

Agenda
Academic Senate Meeting
Date: Tuesday September 8, 2015
Time: 3:10 p.m.
Location: Room M-136

- I. Attendance
- II. Consideration of the minutes from May 12, 2015 meeting (Attachment A)
- III. Communications from the Board of Trustees or any of its Committees
- IV. Communications from:
 - President Diane B. Call (Attachment B)
 - Senate Steering Committee Report (Attachment C)
 - University Faculty Senate (UFS) Plenary of May 5, 2015 (Attachment D)
- V. List of graduates for May(Attachment E) and August 2015 and (Attachment F —RESOLUTION
- VI. Annual Reports of Academic Senate Standing and Special Committees
 - Committee on Academic Development (Attachment G)
 - Committee on Admissions (Attachment H)
 - Committee on Committees (Attachment I)
 - Committee on Continuing Education (Attachment J)
 - Committee on Course and Standing (Attachment K)
 - Committee on Curriculum (Attachment L)
 - Committee on E-Learning (Attachment M)
 - Committee on Environment (Attachment N)
 - Committee on The Library (Attachment O)
 - Committee on Publications (Attachment P)
 - Committee on Student Activities (Attachment Q)
 - Committee on WID WAC (Attachment R)
- VII. Old Business
- VIII. New Business
 - Report from Administrative Task Force on Assessment

Joel Kuszai, Secretary
Academic Senate Steering Committee

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

**MINUTES
of the May 12, 2015
Academic Senate**

President Diane Call called the eighth and final regularly scheduled meeting of the Academic Senate to order at 3:18 p.m.

I. Attendance:

65 votes were recorded at the time attendance was taken; 70 members of the Academic Senate cast votes during the meeting.

Absentees: Aithne Bialo-Padin, Gilmar Visoni, Patrick Wallach, SG President, SG Executive VP, SG Administrative VP, SG Treasurer, SG VP Evening Students, SG President Pro Tempore.

II. Consideration of minutes of the April 14, 2015 meeting of the Academic Senate:

A motion was made, seconded, and adopted 57-0-1 to approve the April 14, 2015 minutes as presented (see *Attachment A of the May 12, 2015 Agenda*). Abstention: Alexandra Tarasko, Richard Tayson; Did not vote: Monica Trujillo, Michael Cesarano, Wilma Fletcher-Anthony, Aranzazu Borrachero, Maan Lin, Richard Yuster, Simran Kaur, SG VP PT Students.

III. Communications from President Call

President Call referred to her written report (*Attachment B of the May 12, 2015 Agenda*.) For the full report, visit: http://www.qcc.cuny.edu/governance/academicsenate/docs/ay2014-15/May_2015/Attachment-B-PresidentsReport-05-12-2015.pdf

Professor Kolios provided an update about the activities of the B-TECH High School.

Vice President Steele discussed the Report of the General Education Task Force (*Attachment I of the May 12, 2015 Agenda*), and indicated the Task Force will be continuing its work in the 2015-2016 academic year with more outreach for faculty participation.

IV. Senate Steering Committee Report

Chair Dr. Peter Bales referred to the written report (*Attachment C of the May 12, 2015 Agenda*). For the full report, visit: http://www.qcc.cuny.edu/governance/academicsenate/docs/ay2014-15/May_2015/Attachment-C-SteeringCommitteeReport-May2015.pdf

V. Monthly Reports of Standing Committees of the Academic Senate

A. Committee on Bylaws

A motion was made, seconded, and adopted 61-3-6 to approve the use of electronic voting by committees of the Academic Senate under some circumstances (*Attachment E of the May 12, 2015 Agenda*). No votes: Monica Trujillo, Arancha Borrachero, Richard Tayson; Absentions: Liza Larios, Jeanne Galvin, Bob Rogers, Georgina Colalillo, Anthony Kolios, Alexandra Tarasko.

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B. Committee on Curriculum (*Attachment G of the May 12, 2015 Agenda*)

DEPARTMENT OF SOCIAL SCIENCES

Revised Courses

A motion was made, seconded, and adopted 68-0-0 to approve changes to **ECON-101—Introduction to Macroeconomics** and **ECON-102—Introduction to Microeconomics** in the Department of Social Sciences (*Attachment G of the May 12, 2015 Agenda*). Did not vote: Richard Yuster and Lana Zinger.

DEPARTMENT OF BUSINESS

Revised Programs

A motion was made, seconded, and adopted 69-0-0 to approve changes to the **A.A.S., Computer Information Systems (CIS)** in the Department of Business (*Attachment G of the May 12, 2015 Agenda*). Did not vote: Richard Yuster.

A motion was made, seconded, and adopted 68-0-0 to approve changes to the **QCC/John Jay – Dual/Joint Degree Program A.S. in Accounting for Forensic Accounting (QCC) Leading to the B.S. in Economics: Forensic Financial Analysis (John Jay College of Criminal Justice)** in the Department of Business (*Attachment G of the May 12, 2015 Agenda*). Did not vote: Michael Cesarano and Richard Yuster.

AMENDMENT TO MARCH 2015 COMMITTEE ON CURRICULUM REPORT

A motion was made, seconded, and adopted 67-0-0 to approve an amendment to the March 2015 Report of the Committee on Curriculum to correct an error in the number of credits and hours listed in **DAN 251—Theory and Practice of Modern Dance** in the Department of Health, Physical Education and Dance (*Attachment G of the May 12, 2015 Agenda*). Did not vote: Kathleen Villani, Andrea Salis, Kelly Ford.

