

Queensborough Community College
The City University of New York

MINUTES
of the December 13, 2011
Academic Senate

Interim President Diane Call called the fourth regularly scheduled meeting of the Academic Senate to order at 3:21 p.m.

I. Attendance:

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

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

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|----------------------------|------------------------|----------------------|
| Cesarano, Michael | Bourbon, Anne Marie | Albanese, Georgeanne |
| Gray, Peter | Holden, Todd | Carey, Diane |
| Lin, Maan (Jenny) | Harris, Eugene | Lieberman, David |
| Edlin, Margot | Fabricant, Mona | Menendez, Anne Marie |
| Ward, Denise | Newcomb, Sherri | Steele, Karen |
| James Valentino | Barbara Blake-Campbell | Urciuoli, Jannete |
| SG President Pro Tempore | SG Administrative VP | Visoni, Gilmar |
| SG Programming VP | SG Treasurer | Ward, Denise |
| SG VP for Evening Students | SG VP for PT Students | White, Eileen |
| Yao, Haishen | Zahavy, Reuvain | Zins, Rosemary |

II. Consideration of minutes of the December 13, 2011:

- A **motion** was **made**, **seconded**, and **approved** to approve the November 8, 2011 minutes (*Attachment A of the December 13, 2011 Agenda*). This vote was passed unanimously.

III. Communications from:

Interim President Call: Interim President Call referred to her written report
(*Attachment B of the December 13, 2011 Agenda*)

- President Call began her report with the update on Pathways. The CUNY Pathways Task Force submitted to Chancellor Goldstein its recommendations on the structure of the 30-credit Common Core on December 1, 2011. Those recommendations are available at <http://www1.cuny.edu/mu/academic-news/?p=197>
- President Call discussed the concern over the adjusted credit structure for English, Foreign Language and Speech. Another concern she cited was the 3 credit lab science structure instead of 4 credits. An email was sent to Chancellor Goldstein and he said he would bring faculty together to discuss their concerns over the 3-credit lab science.

Academic Senate Agenda—November 8, 2011—Attachment A

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- President Call reported that the administration will be working with the science chairs to present strategies to keep in place the credit requirement.
 - President Call thanked all committees that helped shape the Core for their work.
 - President Call reminded the Senate that the Pathways process will begin with departments and faculty. The January convocation will be devoted to discussion of this process. Vice President Steele and Dean Corradetti will work to support the departments.
 - President Call reminded everyone that the admission deadline for returning students (readmits) in good academic standing remains open. However, this may change as we approach our enrollment goals for Spring 2012. If you should receive calls from prospective students, please refer them to our webpage and urge them to apply for Fall 2012 admission before the February 1, 2012 deadline.
 - President Call reported that the winter session is growing in popularity. As of December 5, 2011 over 1300 students have registered for 2012 Winter Session classes, and almost 8400 students have registered for our Spring 2012 semester.
 - President Call reported that Chancellor Goldstein and Executive Vice Chancellor Logue have announced that CUNY is moving forward with an expansion of the ASAP program.
 - President Call encouraged chairs to nominate a tenured faculty member for **The QCC Award for Excellence in Faculty Scholarship** award which recognizes a “sustained and distinguished record of scholarship or creative performance, evidenced by publications, professional presentations, and/or creative works.”
 - President Call congratulated all faculty and staff who have been awarded grants for their research and programs. She encouraged faculty to apply for The PSC-CUNY Grant Program which provides support for faculty research and creative activities through competitively awarded grants in all disciplines.
 - President Call provided an update on the Walk to Aspire. Rainfall did not dampen the enthusiasm of 21 teams of students and faculty who participated in this annual fundraising event for student scholarships on November 16, 2011. Almost \$15,000 was raised through donations, and a variety of activities such as raffles, flea markets, bake sales, etc. Donations for scholarships will be accepted at the Office of Institutional Advancement in A 508 through December 31, 2011.
 - President Call discussed a summer scholarship opportunity for students who complete close to 30 credits.
 - President Call reported on the budget. The University has been exempted from a mid-year reduction from the State this year; however, next year's budget could prove challenging. We are fortunate that the maintenance of effort provision enacted in the last budget will protect CUNY somewhat, and will ensure that increases in revenue from tuition will remain with CUNY and not be used to close a State budget shortfall.
 - President Call discussed the **Workplace Violence Prevention training**. CUNY has advised campuses that the Department of Labor's Public Employee Safety and Health Bureau (referred to as “PESH”) is requiring all campuses to provide campus-specific workplace violence prevention training. Members of the campus community, as well as union representatives were invited to participate in a site evaluation last March. In addition, members of the community were asked to take part in an on-line Workplace Violence Prevention Training in May.

