2017. A new proposal was submitted and is pending.
 - 21st Century Community Learning Center NYSED grant proposal was denied and the program will end on June 30th.
 - CUNY Explorers program will potentially replace 21st CCLC as a pre-college program. The program paid for by both NYC DOE and CUNY. College campuses, including QCC, will provide on-campus tours and other activities for 7th graders from NYC public schools. The program will hire college students as mentors and will provide program workshops.
 - Summer Start, a CUNY Start program, is a 12 week condensed math program designed to eliminate participating students' need for remedial math
- Provided updates on Con't Ed. & Workforce Development Programs
 - Multiple Repeaters program is designed to assist students who do not pass out of remediation courses twice and who have attended two additional workshops. This is a fee-based reading/writing remediation program. CLIP and CUNY Start teachers design and teach the courses with 6-10 students enrolled per semester.
 - New Certified Recovery Peer Advocate program is designed to train recovering addicts with experience in substance use recovery programs for careers helping others in recovery.

The program is a tuition-based certificate program funded by the NYC Small Business Services and it is the first program of its kind in NYC. The program was acknowledged by [Mayor Di Blasio](#).

- Martin Van Buren program ending
- V.P. Ward and 1199 SEIU union are working to develop a Medical Assistant apprenticeship program

The America's Promise DOL Grant (tech industry CUNY collaborative program)- includes three participating colleges (QCC, BMCC, KBCC). QCC will serve 325 students. The program will offer 4 ET enhanced courses that will better prepare the students for workforce skills required in the tech industry. It will also include one Capstone course: students are given a problem to work on and the steps to the solution are documented in a portfolio.

- The final meeting of the academic year took place on May 17, 2017. The committee welcomed Alice Doyle and Wenjian Liu as newly elected members. The committee Chair thanked the two outgoing members for their contributions to the committee: Naydu Carmona (Secretary) and Steven Cheng. Elections were held to select a new committee secretary. Mike Metaxas and Carol Goldfond were nominated to serve as secretary. Carol Goldfond was elected (5-0) as the new committee secretary. The returning committee members expressed their heart felt gratitude and appreciation to the outgoing secretary Naydu Carmona and fellow committee member Steven Chen for their dedication, hard work, and service to the committee.

I would like to thank all the members of the committee for their support, the secretary for her assistance during the year and especially, I would like to thank Vice president Denise Ward for her thorough reports on the many programs and initiatives she oversees as Vice President of the office of Precollege, Continuing Education & Workforce Development.

Appendix A

Division of

***Pre-college, Continuing Education, Workforce Development and
Grants/Sponsored Programs***

As of 3/31/2017

Denise Ward, MBA

Vice President

Jeff Chen

Assistant Dean of Continuing Education & Workforce Development

Pre-college

Program	Description	Funding Source	Students	Annual Enrollment
*(OAA involvement)				
*BTECH (Business	6 year ECI; free;	Grants/	9 th -14 th gr	100 per year – in 3 rd

Technology Early College High School)	students earn HS diploma; A.A.S degree (CIS or IIT); dual credit; exp. Learning; internships; job opp.; industry partner - SAP	NYCDOE/ CUNY/ SAP		year
*CLIP (CUNY Language Immersion Program)	ESL Immersion; 12 week/25 hr per wk; for QCC admitted students; prior to credit courses; 3 semesters	CUNY/students pay a minor fee	HS graduates; QCC admitted students ; lowest scores	750 approx.
*CUNY Start	Math and English Immersion; fall/spring up to 16 weeks; FT- M&E(25hrs); PT- M or E(12hrs); Sum. Math Start 12 weeks	CUNY/students pay a minor fee	HS graduates; QCC Admitted students; lowest scores	500 approx. (expanding PT programs by 100 in fall/spring '17/18)
*Liberty Partnership/ Project Prize	Youth Development and College Readiness 5 yr. grant renewed consistently for 22 years In High Schools; Sat. on campus programs; fall, spring, summer	NYSED	6 th -12 th gr	350 approx.
*21st Century Community	Youth Development;	NYSED	6 th -12 th gr.	550

Academic Senate Agenda—September 12, 2017—Attachment L

Learning Center	Academic Enrichment; dual credit courses; college readiness; renewed twice in 7 years; ends 6/3017. After school; Saturday fall, spring and summer programs			
*College Now/College Focus	CN: Dual Credit courses; in 9 HS; sat and summer program on campus; HS teachers hired as adjuncts and teach courses after school hours CF: English/Math remediation – prep for CUNY exams	CUNY	CN 10 th -12 th gr CF 11 th -12 th gr	1200 ea fall and spring 25 summer
*Connect2College	Dual Credit courses; HS teachers approved by Dept. Chairs and paid by the HS; courses taught at the HS during school hours; includes one 30 cr. ET Certificate program at Mineola HS partially taught at QCC	QCC/HS	10 th -12 th gr	300
Chinese Academy	Mandarin/Pynchon classes/12 levels plus culture classes	Tuition Based	1 st -12 th gr.	430

Academic Senate Agenda—September 12, 2017—Attachment L

	for students living in Chinese families (mostly 2 nd /3 rd generation where Mandarin is not spoken to child) Classes are open to all students regardless of heritage			
Kids/Teens College	Various Test Prep (SAT, Specialized HS, state exam), academic enrichment, STEAM programs in computers, writing et al, athletics,	Tuition Based	k-12 th gr.	243
Oasis Summer Camp; —	Summer camps vendor run; recreational, academic enrichment, athletics	Contract	k-12 th gr.	1,620

Continuing Education

Program	Description	Funding Source	Students	Annual Enrollment
Adult Personal Enrichment	53 courses in Computer tech, Social Media, Photography, Art, Literature, History, Music Lifestyle, Movement/Wellness, Dance, Tennis, Golf, Swimming, & Fitness	Tuition	18 + yrs	1,807

*Preparatory Skills	High School Equivalency (HSE) Prep, ESL, Port of Entry ESL, Multiple Repeaters R/W	Tuition	18+yrs.	425

Workforce Development

Program	Description	Funding Source	Students	Annual Enrollment
Acctg/Bkkg Certificate	3 courses	Tuition	Adults	42
Computer Related Certificates	Quickbooks, MSOffice,	Tuition	Adults	82
	-			
Professional Certificates	Driving Instructor; Notary Public; Enrolled Tax Agent CEU, R.E. Salesperson License, Tax Practitioner's, OSHA	Tuition	Adults	174
Fitness Certificates	PT Nat'l Certification	Tuition	Adults	17

Academic Senate Agenda—September 12, 2017—Attachment L

Health & Allied Services Certifications	CPR/Basic Cardiac Life Support, Standard First Aid		Tuition		Adults	124
	*EMT Basic and Refresher Cert.		Tuition		Adults	58
	C.N.A.		Tuition		Adults	16
	EKG Technician		Tuition		Adults	26
	Phlebotomy Technician		Tuition		Adults	34
	Infection Control Techniques/Licensing		Tuition		Adults	11
	Child Abuse ID and Reporting Cert.		Tuition		Adults	23
	Teacher Certification for School Violence Prevention & Intervention Seminar		Tuition		Teachers	28
	*Nursing Program Pre-admission (NLN PAX) Exam Prep		Tuition		Nursing Program Candidates	98
	Certified Hemodialysis Tech (CHT); Certified Hemodialysis Biomedical Tech (CHBT); Certified Hemodialysis Nurse		Tuition		Adults and Nurses	14

Academic Senate Agenda—September 12, 2017—Attachment L

	(CHN)					
	Emergency Room Technician		Tuition		Adults	5
	Medical Office Assistants/Patient Care Tech		Tuition		Adults	7
	Medical Billing & Coding		Tuition		Adults	61
	Grant/Contract Workforce Programs					
	*Major Effort #1: Providing Career Services, Internships and Job Opportunities for Certificate Program and A.A.S degree program students		NYSED Perkins		QCC Students and Adult Workforce Development Students	250
	Career Service Liaison for BTECH to manage and develop internships and job development		SAP		For BTECH students	300 to date
	Home Health Aide		NYC Dept. of Small Business Services (NYC		Adults	100

Academic Senate Agenda—September 12, 2017—Attachment L

			SBS)			
	Pre-med program for Martin Van Buren HS		NYC DOE		12 th Gr. Students	20
	*Effects of DSRIP Legislation of the Role of Medical Assistants (research and curriculum dev'l)		Carroll & Milton Petrie Foundation		n/a -- 3 faculty (BIO, BUS, NURSING) and Wkf. Admins.	N/A
	*Certified Recovery Peer Advocate (1 st program of its kind in NYC)		NYC SBS		Adults	40
	Certified Hemodialysis Tech.		NYC Department of Youth & Community Development (NYC –DYCD)		18-24 yrs.	30
	Preparing the Workforce of Tomorrow for Careers in Technology and Cybersecurity		NYSDOL - WDI		Adults	16
	*4 yr. Strategies for Workforce Development – Aligning Credit and Non Credit programming		Capital One Foundation			N/A

	<p>through Data Analytics and Remedial Modeling. A study of the Indicators of Student Readiness (ISRs) developmental model on A.A.S. degree candidates at BTECH</p>					
	<p>*5 yr. CUNYTech Works: Develop enhanced curriculum for 5 IIT courses to satisfy employer skills and competencies; provide job internships and placements.</p>		<p>America’s Promise DOL</p>	<p>A.A.S. degree candidates; BTECH HS grads; unemployed and underemployed adults</p>		<p>60 (Proj. avg. annual enrollment)</p>
	<p>*CUNY 2020: Allied Healthcare and Economic Expansion. \$10m funding to purchase building; partner with Healthcare Center; open allied healthcare training center and healthcare center; renovate biology tech lab on campus; establish free community programs with center and CUNY Law School.</p>		<p>NY State CUNY 2020 Governor’s Economic & Workforce Development challenge</p>			<p>200 (Proj. avg. annual enrollment)</p>

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QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
ACADEMIC SENATE
COMMITTEE ON PUBLICATIONS

TO: Dr. John Talbird, Secretary, Academic Senate Steering Committee
FROM: Dr. Kathleen Tamayo Alves, Chair, Committee on Publications
SUBJECT: **Annual Report for Committee on Publications for 2016/2017**
DATE: **June 3, 2017**

Committee members: Kathleen Alves, Raul Luiz Armendariz, Wendy Ford, Jennifer Maloy, Danny Mangra, Chukwudi Ikwueze, Mohammed Javdan
President's Designee: Stephen Di Dio
Steering Committee Designee: Urszula Golebiewska

Chair: Kathleen Tamayo Alves
Secretary: Raul Luiz Armendariz
Web Master: Wendy Ford

During the Fall 2016 & the Spring 2017 semesters the Committee on Publications met 7 times:

1. Wednesday, Septemebr 14, 2016 at 11 AM in H458.
2. Friday, October 28, 2016 at 2 PM in H458.
3. Monday, November 28, 2016 at 9 AM in H458.
4. Friday, February 17, 2017, at 10 AM in L315.
5. Wednesday, March 29, 2017 in H458.
6. Friday, April 28, 2017 at 11 AM in H458.
7. Wednesday, May 17, 2017 at 2 PM in H324.

Major Tasks Accomplished:

1. During the 2015-2016 school year, the Committee on Publications received an email request from the Academic Senate Steering Committee on behalf of the subcommittee on Bullying (a subcommittee of the Committee on Environment, Quality of Life, and Disability Matters) to determine if the faculty-senate approved statement on bullying has been incorporated into the most recent copy of the Faculty Handbook. Kathleen was informed by Stephen Di Dio that the bullying

statement is now published. It can be found in the online Faculty handbook under Civility, and the College Catalog on page 2:

<http://www.qcc.cuny.edu/governance/faculty/handbook/general-personnel-information.html#civility>; <http://www.qcc.cuny.edu/academics/docs/College-Catalog.pdf>

2. The committee collaborated with Web Services and the Center for Teaching and Learning to instruct faculty on creating web pages that comply with the June 2016 American with Disabilities Act mandate. The workshop, “How to Create a QCC Webpage Using Cascade,” was held at CETL (L315) and led by Dave Moretti from Web Services. 11 faculty members attended, outside of the committee members. The committee recommends hosting this workshop every year, with more efficient ways of publicizing the event. Though the committee informed department chairs of the event, with the intent to publicize the workshop to their departments, the committee suspects that the community dialogue would have created more exposure, interest, and attendance of the event.

3. The committee determined the best department website of the year using last year’s rubric developed by Jennifer Maloy: Nursing. Like last year, each committee member graded each department, with the exception of his or her department, and Kathleen calculated the average scores. Stephen Di Dio created the certificate and Wendy donated the frame for the certificate. Kathleen informed the Nursing chair, Prof. Menendez, of the award. Kathleen requested Dave Moretti to announce the award on the QCC homepage.

4. The committee recommends:

- Removing nonexistent publications in the Bylaws;
- Deferring the web checking of dead links to Web Services, since they have a mechanism in their program to do so;
- Keeping copies of the handbooks on the committee Blackboard website for future reference;
- Investigating the changes regarding discrimination and sexual misconduct in the Faculty Handbook; Sangeeta Noel and Liza Larios informed the committee that these would be implemented by the 2018 term;
- Investigating whether the handbooks satisfy the ADA mandate in content and format;
- Investigating whether new adjuncts will receive new handbooks; Sangeeta Noel informed the committee that her office is in the process of completing the adjunct handbook;
- Finally, to check with Vice President of Student Affairs Michel Hodge whether the handbooks will be available online.

5. During the May 17th, 2017 meeting the committee unanimously elected **new chair**: Frank Jacob, **secretary**: Jennifer Maloy. Wendy Ford will remain as the committee’s **Web Master**.

The Committee welcomes two **New Members**: Frank Jacob and Faustino Quintanillo

The Committee thanks **Departing Members:** Raul Luis Armendariz, Kathleen Tamayo Alves.

**QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
COMMITTEE ON STUDENT ACTIVITIES OF THE ACADEMIC SENATE**

ANNUAL REPORT FOR 2016-2017

**To: Dr. Peter Bales, Chair of the Academic Senate Steering Committee
Dr. Emily Tai, Vice Chair of the Academic Senate Steering Committee
Dr. Joel Kuszai, Secretary of the Academic Senate Steering Committee**

From: Dr. Danny Sexton, Chairperson of the Committee on Student Activities

Date: June 7, 2017

Subject: Annual Report of the Committee on Student Activities for 2016-2017

COMMITTEE MEMBERS:

Dr. Danny Sexton (Chairperson), Dr. Adam Luedtke (Secretary), Dr. Carolyn King (Member), Prof. Lawrence Bentley (Member), Dr. Kerri-Ann Smith (Member), Mr. Stephen Atkins (Member), Brian Kerr (President's Designee), Dr. Peter A. Novick (Steering Committee Designee), Prof. Barbara Blake-Campbell (Committee on Committees Liaison), and Mr. Raymond Volel (Student Life Specialist), Kimmiya Heckstall (Student Government Representative Member).

Note on Membership for 2016/2017: Margaret Howell was selected as a member for the 2016/2017 academic year, but she retired early in fall 2016. Mr. Stephen Atkins were selected as a replacement member in late October 2016.

DATES COMMITTEE MET:

The Committee on Student Activities met eight times in the course of the academic year on the following dates and times: August 22nd, 2016 at 1:00p.m., September 14th, 2016 at 11:00a.m., September 21st, 2016 at 12:00 p.m., October 26th, 2016 at 12:00 p.m., November 30th, 2016 at 12:00 p.m., March 13th, 2017 at 1:00 p.m., April 24st, 2017 at 1:05 p.m., and May 25th, 2017 at 12:05 p.m. With the exception of the first meeting (August 22, 2016, held in Oakland Dining Room), all subsequent meetings were held in L-418.

**SUMMARY OF THE WORK OF THE COMMITTEE ON STUDENT ACTIVITIES FOR THE
YEAR 2015-2016**

August 22nd, 2016, Oakland Dining Room (1st meeting)

Dr. Danny Sexton, Dr. Carolyn King, Prof. Jim Bentley, Dr. Kerri-Ann Smith, Prof. Linda Ostrowe, and Brian Kerr met from 1:00 p.m. until 2:15 p.m. The agenda for this meeting and the minutes of May 24th, 2016 were both approved by unanimous voice vote.

Update on Volunteer Fair (VF):

- Date, time, and location were confirmed for our second Volunteer Fair to be held on Wednesday, September 28th between 12 p.m. and 1:30 p.m. in the Humanities Quadrangle. In the event of rain, the event would be moved to the Student Union.
- It was decided to organize the tables farther from the music and to locate refreshments closer to the security booth to allow for power availability for vendors.
- We reviewed the list of organizations that we would contact and agreed to focus on agencies in or near Queens. Each member present selected groups and organizations they would contact.
- Carolyn King and Kerri Ann Smith volunteered to investigate food vendors (Send in the Clowns and Kona Ice) to determine costs and availability.
- Danny Sexton volunteered to contact Vice President Hodge for funding of refreshments.
- Brian Kerr suggested holding all further meetings in his office (L-418).
- **Our next meeting was scheduled for September 14th 2016 at 11:00 a.m. in L-418**

September 14th, 2016, L-418 (2nd Meeting)

Dr. Danny Sexton, Brian Kerr, Dr. Carolyn King, Dr. Adam Luedtke, Gisela Rivera, Dr. Kerri-Ann Smith, and Ray Volel met from 11:00a.m. until 12:00pm. The agenda for this meeting and the minutes (recorded by Lawrence Bentley) of the August 22nd meeting were both approved by unanimous voice vote.

Update on Volunteer Fair (VF):

- By this meeting, ten organizations had agreed to participate in the volunteer fair, many were ones that had participated the previous year.
- Gisela Rivera informed us that the Student Government is organizing a Voter Registration Drive at the same date and time in the Quad as the VF. It was suggested that we partner with the SGA. Ray Volel advised us that the SGA next meeting was the following Monday, and he would put Danny Sexton on the agenda to discuss partnering on these events.
- Danny Sexton announced that VP Hodge has granted \$250 towards refreshment; and Carolyn King and Kerri-Ann Smith reported on vendor costs for Send in the Clowns and Kona Ice. Other options for refreshments were discussed, and Carolyn King volunteered to contact two other vendors.
- The VF flyer was finalized with a reminder to include the SGA on it if they agreed to partner with us.
- Carolyn King will contact Buildings and Grounds about table set
- Danny Sexton will contact Jack Black about arranging parking spaces for the organizations participating.

- It was suggested that following campus organizations be invited to participate: Career Services, Veteran's Services, and the Art Gallery. Danny will contact Career Services, Brian Veteran's Services, and Kerr-Ann the cultural organizations.
- We discussed all the details that need to come together to make for a successful event, such as location of sign-up sheets, setup, water for organizations (Lawrence Bentley volunteered to pick up bottle water from Costco's).
- Kerri-Ann will work on advertising the event through social media, such as Facebook and Twitter.
- Danny Sexton will work on printing and distributing the flyers.

New Business

- Ray Volel delivered the Student Activities Report. The SGA is working with NYPIRG at the voter event. SGA is proposing a silent party with headphones and two DJs that participants can switch between. On Wednesday, November 5th, an opera company will be on campus as part of Italian Heritage Month.
- **Our next meeting was scheduled for September 21st 2016 at 12 p.m. in L-418.**

September 21st, 2016, L-418 (3rd Meeting)

Dr. Danny Sexton, Prof. Lawrence Bentley, Brian Kerr, Dr. Carolyn King, Dr. Adam Luedtke, and Dr. Kerri-Ann Smith met from 12:00 p.m. until 1:00 p.m. The agenda for this meeting and the minutes (recorded by Adam Luedtke) of the September 14th meeting were both approved by unanimous voice vote.

Update on the Volunteer Fair (VF):

- By this meeting, thirteen outside organizations had agreed to participate as well as Career Services and Veteran's Services.
- Danny Sexton reported on his meeting with SGA officers. Since they are already having food for the Voter Registration Drive, they will increase their funding for refreshments, which leaves us free to use the \$250 from VP Hodge for non-food expenses.
- We discussed distributing promotional items, such as cookies, wallets, or phone cases. Brian Kerr advised that Marketing and Communications would have to approve any promotional items; Danny Sexton volunteered to consult with them.
- Kerri-Ann reported that the hashtag #qccvolunteerfair has been approved for the event.
- Adam Luedtke, Kerri-Ann, and Danny Sexton will be on the Quad at 11:30 a.m. to aide with setup.

New Business

- Danny Sexton distributed copies of the Committee Charges for 2016/2017 that will be discussed at the next meeting.
- **Our next meeting was scheduled for October 26th 2016 at 12 p.m. in L-418.**

October 26th, 2016, L-418 (4th Meeting)

Dr. Danny Sexton, Prof. Lawrence Bentley, Brian Kerr, Dr. Carolyn King, Dr. Adam Luedtke, Dr. Kerri-Ann Smith, Ray Volel, Barbara Blake-Campbell (Liaison from Committee on Committees) met from 12:00 p.m. until 1 p.m. The agenda for this meeting were approved by unanimous voice vote.

Old Business

Volunteer Fair Follow-Up:

A thank you email has been sent to all of the organizations that participated community partners. The email also asked to provide some data on how many students signed up and followed up after the initial event. Many of the organizations indicated that they were pleased with the event and turnout, indicating that they are planning on returning next year. Queens Library and New York Presbyterian reported that they had high numbers of students signing up, and North Shore reported that they were able to conduct nearly twenty interviews with prospective volunteers. One issue raised was the loudness of the music. Brian Kerr reminded us that there were a number of events occurring that day, and Carolyn King suggested that the placement of the speakers be moved for future volunteer fairs. We plan on holding the Volunteer Fair again in the Fall of 2017.

Student Survey

- Former member Prof Linda Ostrowe completed most of the groundwork for this survey during the spring and summer of 2016, which was put on hold as we turned our attention to the volunteer fair.
- Danny distributed a list of survey questions that Prof. Ostrowe and Victor Fichera, Principle Investigator for Academic Assessment Protocol, had worked on over the summer.
- Discussed possible dates to distributed the survey to students. Carolyn King reminded us that the survey calendar is crowded, and it was decided to launch the survey between the Thanksgiving break and the end of the fall 2016 semester.
- After the meeting, Danny will e-mail all members a link to survey to test before it is released to students.

New Business

Student Activities Report

- Ray Volel and Gisela Rivera will be coordinating events for Latino Heritage Month in the Student Union.

Meeting of Committee on Committees

- Danny Sexton reported that Christine Mooney has informed him that the Committee on Committees will be voting on the following Tuesday to have Mr. Stephen Atkins of ASAP to replace Margaret Howell, who retired earlier this semester.