C. Committee on Committees (*Attachment F of the May 12, 2015 Agenda*)

Elections

1. A motion was made and accepted by a single vote cast by the Secretary of the Academic Senate to elect Peter Bales as Chair of the Steering Committee.
2. A motion was made and accepted by a single vote cast by the Secretary of the Academic Senate to elect Emily Tai as Vice Chair of the Steering Committee.
3. A motion was made and accepted by a single vote cast by the Chair of the Academic Senate to elect Joel Kuszai as Secretary of the Steering Committee.
4. A motion was made and accepted by a single vote cast by the Secretary of the Academic Senate to elect Jeffrey Schwartz as Senate Technology Officer.
5. Election of Members to the Committee on Committees (*Attachment F of the May 12, 2015 Agenda*): Barbara Blake-Campbell (Nursing), Kathleen Wentrack (Art and Design), Richard Yuster (Engineering Technology).

VI. Old Business

NONE

112 **VII. New Business**

113 MISSION REVIEW COMMITTEE (*Attachment H of the May 12, 2015 Agenda*)

114 A **motion** was **made, seconded,** and **adopted 62-0-0 to approve** the creation of a “Mission
115 Review Committee” (*Attachment H of the May 12, 2015 Agenda*). Did not vote: Reuvain Zahavy,
116 Georgina Colalillo, Amy Traver, Mangala Tawde, Janette Urciuoli, Lana Zinger, John Luby,
117 George Muchita.

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119 The meeting was adjourned at 4:16PM

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121 Respectfully Submitted,
122 Joel Kuszai
123 Secretary, Steering Committee of the Academic Senate

President's Report to the Academic Senate September 8, 2015

Enrollment Update

- This Fall term, over 16,000 students have been enrolled, including over 2000 high school students taking QCC courses at their site. More than 3300 first time freshmen, and over 1060 new transfer students were registered over a very busy summer for our Enrollment Management team and academy advisors. A significant multimedia marketing campaign to recruit students from Long Island, led to an increase of Nassau county students who registered at QCC. A tuition reciprocity policy permits residents of counties neighboring NYC to pay NYC tuition rates.
- 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. Over 4000 new and continuing students were served in the Student Union Lounge in the six weeks leading up to the first day of classes.
- The College hosted two successful *New Student Orientation* sessions over the summer, at which 1100 new students were introduced to the College, their respective Academy, faculty coordinators, and academy advisers. Faculty Coordinators affiliated with each Academy partnered with Advisers to educate incoming freshmen on what it means to be part of a Academy. The Orientation Program also included small group sessions to encourage discussions between Academy Advisers and students, and to facilitate social interaction and connectedness among students. In addition, Academy Advisers reviewed with the freshmen the new Academic Advising Syllabus which outlines Adviser and Student Expectations and Responsibilities.
- Our Admissions office staff, led by Anthony Davis, has turned their focus to Spring 2016 and Fall 2016, as they plan for their annual Fall Open House for prospective students on Saturday, November 14, 2015.

Student Retention Initiatives

- This year there will be a renewed focus on pre-enrollment services 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.
- Also underway is an effort to strengthen services for students who want to transfer with a QCC degree, with the creation of a formal resource unit to provide potential graduates with information about senior colleges and scholarships available to them as associate degree graduates.

- Our student retention team in partnership with Academic Literacy and the Math Department faculty will continued development of pedagogical instructional innovation to support student progress to exit remediation and earn a QCC degree

New Appointments

- Our new Dean of Faculty, Sandra Palmer, began on August 26. Dr. Palmer comes to QCC with twenty-three years' experience in higher education. She started her career at Suffolk County Community College where she served as a member of the faculty. After becoming a full professor, she moved into administration where she served as department chair, assistant dean of academic affairs, college associate dean of visual and performing arts, and associate dean of academic affairs. Five years ago, Dr. Palmer became the Chief Academic Officer at Naugatuck Valley Community College in Waterbury, CT and then Provost at Manchester Community College in Manchester, CT. Dr. Palmer has worked extensively on student success, particularly as it relates to college readiness. Dr. Palmer is a huge supporter of faculty, particularly as it relates to their development and growth. She is extremely excited to be at Queensborough Community College.
- Kathleen Landy began working as the new director of CETL last month. Dr. Landy holds a Doctorate of Education in educational leadership, administration, and policy, and a Master of Science in Teaching degree from Fordham University, and a Bachelor of Arts degree in psychology from SUNY Geneseo. She comes to us from Mercy College, where she helped run the college's Faculty Center for Teaching & Learning. While at Mercy, Dr. Landy served as the Associate Director for High Impact Practices, designing development opportunities for the faculty and coordinating efforts to pilot and scale multiple high-impact learning experiences for students. Her grounding in learning theory, her considerable classroom experience, and the insights gained through years of working with educators inform Kathleen's commitment to a collaborative approach to reflective instructional practice.
- We begin this year with 398 full time faculty positions including 367 faculty appointed from searches and 29 faculty with appointments as substitutes. In addition, we have 45 College Laboratory Technicians and 195 HEOs. This Fall term, 30 new faculty were appointed from searches, including 2 CLTs, and 29 substitute faculty appointments were made with these positions expected to be filled with permanent faculty through searches conducted this year. Our newest faculty join the nine faculty colleagues who began last January.