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- President Call completed her report by reminding everyone to attend these upcoming events:
- On Tuesday, December 13, 2011 at 6:00 PM, the KHRCA will be hosting two women who were forced into becoming Comfort Women in Korea.
- Faculty and Staff are invited to the annual College Holiday Luncheon on Tuesday, December 20th in the Student Union.
- The annual College Convocation for faculty and HEOs will be held on Thursday, January 26 at 9:00 a.m. in Medical Arts, Room 136.

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

(Attachment C of the December 13, 2011 Agenda) focusing on some of the following:

- Chair Tai thanked President Call, Vice-President Hartigan, Vice-President Steele, and Mr. Oluwadamisi Atanda , President of the Student Association, for their contribution to the College Completion Event held at Queensborough on Wednesday, November 30, 2011. 88 Students pledged to complete their associate’s degree; ten alumni discussed their positive experience at Queensborough.
- Chair Tai invited the comment of the body on an additional proposed revision of the by-laws of the Academic Senate. In May, the term of appointment for Queensborough’s “Special Budget Advisory Committee” will draw to a close. The Steering Committee is therefore prepared to propose the step of making the Special Budget Advisory Committee into a standing committee of the Academic Senate, as per Article VII, Section II of the By-laws of the Academic Senate:
The Academic Senate may establish such standing and ad hoc committees as it determines. Each committee shall elect a chairperson, secretary, and such other officers as may be appropriate.
- As of this writing, our amendment to the Bylaws of the Academic Senate to create such a committee would be inserted as Section 13 of Article VII, “Committees,” with a renumbering of the remaining committees from 14-27, as follows:

Article VII,

Section 13. The Committee on Budget Advisement [Consultation?]

The Committee on Budget Advisement shall consist of one (1) representative from the Steering Committee of the Academic Senate; one (1) representative from the Budget Committee of the College Personnel and Budget Committee/Committee of Chairs; one (1) representative from the Faculty Executive Committee; and one (1) representative from Student Government.

The Committee on Budget Advisement shall:

1. to serve in an advisory capacity to the President on matters of the College budget in its entirety including the Resource Allocation Process;
2. hold the committee’s discussions and transactions confidential;

- 161 3. Report to the College Advisory Planning Committee (CAPC) and the Academic Senate
162 any general recommendations regarding the budget and/or the budget allocation process
163 at Queensborough Community College
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165 RATIONALE: Chronic budget shortfalls at the state and municipal level continue to impose the
166 possibility of drastic cuts upon the CUNY Community Colleges. Chancellor Matthew
167 Goldstein has urged campuses to work together to face the current environment of fiscal challenge.
168 The creation of a permanent committee on Budget Advisement would bring Queensborough in
169 accordance with a “best practices” model of budget consultation through shared governance that is
170 followed on other CUNY campus, most notably Baruch and City College of New York.
171