Charges for 2016-2017

- Danny reported that we have completed, begun (i.e. student survey), or discussed a number of the charges, such as developing a welcoming packet for students that we learned is handled through the New Student Engagement Office, headed by Dr. Carol Alleyne.
- Discussed the process by which charges removed. Lawrence produced an edited list from the previous academic year. It was suggested that Danny would contact Emily Tai to discuss editing the charges for the upcoming academic year.
- **Our next meeting was scheduled for November 30th 2016 at 12 p.m. in L-418.**

November 30th, 2016, L-418 (5th Meeting)

Dr. Danny Sexton, Prof. Lawrence Bentley, Brian Kerr, Dr. Carolyn King, Dr. Adam Luedtke, Dr. Kerri-Ann Smith, and Ray Volel met from 12:00 p.m. until 1:15 p.m. The agenda for this meeting and the minutes (recorded by Adam Luedtke) of the September 21st and October 26th meetings were approved by unanimous voice vote.

Old Business

Student Survey

- Danny reported on his meeting with Victor Fichera on November 22. The survey will be sent out in two separate groups (7500 each) for a total of 15,000 students.
- As of the date of the meeting, there have been 328 responses to the survey.
- Ray Volel volunteered to promote the survey among to students.
- We discussed how long we should leave the survey open. Ray informed us that many students go online after exam to check their grades and will perhaps will only see the survey at that time. Danny will follow up with Victor about sending a reminder on the last day of finals.

Committee Charges Plan for Spring 2017

- We agreed that our major task for Spring 2017 will be to update the Committee Guide.
- Discussed setting a permanent location and meeting time. Brian Kerr volunteered his office (L-418) as our permanent meeting space. Given the numerous events held on campus, consensus on a permanent meeting date and time could not be resolved during the meeting. Danny will send out a Doodle poll to all members for suggestions of dates/times that work for everyone.
- Carolyn King suggested that we contact members from one or more of the committees we are charged with coordinating with next semester. We decided to ask Veronica Lucas from the Committee on Awards and Scholarships and Stephen Di Dio, Vice President and Chief Communication and Marketing Officer, to our meeting next semester.

New Business

Community Outreach

- Discussed doing community and neighborhood outreach with the immediate neighborhood allowing neighbors and businesses to interact more thoroughly with QCC students, faculty, and staff.

Primal Scream

- Brian Kerr suggested that we consider having a primal scream on campus as a stress-reliever

Student Activities Report delivered by Ray Volel

- A winter theme party (the last of the semester) will be held on Thursday, December 1 in the Student Union starting at 6:10 p.m.
- The silent party, held earlier, was a great success.
- Yearbook pictures for students will be taken during the hours of 10:00 a.m. to 2:30 p.m. and 3:30 p.m. to 6:30 p.m. from December 5 to December 8.
- The Club Fair for spring 2017 is set for February 8.
- **We agreed to meet unofficially for lunch on Tuesday, December 13th at Cinco de Mayo on Bell Blvd.**
- **Our next meeting was scheduled for February 13th 2017 at 1 p.m. in L-418.**

February 13th 2017, L-418 (Postponed)

The February 13th 2017 scheduled meeting had to be postponed until March 13th 2017.

March 13th 2017, L-418 (6th Meeting)

Dr. Danny Sexton, Prof. Lawrence Bentley, Brian Kerr, and Dr. Kerri-Ann Smith met from 1:00 p.m. until 2:00 p.m. The agenda for this meeting and the minutes (recorded by Adam Luedtke) of the November 30th 2016 were both approved by unanimous voice vote.

Old Business

Student Survey

- As of the date of the meeting, there have been 437 responses to the survey, which will remain open until the end of the Spring 2017 semester.
- An SGA representative will conduct surveys in the Student Union using Chromebooks.
- Ray Volel and Victor Fichera continue to work to increase participation.

Updating the Committee Guide

- Danny distributed copies of the 2007 Committee Guide for members to review.
- Brian raised concerns over language, focusing specifically on the use of the word “monitoring” in reference to marketing material because it suggests oversight and control rather than partnership.

Neighborhood and Primal Scream

- Brian reported that students are already working with the community board to do outreach projects in the neighborhood.
- Given our neighborhood environment, a primal scream will present a challenge. A silent party held in the Quad, similar to what the SGA did last fall, was suggested. During this event, students would wear headphones that play different genres of music on various channels.

There was New Business or Student Activities Report

- **Our next meeting was scheduled for April 24th 2017 at 1 p.m. in L-418.**

April 24th, 2017, L-418 (7th Meeting)

Dr. Danny Sexton, Stephen Atkins, Brian Kerr, Kimmiya Heckstall (Student Government Representative), Dr. Victor Fichera (guest), and Stephen Di Dio (guest) met from 1:05 p.m. until 2:00 p.m. The agenda for this meeting and the minutes (recorded by Kerri-Anne Smith) of the March 13th 2017 were both approved by unanimous voice vote.

Old Business

Student Survey delivered by Victor Fichera

- At the date of this meeting, 450 students have responded, which corresponds to a 3.5% response rate.
- To boost student participation, the plan to have SGA representatives use Chromebooks is still in place. We now have the equipment, and it is just a matter of deployment. Hopefully, this will be accomplished in the last few weeks of May.
- Members were provided with handouts that showed a breakdown of students' responses to various survey questions as well as the type of activities/events student will like to see more of on campus. (Second Document Attachment).

New Business

Technology and Promotion of Campus Activities delivered by Stephen Di Dio

- Efforts to encourage students to use tigermail have yielded an increase in the number of students who use the e-mail system.
- This Week at Queensborough as well as the campus calendar work well to promote events; yet, we need to increase the number of people who submit their events to these platforms.
- Discussed student usage of other social medial platforms, such as QCC facebook and Twitter accounts. It was suggested that incentives might increase usage.

Student Participation in Clubs and Committees

- Discussed increasing student participation on Senate committees and club activities.
- Victor informed us of the results of another survey that indicated the two top reasons that students withdrew from classes were because (1) thinking that they might fail and (2) being overwhelmed, which might contribute to the lack of participation on committees and in club activities.
- **Our next and last meeting for 2016/2017 academic year was scheduled for May 25th 2017 at 12:00 p.m. in L-418.**

May 25th, 2017, L-418 (8th Meeting)

Dr. Danny Sexton, Brian Kerr, Ms. Jennifer Klein, Mr. Stephen Atkins, Dr. Adam Luedtke, Dr. Kimberly Riegel, Dr. Carolyn King, and Dr. Kerri-Ann Smith met from 12:00 p.m. until 1:15 p.m. The agenda for this meeting and the minutes (recorded by Danny Sexton) of the April 24th 2017 were both approved by unanimous voice vote.

Old Business

Update on Student Survey

- Danny explained the student survey to the newest members and provided an update to those members who missed the last meeting.
- It was suggested that we leave the student survey opened indefinitely, but act on the results as we receive them.

Volunteer Fair (VF) Fall, 2017

- Danny explained the Volunteer Fair to our new members.
- Discussed moving the volunteer fair to the spring 2018 semester because there were concerns that students are usually not free to volunteer until the summer. However, many students work over the summer and volunteering with their schedules. During the fall 2016 volunteer fair, a number of organizations had one-day events that resulted in high student participation. As we plan for the fall 2017 fair, we decided we will seek out organizations that have one-day events, such as walks, runs, etc.
- It was suggested to combine the Volunteer Fair with the Office of Career Services' Internship and Cooperative Education Forum held in the Fall. Danny contacted Constance Peluso, Director of Career Services, who informed their event is scheduled for November. It was decided to keep the Volunteer Fair as a separate event, but Constance has agreed to participate in the VF.
- Quad is booked for first Wednesday, October 4th 2017 during club hours. In case of rain we've got the Student Union.
- Recap /question - what should we do over the summer with Fair and what do we need to do for day of Fair? We need to send them registration forms, get tables, security, music, snacks, funding, flyer gets designed, and vet organizations.
 - Over summer we will each contact our previous organizations and inquire if they are interested in participating in the Fall 2017 fair.
 - Danny will send to us the organizations and contact people that participated the last two years. This way the new members can have an idea of what organizations attended.

New Business

- We welcomed the new members: Ms. Jennifer Klein (Counseling Center) and Dr. Kimberly Riegel (Physics). We gave a brief orientation to our new members and updated them on what we have accomplished this past academic year.
- We thanked Dr. Carolyn King and Dr. Adam Luedtke (whose terms ended this academic year) for their contributions and service to the committee.
- Dr. Sexton was re-elected as Chair and Dr. Kerri-Ann Smith was elected as Secretary.
- Every year we have to submit an Annual Report, before annual leave. Dr. Sexton will prepare the 2016-2017 report.
- Dr. Sexton will send out a Doodle Poll to all current members to schedule a meeting times/dates for the Fall 2017/Spring 2018 academic year.
- Our next meeting will be scheduled sometime in mid to late August 2017 to begin setting up for the VF. This meeting time will also be decided upon via e-mail later in the summer.

The Committee's Recommendations for the 2017-2018 Committee on Student Activities

The Committee recommends the following for the 2016-2017 academic year:

- 1.) With our various schedules, arranging a mutual meeting time/date still remains a challenge. This semester we will again on setting a permanent date/time and record this in the committee guide.
- 2.) We would like to begin acting upon the results of the student survey.
- 3.) We will work on updating the committee guide which is dated 2006-2007.
- 4.) We will continue to work with other committees and departments on campus.

Acknowledgements

The Committee on Student Activities would like to give a special thanks to Dr. Victor Fichera whose assistance has proved invaluable in terms of finalizing and disturbing the student survey. We would also like to give special thanks to Brian Kerr for his assistance, guidance, and the use of his office as a permanent meeting location this semester as the President's Designee. We also like to thank Mr. Raymond Volel for attending our meetings and keeping us updated on all of the incredible events designed by the various clubs and by student government. We would like to thank the Student Government and Office of Student Affairs for their support of the 2016 Volunteer Fair. We would like to thank Stephen Di Dio. Finally, as always, we would like to thank Dr. Philip Pecorino, Dr. Emily Tai, and Dr. Peter Bales for taking time out of their busy schedules to answer questions and guide our committee for success.

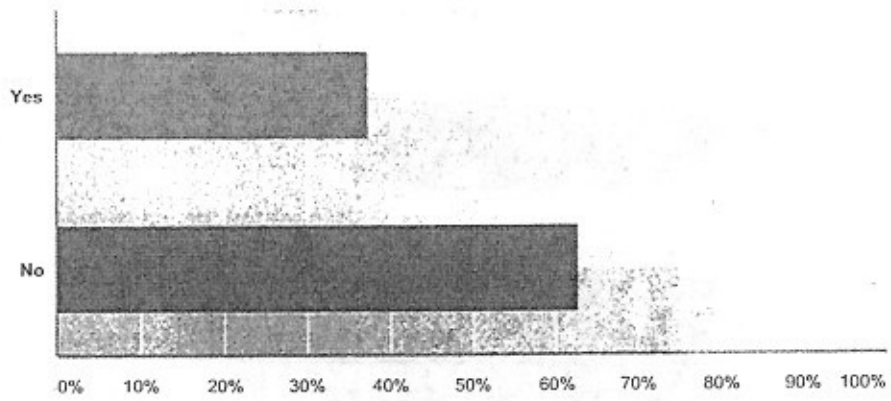
Respectfully submitted,

Dr. Danny Sexton, Chair

Student Activities Interest Survey

Q1 Are you aware of what the Office of Student Activities has to offer you?

Answered: 445 Skipped: 0

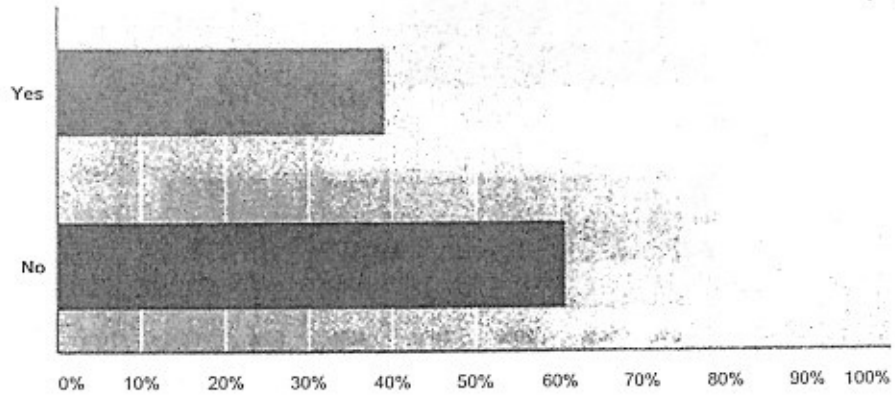


Answer Choices	Responses	
Yes	37.30%	166
No	62.70%	279
Total		445

Student Activities Interest Survey

Q2 Have you ever participated in a club or activity (e.g., sports, club event, concert, meeting, party) at QCC?

Answered: 445 Skipped: 0

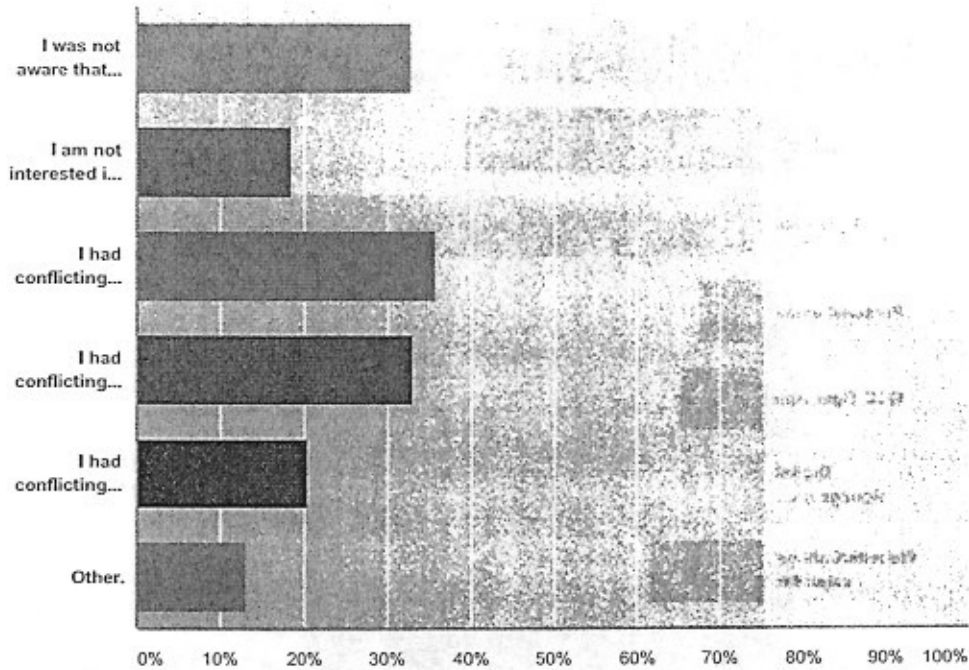


Answer Choices	Responses	
Yes	39.33%	175
No	60.67%	270
Total		445

Student Activities Interest Survey

Q3 Why have you not participated in any of QCC's activities or club events? (please select all that apply)

Answered: 260 Skipped: 185

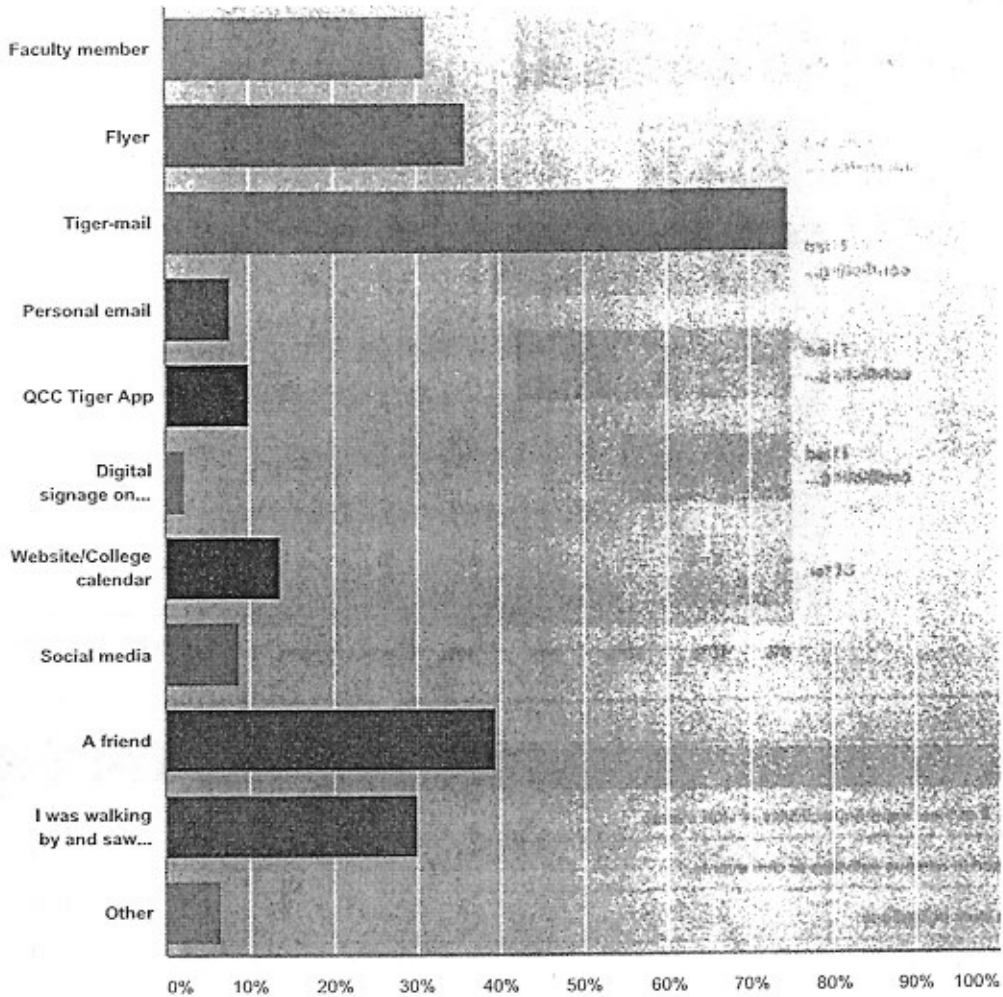


Answer Choices	Responses
I was not aware that there were any activities or club events.	32.69% 85
I am not interested in campus activities or club events.	18.46% 48
I had conflicting work obligations.	35.77% 93
I had conflicting school-related obligations.	33.08% 86
I had conflicting family obligations.	20.38% 53
Other.	13.08% 34
Total Respondents: 260	

Student Activities Interest Survey

Q4 In general, how did you find out about clubs or activities at QCC? Please select all that apply.

Answered: 170 Skipped: 275



Answer Choices	Responses
Faculty member	31.18% 53
Flyer	35.88% 61
Tiger-mail	74.71% 127
Personal email	7.65% 13
QCC Tiger App	10.00% 17
Digital signage on campus	2.35% 4
Website/College calendar	13.53% 23
Social media	8.82% 15

Student Activities Interest Survey

A friend	39.41%	67
I was walking by and saw there was an event.	30.00%	51
Other	6.47%	11
Total Respondents: 170		

Student Activities Interest Survey

Q5 Please list any campus clubs or activities that you have participated in at QCC.

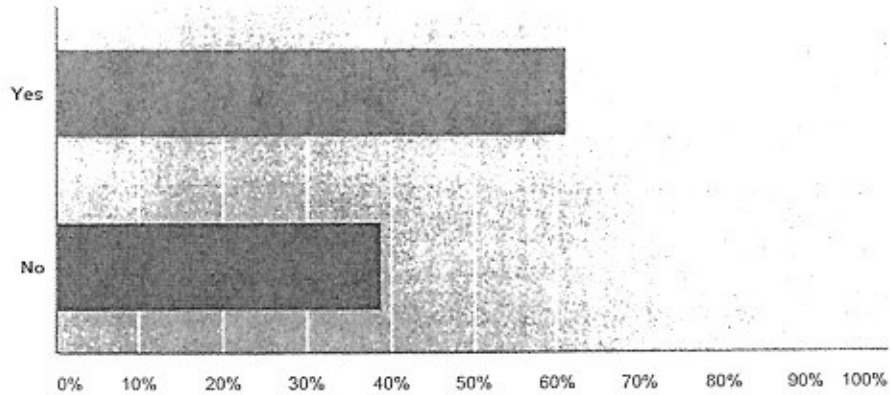
Answered: 107 Skipped: 338

Q6 If there are any activities or clubs that are not found at QCC and which you would be interested in, please list them.

Answered: 170 Skipped: 275

Q7 Would you like to be notified about clubs and activities through QCC's mobile app (QCC connect)? This is an app which you can unsubscribe to.

Answered: 391 Skipped: 54



Answer Choices	Responses
Yes	61.13% 239
No	38.87% 152
Total	391

→ Stephen Dido

Q8. Are they aware that they can start a club?