Faculty Opportunity

Launched this year, The QCC Presidential Fellowship Program (PFP) is intended to provide support for mid-career faculty who require additional resources to engage in scholarly activities, and to enhance their opportunity for promotion. The program provides faculty with released time, a mentor, and funds to support scholarly activity for travel. Faculty

who have not received contractual released time as a new faculty member and/or a Fellowship Leave are eligible to apply. Applicants are asked to submit a CV and a description of proposed research with a projected time table for outcomes to Provost Marchese by September 8.

Faculty Awards and Honors

The College faculty have been very active in winning grant awards since the last Academic Senate Meeting.

- NASA awarded Dr. Chantale Damas (Physics) a \$750,000 grant under its Minority University Research and Education initiative to develop a *practice* community including groups historically underrepresented in STEM, to engage in educational activities and applied research in “space weather.” Under the grant, Dr. Damas will lead other faculty to provide educator training and expand STEM course offerings. Only five NASA grants in this category were awarded in the country!
- Dr. Monica Trujillo (Biology) was awarded \$10,000 from CUNY for the *Joint Seed Program*, and she will serve as Co-PI on a multi-year award of \$371,056 from the National Science Foundation for *Freshman Year to GeoScience Career*.
- Professor Chris Mooney (Business Department) received a \$45K grant from Capital One to extend the entrepreneurship program to other colleges.
- Dr. Joan Peterson (Biology) received two grant awards: *A Hands-on Opportunities to Promote Engagement in Science (HOPES)* award of \$2,000 for lab supplies to support a collaborative program with students from Cardozo High School; and as Co-PI with Dr. Simran Kaur (Biology), a New York State Education award of \$450,000 over five years for the STEP program.
- Dr. Simran Kaur (Biology) also will lend her expertise in innovative pedagogical strategies, including High Impact Practices to the faculty and students of Guru Nanak Dev University (GNDU) in Amritsar, India during the 2015-16 academic year as a *Fulbright Scholar*.
- The National Science Foundation awarded \$46,000 to Dr. Azita Mayeli (Mathematics) to bring together international mathematicians and physicists to learn about each other’s interests and to share material and/or problem-solve
- Under the Perkins program, NYSED continued a sixth year of funding for Professor Stu Asser (Engineering Technology) and Professor Georgina Colalillo (Nursing). Professor Asser’s program will upgrade the equipment for current and future engineering technology students to provide them the practical work experience for today’s jobs especially in computer networking and mechanical systems. Professor Colalillo will use digital tools and establish a mentoring program to increase student success in the

nursing degree track. Other initiatives under Perkins include funding for workforce development programs in Continuing Education; funding for expansion of the Starfish early alert system; and funding for service learning initiatives for career and technical students.

- CUNY Community College Collaborative grants (C3IRG) were awarded to three QCC faculty initiated projects: Dr. Cheryl Bluestone (Social Sciences) and Professor Georgina Colalillo (Nursing) will lead *Fixed vs. Growth Mindsets: An intervention to promote Nursing Student Success*, a project to apply approaches to changing mindsets as an intervention to promote nursing student success; Dr. Derek Bruzewicz (Chemistry), Dr. Tirandai Hemraj-Benny (Chemistry) and Dr. Karan Puri (Mathematics and Computer Science) will lead faculty from both departments on the project: *An Attachment in Mathematics and Metacognition to Motivate Students of General Chemistry* to motivate students in chemistry by engaging them in a weekly mathematics attachment where students solve problems in groups and receive real-time feedback; Dr. Amy Traver (Social Sciences) and Dr. Jonathan Cornick (Mathematics and Computer Science) whose project asks: *What is the impact of an Introduction to Sociology course infused with quantitative reasoning modules on students' quantitative literacy, and how do these impacts correlate with students' math placement and course history?* will infuse an Introduction to Sociology course with quantitative reasoning modules on students' quantitative literacy, and determine if these impacts correlate with students' math placement and course history.

Congratulations to the thirty nine QCC faculty awarded PSC-CUNY grants for 2015-16:

- Zeynep Akcay (Mathematics) - *Study of bistability in Oscillatory Neuronal Networks through Phase Response Curves*
- Kathleen Alves (English) - *Body Language: Medicine and the Eighteenth-Century Comic Novel*
- Leah Anderst (English) - *Representing and Rewriting Imposed Identities: Marlon Riggs' Tongues Untied*
- Emily Berry (Performing Arts) - *Forgiveness*
- Derek Bruzewicz (Chemistry) - *Liquid metal contacts for rapid assays of conductive organic polymers*
- Johannes Burgers (English) - *Constructing Jewishness: Transnational Modernism from the Dreyfus Affair to the Holocaust*
- Javier Cambre (Art and Design) - *(Der Tod) in Venedig*
- Jodie Childers (English) - *Interior Cosmologies: Ekphrastic Responses to Outsider Art*
- Jonathan Cornick (Mathematics) - *Finiteness conditions in the stable module category for Strongly Group Graded Rings*
- Sara Danzi Engoron (Biological Sciences and Geology) - *Thyroid hormone transport in the cardiac myocyte*
- Sunil Dehipawala (Physics) - *Arsenic absorption by plants and role of iron*
- Robert Donley (Mathematics) - *Intertwining Operators and Lie Algebra Cohomology*
- Sharon Ellerton (Biology) - *Will Service-Learning Retain Health Science Students and Help Them to Succeed?*
- Franca Ferrari (Speech Communications and Theatre Arts) - *Investigating the processing of complex words: A cross-task and cross-linguistic comparison of English and Italian morphology*