- 172 • Chair Tai urged all members of our faculty to review the final recommendations of the Pathways
173 Steering Committee submitted to the Chancellor available at:
174 <http://www1.cuny.edu/mu/academic-news/files/2011/12/CommonCoreStructureFinalRec.pdf>
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- 176 • Chair Tai also encouraged all faculty to read the concerns from other campuses to Pathways
177 available at: [http://www1.cuny.edu/mu/academic-news/2011/11/17/colleges-respond-to-](http://www1.cuny.edu/mu/academic-news/2011/11/17/colleges-respond-to-proposed-common-core-structure/)
178 [proposed-common-core-structure/](http://www1.cuny.edu/mu/academic-news/2011/11/17/colleges-respond-to-proposed-common-core-structure/).
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- 180 • Chair Tai summarized some of the concerns from the other campuses. Faculty at BMCC and
181 Bronx Community College share Queensborough faculty’s concern that competencies in oral
182 expression will not be adequately cultivated alongside English composition proficiency. And just
183 about everyone expressed misgivings about three-credit science courses. The Pathways Steering
184 Committee included in their final recommendations that a four-credit course might be used to
185 *satisfy* the required core science requirement, even if it could not be required; and that a college
186 could support the incorporation of foreign languages into its flexible core through the “World
187 Cultures and Global Issues” area.
188
- 189 • Chair Tai thanked the members of the Faculty Executive Committee, who helped to develop a
190 statement of our concerns for the campus response presented to Dean Michelle Anderson. She
191 also thanked Queensborough’s Office of Academic Affairs, especially Vice-President Steele and
192 Dean Arthur Corradetti, who were gracious enough to integrate our expressed concerns,
193 seamlessly, into the final document our campus delivered.
194
- 195 • Chair Tai thanked and expressed gratitude on behalf of the Steering Committee to all colleagues
196 on the Committee on Curriculum that we believe could be helpful as we take further steps, as a
197 college, to determine how best to serve our students.
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199 **IV. Monthly Reports of Standing Committees of the Academic Senate**
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- 201 • Committee on Curriculum (Attachment F)—**RESOLUTION**
202

203 A **motion** was **made, seconded, and approved** with one abstention from Senator Kolios for the new
204 courses from the Department of Health, Physical Education and Dance (*Attachment F of the November*
205 *8, 2011 Agenda*).
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209 **I. New Courses (15)**
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211 **DEPARTMENT of HEALTH, PHYSICAL EDUCATION and DANCE**
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214 **REVISED CURRICULUM FOR DANCE**

Academic Senate Agenda—November 8, 2011—Attachment A

| From: | | | To: | | |
|--------|---------------------------------|----------|--------|-------------------------------------|----------|
| | | | PE 603 | Beginning Modern Dance for Majors | 1 credit |
| PE 604 | Beginning Modern Dance | 1 credit | PE 604 | Beginning Modern Dance | 1 credit |
| PE 605 | Advanced Beginning Modern Dance | 1 credit | PE 605 | Advanced Beginning Modern Dance | 1 credit |
| | | | PE 606 | Advanced Beginners Modern Dance II | 1 credit |
| | | | PE 607 | Advanced Beginners Modern Dance III | 1 credit |
| PE 609 | Social and Folk Dance | 1 credit | PE 609 | Social and Folk Dance | 1 credit |
| PE 610 | Beginning Ballet | 1 credit | PE 610 | Beginning Ballet | 1 credit |
| | | | PE 611 | Beginning Ballet for Majors | 1 credit |

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| PE 612 | African & African Caribbean Dance | 1 credit | PE 612 | African & African Caribbean Dance | 1 credit |
| PE 613 | Jazz Dance | 1 credit | PE 613 | Jazz Dance | 1 credit |
| PE 614 | Advanced Beginning Ballet | 1 credit | PE 614 | Advanced Beginning Ballet | 1 credit |
| PE 615 | Advanced Beginners Jazz | 1 credit | PE 615 | Advanced Beginners Jazz | 1 credit |
| PE 616 | Music Video Dance | 1 credit | PE 616 | Music Video Dance | 1 credit |
| PE 617 | Musical Theater Dance | 1 credit | PE 617 | Musical Theater Dance | 1 credit |
| PE 618 | Latin Dance | 1 credit | PE 618 | Latin Dance | 1 credit |
| | | | PE 619 | Advanced Beginning Ballet II | 1 credit |
| | | | PE 620 | Advanced Beginning Ballet III | 1 credit |
| PE 711 | Intro to Art of Dance | 3 credits | PE 711 | Intro to Art of Dance | 3 credits |
| PE 712 | Foundations of Dance Movement | 3 credits | PE 712 | Foundations of Dance Movement | 3 credits |
| PE 713 | Dance Workshop I | 3 credits | PE 713 | Dance Workshop I | 3 credits |
| PE 714 | Dance Workshop II | 3 credits | PE 714 | Dance Workshop II | 3 credits |
| | | | PE 719 | Dance Workshop III | 3 credits |
| PE 721 | Theory and Practice of Modern Danc | 2 credits | PE 721 | Theory and Practice of Modern Dance | 2 credits |
| | | | PE 722 | Modern Dance Improvisation | 1 credit |
| PE 725 | Intermediate Modern Dance I | 2 credits | PE 725 | Intermediate Modern Dance I | 2 credits |
| PE 726 | Intermediate Modern Dance II | 2 credits | PE 726 | Intermediate Modern Dance II | 2 credits |
| PE 727 | Intermediate Ballet | 2 credits | PE 727 | Intermediate Ballet | 2 credits |
| | | | PE 728 | Intermediate Ballet II | 2 credits |
| | | | PE 729 | Intermediate Ballet III | 2 credits |
| | | | PE 730 | Intermediate Modern Dance III | 2 credits |
| | | | PE 732 | Contact Improvisation | 1 credit |
| | | | PE 740 | Special Topics in Modern Dance I | 1 credit |
| | | | PE 741 | Special Topics in Modern Dance II | 1 credit |
| | | | PE 742 | Special Topics in Modern Dance III | 1 credit |
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223 **Rationale:**