To #6

If there are any activities or clubs that are not found at QCC and which you would be interested in, please list

parenting club
A club that has a meeting place so that new Freshmen can make friends
A Fashion Club
A fashion/ stylist club
Acting for Film/T.V.
African American Club,
African Club, Photography Club
all
American Football
Animal club
Animal Rights, DIY
anime club
Anime Club
Anime Club
Any
Any thing about korea cultures
Archery club, Book club
Art and craft, and cooking club.
Art or drawing club
Astronomy club
badminton club
Badminton, Tennis, Ceramics
Basketball
beauty
billards
Bollywood club, School Trips, Bowling Club, Wrestling Club
Book club
Bowling team
boxing, self defense
Boys volley ball team
Break dance club
Charity sales
Cheerleading , dance
Chess Club
Chinese Culture and Literature Club
Chinese marital arts
Creative writing , writing classes
culinary
culinary arts
Dance
dance
Dance and ASL
Dance and modeling

Dance club
Dance lessons, Vocal Lessons, Music, Gym, Sports
Dance team and cheerleading
Dominican Club
Double Dutch or step
Drama club, Choir
drama club, music club, dance club,...
Drum club
Embroidery
entrepreneur club
Entrepreneurship Club
Feel trips to certain companies
Fencing club but other than that...the school kinda suck. Come on...it's QCC
fight club / mixed martial arts
Fitness club, learn German language club, pizza club, cardio fitness club, the best of Rock music club.
Football
Football
Girl's soccer team
Golf
GOLF TEAM
Gospel chorus
GREEK LIFE
Guitar club, adventure club, foreign language club, anime club, sports club, cooking club,
Gym or workout in gym
haitian club
Handball
hip hop club
Hip Hop Club
Hip Hop Club
Home economics ,Calligraphy,Horticulture
Horseback riding, rock music club
I do not know
I don't know
I don't know of any of the activities
illustration club
I'm here as a non-degree student, sadly I'm only here for 1 more semester.
Internships for students who want to be morticians
Japanese culture club
jewish learning clubs, jewish sports clubs
Lacrosse, business networking, sports
league of legends
Learning cultural dances for fun, badminton, tennis, arts and crafts, fashion shows, Club that exercises together and p
learning to play an instrument, like a piano
lgbtq
LGBTQ Organization

Medical Club

modeling

moms club

More Foreign Language clubs

More medical related activities and interns is needed

more workshops

mother groups and support

movie and tv club

Movie Night or fun Wednesdays

Music

Music like guitar training and keyboaerd training

My friend and I are really trying to start a streetdance club

n/a

N/A

N/A

newmen clud game club

No

no

no

No

No

none

None

None

None

none

not sure

Our collage doesnt have Cricket team. I would like if our collage make cricket team. I have seen other collages have t

Outdoor dj or music related activites, more cultural activites

Painting zumba swimming singing indtrument playing

Parkour/Free Running

Pets club

Philosophy club, science fiction club

Photography

Photography

photography club

Photography club

Photography Club

Photography, arts

Ping Pong Club

Poetry club

Political science club, culinary club, pen pal club, geography club, history club

POLITICS CLUB

reading

resarch club

Spont Eave

Rifle Team
Science
soccer
Soccer club or sports club
Soccer clubs or games
socer
sport basketball
sports
Sports
Sports fair, decades of music
sports, yoga club, community service club
Step
step clubs, belly dance club
Step team
Step Team, Black Student Union, Feminist Group
Swimming club
Swimming,music,and acting
Tennis club
Tennis, tablepool
The Sisterhood Society found at BMCC campus.
There should be a child care facility for pre-schoolers
Travel
Ultimate frisbee club
Volunteer work
volunteering
well if there was CHILD CARE SERVICES on campus or close to campus then i could attend activities on campus I
Women in buisness
women soccer
Womens soccer
Wrestling
Wrestling
Wrestling club
Yes soccer for female
Zumba class

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

COMMITTEE ON VENDOR SERVICES

TO: Dr. Emily Tai, Chairperson, Academic Senate Steering Committee

FROM: Johannes Burgers, Cheryl Tokke, and Paul Sideris, Co-Chairs and Secretary, Vendor Services Committee

SUBJECT: Annual Report of the Committee on Vendor Services, September 2016-- May 2017

DATE: May 17, 2017

Committee Members:

Prof. Johannes Burgers, Co-Chair
Prof. Cheryl Tokke, Co-Chair
Prof. Paul Sideris, Secretary
Prof. Li Xu Li, Member
Prof. Miguel Quiroz, Member
Prof. Kathleen Pechinka, Member

Prof. Eva Goldhammer, COC Liaison
David Wasserman, Finance and Administration, President's Liaison

Number of Committee Meetings: The Committee on Vendor Services met two times during the 2015-2016 academic year.

During 2016-2017, David Wasserman served as the President's Designee to the Committee on Vendor Services.

Creating a Plan for Vendor Services Assessment

The bulk of our efforts this year were to continue project to create a student experience survey for the food and drink options available on campus. This project quite quickly ran into scope-creep. It would take a committee far larger, and far richer in resources to develop, deploy, and analyze a statistically significant survey. Such an undertaking is well beyond the possible workload of the committee. Indeed, the past several years have seen this committee searching for a manageable and specific function. Hence, the idea we settled on was a yearly focus group that reports out about its findings. Prof. Tokke working on previous experience with such studies developed and deployed a pilot, detailed below.

Vendor Services Focus Group

The focus group study titled “Hearing the Students Voice on Vending Machines,” conducted with business marketing students of BU401 at QCC, encompassed three levels of data collection. 54 machines distributed in various locations throughout campus were the focus of the study.

1. Student site observation and documentation.

Students were divided into research groups and assigned a specific location on campus to observe the contents of the vending machines, their mechanical and aesthetic effectiveness, and the usage by students at the site. This included seeing the quality of the machines, their usability, the products, and simplicity for ordering. They reported out a qualitative narrative and point form response describing their observations including the demographics of users, time people use the machines, appropriateness of the products compared to the demographic, replenishment and restocking timing and efficiency, and pricing comparatives to outside sources (bodegas, delis, street vendors) nearby.

2. Student focus groups.

Student focus groups were formed out of the classes and asked to respond to various questions posed.

Key results:

- Organized well and bright. It seems the products are replenished efficiently and consistently.
- There is strong variance as to how much students use the vending machines with the majority of one focus group using it once a week or more, to another group with 8 out of 10 respondents not ever using the machines.
- Expensive option about 75 cents more than in the delis nearby. This caused many to not buy at the vending machines but elsewhere.
- Problems with the debit card system. There must be better integration across all the machines and with student cards as well.
- The most popular items were the snacks; M&Ms, Honeybuns, and chips being most popular. Water was also a popular item. The name soda was Ginger-Ale.
- The vending machine users generally did not eat food on campus using the cafes.

Needs:

More healthy options are desired to motivate non-purchasers. It is questionable whether those who claim to want healthy options would change their behavior from buying the unhealthier snack food.

Reduce prices for more sales and to align with outside sources.

The pouring contract with Pepsico does not allow for Coke products as several students wanted.

Recommendations for 2017-2018

The following are the members of the Committee on Vendor Services for 2017-2018:

Prof. Cheryl Tokke, Interim Chair
Prof. Miguel Quiroz, Member
Prof. Gheorghe Proteasa, Member
Prof. Lixu Li, Member
Prof. Melissa Dennihy, Member
Prof. Janet Rice Franzese, Member
Liaisons

Eva Goldhammer, Social Sciences, COC Liaison
Gheorghe Proteasa, Steering Committee Designee
David Wasserman, Finance and Administration, President's Liaison

We were not able to hold elections by the end of the term. This will be done in September 2017. For the time being Cheryl Tokke will function as interim Chair.

Recommendations to Prof. Tokke for year 2017-2018 would be—

- Establish a permanent focus group and feedback cycle
- Create a consistent report on focus group experience.
- Spread awareness about healthy snack options.

Respectfully Submitted,

Prof. Johannes Burgers, Co-Chair

Prof. Cheryl Tokke, Co-Chair

Prof. Paul Sideris, Secretary

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
ACADEMIC SENATE

**COMMITTEE ON WRITING IN THE DISCIPLINES/
WRITING ACROSS THE CURRICULUM (WID/WAC)**

Telephone: 718 631 5267
Email: cjimenez@qcc.cuny.edu

TO: Dr. Joel Kuszai, Secretary, Academic Senate Steering Committee
FROM: Professor C. Julian Jiménez, Chairperson for Committee on WID/WAC
SUBJECT: **Annual Report for Committee on WID/WAC for 2016/2017**
DATE: **August 29, 2017**

Membership

Officers:

Prof. C. Julian Jiménez, Speech and Theatre, Chairperson (2019)
Dr. Areti Tsimounis, Biological Sciences and Geology, Secretary (2019)

Members:

Daniel Garbin, Mathematics & Computer Science (2019)
Scott Litroff, Music (2019)
Shenaz Georgilis, Nursing (2018)
Lakersha Smith, Social Sciences (2018)
Elizabeth DiGiorgio, Art & Design (2020)
Marvin Gayle, Engineering Technology (2017)
James David Nichols, History (2017)
Dr. Robert Becker, Dr. Johannes Burgers, and Dr. Jeff Jankowski (Coordinators of the WID/WAC Program)

Liaisons/Designees:

Wentrack, Kathleen, Art and Design, COC Liaison
Wenli Guo, Physics, Steering Committee Designee
Sandra Palmer, Academic Affairs, President's Liaison
Monica Soto (Student Representative)

Committee Meetings

The WID/WAC Committee met two times during the 2016-2017 academic year. The meetings were held on the following dates: October 19 and April 26. The minutes for each of the meetings will be available for review on the website for the QCC Academic Senate (the minutes for the April 26 meeting

will be available upon approval by the committee at its next meeting). The Committee acknowledges the service of the secretary, Dr. Areti Tsimounis, in preparing the minutes. In addition, one waiver request was coordinated during the academic year (finalized during the Spring meeting) and another waiver request at the beginning of the summer session of 2017 (finalized via email vote). All requests were submitted to the Committee by Dr. Glenn Burdi of Academic Affairs.

Narrative Summary of the Committee Work

Bylaw Charges and the Committee Actions:

- a. Oversee and make recommendations to the Academic Senate related to the WID/WAC Program;

The WI program seems to be a successful one on campus given that WI is the only required High Impact Practice (HIP) and that there has been an increase in the number of WI courses. The program can be further enhanced by reinforcing the application of WI within other “HIPs.

Jeff Jankowski (WI Coordinator) reported that the departmental Chairpersons have been responsive to the Committee’s input in regards to radically decreasing the number of WI courses taught by Non-WI certified instructors. This year is the first year that 100% of the adjunct faculty members teaching WI courses have been officially trained or in the process of training. In addition, thus far during the current academic year there have only been two requests for new WI approvals or waivers (from previous semesters), indicating that the program is working well.

There has been an increase in the number of Writing Fellows at QCC this year. Different options/interfaces for Fellows to work with their corresponding faculty members remotely were discussed, such as Skype, Google Drive, and Submittable. This issue will be re-visited if there is a lack of Writing Fellows willing to work with QCC faculty members.

The committee looks forward to continuing working with WI faculty within the departments and the WID/WAC program via the directors as the college continues to implement the WID/WAC requirement as a high impact practice.

- b. Review and make recommendations to the WID/WAC Director(s) concerning the WID/WAC Professional Development Program

The committee discussed that fact that after completion of training that there is no significant follow up for the WI certified faculty. The ongoing volunteer sampling of WI faculty assignments and syllabi by the committee can serve as an initial, though admittedly partial, glimpse at how WI classes evolve post-WI training and further recommendations can be discussed after the collection of the sampled artifacts.

During the 2016-17 academic year it was discovered that there is no easy way of contacting all faculty currently teaching WI classes. This hampers communication between the Committee and WI faculty and limits the Committee’s ability to effectively oversee the WID/WAC program.

A more complete e-mail list of faculty members teaching a WI class may be compiled through Kathleen Landy, given that CETL oversees all HIPs, or by requesting Writing Fellows to add the faculty member(s) that they are advising. The Committee had most success in securing these lists from Departmental Chairs, all of which have been quite cooperative this academic year. E-mail messages were sent to Department Chairpersons to identify and possibly recruit WI-trained faculty members to serve on the WID/WAC Committee. The committee uses these email lists to send notifications to WI faculty regarding WI standards, possible follow up training opportunities, or any other relevant information pertaining to WI classes.

- c. Consult with the Committee on Course and Standing on waiver requests from students on any writing intensive (WI) degree requirements that the Committee on Course and Standing may be called upon to decide;

A letter from the Chair of the Business Department was emailed to the WID/WAC Chair about a confusion regarding the WI designation of a section of BU-301. Section H1 of the course was incorrectly listed during registration as WI. The student registered in the particular section thinking that it would fulfill WI requirements. When professor Francis, who is teaching the course, became aware of this misunderstanding he assigned WI coursework to the particular student. A motion was made that the student not be given WI credit because a WI class is taught as a group experience. The committee did however make a motion to be given a WI waiver at the suggestion of WI coordinator Jeffrey Jankowski. The motion was approved by the Committee by a show of hands.

There were two petitions, including one over the summer break. Of the two petitions, both were granted. The two petitions involved WI classes changing to non-WI status in the days before the semester's start and without the knowledge of the students. In both cases compelling letters of support were included from the faculty and it was clear the students had made a good faith effort to try and satisfy the requirement.

- d. Make the final decision on the designation and recertification of any course or section as WI;

Given that the Committee receives the list of posted WI courses after the beginning of the semester, the approval of the list has become a formality. Copies of the current list of WI-approved classes were available for our fall meeting well after the beginning of the semester. One of the Nursing courses one section was listed three times and two other sections were missing from the list. The committee voted on the assumption that this was a typographical error. The list was approved unanimously, with no abstentions. Ways to more accurately state the true role of the Committee in this process were discussed. It was noted that changing the Bylaws is a complicated process, but might need to be addressed in the coming years.

A list of WI certified classes for the 2015-16 academic year was presented to the Committee, discussed and approved. However, the committee is limited in this charge by the following fact: The list represents classes that the Chairs have sanctioned as meeting WI requirements. It is likely that the Chairs will always have more direct knowledge about the nature of these classes and the qualifications of the faculty who teach them than the committee. However, the list provided to the committee prior to the beginning of the semester often unavoidably and quickly changes in the

days prior to the start of the semester. This has resulted in the list being approved retroactively after the classes have already begun running, but this is not ideal.

Changes can occur as a result of class cancelations or sudden additions to meet student demand complicated by issues of available faculty. This sometimes creates instances of WI classes being taught by those currently in training or by those who may not yet have had the training or other 'unforeseen circumstances'. This concern has been addressed head on and seems to be working as stated in the 2nd paragraph of (a).

Another idea proposed was to have two votes, one 'preliminary' and the other as a final vote after the semester. Though this doesn't solve the problem, it does give the committee a potential chance to voice concerns prior to the start of the semester (see **New Recommendations**).

- e. Coordinate with the Curriculum Committee on issues concerning curriculum.

The committee will continue to observe how the above may impact issues concerning curriculum.

New Recommendations

1. Develop improved procedures for certifying the list of approved WI classes. This could include:
 - Having a preliminary vote prior to the start of the semester and a post semester final vote
 - Continued monitoring of non-certified faculty teaching WI classes
2. Develop an email list that reaches all faculty who are teaching a WI class to better facilitate communication generated by Departmental Chairs
3. Develop ways of minimizing situations such as the BU-301 where we needed to certify a class as WI after the start of the semester due to a designation error.

Recommendations from the Academic Senate

The Committee addressed the 11 recommendations from the Academic Senate as follows:

1. Receive reports of assessments conducted on WI courses by the Office of Academic Affairs (distinct from conduct of assessments) as well as the WI program more broadly conceived. This would include any evaluations of the effect of Writing Intensive courses as implementation of high-impact activities from the Office of Institutional Research

This recommendation has been covered in detail under Charge a in the narrative portion of the report.

2. Evaluate impact of integration of WID/WAC into the High Impact Activities across campus; consider the possibility of modifying the purview of the WID/WAC committee to incorporate all High Impact Activities;

The committee discussed the unique role of WI within the High Impact Practices. It is the only one that is required, and thus there is a need for the committee to resolve issues regarding student fulfillment of that requirement. Complicating the WI as a High Impact Practice is that several entities take part including the committee, the program itself with its coordinators, the faculty trained to teach WI and the Chairs who initially approve of the classes being offered as WI.

The committee believes the first issue to resolve is the previously mentioned improvement in communication between the committee and the WI faculty. Once that can be settled, the committee's involvement in other High Impact Practices can be examined.

3. Evaluate impact of WID/WAC certification for upper-level English courses, and consider the possibility of certifying upper level electives in other subjects, if they meet various writing intensive criteria.

The committee is happy to consider all upper level classes in any subject.

4. Report on any procedural changes in the approval of WID/WAC courses or certification of WID/WAC faculty as a result of new CETL leadership

There are no new problems, but please reference the issue covered under Charged in the narrative section of the report.

5. Explore possibility of creating a voluntary "brush up" course for faculty in regards to changes in the WID/WAC curriculum, which has been modified over the years since its inception.

A concern surfaced as the committee discussed whether post-certification WI practices are actually being taught and/or updated.

6. Work with the Committee on Committees to identify WI trained faculty in each department who can serve on the WID/WAC committee

The committee had nine full members representing a broad range of departments during the 2016-17 academic year after adding two additional qualifying members to replace faculty members whom have since left QCC. The committee thanks Dr. Christine Mooney, Chair of the Committee on Committees for her work on replacing two of our members full nine members.

7. Edit and update committee website

With the change in the QCC website, The WID/WAC committee website is missing documents including a year's worth of minutes. We will update this ASAP.

8. Respond to questions related to the need for working during annual leave period

One waiver came during the annual leave period, but no meetings needed to be called during the summer session.

9. Revise committee guide, as needed

The committee will continue to monitor the committee guide and revise as needed

10. Contribute comment on the impact of WID/WAC for Queensborough's meeting of revised Middle States Accreditation Standard 3:

- *an institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.*

As well as revised Middle States Accreditation Standard 5:

- *Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

With the completion of CETL's initial evaluation of the WID/WAC program, the committee is happy to contribute comment with our perspective, but the committee would find it helpful for direction in terms of scope and timing of such comments.

Matters of Interest

- As of 2016-17 the WID/WAC program had three co-directors: Dr. Jeffrey Jankowski, Dr. Johannes Burgers, and Dr. Robert Becker.
- Dr. Areti Tsimounis was unanimously elected as Committee Secretary to replace Dr. Peter Gray who has since left QCC.
- Dr. Shenaz Georgilis and Dr. Elizabeth DiGiorgio were both inducted to the WID/WAC program to replace Dr. Peter Gray and Dr. Kimberly Ambruso who have both since left QCC.
- The Committee acknowledges the time spent by Dr. Glenn Burdi in preparing the cases for the committee's consideration.
- The Chairperson would like to thank all members who served on the Committee throughout the academic year.

Respectfully submitted,

Prof. C. Julian Jiménez
Chair, 2015-2017

SENATE TECHNOLOGY OFFICER REPORT 2016-2017

Introduction.....	1
Table of Acronyms	1
Academic Senate – Monthly Changes	2
CoC: Senate Faculty Member-At-Large Election	2
CoC: Academic Senate Committee Assignments	4
CoC: Notes for 2017-2018	4
FEC: FEC Chairperson Election	5
FEC: FEC Election	5
FEC: CLT to the P&B Committee Election	7
FEC: Special Committee Elections.....	8
FEC: UFS Elections	10
FEC: Notes for 2017-2018	12

Introduction

The job of the Senate Technology Officer has various responsibilities, nearly all of which involve voting and elections. This document describes those functions that were performed in the 2015-2016 academic year. I, Jeffrey L. Schwartz, was the STO this year.

Table of Acronyms

aHEO	Assistant to Higher Education Officer
ARC	Academic Review Committee
CLIP	CUNY Language Immersion Program
CLT	College Laboratory Technician
CoC	Committee on Committees
FEC	Faculty Executive Committee
HEa	Higher Education Assistant
HEA	Higher Education Associate
HEO	Higher Education Officer
P&B	Personnel and Budget
QCC	Queensborough Community College
SFDC	Student-Faculty Disciplinary Committee
SGA	Student Government Association
STO	Senate Technology Officer
UFS	University Faculty Senate

Academic Senate – Monthly Changes

The STO is in charge of voting during meetings of the Academic Senate. The clickers that we use must be functional and votes must be recorded and given to the Senate Secretary.

This table shows all personnel changes in the Academic Senate this academic year.

	Outgoing Senators	Incoming Senators
September 2016	2015-16 SGA Members Liza Larios Paul Marchese Andrew Nguyen Regina Rochford Monica Trujillo	2016-17 SGA Members Nidhi Gadura Sherri Newcomb Sandra Palmer Julian Stark *(See note.)
October 2016	No changes	No changes
November 2016	No changes	No changes
December 2016	No changes	No changes
February 2017	No changes	No changes
March 2017	No changes	No changes
April 2017	No changes	No changes
May 2017	Joan Dupre Simran Kaur Anthony Kolios Amy Traver Eileen White	Steven Dahlke Larisa Honey Sebastian Murolo Kenneth Pearl Joan Petersen

*There is one more outgoing senator than incoming senator because the Academic Literacy Department was absorbed by the English Department on July 1, 2016.

CoC: Senate Faculty Member-At-Large Election

Every spring the CoC runs an election to fill the one-third of the seats of the Members-At-Large whose three-year terms are expiring. The timeline for this election is shown in this table:

Academic Senate Faculty Members-At-Large (run by CoC)		
Required List: Faculty	Start Date	End Date
Write/Approve Petition	-----	Wed., Feb. 1, 2017
Circulate Petition (at least two weeks are required)	Thurs., Feb. 2, 2017	Tues., Feb. 23, 2017
Write/Approve Ballot (at least one week is required)	Wed., Feb. 24, 2017	Fri., Mar. 3, 2017
Voting (at least two weeks are required)	Mon., Mar. 6, 2017	Mon., Mar. 20, 2017

The results of this election are seen here:

Academic Senate Faculty Election 2017

Report date: Monday 20 March 2017 18:09 EDT

Faculty Member-At-Large Candidates

Poll ID: 134357

As at Poll close: Monday 20 March 2017 17:00 EDT

Number of voters: 264 · Group size: 389 · Percentage voted: 67.87

Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15875870	Andrea Salis, Health, Physical Education & Dance	152	57.58
2	15875858	Barbara Blake-Campbell, Nursing	146	55.30
3	15875860	Steven Dahlke, Music	144	54.55
4	15875873	Jannette Urciuoli, Counseling	140	53.03
5	15875861	Wilma Fletcher-Anthony, Counseling	131	49.62
6	15875857	Belle Birchfield, Engineering Technology	124	46.97
6	15875872	Julian Stark, Biological Sciences & Geology	124	46.97
8	15875862	Kelly Ford, Business	122	46.21
8	15875871	Jeffrey Schwartz, Engineering Technology	122	46.21
10	15875859	Georgina Colalillo, Nursing	121	45.83
10	15875863	Larisa Honey, Social Sciences	121	45.83
12	15875869	Joan Petersen, Biological Sciences & Geology	120	45.45
13	15875865	Simran Kaur, Biological Sciences & Geology*	110	41.67
14	15875867	Sebastian Murolo, Business	100	37.88
15	15875866	Anthony Kolios, Business*	97	36.74
16	15875868	Kenneth Pearl, History	94	35.61
17	15875864	Frank Jacob, History	82	31.06

*Simran Kaur and Anthony Kolios were not offered senate seats due to departmental limits.

CoC: Academic Senate Committee Assignments

Although the Academic Senate Committee Assignments do not involve an election, the CoC asks the STO to act as a middleman to have the database of eligible committee members generated.

The timeline for these assignments are seen in this table:

Senate Standing Committees* (run by CoC)		
Required List: Faculty, CLTs, and HEOs (including HEO, HEa, HEA, and aHEO) with EMPLID (Adjuncts to be added on an individual basis if necessary)	Start Date	End Date
Write/Approve E-mail	-----	Wed., Feb. 1, 2017
Ready Website and E-mail Links	Thurs., Feb. 2, 2017	Thurs., Feb. 9, 2017
Preference Selection (at least two weeks are required)	Fri., Feb. 10, 2017	Wed., Feb. 22, 2017

*Note: This is not run from BigPulse.

CoC: Notes for 2017-2018

1. Thirteen faculty members, one CLT, one Adjunct, and two HEOs have senate terms expiring in April 2018.
2. It was brought to my attention that faculty members on Travia leave do not have voting rights. I need to make sure to request that they not be on the Faculty list that is sent to Raj Vaswani that is entered into BigPulse.
3. The Academic Literacy Department was absorbed into the English Department as of July 1, 2016. The English Department still has more than the maximum number (4) of allowed Members-At-Large. As reported in the STO Report of 2015-2016, all senators from that combined department will be allowed to finish their terms but any senators who are running will be restricted by this limit, including those whose terms are expiring and would otherwise wish to run again.