- George Fragopoulos (English) - *Post 1945 Silent Forms: The Line Break, the Frame, the Stage, and the Institution*
- Aviva Geismar (He, Pe, Dance) - *"Dis/Location (Fort Tryon)"*
- Urszula Golebiewska (Biology) - *Searching for treatment for Parkinson's disease using C. elegans*
- Tirandai Hemraj-Benny (Chemistry) - *Microwave-assisted synthesis of Ru nanoparticle-single walled carbon nanotube hybrids for degradation of azo dyes*
- Wei Lai (Academic Literacy) - *Beginning Chinese learners perceptions of character learning*
- Sharon Lall-Ramnarine (Chemistry) - *Ionic Liquid Mixtures for Energy Storage Devices*
- Matthew Lau (English) - *Stephen Jay Gould: A Life of Science in the Republic of Letters*
- Jung Joon Lee (Art History) - *Research on Photography and Art Collections of Okinawa Prefectural Art Museum and Peace Memorial Museum*
- Whan Ki Lee (Mathematics) - *Cofinal extensions of recursively saturated structures*
- Nicole Lopez-Jantzen (History) - *From the Roman Empire to the Middle Ages: Regional Transitions in Italy*
- Hayes Mauro (Art history) - *Messianic Fulfillments*
- Andrew Nguyen (Biology) - *Identification of Toxoplasma gondii genetic loci that control host cell polarity*
- James Nichols (History) - *The Limits of Liberty: Transnational Mobility and the Making of the U.S.-Mexico Border*
- Jose Osorio (Foreign Languages and Literature) - *The Novels of the Drug Trafficking as Representation of Cultural and Political Crisis in Latin America*
- Christopher Roblodowski (Biology) - *Development of a New Multicolor Labeling System for Disease Research*
- David Sarno (Chemistry) - *An investigation of monomer effects on the formation of porous microspheres of poly(o-toluidine) and related polymers*
- Paul Sideris (Chemistry) - *Hydrothermal Synthesis and Characterization of Mixed-Metal Phospho-olivine Cathode Materials*
- Elizabeth Toohey (English) - *Hollywood in the Wake of 9/11: Mourning, Surveillance and the Arab Other in Thomas McCarthy's "The Visitor"*
- Amy Traver (Social Sciences) - *On Caregiving, Confidence, and Social Change: The Effects of Nondisabled American Girls' Volunteer Participation in a Dance Program for Girls with Disabilities*
- Areti Tsimounis (Biology) - *Morphological analysis of the neuronal components of somatosensory and motor cortical circuitry*
- Agnieszka Tuszynska (English) – *"Who's Baad: Reading Race and Law in Willard Motley, in 2014"*
- Biao Wang (Mathematics) - *Minimal Surfaces in Hyperbolic Space*
- Kathleen Wentrack (Art History) – *"Collaboration, Empowerment, Change: Women's Art Collectives"*
- Haishen Yao (Mathematics) - *On the Three-dimensional Longer Queue Problem*
- Tanya Zhelezcheva (English) - *"the Soul exerted with pleasure": Thomas Traherne's Conceptualization of Happiness and the Protestant Ascetic Tradition*

Student Honors and Achievements

- Spring 2015 graduate Hyo Jung Shin is a recipient of the *2015 Phi Theta Kappa Hites Transfer Scholarship*. She is one of 10 recipients selected from more than 2,000

applicants worldwide and will receive \$7,500 to pursue her Baccalaureate degree. *She is the first ever student at Queensborough to receive this highly prestigious award.* The Hites scholarship recognizes outstanding academic achievement, engagement in college and community activities and leadership accomplishments of Phi Theta Kappa members preparing to transfer to senior institutions in pursuit of Baccalaureate degrees. Hyo Jung is transferring to Queens College's Honors Program in the fall where she will study biochemistry. This extraordinary accomplishment was a team effort led by several of Hyo Jung's mentors, namely, Dr. Emily Tai of the Department of History; Drs. Paris Svoronos and Jun Shin, both of the Department of Chemistry; and Dr. Susan McLaughlin of the Department of Biological Sciences and Geology. This summer, Hyo Jung Shin participated in a NSF Summer REU research program at the University of Connecticut. She was one of only 12 applicants selected, including one of Queensborough's three Jack Kent Cooke Scholars, Silvia Salamone.

- Class of 2015 graduates in the STEM studies secured prestigious summer internships through the NSF-REU: Yi (Jane) Jiang, at the Vanderbilt Institute of Nanoscale Science and Engineering; Francisco Caban and Landen Kwan, '15, at Binghamton University; Hyo Jung Shin, '15, at the University of Connecticut; Weijing Gu, '15 at South Dakota University; and Yueli Chen, who studied at Boise State University. NSF-REU internships are almost exclusively awarded to students at four-year schools. This year, Yueli was the only community college student to participate in Boise's summer internship programs for undergraduate students! I am grateful for the support of the students' outstanding faculty mentors, Dr. Paris Svoronos, Dr. Paul Sideris and Dr. Jun Shin of the Department of Chemistry.
- Silvia Salamone, who graduated from Queensborough this past spring, studied the exciton-plasmon interactions in Gold/Silica/Quantum dot nanostructures at the University of Connecticut. She is continuing her studies in biochemistry at Stony Brook University. In addition Daysi Proano, another spring graduate, participated in an undergraduate research program in biophysics at Princeton University. Daysi is continuing on at John Jay College to study molecular biology in the Forensic Science program. Silvia and Daysi are two of three Queensborough students to be awarded 2015 Jack Kent Cooke Undergraduate Transfer Scholarships.
- At South Dakota University, Wei Jing Gu researched the super molecule, an inorganic research project combining parts of organic synthesis. Wei Jing is attending Stony Brook University this fall.
- Yueli Chen was at Boise State University working on magneto-mechanics of magnetic shape-memory alloys. She is the only community college student selected for an NSF REU from the University's many summer internship programs for undergraduate students.
- Joshua Cruz was selected as the CUNY winner of the 2015-2015 David A. Garfinkel Essay Scholarship. Congratulations to him and to his faculty advisor, Dr. Adam