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225 Reason for increased number of levels offered

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- Beginning level courses will not count toward their major when they transfer

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- Beginning level courses will not prepare them technically to transfer

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- Reputation of the program is not taken seriously if students are not taking upper level technique classes

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- Reputation of the program is not taken seriously if dance majors are taking courses to fulfill their major with students taking the same course to fulfill a Gen-Ed requirement

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- As a result – when dance majors transfer, it takes them 3-4 years to complete their degree instead of 2 – essentially, they have to start over

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- Students are currently unable to take the courses that they need as dance majors

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- We have the student numbers for the classes, however, we show low enrollment because the students are unable to register for the classes being offered – the new course proposals would rectify that.

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- The Dance Program would like to pursue accreditation by the most prominent organization for Dance Accreditation. Accreditation through the National Association of Schools of Dance (NASD) would aid in our students transferability to prominent four-year schools in addition to significantly raising the reputation of our dance program. The 15 new course proposals are necessary for NASD accreditation.

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245 **Special Addendum to Curricular Revisions in Dance on Needed Resources**

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- The Committee on Curriculum reports to the Academic Senate that our current courses in Dance have recently been producing students who are being recognized in the greater NYC

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249 area as quite skilled and accomplished. They are entering very selective programs and being
250 placed with dance companies and in professional productions. The program has experienced
251 significant growth since 2007.

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253 Growth of Dance Major:

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255 Students
256 September 2007 - Approximately 20 dance majors
257 September 2011 – Approximately 45 dance majors

258 Faculty
259 September 2007 – 3 full-time faculty, 1 adjunct
260 September 2011 – 3 full-time faculty, 4 adjuncts

261
262 • With the infusion of new faculty members, the dance program has doubled in size. Our
263 students have successfully begun to transfer to the most reputable four-year dance programs
264 in the metro New York City area and beyond. To keep the momentum going, new courses
265 are needed.

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267 Level of Students:

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269 Beginning
270 September 2007 – Approximately 6
271 September 2011 – Approximately 14
272 Advanced Beginning
273 September 2007 – Not offered
274 September 2011 – Approximately 17 (all at advanced beginning level)
275 Intermediate
276 September 2007 – Approximately 15 (of which only 4 were at intermediate level)
277 September 2011 – Approximately 16 (only 11 enrolled because the other 5 had already
278 taken the course but should be in the class – all 16 are at the intermediate level)
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281 **Needed Resources:**

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283 • In support of the curricular revisions in Dance as well as the significant growth of the Dance
284 Program, the Dance Program will need additional resources including instructional staff and
285 facilities. NASD requires a minimum of two dance studios in order to insure adequate studio
286 time for dance students to train in technique classes as well as to work on their class work
287 outside of class time. At this time there is only one room available for use with dance
288 instruction or practice. A new full-time faculty line meeting the qualifications required by
289 NASD would also greatly benefit the students and the program.

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291 **NASD requirements for faculty and facilities listed in the NASD accreditation handbook.**

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293 **E. Faculty and Staff**

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295 2. Number and Distribution

296 a. Standards
297 (1) The number and ratio of full- and part-time faculty positions, and their distribution among the
298 specializations, must be: (a) sufficient to achieve the dance unit's purposes, (b) appropriate to the
299 size and scope of the dance unit's programs, and (c) consistent with the nature and requirements of
300 specific programs offered. The number, ratio, and distribution will be appropriate to each institution and
301 each dance unit.