FEC: FEC Chairperson Election

The three-year term of the FEC Chairperson expired in 2017 so an election was held this year. The timeline for this election is seen here:

FEC Chairperson Election (run by FEC)		
Required List: Faculty with CLTs	Start Date	End Date
Write/Approve Petition	-----	Mon., Jan. 30, 2017
Circulate Petition (at least two weeks are required)	Tues., Jan. 31, 2017	Tue., Feb. 14, 2017
Write/Approve Ballot (at least one week is required)*	Tue., Feb. 14, 2017	Thu., Feb. 16, 2017
Voting (at least two weeks are required)	Thu., Feb. 16, 2017	Thu., Mar. 2, 2017

*The FEC did not provide me with the one week I requested, but they did work with me to ensure that the election could proceed according to their schedule.

Results of this election are shown here:

FEC Chairperson

Poll ID: 133714

As at Poll close: Thursday 02 March 2017 17:00 EST

Number of voters: 240 · Group size: 436 · Percentage voted: 55.05

Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15871127	Dr. Philip Pecorino, Professor, Social Sciences Department	124	51.67
2	15872804	Dr. Regina Rochford, Professor, English Department	116	48.33

FEC: FEC Election

The three-year terms of the FEC Members expired in 2017 so an election was held this year. The timeline for this election is seen here:

FEC Members Election (run by FEC)		
Required List: Faculty with CLTs	Start Date	End Date
Write/Approve Petition	-----	Wed., Mar. 1, 2017
Circulate Petition (at least two weeks are required)	Thu., Mar. 2, 2017	Thu., Mar. 16, 2017
Write/Approve Ballot (at least one week is required)*	Thu., Mar. 16, 2017	Fri., Mar. 17, 2017
Voting (at least two weeks are required)	Mon., Mar. 20, 2017	Mon., Apr. 3, 2017

*The FEC did not provide me with the one week I requested, but they did work with me to ensure that the election could proceed according to their schedule.

Results of this election were as follows:

Faculty Executive Committee Candidates

Poll ID: 134771

As at Poll close: Monday 03 April 2017 12:00 EDT

Number of voters: 209 · Group size: 436 · Percentage voted: 47.94

Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15882200	Cheryl Spencer, Associate Professor, Nursing	139	66.51
2	15881497	Margot Edlin, Associate Professor, English	133	63.64
3	15877305	Alicia Sinclair, Associate Professor, Health, Physical Education and Dance	125	59.81
4	15882679	Ted Rosen, Associate Professor, Business	122	58.37
5	15881498	Marvin Gayle, Associate Professor, Engineering Technology	113	54.07
6	15877303	Edmund Clingan, Professor, History	86	41.15
6	15881496	Caf Dowlah, Associate Professor, Social Sciences*	86	41.15

*Caf Dowlah withdrew his candidacy after these poll results were released, which meant that Edmund Clingan became the sixth non-chair member of the FEC.

FEC: CLT to the P&B Committee Election

The three-year term of the CLT to the P&B Committee Member expired in 2017 so an election was held this year. The timeline for this election is seen here:

CLT to the P&B (run by FEC)		
Required List: CLTs	Start Date	End Date
Write/Approve Petition	-----	Wed., Mar. 1, 2017
Circulate Petition (at least two weeks are required)	Thu., Mar. 2, 2017	Thu., Mar. 16, 2017
Write/Approve Ballot (at least one week is required)*	Thu., Mar. 16, 2017	Fri., Mar. 17, 2017
Voting (at least two weeks are required)	Mon., Mar. 20, 2017	Mon., Apr. 3, 2017

*The FEC did not provide me with the one week I requested, but they did work with me to ensure that the election could proceed according to their schedule.

Results of this election are shown here:

CLT Representative to the College Personnel and Budget Committee

Poll ID: 134778

As at Poll close: Monday 03 April 2017 17:00 EDT

Number of voters: 29 · Group size: 47 · Percentage voted: 61.70

Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15877321	John Luby, Business Department	15	51.72
2	15879454	Peter Irigoyen, English Department	14	48.28

FEC: Special Committee Elections

The FEC is charged with holding elections to generate a list of nominees to give to the president who will then be chosen to serve on special committees. In 2017 the committee that was due to hold elections was the Academic Review Committee.

The ARC is restricted to one member from any department and is limited to tenured faculty only.

The timing for this election was as follows:

FEC Committee (ARC) Membership Election (run by FEC)		
Required List: Faculty with CLTs	Start Date	End Date
Write/Approve Petition	-----	Wed., Mar. 1, 2017
Circulate Petition (at least two weeks are required)	Thu., Mar. 2, 2017	Thu., Mar. 16, 2017
Write/Approve Ballot (at least one week is required)*	Thu., Mar. 16, 2017	Fri., Mar. 17, 2017
Voting (at least two weeks are required)	Mon., Mar. 20, 2017	Mon., Apr. 3, 2017

*The FEC did not provide me with the one week I requested, but they did work with me to ensure that the election could proceed according to their schedule.

Results of this election were as follows:

Academic Review Committee

Poll ID: 134776

As at Poll close: Monday 03 April 2017 12:00 EDT

Number of voters: 176 · Group size: 436 · Percentage voted: 40.37

Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15882193	Regina Rochford, Professor, English	67	38.07
2	15882439	Susan Jacobowitz, Associate Professor, English	54	30.68
3	15882192	Margot Edlin, Associate Professor, English	43	24.43
4	15882631	Joan Petersen, Associate Professor, Biological Sciences & Geology	41	23.30
4	15882630	Ted Rosen, Associate Professor, Business	41	23.30
6	15882440	Pat Schneider, Professor, Biological Sciences & Geology	38	21.59
7	15880236	Kenneth Pearl, Associate Professor, History	34	19.32

Due to the one-person-per-department rule, Susan Jacobowitz and Margot Edlin were not eligible to serve on the ARC. This meant that a run-off election had to be held between Joan Petersen and Ted Rosen.

The timing for this election was as follows:

FEC Committee (ARC) Membership Run-Off Election (run by FEC)		
Required List: Faculty with CLTs	Start Date	End Date
Write/Approve Ballot	Mon., Apr. 3, 2017	Wed., Apr. 5, 2017
Voting	Thurs., Apr. 6, 2017	Thurs., Apr. 20, 2017

Results of this election were as follows:

Academic Review Committee Election 2017

Report date: Saturday 22 April 2017 15:07 EDT

Run-Off

Poll ID: 135795

As at Poll close: Thursday 20 April 2017 12:00 EDT

Number of voters: 197 · Group size: 436 · Percentage voted: 45.18

Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15886898	Joan Petersen, Associate Professor, Biological Sciences & Geology	124	62.94
2	15886899	Ted Rosen, Associate Professor, Business	73	37.06

Updated ARC Roster:

Start Year	End Year	Name	Department
2016*	2018	Moni Chauhan	Chemistry
2015	2018	Janice Molloy	Nursing
2016	2019	Belle Birchfield	Engineering Technology
2016	2019	Jannette Urciuoli	Counseling
2017	2020	Joan Petersen	Biological Sciences & Geology
2017	2020	Regina Rochford	English

* Moni Chauhan was elected to a two-year term to replace Nidhi Gadura, who was elected chair of her department.

FEC: UFS Elections

The FEC is charged with holding elections for positions opening due to expiring terms in the UFS. The timing for these elections was as follows:

UFS Faculty Elections and UFS Adjunct Election (run by FEC)		
Required Lists: Faculty with CLTs, Adjuncts, Adjunct CLTs	Start Date	End Date
Write/Approve Petition	-----	Mon., Feb. 15, 2016
Circulate Petition (at least two weeks are required)	Tues., Feb. 13, 2017	Tues., Feb. 27, 2017
Write/Approve Ballot (at least one week is required)*	Wed., Feb. 28, 2016	Thurs., Mar. 1, 2017
Voting (at least two weeks are required)	Fri., Mar. 3, 2017	Fri., Mar. 17, 2017

*The FEC did not provide me with the one week I requested, but they did work with me to ensure that the election could proceed according to their schedule.

Results of these elections were as follows:

University Faculty Senate (UFS) Full-Time Representative Candidates

Poll ID: 133808

As at Poll close: Friday 17 March 2017 17:00 EDT

Number of voters: 144 · Group size: 436 · Percentage voted: 33.03

Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15872839	Emily Tai, Associate Professor, Department of History	117	81.25
2	15876757	Barbara Rome, Assistant Professor, Department of Nursing	103	71.53
3	15875108	Philip Pecorino, Professor, Department of Social Sciences	101	70.14
4	15875109	Edmund Clingan, Professor, Department of History	89	61.81

University Faculty Senate (UFS) Full-Time Alternate Candidates

Poll ID: 133809

As at Poll close: Friday 17 March 2017 17:00 EDT

Number of voters: 144 · Group size: 436 · Percentage voted: 33.03

Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15875112	Leslie Ward, Assistant Professor, Library	144	100.00

University Faculty Senate (UFS) Part-Time Alternate Candidates

Poll ID: 134644

As at Poll close: Friday 17 March 2017 17:00 EDT

Number of voters: 25 · Group size: 476 · Percentage voted: 5.25

Ranked by votes

Rank	Candidate ID	Candidate	Votes	%
1	15876974	Gene Mann, Adjunct Lecturer, English Department	25	100.00

There were no UFS Part-Time Representative Candidates.

There were no candidates for Adjunct CLT Representative to the FEC.

The FEC requested that I write an instruction manual on how I run an election using BigPulse. I sent this to them on March 20, 2017.

FEC: Notes for 2017-2018

- It was brought to my attention that faculty members on Travia leave do not have voting rights. I need to make sure to request that they not be on the Faculty list that is sent to Raj Vaswani that is entered into BigPulse.
- My records show that the following list of elections will be run by the FEC in Spring 2018:
 1. UFS Elections:
 - a. UFS Full-Time Three-Year Delegates
(Monica Rossi-Miller's term is ending, plus any other seats we may be granted)
 - b. UFS Full-Time One-Year Alternate(s)
 - c. UFS Part-Time Three-Year Delegate(s)
 - d. UFS Part-Time One-Year Alternate(s)
 2. Elected Adjunct CLT (if any candidates apply)
 3. FEC Special Committees:
 - a. Academic Review Committee (ARC)
 - b. Committee on Academic Freedom Members at Large
 - c. Student-Faculty Disciplinary Committee (SFDC)
 - d. Governing Board QCC Auxiliary Enterprise Association
 - e. Governing Board QCC (Student Activities?) Association

This report was written by Jeffrey L. Schwartz on April 22, 2017.

Queensborough Community College – City University of New York

MONTHLY REPORT: MAY 2017 - COMMITTEE ON CURRICULUM

To: Joel Kuszai, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: August 30, 2017, Revised September 3rd. 2017
Subject: May Monthly Report for the September, 2017 Senate

CC: College Archives (CWilliams@qcc.cuny.edu)

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

- 5 Course revisions
- 4 New courses
- 1 New Program

1. Course Revisions

DEPARTMENT of SPEECH COMMUNICATION & THEATRE ARTS

Departmental approval: 5-8-2017

FROM	TO
SP 130 Video Production I	FMP 141 <u>Introduction to Digital Media Production</u>
2 Class Hours; 2 Lab hours; 3 Credits	class hours, 2 lab hours, 3 credits
Pre-requisite: BE112 OR BE205 & BE122 OR BE226	Pre-requisite: BE-112 (<u>or</u> BE-205) <u>and</u> BE-122 (<u>or</u> BE-226)
Co-requisite: None	Co-requisite: None
Video Production I is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.	Course description: Digital Media Field Production is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.

Rationale:

The new prefix indicates this course a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level of the course within the major. The name change more accurately reflects the changing variety of in media creation that is part of the course work.

FROM	TO
SP 474 American Film History I	FMP 243 American Film History
3 Class Hours; 1 Recitation Hour, 3 credits	3 Class Hours; 1 Recitation Hour, 3 credits
Pre-requisite: BE112 OR (BE 205) and (BE 122) OR (BE 226) or score of 480 on the SAT Verbal or 75% on NYS English Regents or exemption from Bachelors Degree or appropriate transfer credit or passing of CUNY Assessment tests	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY assessment test.
Co-requisite: None	Co-requisite: None
Course description: A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session.	Course description: A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session

Rationale:

The new prefix indicates this course is now also as a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level of the course and sequencing within the major and in Pathways. The name change also reflects the fact that the course is a stand-alone course without a continuing component or a pre-requisite to another course

FROM	TO
SP 472 American Film History II	FMP 244 Elements of Film
3 class hours; 1 Recitation Hour	3 class hours; 1 Recitation Hour
Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-0 credit, 226), or satisfactory score on the CUNY/ACT Assessment Test	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test
Co-requisite: None	Co-requisite: None
This course introduces basic concepts of cinematic communication and presents them as “languages” which filmmakers use to create predictable emotional responses in audiences. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions are positioned to provide an active film vocabulary and achieve critical perspectives of modern cinema.	This course introduces basic concepts of cinematic communication and presents them as “languages” which filmmakers use to create predictable emotional responses in audiences. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions provide an active film vocabulary and achieve critical perspectives of modern cinema

Rationale:

The new prefix indicates this course is the now also a part of the new degree program, Film and Media

Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level and sequencing of the course within the major and in Pathways. The name better reflects course content as well as that the course is not a continuation of what was previously American Film History I.

SP 274 Introduction to Electronic Media	<u>FMP 245</u> Introduction to Electronic Media (2C)
3 Hours, 3 Credits	3 Hours, 3 Credits
Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226) , or satisfactory score on the CUNY/ACT Assessment Test	Pre-requisite: <u>BE-112 (or BE-205) and BE-122 (or BE-226)</u> , or satisfactory score on the CUNY Assessment Test
Co-requisite: None	Co-requisite: None
An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influence on popular culture. This class is a designated Writing Intensive (WI) course.	An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influence on popular culture. This class is a designated Writing Intensive (WI) course.

Rationale:

The new prefix indicates this course is now also a part of the new degree program, A.S. in Film and Media Production, in the Department of Speech Communication and Theatre Arts. The new number indicates the level, major and where the course is in the sequence or coursework.

SP 275 Media Criticism	<u>FMP 246</u> Media Criticism
3 Hours; 3 Credits	3 Hours; 3 Credits
Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226)	Pre-requisite: <u>BE-112 (or BE-205) and BE-122 (or BE-226)</u>
Co-requisite: None	Co-requisite: None
Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and application of these concepts through viewings and discussion, students will learn to think and write critically about the influences of mediated images on society.	Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and application of these concepts through viewings and discussion, students will learn to think and write critically about the influences of mediated images on society. <u>This class is a designated Writing Intensive (WI) course.</u>

Rationale:

The new prefix indicates this course is now also a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The new number indicates the level, major and where the course is in the sequence or coursework.

2. New Courses

DEPARTMENT of SPEECH COMMUNICATION & THEATRE ARTS

Departmental approval: 5-8-2017

FMP 241 Digital Media Field Production

2 class hours, 2 lab hours, 3 credits

Pre-requisite: FMP 141 Introduction to Digital Media Production

Co-requisite: none

Course Description for college catalog:

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

Rationale:

Digital Media Field Production will be an upper divisional course designed as the second in a series of courses in the proposed Film and Media Arts Production Program in the department of Speech and Theatre. The course is necessary if students are to transfer seamlessly into a B.A. or B.S. program. Additionally, students have frequently voiced their desire for an advanced course to follow our foundational course and requested a discreet degree in this discipline. This course has successfully run as an experimental section SP 231 this past semester and is supported partially by a grant from the Department of Labor which financed an upgrade of equipment in our lab. The course FMP 241 will be capped at 16 as that is the number of computer stations in the Media Arts Centre. The course will be offered every spring semester. Coursework also transfers into a variety of media programs within CUNY.

FMP 242 Writing for the Screen

3 class hours, 3 credits

Pre-requisite: ENGL 101 or ENGL 103

Co-requisite: none

Course Description for college catalog:

Writing for the Screen is a mid-level course in the theory and practice of writing for film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

Rationale:

Writing for the Screen is a mid-level course in Film and Media Production in a series of courses in the new Film and Media Production degree as well as an elective in Theatre. Student demand for a course that focuses on creative writing for media has been high as has the demand for a major in this area of study. This course is also a foundational course for articulation and transfer to four-year programs. The course will be offered every fall semester.

FMP 341 Editing

2 class hours, 2 lab hours 3 credits

Pre-requisite: FMP 241 Digital Media Field Production

Co-requisite: none

Course Description for college catalog:

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web.

Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

Rationale:

Editing will be an upper-level course for students majoring in the proposed A.S. in Film and Media Production. The course will take students to a more advanced level in post-production techniques utilizing industry-standard software and server in the Multimedia Lab. Avid Media Composer and Adobe Premiere are standards in advertising and newsgathering and thus a highly coveted skillset in the labor market in New York City. This course will offer our students a path to certification by Avid and inclusion in their industry database of certified users by covering material needed for certification as well as advancing students' understanding of post-production. Coursework also transfers into a variety of media programs within CUNY.

FMP 342 Television Studio Production

2 class hours, 2 lab hours, 3 credits

Pre-requisite: FMP 241: Digital Media Field Production

Co-requisite: none

Course Description for college catalog:

Television Studio Production is an upper-level course in the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

Rationale:

Television Studio Production will be an upper-level course in a series of courses in the proposed A.S. in Film and Media Production degree within the department of Speech and Theatre. This course will articulate with a number of courses in four-year institutions in CUNY, fulfilling requirements for a technological and aesthetic skillset for a transfer degree as well as contribute to the campus culture with training in the new television studio.

3. New Programs

Proposal to establish a program in Film and Media Production leading to the A.S. Degree

THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN FILM AND MEDIA PRODUCTION LEADING TO THE A.S.
DEGREE

EFFECTIVE FALL 2018

SPONSORED BY THE DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE ARTS

College Representative/Contact:

Georgia McGill, Department of Speech and Theatre Chairperson

Telephone: 718-631-6284

Fax:

Email: GMcgill@qcc.cuny.edu

APPROVED BY

Name: _____

Vice President for Academic Affairs

Signature: _____

Vice President for Academic Affairs

Queensborough Community College – City University of New York

TABLE OF CONTENTS

I.	EXECUTIVE SUMMARY.....	1
II.	ABSTRACT.....	3
III.	PURPOSE AND GOALS.....	3
IV.	NEEDS AND JUSTIFICATIONS.....	4
V.	STUDENTS.....	
	A. Interest/Demand	
	B. Enrollment Projections	
	C. Admission Requirements	
	D. Anticipated Enrollment	
VI.	CURRICULUM.....	
VII.	COST ASSESSMENT.....	
	A. Faculty	
	B. Facilities and Equipment	
VIII.	APPENDICES:	
APPENDIX A	COURSE DESCRIPTIONS FOR REQUIRED COURSES.....	
APPENDIX B	SYLLABI FOR NEW COURSES.....	
APPENDIX C	PROGRAM CONTENT AND REQUIREMENTS.....	
APPENDIX D	PROGRAM SCHEDULING (SED Form).....	
APPENDIX E	FACULTY TEACHING ASSIGNMENTS (SED Form)...	
APPENDIX F	FACULTY TO BE HIRED (SED Form).....	
APPENDIX G	NEW RESOURCES TABLE (CUNY).....	
APPENDIX H	PROJECTED REVENUE TABLE (CUNY).....	
APPENDIX I	SUPPORTING MATERIALS FOR PROJECTED REVENUE TABLE (CUNY).....	
APPENDIX J	FIVE-YEAR FINANCIAL PROJECTION (CUNY).....	
APPENDIX K	PROJECTED ENROLLMENT.....	
APPENDIX I	TABLES	
APPENDIX M	AVID LEARNING PARTNER BROCHURE	
APPENDIX N	SAMPLE JOB POSTINGS.....	

Executive Summary

The Department of Speech Communication and Theatre Arts proposes an associates degree (A.S.) in Film and Media Production. The program will attract students interested in this burgeoning area of study at colleges CUNY and nationwide. The addition of an A.S. in Film and Media Production would offer intensive preparation for those students who wish to pursue a career or further studies in media production and communication, as well as a desirable secondary skillset in other many other majors and careers. This program would accommodate those who wish, upon graduation, to either enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY. This proposed degree would also increase opportunities for Hispanics, African-Americans, Asians, women and other under-represented minorities in the entertainment industry.^{1&2} The proposed A.S. degree in Film and Media Production will be supported by current courses offered at QCC as well as the addition of three new courses in Speech and Theatre to satisfy various requirements needed for transfer to four-year programs.

Media production is a growing requirement in today's job market. It can include filmmaking, television, game design, animation and programming, graphic design, audio and visual arts, social media, e-publication, advertising and journalism. A recent study, *Projections of Jobs and Education Requirements Through 2020*, by Georgetown University, cites that "the knowledge-domains of high-wage, high-growth, and high-demand occupations include more complex competencies"³ and one of these competencies listed is fluency in the various areas of communication & media, defined as, "Knowledge of media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media."³ In New York City, the entertainment industry has seen "explosive growth over the last year... contributing nearly \$9 billion and over 130,000 jobs."⁴ A popular and growing major on college campuses nationwide, an A.S. degree in Film and Media Production would allow our diverse population of students, who often lack access to state-of-the-art technology and facilities, to acquire 21st century skills in a public university setting, geographically located in a job market for media production second only to the greater Los Angeles area. The New York City Economic Development Council (NYEDC) has established the Center for Economic Transformation that is working with a variety of industries on policy and projects. One of the strategic industry clusters identified by the council is digital media. Considered it's most "advanced innovation cluster," digital media production accounts for many of the new entrepreneurial businesses that would benefit from increased representation from our diverse student body.⁵ Last year, "marked a 40 percent increase compared to the previous year, and a 13 percent growth in TV production brings the tally to 52 series shooting in New York. According to (Julie) Menin (the commissioner of the Mayor's Office of Media and Entertainment), the media and entertainment sector currently encompasses 385,000 area jobs, more than the financial and insurance industries combined."⁶ The city is also about to invest \$136 million to expand production facilities in New York City as current facilities are not enough to keep up with demand.⁷ The Department of Speech Communication and Theatre Arts has also recently received a \$30,000 grant from the New York State Department of Labor Career Advancement funds to develop and implement this course of study as a result of this industry trends. The funding is being used as seed money for the technology needed to develop student skills in advanced media skills such as digital cinematography, post-production and writing for the media. This funding has allowed the department to align coursework with current technological and aesthetic standards utilizing cinema-style cameras with prime and zoom lenses and wired and wireless location sound equipment. This grant also has allowed the department to purchase some lower-cost cameras so students can film projects independently outside of class time, which is an important organizational skill set they will need to succeed in the industry as well additional opportunity to develop their skills and portfolios. Queensborough has recently become an Avid Learning Partner, allowing students in Music to take coursework in the classroom that can help them achieve certification in industry-standard software for music production (ProTools and Sibelius). Speech and Theatre's Multimedia Arts Centre is equipped with AVID's non-linear editing software, Media Composer, so we would be joining the ranks of Columbia, NYU and Brooklyn College in offering coursework that can lead to industry-standard certification and the attendant job opportunities. This course of study will offer intensive preparation for these students who wish to enter the tech and media industries immediately while serving those who wish to continue their studies at four-year institutions in a variety of media and communication-related disciplines including film, television, communication studies and journalism. QCC has also begun the design and bidding process of renovating existing facilities in the Library into a three-camera high definition television studio, allowing for a potential expansion of course offerings so our students can gain experience an industry standard of television production with coursework in three-camera news/documentary production.