Luedtke. Six additional QCC students received honorable mention for their essay submissions, including Ms. Brooke Astarita (Faculty Advisor – Dr. Adam Leudtke), Ms. Diana Benavidez (Faculty Advisor - Professor Linda Meltzer), Mr. Christopher Chang (Faculty Advisor – Professor Linda Meltzer), Mr. Ferany Kumar (Faculty Advisor – Professor Christine Mooney), Ms. Vidisha Patel (Faculty Advisor – Dr. Theodore Rosen) and Mr. Avraham Weiss (Faculty Advisor – Professor Linda Meltzer).

- Three QCC students were chosen as recipients of the 2015 University Student Senate Scholarships for the Fall 2015 semester, including Ms. Stacey Jackson and Mr. Mustafa Elsheikh who were awarded Ernesto Malave Merit Scholarships, and Ms. Faride Castro-Iturry awarded the Donald & Mary Ellen Passantino Scholarship for Disabled Students.

Support for Students

- 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. Ms. Denise Scalzo, Associate Director of Student Financial Services, will serve as the Grants Manager for this campus initiative. Please refer students with short-term financial emergencies to Ms. Scalzo at your earliest convenience. 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, and more. Additional information can be found on their website at www.qcc.cuny.edu/singlestop.
- Once again, QCC will participate in the national program, *Completion Week*, to encourage associate degree completion before transferring to a senior college. Completion Week has been celebrated at QCC for the last several years, spearheaded by QCC's Lambda Sigma Chapter of the Phi Theta Kappa Honor Society with assistance from the Office of Student Affairs and our Student Government Officers. Special activities will be held through the first week in October, highlighted by our annual Completion Week Assembly on Wednesday, October 6 during club hours in S-111 where students will hear from recent alumni about their time at QCC, their accomplishments since graduating, and why graduating with an associate degree was an advantage for their academic and career opportunities.

Assessment Activity Update

- This semester, three program reviews—for Criminal Justice, Internet and Information Technology, and Science for Forensics—will be completed, as scheduled, and two additional program reviews—Childhood Education and Massage Therapy—will begin the review process. Program Review is now a three-semester process, including the completion of a comprehensive report, a site visit and report by an external reviewer, and an action plan developed by the program faculty.
- The Assessment Institute for faculty will take place on September 11 and 18 and October 2 and 9 from 2:00 to 4:00 p.m. in LB24. An invitation to faculty to participate has already been sent out; interested faculty members should ask their chair to nominate them. The institute provides faculty participants with guidance, hands-on activities, resources, and support in the planning, development, and completion of a course assessment report.

General Education Assessment Task Force Update

In June 2015, twenty-four Queensborough Community College faculty members representing all our academic departments, evaluated 858 artifacts submitted by faculty from various departments against the following five General Education rubrics: Analytic Reasoning, Reading, Writing, Speaking and Listening. A report on the outcomes will be posted on the General Education Assessment Task Force site.

During the fall 2015 term the Task Force will prepare rubrics for two more of QCC's Educational Outcomes, quantitative reasoning and information management, and will also review all of the General Educational Outcomes for possible modification. This review will include outreach to all faculty and any proposals will be presented to the Academic Senate for approval.

For the spring 2016 evaluation of student artifacts the Task Force will be collecting student work through the Digication ePortfolio platform; since this will be a new procedure, we are conducting a pilot this fall semester with a group of faculty who are developing and implementing assignments, to be uploaded into Digication.

BTECH Update

BTECH launches its second year with approximately 114 ninth grade students, some of whom have already attended programming at Queensborough, and 102 continuing 10th grade students. In August the College hosted 77 ascending 9th and 10th grade BTECH students at a 4 and a half day *Digital Marketing Workshop*. Professors Cheryl Tokke and Christine Mooney both from the Business Department, developed and delivered the core Marketing modules and Bruce Naples (ACC) and his team facilitated the digital and technical production. Students entered into a final day competition having produced a digital video either marketing themselves or a new business proposal. Earlier in the summer, 18 Queensborough faculty from various disciplines attended a customized, five day, SAP professional development program on campus led by Simha R. Magal, Ph.D., Professor of Management and Director of the ERP program, in the Seidman College of

Business, Grand Valley State University, Michigan. He is SAP® certified (associate). QCC Professors explored instructional strategies to incorporate some of the SAP technology into their courses.