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303 **F. Facilities, Equipment, Health, and Safety**

304 1. Standards

305 e. The number of rehearsal, performance, and classroom spaces and the amount and
306 availability of equipment must be adequate to serve the scope of the program and the
307 number of students enrolled. Normally, a minimum of two large dance studios are provided.

308 f. Students must have adequate studio space and time to complete requisite class and
309 performance assignments.

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- 311 • **President Call thanked the faculty from HPED and gave her assurance that the dance**
312 **program will have adequate support for accreditation.**
313

314 V. Report of Special Committees

- 315 • Special Committee on General Education Learning Outcomes
- 316 • Presentation by Joseph Bertorelli , Chairperson of the Academic Senate Special
317 Committee on General Education:

318 Three areas of concern have been identified:

- 319 1. Review of individual courses within the AA, AS, and AAS degree programs, to determine whether
320 all learning outcomes and parameters comply with the requirements of the Common Required
321 and Flexible Cores;
- 322 2. Review of Queensborough's degree programs to determine what modifications may be required
323 for current requirements to comply with the Common Required and Flexible Cores;
- 324 3. Review of Queensborough's dual/joint programs, to determine what modifications may be
325 required for current requirements to comply with the Common Required and Flexible Cores;
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328 The first process will draw upon the initiative and collaboration of faculty within departments; the
329 second will compel collaboration across departments; and the last will compel collaboration across CUNY
330 campuses.

- 331 • By early Spring, all 31 degree programs need to be reviewed and possibly revised to be
332 acceptable.
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- 334 • The process of Submitting Courses for the CUNY Common General Education Core will
335 commence in the Spring of 2012. This process cannot take place without reference to and regard
336 for the degree program review and revision process. The Office of Academic Affairs along with
337 the Curriculum Committee would circulate to all Academic Departments an amended version of
338 the QCC template for syllabi that includes current QCC Gen Ed outcomes being addressed by
339 QCC courses and add space for the new CUNY Pathways Gen Ed outcomes and ask that each
340 department submit the amended syllabi for each course they have decided to nominate for
341 forwarding to the central CUNY Pathways Committee that will review these nominations for all the
342 CUNY units. The Curriculum Committee would review the submissions for proper form.
343
- 344 • The process of degree program review will commence in the Spring of 2012 and the Office of
345 Academic Affairs will work with the academic departments and the Committee on Curriculum to
346 insure that all involved degree programs at QCC are reviewed and appropriate revisions made so
347 that they will be in compliance with the requirements set by the CUNY Pathways Steering
348 Committee.
349
- 350 • In order to coordinate the nomination of courses for the Common Core with degree program
351 review and revisions there needs to be an organized protocol for the review by several
352 departments who are principle stakeholders and then by all departments. For this to happen the
353 work of implementation needs to begin in January and that work involves departments working
354 together. In all cases of degree program review and revisions, particularly the AAS degrees, the
355 departments need to know what the Common Core will contain and which QCC courses will be
356 nominated.
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- All QCC degree programs will be in compliance with the requirements of the New York State Education Department.
 - QCC Dual/Joint Programs will be revised in accordance with the actions of the partner College and in conformity to the requirements of the partner college.
 - QCC Degree programs that have external accreditation will comply with the requirements of the accreditation agencies.
 - Courses submitted by departments should be done by March.
 - Implementation plan is due on April 1st.
 - Templates have been developed by the Curriculum Committee, and the departments should begin working immediately.
 - The charges of the Special Committee are:
 1. Advance courses from pathways to above,
A more appropriate approach is to work with the Curriculum Committee to help revise courses.
 2. Forward to the University some plan for Gen Ed implementation for April 1st.
 3. A final report is supposed to be due by May but this project will likely extend past May.
 - Colleges will need to nominate a facilitator to work with Academic Affairs in the activities of this project.
 - In response to Dr. Bales's query about the role of the Special Committee on General Education Learning Outcomes, Dr. Tai and Dr. Bertorelli indicated that the charges of the Special Committee would be altered in a resolution of the February Senate to assist the Curriculum Committee and Academic Departments with the Pathways Implementation process.
 - Dr. Pecorino reiterated that 2 processes will be occurring parallel to one another.
 1. Nominations of coursed for the Common Core using document #1.
Course review and nominations from December 2011 to April 2012