Geographically, Queensborough is well situated to serve students interested in this course of study. New York City is one of the media production capitals in the world. This program would serve the interest of the considerable amount of students who have been interested in a career in the media in high school or earlier where an increasing number of institutions that are using media production in the curriculum as well as provide under-represented groups to pursue a career in this area. Indeed, this program would provide many opportunities to do outreach in area high schools, both in person and on the college and departmental websites. New York City is also well-served by numerous initiatives such as the “Made in NY” Production Assistant Program from the Mayor’s Office of Media and Entertainment, Ghetto Film School, Downtown Community Television, Reel Works and The Educational Video Center that bring media production instruction and access to New York City high school students thus many students come to Queensborough looking to further their studies in this area. CUNY offers Digital Media programs at a majority of its campuses including Queens College (Communication Arts and Media, Journalism, Film Studies), Brooklyn College (Film, Television and Radio), York College (Communication Technology), Lehman College (Film and Television Studies, Journalism and Media Communication Studies), City College (Advertising & Public Relations, Film & Video, Journalism, Cinema Studies, Sonic Arts), College of Staten Island, (Cinema Studies, Communication), New York College of Technology (Emerging Media Technologies) and Hunter College (Film, Media). Nearby Digital Media programs are also offered at Old Westbury, Hofstra, C.W. Post, St. John’s, Stony Brook, Adelphi, Purchase and New Paltz. In an historic move, u College just established the first public graduate school on a working film lot where “...women make up half the student population. And typically underrepresented groups, such as Latinos and African-Americans, make up 45 percent.”⁷ The proposed program would offer students foundation courses that a would mirror the first two years of B.A. and B.F.A. programs creating the possibility for a path into these existing programs. Articulation and eventually dual/joint agreements would be sought for these programs at York College, Brooklyn College, Lehman College and Old Westbury. Most community colleges in the CUNY system offer some version of this course of study and the addition of this program would put Queensborough in the position to further partnerships with four year institutions and offer our students an opportunity to pursue this course of study while taking advantage of the unique experience Queensborough offers.

ABSTRACT

The Queensborough Community College (QCC) Department of Speech Communication and Theatre Arts proposes an Associate in Science (A.S.) in Film and Media Production. The degree is designed as a transfer degree for those wishing to continue this course of study at four-year programs in and outside of CUNY. Lower division courses in media production are prerequisites for the upper division courses as well as designed to articulate at institutions across CUNY. In addition, this curriculum is designed to provide a solid foundation in the humanities and critical thinking. Media Production is one of the fastest growing skillsets in the job market in New York City so Queensborough is uniquely poised to offer this course of study with a wide variety of career paths for our students who are traditionally under represented in the entertainment industry.

1. Purposes and Goals

The skill set of the 21st century workplace is complex and constantly shifting. As technological changes continue to advance and transform, the ability of our students to master and adapt to these changes, while utilizing the critical thinking skills a college education reinforces, becomes a priority. The Film and Media Production Major is designed for students to access fundamental coursework in video and audio production within a broad Liberal Arts framework that can lead to careers in a variety of fields such as broadcast journalism, public relations, corporate communications and marketing, narrative and documentary production, visual effects, game design, and screenwriting. Film and Media Production, while based in Creative Arts, is also traditionally a skill-oriented discipline. The portfolio of work produced by the student as well as the mastery of specific skills needed to produce all types of media are integral to entry in to the workplace or to continue to a B.A. or B.F.A program. Students completing the A.S. Degree in Film and Media Production fulfill the requirements that prepare them for entry into academically oriented B.A. programs at a variety of institutions within and outside of CUNY. The B.A. path is provides a broad base of general knowledge as well as course work specific to the discipline and complementary to other communications-oriented specializations at the four year level.

2. Needs and Justifications

The Visual and Performing Arts Academy, encompassing Theatre, Music, Dance and Art, has 16.4% growth (Table 1) in degrees awarded with more than half continuing, with a degree, to four-year programs. Digital Art and Design alone has 7.9% growth in enrollment (Table 2). Historically, of the nine transfer programs offered at QCC, Visual and Performing Arts has the fourth largest amount of degrees awarded from 1962-2015 (Table 3). The needs and justifications a program in Film and Media Production are two-pronged in that the proposed Associate in A.S. degree in Film and Media Production touches many of the goals in the CUNY Master Plan as well as key New York City initiatives as outlined by the New York City Economic Development Corporation¹². Additionally, coordinators in the VAPA Academy have repeatedly discussed great student interest in this course of study being offered. The elective video courses we currently offer are often populated with students from Music and Digital Arts and Design who are seeking more instruction and mentoring in this course of study.

The first mission in the CUNY Master Plan is for CUNY to “Expand its Portals of Opportunity and Access.” CUNY has several approaches to this issue that this degree addresses. College Now and College Discovery have already offered basic media production classes at Queensborough in our Multimedia Lab and a Film and Media Production Program stands to provide a gateway to college courses for those students wishing to pursue studies in the arts, journalism and communication-related majors at QCC. The Master Plan states, “Even so, now more than ever there is a need to strengthen students’ digital skills so that they are prepared for the digital demands of careers and 21st century citizenship.” Expanding access to the fundamentals of emerging technologies to our diverse student body is a priority for CUNY. Our students often lack access to the necessary equipment and technology to pursue this course of study, which is traditionally very expensive to pursue. It is also no secret that women and minorities are woefully under-represented in the entertainment industry. CUNY’s commitment to diversity and affordability puts it in the unique position to address these issues. This degree would offer a solid technological grounding with transferable and buildable skills with a solid Liberal Arts foundation. In a time of rapidly changing technology in media creation, importance will be placed on the fundamental skillset that students can expand and build upon no matter where the future takes them.

Academic success rates and preparation for “...work in a globalized, knowledge-based economy,” are also addressed in the Master Plan. The degree has been designed to articulate with a variety of CUNY colleges. Students could either continue their studies by transferring directly into the four year colleges offering this course of study within CUNY such as York, Queens, Brooklyn, Hunter, City and Lehman College directly or through dual joint degrees as well as being able to enter the workforce directly, though an A.S. degree. This degree track, besides giving our students a competitive edge in the marketplace, would allow for seamless transfer within CUNY to a variety of programs in media, communication and journalism with foundational coursework as well as at such area schools as New York University, The School of Visual Arts, Pratt Institute, Old Westbury, C.W. Post, Purchase, Hofstra and St. John’s. Transfers are a growing percentage of those seeking a baccalaureate in CUNY⁹ and this degree seeks to further CUNY’s mission for a more integrated university.⁹ The program utilizes existing Theatre and Speech courses that have been approved into the Pathways Common Core in Individual and Society (SP 211 Speech Communication) and Creative Expression (FMP 243 American Film History formerly SP 471 American Film History, FMP 244 Elements of Film, formerly SP 472 American Film History II, FMP 245 Introduction to Electronic Media, formerly SP 274 Introduction to Electronic Media and FMP 246 Media Criticism, formerly SP 275 Media Criticism). Fine and Performing Arts are integral in a liberal arts education which has been stated repeatedly, most famously by Steve Jobs in his 2011 address releasing the iPad2, “It is in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.”¹⁴ In 2013 Chief Strategist at Adobe, Mark Randall, talked about how the digital revolution will make this confluence of technology and the liberal arts so vital in that “Thinking will be now more important than knowing.”¹⁶ Queensborough, with its strong tradition of Liberal Arts, unique among community colleges, stands poised to give our students a program that expands on this practice. Film and Media Production would continue in promoting the College’s Mission to “offer Associate Degree and Certificate programs that prepare its students for transfer to four-year institutions and for entry into the job market . . . based on a strong foundation in the liberal arts and sciences.”

While expanding portals of “opportunity and access” for our students to technologically advanced hardware and software that builds experiential learning that addresses core outcomes of reading, critical thinking, writing and

information literacy, this program film also address student success with a variety of high impact practices such as collaborative assignments, undergraduate research, service learning, and internships. The program also has the potential to partner with the private sector, which is also addressed in CUNY's Master Plan. New York City is a leading entertainment production center in the country (Table 4 & 5). The New York City Economic Development Corporations report, Media.NYC.2020 states that, "On a national scale NYC has the largest share of US media jobs. For example, NYC is home to 2.7% of the US population, yet accounts for 20.4% of magazine publisher employment, 15.4% of book publisher employment, 11.5% of motion picture employment, and 11.2% of advertising employment (19.6% of ad agency employment)." Geographically, we are ideally suited to place our students in internships throughout the New York area with industry leaders as 29 media companies, with revenue of over \$2 billion each, have their corporate headquarters in New York City.² This is more than twice as many as the second most popular media hub, Paris. New York City's economic Development Corporation's 2020 Final Report also states that, "NYC's media ecosystem includes the largest advertisers, the most respected news agencies, and the largest broadcast and cable television networks. Small and mid-sized companies also abound. More than one-third of NYC's media jobs come from companies with 100 or fewer employees; and 46% of media employees work in media companies with 500 or fewer employees." Students will be given the opportunity to develop strengths and skills in experiential learning that enhances and insures professional currency in today's job market.

This program dovetails neatly with initiatives by the University and New York City to provide students access to industry partnerships such as the new CUNY Arts Initiative which includes the CUNY Cultural Corps, where CUNY will partner with New York City's Department of Cultural Affairs to place students as paid interns in the city's museums, studios, theaters, and other cultural institutions. Speech and Theatre is in the process of partnering with Avid Technologies and their Learning Partner Program (Kingsborough and Bronx Community College, City College and Brooklyn College also participate in this program) to offer classes and seminars in film and television editing that would allow students to complete coursework at Queensborough that would enable them to be certified editors, ready to work in a state-of-the art broadcast environment as well as articulate with course work at a variety of four-year institutions in and outside of CUNY. The AVID Learning Partner Program also runs workshops and an internship database for students in the program. New York City has several initiatives in this area.) The "Made in NY" PA Training Program that aims to provide "unemployed and low-income New York City residents with training and placement into entry-level positions in film and television production," and "Promote diversity within New York City's entertainment production workforce." The NYC Media Lab "Seeks to partner companies looking to advance new media technologies with academic institutions undertaking related research." These are some of the industry-aligned programs that will increase access to college degrees and professional development opportunities for our students, improving, their long-term career prospects⁹. Brooklyn College has taken "connecting the curriculum to the workplace"⁹ even further in recently establishing the only graduate film program on a working film lot, Steiner Studios, in Brooklyn.

Finally, the degree addresses key points in providing students with updated curriculum and pedagogy that fosters digital literacy. The proposed Film and Media Production degree also serves the College Mission to "function as a community resource by serving the educational, professional and cultural needs of the general community." Lifelong learning is a given in the entertainment industry as it is constantly shifting and changing course as technology changes. The demand for the skills addressed by the CUNY Jobs Task Force's report from 2012 include "written and oral communication skills," "creativity and curiosity and a broad understanding of the world that is often obtained from a well-rounded liberal education," "business process skills, including project management," process management, and client management, learning agility and flexibility, such as the ability to change course and learn on the job," and "previous exposure to work." These are all learning goals addressed in the Film and Media Production A.S. A career in media today can take a student in many directions. An editor must be responsive to the needs of a client and be able to creatively solve problems in a collaborative environment. A cinematographer must learn new techniques as technology changes. A writer must adjust to changing technology while considering his or her audience. A public relations executive must make creative decisions while managing a marketing campaign. The "broad knowledge across fields" while honing a specific set of skills is a key component of a Film and Media Production specialty.

The program is designed to accommodate this and future-proof the coursework as much as possible. The Multimedia Lab in H-122 includes a desktop teacher's station, 16 student 27" iMacs running editing and imaging software (Adobe Creative Suite and AVID Media Composer) as well as Storyboard Quick and Final Draft for

planning and screenwriting. These computers also service various speech communication classes integrating technology into their curriculum with PowerPoint and Camtasia as well as basic audio editing with Audacity with our vocal booth. Recently, the grant from the New York State Department of Labor Career Advancement funds has allowed the department to upgrade its camera and sound equipment to cinema-style high definition cameras and digital single lens reflex cameras (DSLRs) with an assortment of prime and zoom lenses that allow us to teach to current trends in image creation both in baccalaureate programs as well as in the field. We have also upgraded our sound and lighting equipment. Importantly, the Media Lab has also been outfitted with a state of the art NAS AVID Isis server, commonly used in newsrooms and ad agencies, giving the lab the capability to edit and collaborate in real time HD video. The department has two faculty certified as trainer in AVID Media Composer, an industry standard in post-production. The department is aiming to become an AVID Learning Partner, like BMCC, City College, Brooklyn College and Kingsborough Community College, to be able to offer low cost certification and access to workshops and internships to our students. Our goal is to establish a program that prepares our students to be able to enter a professional situation or four-year program with a solid skillset in writing, directing, shooting and editing digital media. With the facilities available, we seek to turn out flexible, grounded students, experienced in the creation of media from the creative and technical standpoints. The introductory production class, FMP 130 Introduction to Digital Media Production (formerly SP 130 Video Production I), FMP 245 Introduction to Electronic Media, (formerly SP 274 Introduction to Electronic Media) and FMP 246 Media Criticism (formerly SP 275 Media Criticism) have successfully incorporated high-impact learning strategies such as Service Learning, and Writing-Intensive coursework.

3. Students

A. Student interest

The Academy in Visual and Performing Arts builds upon the unique assets of the college in these areas. The college has a growing Theatre Program that has achieved the prestigious external certification with National Association of Schools of Theatre (NAST) and a well established and expanding Digital Art and Design major that is also pursuing external certification with the National Association of Schools of Art and Design or NASAD. QCC also has a thriving Music Production program. Both the Music and Digital Art and Design programs stand to provide great opportunity for collaboration with a Media Production track of study. The existence of these programs as well as QCC's first-rate art gallery, theatre and music facilities and the Queensborough Performing Arts Center, a valuable presenting entity providing a cultural magnet that attracts the community, all create an excellent base to create a Media Production track of study that would augment and complement various field of study at Queensborough. Since the establishment of the Visual And Performing Arts Academy, an increasing number of students interested in pursuing careers and transfers programs in the arts are enrolling to QCC. This will only increase with the rigorous and prestigious external certifications from NAST and NASAD.

B. Anticipated enrollment and sources

Demand for Speech and Theatre courses is high as many serve the general education core of the college as part of the Pathways Common Core with seven (7) courses in the Creative expression category (American Film History I & II, Introduction to Electronic Media, Media Criticism, Oral Performance for the Actor, Introduction to Theatre and Acting I) and one (1) in the Individual and Society category (Speech Communication). Full time enrollment in the Digital Art and Design program is up 38%. Art and Design also recently revamped of their credit hours to enhance the transferability of their courses. New courses within Film and Media Production will all be designed to transfer to a variety of four-year colleges. The flexibility in electives in Art and Design, Music and English will enable students to pursue fundamental coursework for transfer in a variety of majors such as Communications, Film and Television Production, Journalism and Public Relations where an up to date skillset and a strong Liberal Arts background are highly desired.

Media Studies/Production has been mentioned as far back as 2008 in the report detailing the future priorities of the Fine and Performing Arts as a result of the Academic Program review in 2008.¹⁷ It states “A Media Studies curriculum would be an interdisciplinary program utilizing the talents and resources of several other departments: Art and Photography, Music, Social Science and English being the most prominent. The end result would be both a stand alone curriculum and enhanced facilities benefiting all of the arts-centered programs.” The most recent external review of Art and Design addressed the area of Media Production as an area that needs to be developed for the college to remain competitive in the Arts and Technology.¹⁸ Nationally, degrees conferred in Communication-related majors, that often include media production as well as communication, journalism, public relations and film studies, has risen 15% in the last ten years while Visual and Performing Arts degrees are up by 18%. (Table 6)

4. Curriculum

For their general education requirements, students will follow the Pathways Common Core structure. Many B.A. programs and most B.F.A. programs require that students in one area of the visual or performing arts take a course in the other arts. As part of general education and major courses, students will take a course in one of arts other than their major. Completion of these requirements strengthens the QCC graduate’s potential for success even with the many variances within each field of study.

The program will enable students to meet Queensborough’s General Education Goals and Objectives. All associate degree students at Queensborough must complete two Writing Intensive (WI) courses.

5. Course Requirements:

PROPOSED A.S. in FILM AND MEDIA PRODUCTION

QCC A.S. FILM AND MEDIA PRODUCTION	No. of Credits	Is this a new course?	Is this a revised course?
Gen Ed: Required Core			
Required Core 1A			
ENGL-103 Writing for New Media (or ENGL-101)	3	No	No
ENGL-102 English Composition II	3	No	No
Required Core 1B Mathematical and Quantitative Reasoning (Recommend MA-321 Mathematics in Contemporary Society)*	3	No	No
Required Core 1C			
Life and Physical Sciences*	3-4	No	No
Gen Ed: Flexible Core			
Flexible Core 2A World Cultures and Global Issues*	3	No	No
Flexible Core 2B U.S. Experience in Its Diversity (Recommended SP 211 Speech Communication)*	3	No	No
Flexible Core 2C Creative Expression (SP 321 Oral Performance for the Actor and Speaker or FMP 243 American Film History or FMP 244 Elements of Film recommended)*	3	No	No
Flexible Core 2D Individual and Society*	3	No	No
Flexible Core 2E Scientific World*	3	No	No
Flexible Core 2A, B, C,D, OR E*	3	No	No
GENERAL EDUCATION SUBTOTAL	30-31		
Requirements for the Major			
SP 211 Speech Communication (if taken in Pathways, fulfills major requirement)	3	No	No
FMP 141 Introduction to Digital Media Production	3	No	Yes
FMP 241 Digital Media Field Production	3	No	Yes
FMP 242 Writing for the Screen	3	Yes	Yes
FMP 245 Introduction to Electronic Media	3	No	Yes
FMP 341 Editing	3	Yes	No
FMP 342 Television Studio Production	3	Yes	No
FMP 246 Media Criticism	3	No	Yes
Program Elective (Recommended FMP 243 American Film History or FMP 244 Elements of Film, TH 111 Introduction to Theatre, TH 120, TH 131, TH 133; if taken in core choose from: ENGL 242 Documentary Film: The New Journalism, ENGL-220 Introduction to Creative Writing, ENGL 221 Creative Writing: Fiction, ENGL 222 Creative Writing: Poetry, ENGL 252 Film and Literature, ARTS 141 Introduction to Photography)	3	No	No
HE 101: Introduction to Health Education	2	No	No
Lab Science* (if not taken in the core)	1	No	No
SUBTOTAL TOWARD MAJOR	30		
TOTAL CREDITS REQUIRED FOR A.S.	60		

ARTICULATION AGREEMENTS

Students who complete the program will be able to transfer into a Baccalaureate programs in Film and Media Production, Communication and Journalism, where a deeper knowledge and exposure to their creative discipline will make a career in their chosen field more accessible. An articulation agreement has been drafted with Brooklyn College which will be signed when the degree proposal receives approvals from QCC Academic Senate and CUNY BOT, and is a registered NYSED program. In the future, the department would like to negotiate dual/joint degrees in CUNY and the program has been designed to fulfill many requirements across the various CUNY programs in this area.

COST ASSESSMENT

Recently, the department became the recipient of \$30,000 in Career Advancement funds from the New York State Department of Labor. This grant has allowed for the purchase equipment that allows the department to teach the advanced production courses as well as equipment students can check out for approved projects. This seed money will greatly add to the student experience and better prepare them for their coursework at four-year schools within CUNY as well as many digital media programs outside of the system. The ability for our students in accessing production equipment as much as possible is also vital experience for the job market in teaching responsibility, established procedure and workplace protocol in media production. The college is also in the process of soliciting bids for renovation of LB 16, eventually returning it to its original use as a small television studio/performance space. The Multimedia Lab has also recently had computer and server upgrades. In the future, equipment will need maintenance and replacement as things wear out over a normal amount of time. Therefore, some sort of budget for yearly maintenance and/or replacement would have to be in place. The program could also raise additional monies by offering editing software certification in AVID, a highly desirable accreditation in the media field, either through the department or Continuing Education. Becoming an AVID Learning Partner would offer complementary upgrades on software for the lab as part of the program as well as all the other benefits previously described. This costs approximately \$1600/year, which would be shared by the Music Production Program as they also use AVID Technologies software and teach course work leading to certification in ProTools and Sibelius.

A. Faculty

Faculty will be drawn from existing faculty at QCC at this time. According to the February, 2008 External Reviewers' Report of the Programs in the Fine and Performing Arts at QCC:

- Faculty across all arts disciplines are well credentialed with the vast majority holding appropriate terminal degrees.
- Faculty are professionally active with an impressive record of exhibition, directing, producing, performance and composition.
- Junior faculty are accorded reduced teaching load to assist in professional development.
- Full time faculty are complemented by part time faculty who bring unique expertise to aid in the diversity and depth of educational experience.
- Students hold faculty in high regard and are impressed by their concern for them as individuals and for their accessibility.

QCC employs highly qualified faculty. Every member of the full-time faculty holds an advanced degree or its equivalent. Nearly 60% hold the doctorate, as compared to the national average for community colleges, which is 13%. Due to its proximity to the major cultural institutions throughout the five boroughs of New York City, QCC is able to draw highly qualified faculty within the visual and performing arts. Many of the faculty members in the visual and performing arts at QCC are professionals in the photography, video, fine arts, dance, and theatre arts. Speech Communication and Theatre Arts has 9 full-time tenured and tenure-track faculty members, 4 Lecturers and two Senior CLTs. 86% of our faculty hold the terminal degree or equivalent in their field. This compares well to the already high college-wide average of approximately 80%. Their academic ranks include one Professor, two Associate Professors, six Assistant Professors and four Lecturers.

C. Library and Instructional Materials

Existing Library and Instructional material presently utilized for the A.S. Degree in Visual and Performing arts will be utilized for this degree.

EVALUATION

Progress of the program will be monitored by the department with emphasis on enrollment patterns, retention and graduation rates. The program will be formally reviewed after five years using Queensborough Community College's academic program review process. The template for program self study includes an analysis of curriculum content, faculty credentials and development, student enrollment, retention and graduation rates, articulations, student learning outcomes measured against program objectives, academic/student life support services, and fiscal resources. An external evaluator will read the self-study, come to the campus to meet with faculty, staff and students, and prepare an evaluative report. Following the report, the sponsoring academic departments prepare an action plan that is presented to the Vice President for Academic Affairs and the President for review and subsequent action.