Facilities Update

- This summer, the College Facilities staff led a number of campus facilities improvements, achieved by our Buildings and Grounds Department. The projects benefitted many academic departments, laboratories, offices and public spaces. The list includes a new dance studio in RFK; a Bio Technology Research Lab with new equipment and environment to support faculty and student research; reconstruction of Parking lot 6, providing 33 new parking spaces (including 10 ADA) improved lighting, and emergency phones; the total renovation of the English department suite, providing new work spaces for all full time faculty; Renovations in the C Building for the Department of Art and Design to create faculty offices, upgrade art studios and create a gallery space for student artwork; A new circulation desk in the Library, and a new Silent Study room on the second floor of the Library; An upgrade of the wireless network in the Library and other high traffic areas of the campus; Renovations and expansion of space in the Y Building for CLIP and CUNY Start faculty/staff; Upgrade of the Testing Center; Expansion of the Heath Related Sciences Academy (Med arts third floor); Renovation and preparations for Engineering Technology's 2020 Advanced Manufacturing Center to be completed and outfitted during 2015-16; Addition of security cameras in key locations including the Library and Administration buildings, all college vehicular entrances and exits as well as the parking lots and the Veterans Memorial.
- The first (of two) phase of the Science Courtyard project is expected to be completed this term, with the courtyard itself ready for occupancy by late fall. Construction processes underway include the completion of the roof enclosure and drainage system, the installation of radiant heat in the courtyard floor, to be followed by the final pouring and polishing of the concrete floor. Attractive and durable furniture for this common campus area has been selected, and we can look forward to the dining space and amenities this project will provide for our students, faculty and staff.

Upcoming Events

- This year's first Campus Conversation, informal discussions among faculty and staff sponsored by the Office of Academic Affairs, will be held Wednesday, September 9, at 4:00 PM in the Kupferberg Holocaust Resource Center meeting room. The topic of the Campus Conversation will be *Experiential or Applied Learning*, an initiative under discussion by the University community.
- *Land of the Shahs*, the Kupferberg Holocaust Resource Center and Archives (KHRCA) newest exhibition opened on August 30th and will continue through December 14, 2015. This exhibition focuses extensively on World War II, the golden period under the

last Shah, the Islamic revolution, and recent struggles of Jews with anti-semitism and Holocaust denial.

- The film, *Price For Freedom* will be shown at the KHRCA on Wednesday, September 9th, 2015 at 6:30pm in M 136. This film is based on the life of Dr. Marc Behhuri, an Iranian Jew who served as the dentist for the Shah of Iran. Dr. Daniels launched the largest automotive factories in Iran in the late 1970s but his business was destroyed by Ayatollah Khomeini. Dr. Behhuri took courageous actions to save family and friends from the extremist regime and also served as President Reagan's interpreter during the American Hostage Crisis.
- This academic year, the topic of the KHRCA's NEH Colloquia, under the direction of Dr. Amy Traver, is *Gender and the Future of Genocide Studies*. At the first event of the series, Dr. Elisa von Joeden- Forgey, Assistant Professor of Holocaust and Genocide Studies at the Stockton University will present a lecture on Wednesday, September 30th from 12:10 to 2:00 pm. She will offer an introduction to gender research in the field of genocide studies and demonstrate how attention to gender can aid in the prediction and reconciliation of mass violence and genocide.
- The KHRCA will present a documentary film, *The Forgotten Genocide* on Wednesday, October 7th, 2015 at 12:10pm. This film calls attention to the Turkish Genocide of Armenians in 1915 and portrays eyewitness accounts and interviews with survivors, combined with rare archival film footage.
- On October 8, 2015 at 5 pm, the QCC Art Gallery will hold openings for several new exhibits which will continue until January 10, 2016:
 - In *The Faces of Africa* exhibit, Peace Corps volunteer and African art aficionado Charles Miller III presents thirty photographs taken during his time in Liberia. Faces of Africa presents Liberian children in their everyday environment, the elders in the towns where he has travelled , and the Sande Society girls from the town of Dwazahn, who are portrayed going through their rites of passage.
 - Harnessing the creative energy from her recent exhibit in the Ludwig Museum, Budapest; Hungarian American artist Suzanne Nagy presents her evolved creation *Sustainable Nature II*. The exhibition will highlight an installation using technology that raises the awareness of climate change and its impact on our lives.
 - The exhibition entitled, *Doors of Memory - Remembering My Birthplace / Porte della memoria - Ricordi del Mio Paese* with a companion catalog presented in English and Italian, displays poetry and photography by artist Eleanor Imperato who recounts her memories growing up in her birthplace, Avella, Italy.

Congratulations to our Queensborough Performing Arts Center on its Fiftieth Anniversary!

At Queensborough Community College, educating, enlightening and enriching are what we do, through innovative academic programs, support services, and enrichment activities. This year we celebrate The Queensborough Performing Arts Center's (QPAC) 50th Anniversary. QPAC is a premier live arts venue; a leader in the industry, strengthening our community through the arts, and transforming young lives. QCC began presenting professional performances in the fall of 1965. Before the theater was dedicated in 1971, performances were held at Francis Lewis High School, Cardozo High School, and in our very own gymnasium. Take a moment to appreciate what a special role QPAC has played and continues to play in our students' lives and in our community. With thrilling world premieres, classical ballets and ground-breaking collaborations, we are touching thousands, and inspiring many. We salute QPAC's world-class artistry, innovative programming, and impactful education and outreach in our community. Together, we are crafting the next great chapter in the legacy of Queensborough Community College's world-class performing arts center.

**STEERING COMMITTEE OF THE ACADEMIC SENATE
QUEENSBOROUGH COMMUNITY COLLEGE, CUNY
MONTHLY REPORT
September 9, 2014**

The Academic Senate and all Senate committees have started the Fall 2015 semester at full strength. Openings do occur during the academic year, so please encourage your constituents seeking college service to contact a member of the Steering Committee and we will forward their names to Dr. Julian Stark, Chairperson of the Committee on Committees. Senate Committee reports from last year continue to be submitted at a good pace, and we would like to thank the committee chairs for the reports attached as part of the September agenda.