QCC Course Nomination Form for inclusion in the CUNY COMMON CORE

| | |
|--|--|
| Course Number | |
| Course Title | |
| Credits | |
| Hours (types) | <input type="checkbox"/> lecture <input type="checkbox"/> lab <input type="checkbox"/> recitation <input type="checkbox"/> conference <input type="checkbox"/> studio <input type="checkbox"/> clinic <input type="checkbox"/> field |
| Pre or Co Requisites | |
| Catalogue Description | |
| Indicate the status of this course being nominated: | |
| <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed | |

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Academic Senate Agenda—November 8, 2011—Attachment A

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| <i>An official course syllabus must be attached to the nomination form.</i> | |
| QCC Gen Ed Objectives | Leave all that apply according to the official course syllabus. <u>Remove those that do not apply to this nomination.</u> 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 |
| CUNY COMMON CORE Location (REQUIRED or FLEXIBLE) and Learning Outcomes | |
| Please check below whether course nomination is for the <i>required</i> or <i>flexible</i> common core. | |
| ___ Required ___ English Composition ___ Mathematics ___ Science | ___ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World |
| QCC Learning Objectives/Pathways Learning Outcomes | |
| Please check below for which category the course nomination applies and indicate in the left column the corresponding course learning objectives that align with the Pathways learning outcomes. | |
| <u>PLEASE DELETE ALL SECTIONS BELOW THAT DO NOT APPLY TO THIS NOMINATION.</u> | |
| I. Required Core (12 credits) | |
| [] A. English Composition: Six credits | |
| A course in this area must meet <i>all</i> the learning outcomes in the right column. A student will: | |
| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |
| [] B. Mathematical and Quantitative Reasoning: Three credits | |
| A course in this area must meet <i>all</i> the learning outcomes in the right column. A student will: | |

Academic Senate Agenda—November 8, 2011—Attachment A

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|---|--|
| | <ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study. |
| <p>[] C. Life and Physical Sciences: Three credits</p> <p>A course in this area must meet <i>all</i> the learning outcomes in the right column. A student will:</p> | |
| | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a life or physical science. |
| | <ul style="list-style-type: none"> • Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| | <ul style="list-style-type: none"> • Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| | <ul style="list-style-type: none"> • Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| | <ul style="list-style-type: none"> • Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |
| <p>II. Flexible Common Core: II. Flexible Core (18 credits)</p> <p>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p> | |
| <p>[] A. World Cultures and Global Issues</p> | |
| <p>A Flexible Core course must meet the three learning outcomes in the right column.</p> | |
| | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. [Mandatory] |
| | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. [Mandatory] |
| | <ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions. [Mandatory] |
| <p>A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:</p> | |
| | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| | <ul style="list-style-type: none"> • Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none"> • Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none"> • Analyze the significance of one or more major movements that have shaped the world's societies. |

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| | <ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
| | <ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |
| <p>[] B. U.S. Experience in its Diversity</p> <p>A Flexible Core course must meet the three learning outcomes in the right column.</p> | |
| | <ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view. [Mandatory] |
| | <ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically. [Mandatory] |
| | <ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions. [Mandatory] |
| <p>A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:</p> | |
| | <ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
| | <ul style="list-style-type: none"> Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| | <ul style="list-style-type: none"> Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| | <ul style="list-style-type: none"> Explain and evaluate the role of the United States in international relations. |
| | <ul style="list-style-type: none"> Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| | <ul style="list-style-type: none"> Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |
| <p>[] C. Creative Expression</p> <p>A Flexible Core course must meet the three learning outcomes in the right column.</p> | |
| | <ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view. [Mandatory] |
| | <ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically. [Mandatory] |
| | <ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions. [Mandatory] |
| <p>A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:</p> | |
| | <ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| | <ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a |

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| | <ul style="list-style-type: none"> foundation for those of the present, and describe the significance of works of art in the societies that created them. |
| | <ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| | <ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process. |
| | <ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate. |
| <p>[] D. Individual and Society</p> <p>A Flexible Core course must meet the three learning outcomes in the right column.</p> | |
| | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. [Mandatory] |
| | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. [Mandatory] |
| | <ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions. [Mandatory] |
| <p>A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:</p> | |
| | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
| | <ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices. |
| | <ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises. |
| | <ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions. |
| | <ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |
| <p>[] E. Scientific World</p> <p>A Flexible Core course must meet the three learning outcomes in the right column.</p> | |
| | <ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view. [Mandatory] |
| | <ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically. [Mandatory] |
| | <ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions. [Mandatory] |
| <p>A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:</p> | |
| | <ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
| | <ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
| | <ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |

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| | <ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| | <ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |

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2. Review of degree programs using document #2.