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APPENDIX A

COURSE DESCRIPTIONS FOR REQUIRED COURSES

ENGL 101 English Composition I² (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY Writing and Reading tests. Note: Credit will not be given to students who have successfully completed ENGL-103. Development of a process for producing intelligent essays that are clearly and effectively written; library work; 6,000 words of writing, both in formal themes written for evaluation and in informal writing such as the keeping of a journal. During the recitation hour, students review grammar and syntax, sentence structure, paragraph development and organization and the formulation of thesis statements.

ENGL 102 English Composition II: Introduction to Literature² (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: ENGL-101
Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

ENGL 103 Writing for New Media (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY Writing and Reading tests. Note: Credit will not be given to students who have successfully completed ENGL-101. Students will study and practice writing in Digital Media. They will concentrate on producing clearly and effectively written formal essays with the goal of learning how to communicate in the World Wide Web and e-mail environments. Particular attention will be given to the process of writing, including the use of informal writing strategies. Proficiency in standard grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements will be stressed in the context of preparing essays, arguments, hyperlinked and other new media document.

SP 211 Speech Communication (2B1) 3 class hours - 3 credits - Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP-020, or SP-005 and/or SP-006
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.

FMP 245 Introduction to Electronic Media (formerly SP 274 Introduction to Electronic Media) (2C2) 3 class hours - 3 credits - Prerequisite: BE-112 (BE-205), BE-122 (BE-226), or satisfactory score on the CUNY Assessment Test
Introduction to Electronic Media is an introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influences on popular culture. This class is a designated Writing Intensive (WI) course.

FMP 246 Media Criticism (formerly SP 275 Media Criticism) (2C2) 3 hours - 3 credits- Offered in Fall Prerequisites: BE-112 (BE-205) and BE-122 (BE-226)
Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and discussion of these theories, students will analyze and write critically about the influences of mediated images on society.

SP 321 Oral Performance for the Actor and Speaker (2C2) 3 class hours - 3 credits.

Designed to improve the interpretation skills of actors, speakers, and those individuals desiring to improve the level of their individual oral expression for personal or professional reasons. Techniques of reading aloud from plays, poetry, prose, and essay. Practice in conveying information, projecting ideas, creating emotions, and interpreting from the script and oral interpretation as a means of developing literary criticism and discrimination.

FMP 141 Introduction to Digital Media Production (Formerly **SP 130 Video Production I**) 2 class hours 2 lab hours - 3 credits - Offered in Fall. Prerequisites: BE-112 (BE-205), BE-122 (BE-226) or satisfactory score on CUNY assessment test.

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

FMP 241 Digital Media Field Production (formerly **SP 231 Video Production II**) 2 Class hours, 2 lab hours.- 3 credits Offered in the spring. Prerequisites: FMP 141:

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

FMP 242 Writing for the Screen (new course) 3 class hours -3 credits - Prerequisites: ENGL 101 or 103.

Writing for the Screen is a mid-level course in the theory and practice of writing for the film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

FMP 341 Editing (new course) 2 class hours, 2 lab hours 3 credits Prerequisites: FMP 241.

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

FMP 342 Television Studio Production (new course) 2 class hours, 2 lab hours - 3 credits - Prerequisites:

FMP241. Television Studio Production is an upper-level course the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

APPENDIX B

NEW COURSE SYLLABI

1. **Department: Speech Communication and Theatre Arts**
2. **Course, prefix, number, & title:** FMP 241 Digital Media Field Production
3. **Hours (Class, recitation, Laboratory, studio) & Credits:** 2 class hours, 2 lab hours, 3 credits
4. **Pre-requisites (if any):** FMP 141: Introduction to Digital Media Production (Formerly SP130) (in Form01)
- Co-requisites (if any):** none

5. Course Description in college catalog:

Digital Media Field Production is an intermediate level course in film and media arts production. Students will learn single camera set up, lighting and audio techniques in remote production for short fiction and documentary films as well as advanced skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct films, and edit their own projects in the class.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

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 demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in the production of filmed media.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in producing fiction and non-fiction media, and satisfies their drive toward expression.

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

X	1. Communicate effectively through written and oral forms
	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions

- 3.Reason quantitatively as required in various fields of interest and in everyday life
- 4.Apply information management and digital technology skills useful for academic research and lifelong learning
- 5.Discipline-Specific Outcomes:
 - 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
 - 5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
 - 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
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise scripts and shot lists for short individual and group projects. In-class critiques, both oral and written will be incorporated as well as practical labs. There will be low, middle and high stakes filmed assignments in a variety of formats. Students will rotate crew positions on set to develop critical thinking, collaboration and oral communications skills in a professional field production environment.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will develop necessary research skills it research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production. Students will also learn to research and evaluate various modes of digital distribution and dissemination.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

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

10. Course student learning outcomes:

Students will demonstrate a technological skill set and comprehend its application across curricular disciplines
Students will think and write critically about media design and creation
Students will edit and master studio productions with instructor and peer feedback
Students will demonstrate an understanding of advanced techniques and methodology involved working on a three-camera television shoot

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

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Orientation & Camera & Accessories Review	Students will review focus, filters and apply them to cine-style field cameras and work with learn advanced Camera functions, supports, and prime lenses.
2.	Scripting the Segment	Students will learn and apply the three act structure to a visual storytelling project.
3.	Directing the Segment	Students will practice directing exercises to gain knowledge in working with talent and crew members.
4.	Pitching the Project Project Proposals Due	Students will write and assemble the script for a collaborative project.
5.	Previsualization and Pre-production	Students will break down the script, write a shot list and storyboards.
6.	Cinematography Review Composition, Mise en Scene	Lighting techniques and field strategies will be practiced when composing the frame.
7.	Audio	Students will explore and practice the aesthetics of sound design, recording field audio with mixers, wireless and wire microphones..
8.	Advanced Editing I	Introduction to AVID Media Composer. Starting a project, rough cuts and refining the edit will be covered.
9.	Lighting in the Field	Practicum for lighting in a variety of field production situations.
10.	Advanced Editing 2	Cutting dialogue and m in AVID Media Composer.
11.	Practicum and Demonstration Shooting the Segment – Lecture and Lab Practice	Students will function as crew for a documentary segment.
12.	Production/Filming Lab	Students will function as crew for filming the final projects.
13.	Production/Filming Lab	Students continue to film projects and interstitial elements.
14.	Editing Lab	Students will edit final projects and insert graphics, b-roll, interstitial elements and titles.
15.	Final Exam: View and Critique Final Projects	Students will present and critique final individual projects.

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

<p>Walter Murch, In the Blink of an Eye, ISBN-13: 978-1879505629</p> <p>Mick Hurbis Cherrier, Voice & Vision: A Creative Approach to Narrative Film and DV Production 2nd Edition, ISBN-13: 978-0240811581</p> <p>Media Composer Editing Essentials, v8</p> <p>Lighting for Cinematography: A Practical Guide to the Art and Craft of Lighting for the Moving Image (Cinetch Guides to the Film Crafts) by David Landau</p>

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):

Practical Labs
Quizzes
Group Projects
Midterm Exam
Final Project/Exam
Homework assignments

14. Required Attire (if applicable):

N/A

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

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 toward a WU grade.

16. Academic Integrity policy (department or College):

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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
http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

17. Disabilities

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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>

1. Department:	Speech Communication and Theatre Arts
2. Course, prefix, number, & title:	FMP 242 Writing for the Screen
3. Hours (Class, recitation, Laboratory, studio) & Credits:	3 class hours, 3 credits
4. Pre-requisites (if any):	ENGL 101 or ENGL103
Co-requisites (if any):	None

5. Course Description in college catalog:

Writing for the Screen is a mid-level course in the theory and practice of writing for film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in Speech and Theatre.

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 demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in the production of media such as film, television, radio, and the Internet.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in writing for filmed media including film, television, radio, and the Internet.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in writing for the screen in fiction and non-fiction, and satisfies their drive toward expression.

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

X	1.Communicate effectively through written and oral forms
	2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
	3.Reason quantitatively as required in various fields of interest and in everyday life
X	4.Apply information management and digital technology skills useful for academic research and lifelong learning
	5.Discipline-Specific Outcomes:
	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

	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	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
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise low, mid and high stakes writing assignments for a variety of different types of filmed communication. Students will complete weekly writing assignments designed to demonstrate comprehension of and proficiency with course concepts. Students will complete several scripts working through a process of revisions to demonstrate comprehension of and proficiency with course concepts and storytelling, through cinematic techniques.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students do electronic research for and to evaluate script ideas and concepts. Students will also learn how to research Copyright, Fair Use and legal concepts as they relate to writing for the screen. Students will also utilize digital collaboration and research skills for incorporation into scripted projects.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	Students will make informed judgments of filmic and artistic aesthetics through in-class critiques and evaluations of student and other work as well as extensive solo and collaborative written projects.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:	X	

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

10. Course student learning outcomes:

Students will be aware of the evolving nature of the filmed communication and how various technical elements play a part in filmic communication.
Students will think and write critically about written communication on the screen.
Students will learn to write a variety of writing for the screen and produce several short screenplays.
Students will demonstrate an understanding of screenwriting mechanics and aesthetics.

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

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Creating the Story; Screenplay Structure; Tools	Assigned reading of a short film script for analysis; Intro to Final Draft & Celtex.
2.	Types of Scripts: Film, Episodic Television & the Web Series	Screenings of different formats and discussion.
	The Story Spine; The Plot Driven Story vs. The Character Driven	Analysis of plot and character-driven films.
3.	Story Synopsis; The Master Scene Outline Anatomy of a Scene; Subplots	Scene outline lab.
4.	Writing Visually; Real Dialogue vs Reel Dialogue	Critique scene outlines. Written exercises in dialogue construction.
5.	Readings and Workshop	Critique dialogue exercises.
6.	Readings and Workshop	Scripts are read and critiqued in class.
7.	Pitches & Loglines	Students learn to craft different pitches and loglines according to format.
8.	Project Pitches & Critiques	Students will pitch projects to the class and receive feedback. Scripts will be refined.
9.	Workshop of Script	Scripts are read and critiqued in class
10.	Workshop of Script	Scripts are read and critiqued in class
11.	Writing for the Audience	Research audience statistics and demographics.
12.	Final Script Pitches	Students orally pitch written scripts for final project.
13.	Group Feedback and Discussion	Scripts are read and critiqued in class
14.	Group Feedback and Discussion	Scripts are read and critiqued in class
15.	Final Exam	Final Exam

12.

Screenplay: The Foundations of Screenwriting, Syd Field, ISBN 978-03853390

Your Screenplay Sucks: 100 Ways to Make It Great, William M. Akers, ISBN : 978-1932907452

Poetics, Aristotle, ISBN 978-0140446364

Students must access freeware Final Draft in creating scripts.

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):

Writing Assignments

Group Projects

Midterm Exam

Final Project/Exam

Homework assignments

14. Required Attire (if applicable):

N/A

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

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 toward a WU grade.

16. Academic Integrity policy (department or College):

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OPTIONAL (May be included by instructors.)

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

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

1. Department:	Speech Communication and Theatre Arts
2. Course, prefix, number, & title:	FMP 341 Editing
3. Hours (Class, recitation, Laboratory, studio) & Credits:	2 class hours, 2 lab hours, 3 credits
4. Pre-requisites (if any):	FMP 241 Digital Media Field Production
Co-requisites (if any):	None

5. Course Description in college catalog:

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new A.S. in Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

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 demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in filmed media.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in editing and post-production of fiction and non-fiction media, and satisfies their drive toward expression.

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

X	1. Communicate effectively through written and oral forms
	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
	3. Reason quantitatively as required in various fields of interest and in everyday life
X	4. Apply information management and digital technology skills useful for academic research and lifelong learning
	5. Discipline-Specific Outcomes:
	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
	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.

X 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
Integrate knowledge and skills in their program of study	Through a variety of low, middle and high stakes assignments, students will develop proficiency with non-linear editing techniques and concepts, scripting for editing, basic sound editing, graphics, color correction and effects, building on existing skills in multimedia production, post-production and distribution in contemporary production and post-production. Students will complete a variety of practical scripted projects utilizing new and archival footage to apply these techniques and concepts.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production concerning archival footage, music and other digital elements. Attribution as well as how to research and evaluate digital elements for use in the digital post-production workflow will be covered..
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

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

10. Course student learning outcomes:

Students will demonstrate a technological skill set in non-linear video editing, digital sound editing, color correction, graphics and effects as well as comprehend its application across curricular disciplines.
Students will work individually and collaboratively on digital media projects in research, filming and editing capacities.
Edit, and output short video projects, organizing footage and modifying it into a coherent sequence, adding titles, elementary effects and perform basic sound mixing functions with sound effects, music and dialogue.

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

Week	Topics	Sample Assignments (if applicable,
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		Blackboard/Online)
1.	HD Formats; Visual Aesthetics and Editing	Sample lab for settings, formats and outputs from Avid and Adobe Premiere
2.	Lab Practice/Class Shoot	Class will shoot scenario with different lenses and lighting set ups.
3.	Review Avid Media Composer, Edit Scenarios	Edit and Critique Scenes
4.	Additional Elements: Copyright, Fair Use; Using Archives	Students will assemble a project using archival elements and copyright elements that fall under Fair Use.
5.	Working from the Script	Students will cut elements together as per an assigned script
6.	Refining the Edit: Pacing, Rhythm, Continuity	Examples of continuity editing, match on action and jump cuts will be examined. Students will create a unique edit with existing footage
7.	Cutting Dialogue and Music	Sample scenes will be cut with concepts of overlapping and mixing sounds to enhance the edit.
8.	Layering the Cut	Workflow for layering music, effects, text and graphics in the edit
9.	Graphics & Effects, Part I	Titles and graphics will be added to existing scenes.
10.	Graphics & Effects, Part II	Students will learn and practice
11.	Color Correction	Sample scenes will be adjusted for color grading and correction.
12.	Pitch and Critique Individual Projects	Individual final projects will be pitched to the class. Pitches will be critiqued and finalized.
13.	Lab for Final Projects	Students will critique and refine final projects.
14.	Lab for Final Projects	Students will critique and refine final projects.
15.	Final Exam	Final Exam

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

Media Composer Editing Essentials v8, The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age, ISBN 978-2951360709

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):

Practical Labs
 Quizzes
 Individual & Group Projects
 Midterm Exam
 Final Project
 Homework assignments

14. Required Attire (if applicable):

N/A

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

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

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1. Department: Speech Communication and Theatre Arts	
2. Course, prefix, number, & title:	FMP 342 Television Studio Production
3. Hours (Class, recitation, Laboratory, studio) & Credits:	2 class hours, 2 lab hours, 3 credits
4. Pre-requisites (if any):	FMP 241 Digital Media Field Production
Co-requisites (if any):	None

5. Course Description in college catalog:

Television Studio Production is an upper-level course in the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

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 demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in filmed media.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in producing fiction and non-fiction media, and satisfies their drive toward expression.

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

X	1.Communicate effectively through written and oral forms
	2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
	3.Reason quantitatively as required in various fields of interest and in everyday life
X	4.Apply information management and digital technology skills useful for academic research and lifelong learning
	5.Discipline-Specific Outcomes:
	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

	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	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
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise scripts and shot lists for short studio projects. In-class critiques, both oral and written will be incorporated as well as practical labs. There will be low, middle and high stakes filmed assignments in a variety of formats. Students will rotate crew positions on set to develop critical thinking, collaboration and oral communications skills in a professional multi-camera studio environment.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will develop necessary research skills it research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production. Students will also learn to research and evaluate various modes of digital distribution and dissemination.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

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

10. Course student learning outcomes:

Students will demonstrate a technological skill set and comprehend its application across curricular disciplines
Students will think and write critically about media design and creation
Students will edit and master studio productions with instructor and peer feedback
Students will demonstrate an understanding of advanced techniques and methodology involved working on a three-camera television shoot

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

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Studio production and multi camera basics: multi-camera production camera vs. remote single camera production	Students will become familiar with the television studio, multi-camera terminology and crew assignments.
2.	Set design and lighting	Practical lab in lighting and set design for the three-camera shoot.
3.	Producing the program – research, development	Students will begin research and development for short shows that will be produced and filmed.
4.	Writing the script and shot list	Students will write and assemble the script.
5.	Preparing for and executing a 3-camera studio shoot	Students will break down the script, write a shot list and storyboards.
6.	B-roll and Interstitial Elements	Students will develop a production plan for interstitials and b-roll.
7.	Studio switching	Students will practice the requirements of positioning cameras, talent and switching for the live or delayed broadcast.
8.	Audio for Live Production	Students will learn and practice audio production for the studio production.
9.	Simple effects such as text, lower thirds, wipes, fades	Students will learn in-camera effects and text in a practice lab.
10.	Non-linear editing of segments into a full show	Editing the three-camera shoot
11.	Basic audio editing and mixing	Students will practice audio editing and mixing in a variety of different scenarios
12.	Lab for Final Projects	Students will function as crew for filming the final projects.
13.	Lab for Final Projects	Students continue to film projects and interstitial elements.
14.	Lab for Final Projects	Students will edit final projects and insert graphics, b-roll, interstitial elements and titles.
15.	Final Exam	Final Exam

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

Television Production Handbook (Wadsworth Series in Broadcast and Production) 11th Edition, Herbert Zettl, ISBN-13: 978-0495898849

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):

Practical Labs
 Quizzes
 Group Projects
 Midterm Exam
 Final Project/Exam
 Homework assignments

14. Required Attire (if applicable):

N/A

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

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 toward a WU grade.

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 http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

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>

APPENDIX C

**PROGRAM CONTENT AND REQUIREMENTS
PROPOSED A.S. in FILM AND MEDIA PRODUCTION**

QCC A.S. FILM AND MEDIA PRODUCTION	No. of Credits	Is this a new Course?	Is this a revised course?
Gen Ed: Required Core			
Required Core 1A			
ENGL-103 Writing for New Media* (or ENGL-101)	3	No	No
ENGL-102 English Composition II	3	No	No
Required Core 1B Mathematical and Quantitative Reasoning (Recommend MA-321 Mathematics in Contemporary Society)*	3	No	No
Required Core 1C			
Life and Physical Sciences*	3-4	No	No
Gen Ed: Flexible Core			
Flexible Core 2A World Cultures and Global Issues*	3	No	No
Flexible Core 2B U.S. Experience in Its Diversity (Recommended SP 211 Speech Communication)*	3	No	No
Flexible Core 2C Creative Expression (SP 321 Oral Performance for the Actor and Speaker or FMP 243 American Film History or FMP 244 Elements of Film recommended)*	3	No	No
Flexible Core 2D Individual and Society*	3	No	No
Flexible Core 2E Scientific World*	3	No	No
Flexible Core 2A, B, C, D, OR E*	3	No	No
GENERAL EDUCATION SUBTOTAL	30-31		
Requirements for the Major			
SP 211 Speech Communication (if taken in Pathways, fulfills major requirement)	3	No	No
FMP 141 Introduction to Digital Media Production	3	No	Yes
FMP 241 Digital Media Field Production	3	No	Yes
FMP 242 Writing for the Screen	3	Yes	Yes
FMP 245 Introduction to Electronic Media	3	No	Yes
FMP 341 Editing	3	Yes	No
FMP 342 Television Studio Production	3	Yes	No
FMP 246 Media Criticism	3	No	Yes
Program Elective (Recommended FMP 243 American Film History or FMP 244 Elements of Film, TH 111 Introduction to Theatre, TH 120, TH 131, TH 133; if taken in core choose from: ENGL 242 Documentary Film: The New Journalism, ENGL-220 Introduction to Creative Writing, ENGL 221 Creative Writing: Fiction, ENGL 222 Creative Writing: Poetry, ENGL 252 Film and Literature, ARTS 141 Introduction to Photography)	3	No	No
HE 101: Introduction to Health Education	2	No	No
Lab Science (if not taken in the core)	1	No	No
SUBTOTAL TOWARD MAJOR	30		
TOTAL CREDITS REQUIRED FOR A.S.	60		

**Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements. All students must complete two (2) WI designated classes to fulfill degree requirements.*

APPENDIX D

NYSED New Program Registration and Undergraduate Scheduling Form



Application for Registration of a New Program¹

Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.



This application should NOT be used for the following types of program proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed Professionals;
 - Revisions to Existing Registered Programs; or
 - Programs Leading to a credit-bearing Certificate or Advanced Certificate.

The application materials for those types of proposals can be found at:
<http://www.highered.nysed.gov/ocue/aipr/register.html>

Doctoral programs: please contact the Office of College and University Evaluation (OCUE).

Directions for submission of proposal:

1. Create a **single** PDF document that includes the following completed forms:
 - Application for Registration of a New Program
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - External Review of Certain Degree Programs and Response (if applicable)
 - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
 - CEO (or Designee) Approval Form

¹ CUNY and SUNY institutions: contact System Administration for proposal submission process.

2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to **OCUERevAdmin@mail.nysed.gov**

When submitting to the mailbox, include the following elements in the subject line of the e-mail:

Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, New Program, Master of Science, English Literature

Task 1: Institution and Program Information

Institution Information	
Institution Name: Institution Code (6 digits): <i>The name and code of the institution should reflect the information found on the Inventory of Registered Programs</i>	Queensborough Community College 373500
Institution Address:	222-05 56th Avenue
City:	Bayside
State/Country:	NY
Zip:	11364
Regents Regions:	Queens County/New York County (Manhattan)
Specify campus(s) of the institution where program is offered, if other than the main campus: <i>The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs</i>	N/A
Specify any other additional campus(s) where the program is offered	N/A

besides the ones selected above:	
If any courses will be offered off campus, indicate the location and number of courses and credits:	N/A
If the program will be registered jointly with another institution, please provide the partner institution's name:	N/A

Program Information for New Programs	
Program Title:	Film and Media Production
Degree Award:	A.S.Film and Media Production
HEGIS code:	0605.00
Number of Credits*:	60

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:
Option/Concentration Name:	Credits:

If program is part of a dual degree program, provide the following information:

Program Title:	
Degree Award:	
HEGIS code:	

Contact Information	Office of Academic Affairs
Name of contact person	Dr. Linda Reesman

Title of contact person:	Faculty Fellow Academic Affairs
Telephone	718-281-5253
Fax:	718-281-5684
Email:	LReesman@qcc.cuny.edu

Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

<input type="checkbox"/>	Evening: All requirements for the award must be offered during evening study.
<input type="checkbox"/>	Weekend: All requirements for the award must be offered during weekend study.
<input type="checkbox"/>	Evening/Weekend: All requirements for the award must be offered during a combination of evening and weekend study.
<input checked="" type="checkbox"/>	Day Addition: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
<input type="checkbox"/>	Not Full-Time: The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
<input type="checkbox"/>	5-Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
<input type="checkbox"/>	4.5 Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
<input type="checkbox"/>	Upper-Division: A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.
<input type="checkbox"/>	Independent Study: A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.
<input type="checkbox"/>	Cooperative: The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.
<input type="checkbox"/>	Distance Education: 50% or more of the course requirements for the award can be completed through study delivered by distance education.