The Administration's General Education Assessment Task Force will be continuing its work this upcoming academic year. A representative of that committee will present progress reports to the Academic Senate at its regular monthly meetings. All policy recommendations will be presented to the full body for a vote.

As the BTech program continues to evolve, the Administration's BTech Task Force and the Curriculum Committee will continue to collaborate. All changes to QCC programs and courses must be approved by the Curriculum Committee and the full Academic Senate.

The Steering Committee supports moving the High Impact Activities and the Honors Program under the auspices of the Academic Senate through the creation of a High Impact Activities standing committee. There will be discussions with the Administration and other constituencies on campus and regular reports will be provided to the Senate.

As will begin the new academic year, please remind your colleagues that the QCC Academic Senate is the policymaking body of the College. Please do not hesitate to contact any member of the Steering Committee if you have any questions or concerns regarding the Senate or its committees. Also, please be reminded that any Senator who wishes to initiate discussion and/or a policy proposal for a vote by the full Senate has every right to do so, and the Steering Committee stands ready to offer procedural support.

Date: 17 July 2015

TO: QCC Academic Senate

FROM: QCC Faculty Representative to CUNY UFS, Beth Counihan

Subject:

The 387th Plenary Session
of The University Faculty Senate
of The City University Of New York
The Graduate Center, 365 Fifth Avenue
Room 9204/5/6
Tuesday, 5 May, 2015, 6:30 p.m.

UFS Chair Terrence Martell called the meeting to order at approximately 6:30pm.

I. Approval of the Agenda

Agenda approved by voice vote

II. Approval of the Minutes of March 24, 2015

The minutes were approved as distributed by voice vote.

III. New Business: Kay Conway announced that the UFS Fall 15 proposed Conference topic will be the problem of k-12 underpreparation; Emily Tai announced a new UFS committee to be formed: Higher Education in the Prisons Committee

IV. Nominations and Elections for Members-at-Large of the Executive Committee (candidates' statements available online; 2 minute speeches are also given by each candidate)

Results: Barker (Medgar Evers), Barnhart (Kingsborough), Conway (BMCC), Fernandez (LaGuardia), Pecorino (Queensborough), Tai (Queensborough), Weiser (Baruch)

V. Reports

A. Standing Committee Annual Reports

Academic Freedom: investigating the issues around academic freedom and assessment and accreditation; encouraging faculty to be active and take a lead role in matters of assessment

Libraries and IT: Institutional Repository established at the Graduate Center library. working on issue of intellectual property in online and hybrid courses

Status of the Faculty: concerned for part-time faculty: adjuncts should be listed on department websites; reviewing CUNY policies on office space for adjuncts. COACHE results available mid July

Student Affairs: working with University Student Senate (USS): issues of mentoring, Title IX Sexual Harrassment Policy. USS planning to meet with BOT regarding Pathways and working on fighting tuition increases.

B. Representatives to Board Committees--no reports (BOT did not meet between March and May UFS meetings?)

C. Chair: Martell advises all UFS reps to seek out USS support: "the communication channel is crucial" and thanked all chairs and members of UFS standing committees for their work

Meeting adjourned at 8pm.

Queensborough Community College

May 2015 Graduates

1007

First Name	Middle Name	Last Name	Suffix	Acad Plan
Sabghatullah		Abdali		HS-AS
Sergo		Abelard		BA-AAS
Maimouna	A	Abiola		NY-AAS
Gabriella	R	Abreu		FA-AS
Andres		Acosta		BT-AS
Bryan		Acosta		MT-AAS
Jenna	A	Acquaviva		BT-AS
Messan		Adelan		LS-AS
Adebisi	D	Adewole		LS-AS
Precious		Adubofour		BM-AAS
Jose	A	Aguayza		DA-AAS
Edison		Agudo		CJ-AS
Jenifer	J	Aguilar		LA-AA
Matthew	S	Aguilar		LA-AA
Gulmira		Ahadova		LA-AA
Jasmin		Ahamed		BT-AS
Syeda	R	Ahammed		LS-AS
Abdullah	S	Ahmad		LA-AA
Umbreena		Ahmad		LA-AA
Stephanie		Ahunu		HS-AS
Farzana		Akther		DA-AAS
Sulthana		Akther		HS-AS
Rilwan	E	Alaka		FA-AS
Tameem		Alam		LS-AS
William	A	Albarracin		CT-AAS
Betty		Alberto		HS-AS
Arturo		Alejo		LA-AA
Kendle	V	Alexander		LA-AA
Sabrina	M	Alexis		LA-AA
James	C	Allen		NH-AAS
Simon	A	Allert		MT-AAS
Natasha	A	Ally		AF-AS
Jose	M	Almodovar		CJ-AS
Shatha	Z	Almomani		BT-AS
Melissa		Alrasheid		LS-AS
Dina	R	Alster		LE-AA