Degree program reviews and revisions from December 2011 to May 2012

| QCC | | | |
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| QCC Basic Degree Requirements | CURRENT QCC PROGRAM TITLE | QCC Degree program rearranged/ revised for compliance | |
| <p>-----</p> <p>ASSOCIATE IN ARTS DEGREE Liberal Arts and Sciences Requirements*</p> <p>English 9 Social Sciences 6 History 6 Laboratory Science 4 -4.5 Mathematics 3 -4 Natural Sciences, Computer Science, Mathematics, or Computer Literacy 3- 4 Foreign Language 6 -8 Art, Music, Dance, or Theater Arts 3 Fundamentals of Speech 3 Liberal Arts and Sciences electives 0 -5 Sub-total 48 credits</p> <p>Total Credits Required for the A.A. Degree 60 credits <i>* New York State requires that a minimum of 75% of the total degree credits be in the liberal arts and sciences (e.g. 45 credits for a 60 credit degree program). COMMITTEE ON CURRICULUM GUIDE Attachment 12 - QCC Core Requirements Fall 1996</i></p> <p>-----</p> <p>ASSOCIATE IN SCIENCE DEGREE Liberal Arts and Sciences</p> | <p>Liberal Arts and Sciences Requirements*</p> <p>Concentration or Major requirements</p> <p>Electives</p> | <p>Place specific course requirements under each heading</p> <p>I. Required Common Core</p> <p>A. English Composition: 6 credits</p> <p>B. Mathematical and Quantitative Reasoning: 3 credits</p> <p>C. Life and Physical Sciences: 3 credits</p> <p>II. Flexible Common Core: Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p> <p>A. World Cultures</p> <p>B. U.S. Experience in its Diversity</p> <p>C. Creative Expression</p> | |

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| <p>Requirements* English 6 SocialSciences 3 History 3 Social Sciences, History, or Humanities 3 Mathematics 3-4 Natural Sciences 4-5 Foreign Language and/or Liberal Arts and Sciences 6-8 Speech (Not in all A.S. programs) or Humanities elective 3 Sub-total 31-35 credits</p> <p style="text-align: center;">Total Credits Required for the A.S. Degree 60 credits * <i>New York State requires that a minimum of 50% of the total degree credits be in the liberal arts and sciences (e.g. 30 credits for a 60 credit degree program).</i></p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">ASSOCIATE IN APPLIED SCIENCE DEGREE Liberal Arts and Sciences Requirements* English 6 Social Sciences or History 6 Mathematics/Natural Sciences 7 Humanities elective 3 Sub-total 22 credits</p> <p>Total Credits Required for the A.A.S. Degree 60 credits * <i>New York State requires that a minimum of 33% of the total degree credits be in the liberal arts and sciences (e.g. 20 credits for a 60 credit degree</i></p> | | <p>D. Individual and Society</p> <p>E. Scientific World</p> <p>TOTAL : 30 Credits</p> <p>Degree requirements</p> <p>Other Liberal Arts and Sciences Requirements</p> <p>Concentration or Major requirements</p> <p>Electives</p> | | |
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| <i>program</i>). Note: All QCC degree programs require at least one laboratory science. | | | | |
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- Dr. Pecorino repeated a question most commonly asked by faculty: What happens if we submit a course and it's denied?
- President Call said we can't frame and answer yet but it's a process with representatives from all colleges therefore a nomination from our college is very important.
- Members of the Special Committee of the Senate, representing different disciplines are Emily Tai (History); Patricia Spradley (Social Sciences/Education Academy); Moni Chauhan (Chemistry/STEM Academy); Kelly Ford (Business/Business Academy); Georgia McGill (Theatre/Performing Arts Academy); Joseph Bertorelli (Chair, Mathematics); Alex Tarasko (Chair, FEC, Nursing)
- President Call adjourned the meeting by wishing everyone a Happy New Year.

The meeting was adjourned at 4:23 PM

Respectfully Submitted,

**Lana Zinger EdD, CHES, R.D. (Secretary)
Steering Committee of the Academic Senate.**

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