<input type="checkbox"/>	External: All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.	
<input type="checkbox"/>	Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion. Semester hour requirements in Commissioner's Regulations for instruction and supplementary assignments apply.	
<input type="checkbox"/>	Standard Addition: For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.	
<input type="checkbox"/>	Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.	
<input type="checkbox"/>	Language Other Than English: The program is taught in a language other than English.	
<input type="checkbox"/>	Other Non-Standard Feature(s): Please provide a detailed explanation.	

b. Diploma Programs

If the program is credit bearing *and* will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply: N/A

c. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution's catalog.

Answer: The Film and Media Production A.S. degree offers a broad foundation in digital film and media production skills for fiction and documentary production. Courses include directing, writing, production and editing prepare students to create film and media projects and to prepare for careers in film and television production as well as other communication fields such as advertising, marketing, public relations, and corporate communication. Students in the Film and Media Production A.S. acquire a variety of skills in field and studio production, cinematography, sound, graphics, screenwriting, and editing. All degree candidates will work hands-on to write, produce, direct and edit filmed projects. The degree offers students the option to enter the industry upon graduation or to transfer to a four-year program.

2) List the educational and (if appropriate) career objectives of the program.

Answer: 1) Communicate effectively through reading, writing and interpreting various rhetorical forms and voices in fiction and non-fiction for filmed media. 2) Integrate knowledge and skills in media production by creating a variety of filmed presentations while completing sequential courses that build on knowledge and skills from previous course to build mastery within the discipline. 3) Apply aesthetic and intellectual criteria in the evaluation and creation of written and filmed works.

3) How does the program relate to the institution's mission and/or master plan?

Answer: The Film and Media Production degree will utilize mostly full-time faculty at the college. Even the part-time faculty have been working at Queensborough for years, thus creating a connected culture within an already collaborative Theatre Department. Media and Communication majors are some of the fastest growing majors in colleges today. This indicates that there would be a solid return on college investment in increased enrollment as well as visibility for the college as industry partnerships are developed. This degree utilizes a variety of high impact practices (HIP) such as collaborative projects, Service Learning and Writing Intensive courses incorporating a wide variety of technologies for communication and learning. The degree is also designed as a transfer to to baccalaureate programs in and out of CUNY.

4) What is the documented need for this program?

Answer: Visual and Performing Arts, encompassing Theatre, Music, Dance and Art, has 16.4% growth in degrees awarded with more than half continuing, with a degree, to four-year programs. Digital Art and Design alone has 7.9% growth in enrollment. Historically, of the nine transfer programs offered at QCC, Visual and Performing Arts has the fourth largest amount of degrees awarded from 1962-2015. The needs and justifications a program in Film and Media Production are two-pronged in that the proposed Associate in A.S. degree in Film and Media Production touches many of the goals in the CUNY Master Plan as well as key New York City initiatives as outlined by the New York City Economic Development Corporation. Additionally, coordinators in the VAPA Academy have repeatedly discussed great student interest in this course of study being offered. The elective video courses we currently offer are often populated with students from Music and Digital Arts and Design who are seeking more instruction and mentoring in this course of study.

5) Describe the role of faculty in the program's design.

Answer: Faculty will prepare students to meet the academic standards needed to succeed in the program as well as experiential learning opportunities and internships to further prepare students for the workforce or transfer.

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: Queensborough, as an AVID Learning Partner, will incorporate curricula for certification in AVID Media Composer, a broadcast-standard non-linear editing program that dominates film and network television.

7) What are the anticipated Year 1 through Year 5 enrollments?

Answer: 15-100

d. Admissions

1) List all program admission requirements (or note if identical to the institution's admission requirements).

Answer: Same admission requirements as institution.

2) Describe the process for evaluating exceptions to these requirements.

Answer: Transfer credit evaluation at the institution.

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: Media Production is one of the fastest growing skillsets in the job market in New York City so Queensborough is uniquely poised to offer this course of study with a wide variety of career paths for our students who are traditionally under represented in the entertainment industry. This program would also accommodate those who wish, upon graduation, to either enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY. The Film and Media Production degree would increase opportunities for Hispanics, African-Americans, Asians, women and other under-represented minorities in the entertainment industry. NYC is home to 2.7% of the US population, yet accounts for 20.4% of magazine publisher employment, 15.4% of book publisher employment, 11.5% of motion picture employment, and 11.2% of advertising employment (19.6% of ad agency employment). Geographically, we are ideally suited to place our students into internships and in-house training programs at media companies, whose revenues exceed two billion dollars annually, and who have their corporate headquarters in New York City.

e. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: Students are provided with multiple opportunities in a cross-disciplinary, collaborative atmosphere to challenge and promote their academic growth along with appropriate advisement, career mentoring, transfer advisement, tutoring and counseling services.

f. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer: N/A

g. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer: Progress of the program will be monitored by the department with emphasis on enrollment patterns, retention and graduation rates. The program will be formally reviewed after five years using Queensborough Community College's academic program review process. The template for program self-study includes an analysis of curriculum content, faculty credentials and development, student enrollment, retention and graduation rates, articulations, student learning outcomes measured against program objectives, academic/student life support services, and fiscal resources. An external evaluator will read the self-study, come to the campus to meet with faculty, staff and students, and prepare an evaluative report. Following the report, the sponsoring academic departments prepare an action plan that is presented to the Vice President for Academic Affairs and the President for review and subsequent action.

h. Transfer to Baccalaureate Programs

If the program will be **promoted as preparing students for transfer to a baccalaureate program**, provide a copy of an articulation agreement with at least one institution.

Not Applicable:

Task 3 - Sample Program Schedule

NOTE: The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: [Department Expectations: Curriculum \(including Internships, Financial Aid Considerations, and Liberal Arts and Sciences\)](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 3](#)

a). Complete **Table 1a** (for undergraduate programs) or **Table 1b** (for graduate programs).

b). If the program will be **offered through a nontraditional schedule**, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer: N/A

c). As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

Answer: N/A

d). For existing courses that are a part of the major, enter the **catalog description** of the courses:

Answer: See Appendix A

e). Syllabi: See Appendix B

For undergraduate programs, provide syllabi for all new courses **in the major**.

For graduate programs, provide syllabi for **all new courses**.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for **all** courses required for the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.

Table 1a: 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:		Credits per classification					Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
1A ENGL-103 Writing for New Media (or ENGL-101)	3	X		<input type="checkbox"/>			FMP 242 Writing for the Screen	3	X	X	<input checked="" type="checkbox"/>	
2B U.S. Experience in Its Diversity Recommended SP 211 Speech Communication	3	X	X	<input type="checkbox"/>			FMP 246 Media Criticism	3	X	X	<input type="checkbox"/>	
FMP 141 Introduction to Digital Media Production	3		X	<input type="checkbox"/>			2E - Scientific World	3	X		<input type="checkbox"/>	
HE 101: Introduction to Health Education	2	X		<input type="checkbox"/>			Advised Elective	3	X	X	<input type="checkbox"/>	
1B - Mathematical and Quantitative Reasoning	3	X		<input type="checkbox"/>			2D - Individual and Society	3	X		<input type="checkbox"/>	
				<input type="checkbox"/>							<input type="checkbox"/>	
Term credit total:	14						Term credit total:					
Term:		Credits per classification					Term:		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)		Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
1A ENGL-102 English Composition II	3	X	X	<input type="checkbox"/>	ENGL-101 English Composition or ENGL-103 Writing		FMP 341 Advanced Editing	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production

					for New Media						
FMP 241 Digital Media Field Production	3		X	<input checked="" type="checkbox"/>	FMP 141 Introduction to Digital Media Production	FMP 342 Television Studio Production	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production
FMP 245 Introduction to Electronic Media	3	X	X	<input type="checkbox"/>		Flexible Core 2C - Creative Expression	3	X		<input type="checkbox"/>	
2A - World Cultures and Global Issues	3	X		<input type="checkbox"/>		Flexible Core 2A, B, C,D, OR E	3	X		<input type="checkbox"/>	
1C - Life and Physical Sciences	3	X		<input type="checkbox"/>		Liberal Arts Elective if SP 211 Speech Communication has been taken	3	X		<input type="checkbox"/>	
Lab Science	1	X		<input type="checkbox"/>						<input type="checkbox"/>	
Term credit total:	16					Term credit total:					
Program Totals:	Credits: 60	Liberal Arts & Sciences: 48			Major: 27			Elective & Other: 6			

Cr: credits LAS: Liberal Arts and Sciences

Maj: major requirement

New: new course

Prerequisite(s): list prerequisite(s) for the noted courses

APPENDIX E

FACULTY TEACHING ASSIGNMENTS

Task 4. Faculty

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

a) Complete the faculty tables that describe faculty (**Table 2 and Table 3**), and faculty to be included as applicable. Faculty curricula vitae should be provided only by request.

b) What is the institution's definition of "full-time" faculty? Include the number of credits earned and taught by full-time faculty per academic term.

Answer:

Table 2: Current Faculty, Full-Time

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Eileen White, Associate Professor & Program Director	FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production, FMP 341 Advanced Editing, FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	50%	M.F.A. Media Arts Production, City College, CUNY	AVID Certified Instructor
C. Julian Jimenez, Assistant Professor	FMP 242 Writing for the Screen	20%	M.F.A. Acting, New School for Social Research	
Jodi Van Der Horn Gibson	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	20%	Ph.D. Theater, Arizona State University	
Ben Miller	ENGL 103, FMP 242 Writing for the Screen	20	M.F.A. California Institute of the Arts	

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Daniel McKleinfeld, College Lab Technician	FMP 341 Advanced Editing	B.A. Columbia University	Professional Editor & AVID Certified Instructor
Frank Zagottis	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism, FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production	M.A. and M.F.A Long Island University	Extensive professional experience in television production

**APPENDIX F
FACULTY TO BE HIRED**

N/A

MUSIC DEPARTMENT

FOR INFORMATION ONLY (not to be voted on)

All Music course descriptions for individual instruction will be revised with a minor edit to change the wording

FROM: "Thirty or sixty minute weekly private instruction"

TO: "One half or one hour of weekly private instruction"

in order to be consistent with the language used for class hours which reads 0.5-1.0.

The City University of New York

Recommended Articulation Agreement Format (Fall 2000)

Agreement initiated by: Queensborough Community College

Sending College: Queensborough Community College

Department: Speech Communication and Theatre Arts

Program: Film and Media Production

Degree: A.S. Film and Media Production in

Receiving College: Brooklyn College

Department: Television and Radio

Program: Television and Radio

Degree: B.A. in Television and Radio

Admission requirements for senior college program (e.g., minimum GPS, audition/portfolio):

Minimum G.P.A. – 2.0

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

COURSE-TO-COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

Queensborough Community College		Brooklyn College		Credit Granted
Course & Title	Cr	Course & Title	Cr	
<i>General Education (Liberal Arts, Core, Distribution) Courses*</i>				
ENGL 101: English Composition I			3	3
ENGL 101 or 103: Writing for New Media		TVRA 2616 Television and Radio Writing	3	3
HE 101			2	2
Math & Qualitative Reasoning	4		3	3
Life and Physical Science	3		3	3
World Cultures and Global Issues	3		3	3
U.S. and Its Diversity (SP 211 Speech Communication recommended)	3	SPEC 1707 Public Speaking	3	3
Creative Expression: ((SP 321 Oral Performance for the Actor and Speaker, FMP 243 American Film History or FMP 244 Elements of Film recommended)	3		3	3
Individual and Society	3		3	3
Scientific World	3		3	3
Lab Science	1		1	1
SUBTOTAL				30
<i>Specific Program Requirements (Including Prerequisites)</i>				
FMP 141 Introduction to Digital Media Production	3	TVRA 2420 Sight/Sound/Motion: Basic Production Theories and Techniques	3	3
FMP 241 Digital Media Field Production	3	TVRA 3871 Single Camera Production	3	3
FMP 242 Writing for the Screen	3	TVRA 3662 Advanced Television Dramatic Scriptwriting	3	3
FMP 245 Introduction to Electronic Media (WI)	3	TVR 1165 Introduction to Mass Media	3	3
FMP 246 Media Criticism (WI)	3	TVRA 4430W Television and Radio Criticism	3	3
FMP 341 Editing	3	Elective	3	3
FMP 342 Television Studio Production	3	TVRA 3861 - Elements of Television Studio Production	3	3
SP 211 Speech Communication	3	SPEC 1707 Public Speaking	3	3

Program Electives (Recommended FMP 243 American Film History, FMP 244 Elements of Film, TH 111 Introduction to Theatre, TH 120, TH 131, TH 133 or SP 321 Oral Performance for the Actor and Speaker; if taken in core choose from: ENGL 242 Documentary Film: The New Journalism, ENGL-220 Introduction to Creative Writing, ENGL 221 Creative Writing: Fiction, ENGL 222 Creative Writing: Poetry, ENGL 252 Film and Literature, ARTS 141 Introduction to Photography)	6		6	6
SUBTOTAL				
				60
TOTAL				
				60

Course equivalency information is available and kept current on the CUNY Transfer Information and Program Planning System (CONY TIPPS) website. Log on to TIPPS at tipps.cuny.edu for important information regarding the transfer of general education courses.

SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE

Brooklyn College B.A. Television and Radio Major Requirements	
<u>Course & Title</u>	<u>Cr</u>
TVRA 2265 Industry, Institutions, and Audiences in Television and Radio	3
TVRA 3841 Multimedia Design and Production or TVRA 3951 Introduction to Radio Production	3
Six additional credits in Television and Radio Department courses numbered 2000 and higher.	6
An additional 6 credits of advanced course work in any department or area other than the departments in the School of Visual, Media, and Performing Arts. These credits must be approved by Television and Radio faculty. Students may not offer more than six credits for a baccalaureate degree from Television and Radio 4870, 4175, 4176, 4177, and 4578.	6
One of the following: Speech 1714 or 1715 or 1619 or 2623.	3
Total Major Requirements for B.A. in Television and Radio	24
Other Coursework	36
SUBTOTAL 60	
TOTAL 60	

Brooklyn College B.S. Broadcast Journalism Requirements	
<u>Course & Title</u>	<u>Cr</u>
TVRA 2726W Television and Radio Journalism	3
TVRA 3535 Communication Law and Policy	3
TVRA 3728 Television and Radio Newswriting	3
TVRA 3782 Radio News Reporting	3
TVRA 4040 Convergent News Platforms	3
TVRA 4728 Television News Reporting	3
TVRA 4729 Newsroom Institute	3
TVRA 4177 Television and Radio Internship or TVRA 5010 Independent Projects	3
An additional 9 credits of advanced related course work are required in any specialized area other than Television and Radio. All electives must be approved by the program director.	9
Total Major Requirements for B.S. in Broadcast Journalism	33
Other Coursework	27
SUBTOTAL 60	
TOTAL 60	

1. Procedures for reviewing, updating, modifying or terminating agreement:

Queensborough Community College faculty and Brooklyn College faculty will review and analyze the strength of the curriculum and the success of students on an annual basis as part of their annual assessment activities. Modifications will be made as required.

Changes

Neither party may change this agreement unilaterally. Proposed changes in policies or curricula by either party must be communicated in writing to the other party and agreed upon in consultation with relevant officials, including faculty, of each institution. Any changes agreed upon must be signed, dated, and attached to this agreement.

Notice of Cancellation

Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

2. Procedures for evaluating agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:

The CUNY Institutional Research Database will be used to track performance (in terms of credit accumulation and GPA) and persistence (in terms of retention and graduation) of all Queensborough Community College students who transfer to CUNY Senior Colleges.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer adviser, websites, etc.:

Queensborough Community College and Brooklyn College will collaborate in publicizing this agreement on their websites and in their catalogs. They will share brochures and other marketing materials including web-based promotions. Transfer advisors will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.

Effective Date: _____

FOR QUEENSBOROUGH COMMUNITY COLLEGE

Georgia McGill, Chairperson, Speech Communication and Theatre Arts
Queensborough Community College

Timothy Lynch, Ph.D., Vice President for Academic Affairs
Queensborough Community College

FOR BROOKLYN COLLEGE

Katherine Fry, Ph.D., Chairperson, Television and Radio
Brooklyn College

William A. Tramontano, Ph.D., Provost and Senior Vice President for Academic Affairs
Brooklyn College

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: Wednesday, August 30, 2017

The newly constituted Committee on Food Insecurity met for the first time on Friday, August 25, 2017.

The faculty who are proposed as members of the Committee (pending formal approval by the Committee on Committees) are these:

Peter Bales, pbales@qcc.cuny.edu

Liz DiGiorgio, edigiorgio@qcc.cuny.edu

Chukwudi Ikwueze, cikwueze@qcc.cuny.edu

John Gilleaudeau, jgilleaudeau@qcc.cuny.edu

Susan Jacobowitz, sjacobowitz@qcc.cuny.edu

Sebastian Murolo, smurolo@qcc.cuny.edu

Emily Tai, etai@qcc.cuny.edu

Lana Zinger, lzinger@qcc.cuny.edu

Sharon Ellerton sellerton@qcc.cuny.edu

The two student members of the Committee, both members of the Queensborough Student Association Board, are:

Ms. Mabely Salvador (President), msalvador@qcc.cuny.edu

Mr. Michael Fischbach (Vice-President for Programming), mfischbach@qcc.cuny.edu

Administrative Liaison: Vice-President Sherri Newcomb

Officers:

The following Committee officers were elected at the first meeting:

Chair, Emily S. Tai (History)

Secretary: Susan Jacobowitz (English)

Lucille A. Bova Hours for Fall, 2017:

As of this writing, the following hours have been proposed for the Lucille A. Bova Food Pantry:

Mondays, 5-6 P.M.

Tuesdays, 3-4 PM

Wednesday, 4-5 P.M.

Thursday, 2-4 pm

And by appointment: etai@qcc.cuny.edu

The Newman Center also offers hot meals at all times that it is open (two days weekly, from 10 AM to 4 PM). Father Anthony Rosado, the Newman Center's director, is an ex-officio member of the Food Insecurity Committee.

Resolution: Based upon the past year's experience with Food Pantry use and restocking patterns, a motion was made, seconded, and unanimously approved voted to restrict Pantry visitors to 10 (ten) items per visit. Visits to the Pantry will not be restricted (in other words, students can return more than once a week); nor will there be any records kept of who accesses the pantry other than the record of numbers of students served.

Service Projects:

Professor Lana Zinger's Health Class will be viewing a webinar very generously purchased by the Queensborough Administration entitled *Food Insecurity*, which may support a campus-wide viewing scheduled later in the semester. Students in Dr. Zinger's class will also be learning about food safety by inspecting pantry contents and removing expired food.

Committee Activities:

Food Drive: As of this writing, members of the Food Pantry Committee are in the process of soliciting co-sponsors for an "Autumn Harvest Food Drive," which will launch on Monday,

September 11, and last until Monday, November 20. The following organizations have agreed to co-sponsor or act as drop-off points:

The Lambda Sigma Chapter of Phi Theta Kappa (Medical Arts 413 & Science 448A)

The Queensborough Student Association

The Faculty Executive Committee

The Korean Club

The Environmental Sustainability Club

The Psychology Club

The Ally LGBTQ club,

The Biology Club (Biology Department)

The Chemistry Club

The STEM Research Club

The Stock Market Club

The ASAP Club (W Building)

The Muslim Student Association

The Faculty of Schmeller Library (Main Entrance of Schmeller Library)

The FEC has also very generously offered to solicit donations for the Lucille A. Bova Food Pantry at the Faculty meeting on Wednesday, October 25, 2017, and is considering inviting a matching donation from a local food vendor. Professor Tai is still soliciting co-sponsors at this time.

Collaboration with Share Meals, at New York University:

At the Committee's first meeting Mr. Jonathan Chin, a representative of Share Meals, (<https://sharemeals.org/>) discussed an event to pack meals scheduled to take place on November 16, 2016 at New York University. 60 Volunteers from Columbia University and Queensborough are being sought to pack meals, while additional volunteer performers can volunteer to entertain the packers as they work. The length of the event will probably be about 90 minutes.

The meals, costing 29 cents per meal, will be obtained in partnership with Rise Against Hunger: <http://www.riseagainsthunger.org/> and The National Student Campaign Against Hunger and Homelessness and their Hunger and Homelessness Awareness week: <https://studentsagainsthunger.org/hunger-homelessness-awareness-week/>.

The minimum quantity for this event is 10,000 meals, which would cost \$3,000. Share Meals has already raised \$1,500 from NYU sources. Columbia University will probably donate \$500. This would leave about \$1200 that interested Queensborough faculty could donate directly to ShareMeals, which is a registered non-profit and so could record donations as tax-deductible. In exchange for these contributions, ShareMeals would distribute 1/3-1/2 of the meals packed to our food pantry (depending upon the extent of contributions on Queensborough's behalf).

Possible approaches to financial contributions to the pantry:

Professor Sebastian Murolo provided an update on how to pursue 501 c 3 or 4 status for the food pantry, and reviewed the steps and regulations involved in claiming and maintaining various iterations of this status. These include:

501 c 3

donations are tax deductible,

NYS Sales tax exemption,

annual filing if revenue under \$50,000 form 990N. Otherwise form 990 [long form].

501 c 4

25% of activity can be political [see IRS definition below] none of the above [c 3]benefits apply.

501 (c) 3

<https://www.irs.gov/charities-non-profits/charitable-organizations/exemption-requirements-section-501-c-3-organizations>

501 (c) 4

<https://www.irs.gov/charities-non-profits/other-non-profits/social-welfare-organizations>

However, a section 501(c)(4) social welfare organization may engage in some political activities, so long as that is not its primary activity. However, any expenditure it makes for political activities may be subject to tax under section 527(f). For further information regarding political and lobbying activities of section 501(c) organizations, see [Election Year Issues, Political](#)

Campaign and Lobbying Activities of IRC 501(c)(4), (c)(5), and (c)(6) Organizations, and Revenue Ruling 2004-6.

Although these are charities and file information tax returns there are certain activities which are taxable. Specifically **Unrelated business income**. Unrelated business income is the income from a trade or business regularly conducted by an exempt organization and not substantially related to the performance by the organization of its exempt purpose or function, except that the organization uses the profits derived from this activity.

Although a food pantry's exempt purpose is to provide food to those in need. if they publish a quarterly magazine with advertising from sponsors who pay them and it is not connected to a specific event to obtain donations for the organization [i.e. dinner, dance, golf outing] the advertising income may be taxable on form 990T

Professor Murolo explained that in all of these cases it would be necessary to create bylaws, a budget, and a board, and review members and procedures for any conflicts of interest. Should the Food Pantry be dissolved, any funds would need to be donated to another non-profit. We would need to file an IRS Form 1023, which is 16 pages, and do a budget, and keep track of what comes in and out. We would need to certify bylaws. There needs to be a search through a service before this goes through, at a cost of \$600-\$800. If we want to focus on the service learning component, we have to get approved by the New York State Education Department, which would involve another fee. If we are approved, the Food Pantry could obtain a sales tax exemption.

The committee discussed 5-6 possible action plans, based upon this information, but agreed that no further action beyond current drives and partnerships with local business and existing non-profits would be taken at this time until there could be further consultation with the college administration on this matter:

- (1) use the QCC tax-exempt status (donations would be tax deductible)
- (2) incorporate on our own as the food pantry
- (3) be funded through the college
- (4) use the FEC to receive donations and/or get reimbursed
- (5) ask Father Anthony at the Newman Center to accept donations to the Diocese and earmark them for the stocking of the food pantry on campus

The Committee also discussed the option of assuming responsibility for the thank you letters to donors while using QCC letterhead so that there wouldn't be additional work for Rosemary Zins and her staff.

Professor Tai wishes to thank Dr. Jacobowitz for her minutes of the first meeting, which will be approved at a second meeting of the Committee, time and date TBA.

Respectfully submitted,

Emily S. Tai

Chair, Committee on Food Insecurity

Queensborough Community College, CUNY

**General Education Assessment Task Force
Report to Academic Senate, September 2017**

Outline

- I. Charge and summary of tasks completed June 2014-May 2017
- II. Revised General Education Outcomes, 2017
- III. Findings and preliminary conclusions
 - A. Collaborative development of rubrics
 - B. Reviewing and revising the General Education Outcomes
 - C. Selecting and developing assignments for submission
 - D. Scoring student artifacts
 - E. Interpreting assessment results
- IV. Next steps
- V. Appendix
 1. Membership
 2. 2007 General Education Outcomes
 3. Artifact collection and individual reports to faculty
 4. Timeline of Task Force Work, June 2014- 2017

General Education Assessment Task Force

The General Education Task Force is a group of faculty and administrators that is charged with developing and implementing general education assessment practices for the institution. Using rubrics that have been internally developed for each general education outcome at the college, the group facilitates the collection of student artifacts across curricula, scores them in a two-week session in June, and helps to prepare a report to the campus community on the status of general education, making recommendations for better implementation of assessment practices and procedures and for improvement of student outcomes.

I. Charge and summary of tasks completed June 2014 - June 2017

Charge

Constituted in April 2014, the task force has the following charge: *to develop and recommend a process for regular, cross-disciplinary, anonymous review of student artifacts as evidence of student learning outcomes (college-wide) for each of the college's educational objectives.* The original charge was expanded in fall 2014 to include: *review Queensborough's existing Educational Outcomes and recommend possible modifications to the Academic Senate.*

Highlights of General Education Assessment Task Force Work, June 2014 – May 2017

- Created, revised, and normed rubrics for the first four General Education Outcomes: Outcome #1, Communication, Outcome #2 Analytical Reasoning, Outcome #3 Quantitative Reasoning, and Outcome #4 Information Management.
- Used the rubrics to score several thousand student artifacts collected from faculty teaching courses across all disciplines. Scoring conducted in June 2015, June 2016, January 2017, and June 2017.
- Obtained IRB approval for faculty to use data on outcomes from their class sections for research, with student consent; individual reports sent to each participating faculty member, beginning spring 2016.
- Read and discussed national literature on general education outcomes and assessment. Surveyed QCC faculty and conducted two faculty forums on the General Education Outcomes, and proposed revision of the 2007 QCC Educational Outcomes; **the revised General Education Outcomes approved by the Academic Senate in December 2016, effective fall 2017.**
- Wrote annual reports to the Academic Senate, prepared guidelines for faculty selecting assignments for participation in General Education assessment, and reviewed the trends in assessment outcomes over three separate semesters.

- Used several data collection systems (Dropbox, Digication) before adopting Taskstream Aqua as easiest to use.
- Prepared rubrics to support assessment of the discipline-specific General Education Outcomes.

II. Revised General Education Outcomes

General Education Outcomes 2017

At Queensborough Community College, the General Education learning outcomes are embedded in courses across the disciplines, both in the Common Core and in the Major for each academic program. In December, 2016, the Academic Senate approved a revision of the College's General Education Outcomes (previously revised in May 2007), effective fall 2017:

1. Communicate effectively through written and oral forms
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.
3. Reason quantitatively as required in various fields of interest and in everyday life
4. Apply information management and digital technology skills useful for academic research and lifelong learning
5. Discipline-Specific Outcomes
A robust general education is founded on the knowledge, concepts, methods and perspectives that students gain through study of the social sciences and history, the natural sciences, the arts and the humanities. These disciplinary studies stimulate intellectual inquiry, global awareness, and cultural and artistic appreciation; they equip students to make informed judgments and engage with life beyond the classroom.
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
5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

Outcomes Supporting General Education

The outcomes below, which support students' General Education, are included in the program specific outcomes for each academic program:

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

III. Findings and Preliminary Conclusions

A. Collaborative development of rubrics

The General Education Task Force consists of faculty from a broad range of disciplines: Music, Art, History, Architecture, Mathematics, Physics, English, Massage Therapy, History, Chemistry, Business, Economics, and Library Science. The diverse constituency of the group allowed for an interdisciplinary dialogue among faculty who worked on developing the rubrics for the General Education Outcomes.

The collaboration on drafting, revising, and norming the rubrics highlighted the disciplinary differences and similarities among faculty. While the Task Force developed four rubrics for the original general education outcome on communication skills, it became apparent that creating rubrics that encompass a wide range of assignment form various disciplines was a lengthy process. Faculty adopted a different approach which entailed working in smaller groups to produce a draft of a rubric; later, after sharing different versions of the rubrics, faculty worked together to consolidate the ideas that garnered the largest support, to clarify the terminology and expectations of student outcomes, and to reach consistency across all rubrics.

While it became apparent that faculty cannot shorten the time to arrive to a common rubric speedily, the Task Force reached a number of conclusions. First, each one of the members arrived with his or her own disciplinary terminology and ways of thinking. While faculty valued critical thinking and analytical thinking, they were pressed to reach a common definition of these concepts. As a result, further research was conducted. Frequently faculty needed to uncover the disciplinary assumptions under each concept. To facilitate the development of the rubrics, faculty regularly referred to the rubrics designed by the American Association of Colleges and Universities. In addition, the discussions prompted a consideration of implications of the rubric scale. Faculty determined that the rubric scale reflects the student progress over a four-year period of studies rather than the learning progress over a two-year period, which is the scale used by other schools. During these discussions faculty were invariably led to reflect on what general education means and what each of the QCC General Education Outcomes suggests. The norming sessions were also productive allowing faculty to discuss the extent to which a score like 'non-applicable' would affect the results and to refine

the rubrics and make them broader encompassing as wide variety of assignments and disciplines as possible.

B. Reviewing and Revising the General Education Outcomes

Summary of Changes

- Discussed the existing rubrics and assessment results
- Reorganized the General Education Outcomes into three categories
- Revised the language of some of the General Education Outcomes to be more parallel and easier to assess
- Continued iterative process of perfecting rubrics
- Began development of rubric templates for discipline-specific Outcomes
- Identified some of the General Education Outcomes as more appropriately assessed at the Program level and therefore moved them to Academic Program Outcomes

During its review, the Task Force distinguished between General Education Outcomes which are cross-disciplinary and those which are discipline-specific. Students develop and demonstrate achievement of the cross-disciplinary outcomes both in liberal arts and sciences courses and in major courses in all degree programs. The discipline-specific General Education Outcomes are best developed and demonstrated in the disciplinary courses.

Cross-disciplinary General Education Outcomes

To initiate the process of revising outcomes, we recognized that a broad array of courses already required by programs at QCC demonstrate student competence in these areas. With this in mind, the General Education Task Force proceeded with the work of revising and clarifying the following outcomes to their present form:

1. Communicate effectively in written and oral form.
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.
3. Reason quantitatively as required in the fields of interest and in everyday life.
4. Apply information-management and digital technology skills effectively for academic research and lifelong learning.

Discipline-Specific General Education Outcomes

Although it was proposed to eliminate discipline-specific outcomes, faculty, after some discussion, agreed that certain discipline-specific studies stimulate intellectual inquiry, global awareness, and cultural and aesthetic appreciation, as well as equipping students to make informed judgments beyond the classroom. Indeed, our own rich discussions demonstrated the value of disciplinary outcomes and awareness, not only to our students, but to the clarity and rigor of the assessment process itself. It was therefore decided, that these discipline-specific

outcomes could be left largely intact, but should be evaluated within disciplinary clusters of faculty. They are listed below.

5A. Apply concepts and perspectives from history or the social sciences to examine formation of ideas, human behavior, social institutions, or social processes and to make informed judgments.

5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed judgments.

5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities or the arts and to make informed judgments.

Program Outcomes vs. Gen Ed Outcomes

Program outcomes include those that require students to integrate skills and concepts across their respective curricula. Thus, it was deemed appropriate to assess these Outcomes as part of Academic Program Review, as they support students' General Education. These Outcomes are listed below, with the proviso that the wording and order of these Outcomes may be revised as appropriate to the individual academic program:

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

Program-level Outcomes were so designated to respect concerns that they were critical to a robust General Education but also best evaluated by faculty in particular disciplines.

Furthermore, the Task Force understood and emphasized that refining both Outcomes and Rubrics is a continuous process that requires feedback from faculty as to how best capture students' learning and growth.

Utility to faculty of the new Outcomes

While it was understood that not every assignment in every course will demonstrate all General Education Outcomes, the Mission Statement of the College states that any student who successfully completes a program at QCC exhibits competency in all these skills.

Faculty who choose to participate in assessment may find these revised Outcomes, with their improved uniformity and clarity, to be helpful in choosing, revising, or developing assignments that clearly showcase student learning.

C. Developing Best Practices: Selecting and developing assignments for submission

The General Education Assessment Task Force facilitates the collection, scoring, and reporting on anonymous student artifacts across the curriculum. The end goal of the Task Force is to make recommendations for improving assessment practices to successfully determine if our student learning outcomes are being achieved.

We invited faculty participation to help assure that our students' work best reflects their achievement of General Education Outcomes within and across disciplines. To participate, faculty selected assignments most relevant to one (or more) of the General Education Outcomes and then collected student work for that assignment. We provided *guidelines* for the adoption or creation of an assignment that not only achieved their specific learning goals, but also aligned with the General Education rubric(s). This was a faculty and campus wide invitation. We appreciated all faculty participation.

When the Task Force reviewed the results of January's assessment we found our students' results were consistently lower than previous semesters. Additionally, as this is our third year of review, we knew it was time to fine-tune our assessment efforts and asked ourselves the following questions.

1. Would it make a difference if students were in the first semester or last semester? This led us to ask, should we be assessing courses where students are completing their degrees at QCC or in the beginning? Should we be comparing their first semester results to their last semester results?

We came to the consensus that since the general education outcomes are to be achieved by the time they graduate from QCC, we believe, at this time, the best courses to be assessed would be towards their last semester. We also realize, that while a comparison of their first semester to their last semester would be worthwhile, it would prove very time-consuming, costly, and difficult to track this information.

2. Did all assignments that were assessed align with the GE rubric for scoring? Were we assessing student artifacts that were similar to the rubric that scorers were using to assess? How do we ensure that we are assessing student outcomes fairly and getting informative results? Are we impinging on academic freedom if we work with faculty to align assignments to rubrics?

We concluded that the best way to improve the accuracy of our assessment would be to continue to use voluntary participation and to offer workshops for faculty to better define alignment of assignments.

3. Did a variety of scorers of student artifacts cause discrepancies in the results? Should scorers receive additional training to ensure consistency?

The training of scorers and the norming of rubrics among scorers provided sufficient training. This factor was determined to not be a factor in our results.

D. Developing Best Practices: Scoring student artifacts

Most helpful in scoring

Aqua software was used in the scoring and was found to be very helpful in accessing and scoring the artifacts as it made the relevant rubrics and assignments available for quick reference. Availability of the specific assignment along with the artifacts is very important. The discussions and norming during the scoring sessions greatly helped as well.

Challenges during scoring

Some of the artifacts were not accompanied by the specific assignment. In the absence of specific and clear assignments it is hard for the scorer to evaluate the artifacts properly. Some assignments as well as artifacts were not readable and some seemed to be plagiarized. Large number of artifacts did not match or were not suitable/ not aligned for the rubric for which they were scored. Many times scorers felt inadequately qualified to evaluate and score the artifacts based on the scorer's area of expertise.

Recommendations

The Task Force recommends requiring that artifacts be accompanied by respective assignments that are clear and specific. It was also felt that rubrics need to be better developed so that faculty can score any artifact; however science/math artifacts should be scored by scorers with respective expertise. It is also important that more faculty should be involved and should be more aware of aligning the artifacts with the given rubric.

E. Interpreting assessment results

The General Education Assessment Task Force scored numerous artifacts over the last two and a half years. During this period the procedures used have improved significantly, particularly in the areas of faculty outreach, faculty participation, and alignment between rubrics and submitted artifacts. Logistically, the software, Taskstream Aqua, has helped to streamline artifact collection organization, and scoring.

The Task Force has gained valuable experience in developing rubrics that assess student learning as well as in identifying types of assignments that work well in demonstrating

students' abilities. However, a gap often remains between what is measured through the rubrics and what is demonstrated through the artifacts. This gap was particularly profound in the area of quantitative reason. Sharing information with participating faculty, regarding which artifacts work and which don't, will reduce the gap.

With respect to the rubrics, students tend to achieve at, or slightly above, the "developing" range. Also, artifacts from upper level courses are rated higher than artifacts from lower level courses indicating that students with more academic experience achieve higher than incoming freshmen.

The lack of an accepted longitudinal set of data from community colleges to serve as a reference, makes it more difficult to interpret the results. There is a consistent set of faculty, across the curriculum, who volunteer artifacts for evaluation. This is advantageous in that there is a constant supply of artifacts having improved rubric alignment with each iteration. This consistency, however, may reduce the representativeness of the sample, in terms of student population and of work assigned.

IV. Next Steps

1. Present trends from General Education assessments so far to community, fall 2017, and discuss implications of the findings.
2. Pilot disciplinary assessment using rubrics and rubric variants for each of the three disciplinary clusters, fall 2017
3. Create an appropriate governance structure for maintaining ongoing general education assessment.
4. Solicit (or designate, to support academic program review) upper level courses for fall 2017 and spring 2018 general education assessment
5. Create a schedule for rotating assessment of outcomes in appropriate courses to ensure all the outcomes are assessed sufficiently without burden on faculty
6. Develop guidelines for assessing the Outcomes supporting General Education within academic program review.

V. Appendix

1. Membership:

Led by the Vice President for Strategic Planning, Assessment and Institutional Effectiveness and the Director of Policy Analysis for General Education and Student Learning Outcomes, the task force members include the Dean for Accreditation, Assessment and Institutional Effectiveness, a faculty representative from each academic department recommended by department chair, one representative from the Academic Senate Curriculum Committee and one from the Senate Assessment Committee.

Faculty Membership 2016-17

- Art and Design – vacant
- Biological Sciences and Geology - Mangala Tawde
- Business - Shele Bannon
- Chemistry – Derek Bruzewicz
- Engineering Technology – Craig Weber
- English –Tanya Zhelezcheva
- Foreign Languages and Literatures – Monica Rossi-Miller
- Health, Physical Education and Dance – Gene Desepoli (Sp 17), Andrea Salis (F 16)
- History – Emily Tai
- Library – Sheila Beck
- Mathematics and Computer Science – Kostas Stroumbakis
- Music – Neeraj Mehta
- Nursing – Kathleen Pecinka
- Physics – Todd Holden
- Social Sciences - John Gilleaudeau
- Speech Communication and Theatre Arts – Barbara Lynch
- Academic Senate Assessment Committee representative: Changiz Alizadeh
- Academic Senate Curriculum Committee representative: Todd Holden

Note: Task Force reports and membership from previous years can be found at <http://www.qcc.cuny.edu/assessment/geatf.html>

2. 2007 General Education Outcomes

Educational Goals

Students graduating with an associate degree will:

- *for transfer programs*: meet requirements for successful transfer into upper division of baccalaureate programs
 - *for career programs*: demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field
-

Educational Objectives

To achieve these goals, students graduating with an associate degree will:

1. communicate effectively through reading, writing, listening and speaking
2. use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. reason quantitatively and mathematically as required in their fields of interest and in everyday life
4. use information management and technology skills effectively for academic research and lifelong learning
5. integrate knowledge and skills in their program of study
6. differentiate and make informed decisions about issues based on multiple value systems
7. work collaboratively in diverse groups directed at accomplishing learning objectives
8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
9. employ concepts and methods of the natural and physical sciences to make informed judgments
10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

3. Artifact Collection and Individual Reports to Faculty

Process

An email was sent to all faculty members describing the General Education Assessment project and inviting them to participate. Included in the email was a link to a Survey Monkey survey that allowed faculty to identify the courses they were submitting for assessment. They were also able to identify the rubric(s) they wanted their student artifacts assessed against.

After volunteers were identified, each faculty member was sent an email describing the process for submitting student artifacts for the project. Faculty had several options for submitting student artifacts. They could upload their student artifacts into Blackboard and then their artifacts were uploaded to the assessment platform Taskstream-TK20 Aqua. They could also upload their student artifacts into Aqua directly. Students were also able to upload artifacts into Blackboard and then their artifacts were uploaded to Aqua. After all of the artifacts were uploaded to Aqua two raters scored each artifact.

As part of the artifact collection process, in April of 2016, CUNY Institutional Review Board (IRB) research exemption was sought and granted. Specifically it was determined that the QCC General Education research protocol met the criteria for exemption and was not subject to IRB review

Upon completion of the cycle of assessment, each faculty member who submits artifacts receives a report of her/his results. The report summarizes statistics such as the average score obtained across all the dimensions of a rubric. The average score on each dimension of the rubric is also reported. The report also identifies areas of the rubric where faculty members' student artifacts scored lower than their peers. The report includes charts that support the analysis outlined in the report.

During the Spring 2017 semester there were 718 artifacts assessed from 12 departments. Ninety percent of the artifacts were from introductory courses.

4. Timeline of Task Force Work, June 2014 – May 2017

2014- 2015

- June 2014 – created and normed rubric for Outcome #2, Analytical Reasoning; scored student artifacts
- Fall 2014: created and normed four rubrics for Outcome #1, Communication (Reading, Writing, Speaking, and Listening)
- Fall 2014: reported to the Senate that the outcomes themselves needed to be reviewed with possible revision; the Senate approved this additional goal in Fall 2014.
- Spring 2015: collected student artifacts for scoring with the rubrics created so far; began review of outcomes, reading literature on General Education assessment, and looked at other colleges' outcomes, wrote General Education Mission Statement and Guiding Principles, May 2015
- June 2015: scored 858 artifacts (276 from the HIPS Assessment Project) from 54 class sections (from all academic departments) using the rubrics for Outcomes #1, Communication, and #2, Analytical Reasoning. Report to Senate in Fall 2015

2015-16

- Fall 2015: created and normed rubrics for Outcome #3, Quantitative Reasoning and Outcome #4, Information Management; created Faculty Survey on General Education Outcomes, administered December 2015-January 2016. Report on results sent to all faculty early Spring 2016
- Fall 2015: Faculty pilot using Digication to upload assignments and evaluate student artifacts in Digication, using Writing and Analytical Reasoning rubrics; scoring in January 2016. The WI initiative used Digication for artifact collection and scoring Spring 2016
- March 21 and 22, 2016: presented **Faculty Forum on General Education Outcomes**
- April 2015: reviewed all feedback (faculty survey, Gen Ed forum, task force literature review and discussion), drafted proposed modifications for outcomes on Communication, Values, and Collaboration; and recommended further discussion on several possible changes, including addition of civic responsibility, and possible deletion of discipline-specific outcomes. Report sent to Curriculum Committee, which forwarded to the Academic Senate May 2016
- Spring 2016: IRB approved use of scores of student artifacts for pedagogical research, as long as students gave informed consent. Researchers visited all participating classrooms to collect consent forms. Student artifacts were requested and collected for scoring with

all the rubrics for the first four Outcomes; Taskstream launched to facilitate artifact collection and faculty scoring process in June 2016

- June 2016: faculty submitted 693 student artifacts (from 40 class sections across disciplines). Student consent forms were collected from 254 students; 225 artifacts were matched with student consent forms and were scored, using rubrics for all four of the outcomes. Report on outcomes will be reviewed by the Task Force in September 2016, and then sent to Academic Senate.
- June 2016: a subset of the task force and June faculty scorers prepared a faculty invitation to participate in general education assessment Fall 2016 and Spring 2017, and guidelines for selecting assignments aligned with QCC's general education rubrics. These were distributed to all faculty August 4, 2016.

2016-17

- September 2016: the Task Force reviewed Curriculum Committee comments on spring 2016 report and scores from spring 2016 assessment and presented its draft proposals at the **September 28, 2016 Faculty Forum: General Education Outcomes II**, and conducted a follow-up survey of faculty about the proposed revisions and the use of General Education outcomes in their classes.
- Fall 2016: After reviewing responses, the Task Force prepared a proposal for General Education Outcomes revision and assessment process for the Curriculum Committee and Senate and prepared for the first Fall collection of student artifacts for scoring with the rubrics for the first four outcomes. The Curriculum Committee recommended minor revisions and sent the proposal to the Academic Senate
- December 2016: the **Academic Senate approved the revisions of the General Education Outcomes, effective Fall 2017.**
- January 2017: Fifteen task force and other faculty members scored 566 student artifacts, from 47 courses, submitted during the fall 2016 term.
- Spring 2017: reviewed the Fall assessment results, revised the Information Management rubric to include a dimension for “digital technology,” prepared rubrics to support assessment of the discipline-specific General Education Outcomes, reviewed the trends in assessment outcomes over three separate semesters, and prepared a draft report summarizing the Task Force work 2014-17 with recommendations for next steps. The revised General Education Outcomes were incorporated in the Academic Program Outcomes for all degree and certificate programs, currently being reviewed and revised for posting on the College website.
- Spring 2017: for the Spring 2017 assessment of the first four General Education Outcomes, forty-three faculty members, from fourteen academic departments,

volunteered to submit student artifacts. Faculty will score the student artifacts during the first two weeks in June.

- Spring 2017: Items for further consideration include selection of appropriate courses for scheduled, rotating assessment of General Education Outcomes, so faculty are not burdened, and creating a governance structure for ongoing oversight of general education assessment, with the primary goal of using assessment results to benefit student learning.

July 24, 1017