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Smith		Altidor	CT-AAS
Jessenia	N	Alvarado	LA-AA
Jackeline	M	Alvarez	LA-AA
Jessica	L	Alvarez	HS-AS
Erik		Amaya	TX-AAS
Dixie-Ann	M	Amoroso-Pugh	NH-AAS
Michael		Ancona	LA-AA
Roxanna		Anda	LA-AA
Kayala		Anderson	LA-AA
Wendy	M	Andrade	BT-AS
Dennis		Annamanthadoo	LA-AA
Gina		Antoun	LA-AA
Bill		Arango	BT-AS
Iglir		Arapi	ME-AAS
Alan	A	Arbelaez	EM-AAS
Jonathan	L	Archer	ME-AAS
Manuel		Argueta	CJ-AS
Fernando		Arias	BT-AS
Ricardo	J	Arias	FA-AS
Woodline		Ariste	BA-AAS
Megi		Arqimandriti	TM-AAS
Mark	S	Arreaga	CJ-AS
Yalda		Asadi	LA-AA
Ghumique		Asfand	LS-AS
Brooke		Astarita	LE-AA
Michael		Avila	CJ-AS
Joseph		Ayala	DA-AAS
Eresh	B	Azad	CJ-AS
Shumaila		Azeemi	LE-AA
Sharada		Aziz	LA-AA
Monica	G	Bai	LA-AA
Radha		Baksh	BT-AS
Nadine		Balkaran	BT-AS
Romel	I	Banegas	BT-AS
Destiny	A	Banks	LA-AA
Lori	A	Barrett	NS-AAS
Joel	A	Basile	LA-AA
Antonia	Nadia	Bastien	LA-AA
Daryl	D	Beacham	FA-AS
Lyndia	L	Bean	BT-AS
Steven		Bedoya	ME-AAS
Taniya		Begam	LA-AA
Angela		Beis	LA-AA

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Consuelo	A	Beissel	LA-AA
Carolin		Bekerman	LA-AA
Francheska		Bello	FA-AS
Jennifer	A	Bello	LA-AA
Nusta		Belluzzi-Acevedo	CJ-AS
Tyler		Benoit	LA-AA
Andrea	G	Bermudez	CJ-AS
Ruth	T	Bermudez	DA-AAS
Angelica		Berrios	LA-AA
Kieran	M	Bevin	LA-AA
Debbeet		Bhattacharjee	LA-AA
Arjun	S	Bhatti	BT-AS
Demetrius		Blanc	LA-AA
Juan	C	Bonola	LS-AS
Theresa	C	Breary	LA-AA
Lia	E	Briffa	LS-AS
Kyrane	F	Bristol	BT-AS
Loriel	M	Brown	MA-AAS
Shaquille	A	Brown	BT-AS
Suzette		Budhu	NS-AAS
Megean	C	Burgess	LA-AA
Brendan		Byrne	TX-AAS
Hanbyul	B	Byun	DA-AAS
Carlos	E	Cabanillas	BT-AS
Heriberto	J	Cabral	DP-AAS
Sasha		Cabreja	LA-AA
Julio	C	Cabrera	LS-AS
Haike		Cai	BT-AS
Yuwei		Cai	BT-AS
Richard	I	Caits	LA-AA
Edwin		Cajisaca	LA-AA
Angie	K	Calderon	LA-AA
Czarina	A	Calicdan	HS-AS
Dominique	N	Callahan	LA-AA
Paola	E	Callejas	CJ-AS
Stephanie	S	Camacho	LA-AA
Sabrina		Cammisa	LA-AA
Christopher	L	Camp	ME-AAS
Lindsey		Campbell	ME-AAS
		Campbell-Ben	
Marcia	E	David	LA-AA
Daniella	O	Campos	LA-AA
Giuseppe		Cannova	LS-AS

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Lourdes		Carballo	LA-AA
Sebastian		Cardenas	BT-AS
Zeena Marie		Cardenas	CJ-AS
Stephanie		Cardona	LA-AA
Jeffrey		Cardona Oidor	LS-AS
Theresa	R	Cardoz	LS-AS
William	E	Carlson	EM-AAS
Bayard	C	Carmiencke	LA-AA
Jonathan	S	Carpio	LA-AA
Daniel		Carrero	CJ-AS
Brigett	V	Carvajal	LS-AS
Gilbert		Casanova	LA-AA
Jodalie		Castillo	BM-AAS
Lidia	I.	Castillo	LA-AA
Marcos	R	Ceballos	CJ-AS
Vladimir		Celestin	LA-AA
Naomi		Celisca	LA-AA
Mihyon	D	Cha	FA-AS
Rolando	C	Chabla	CJ-AS
Refael		Chamoulian	LA-AA
Patrick		Chan	CT-AAS
Vincent		Chan	LA-AA
Yim Fong		Chan	HS-AS
Shehzida	K	Chandny	BT-AS
Christopher	W	Chang	LA-AA
Chyong-Yunn		Chang	NH-AAS
Joseph	T	Chang	LS-AS
Wen-Ju		Chang	FA-AS
Chemner	E	Charles	CJ-AS
Masbieha		Chaudhry	BT-AS
Fuhao		Chen	BT-AS
Helen		Chen	LA-AA
Jacky		Chen	BT-AS
Kevin		Chen	BM-AAS
Kevin		Chen	CJ-AS
Xiaofeng		Chen	BT-AS
Ziming		Chen	BT-AS
Bryan		Chetram	LA-AA
Tanuja		Chhabra	BT-AS
Rogerio		Chiao	LS-AS
Margaret	C	Chin Quee	LA-AA
Kyle	A	Chin-How	LA-AA
Jennifer	N	Chioffe	LE-AA

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Albert		Cho		LA-AA
Jonathan		Cho		LA-AA
In Chan		Choi		TM-AAS
Jinhee		Choi		LA-AA
Rumel		Choudhury		BT-AS
Shamima		Choudhury		BT-AS
Ahasanul		Chowdhury		CJ-AS
Srety		Chowdhury		CJ-AS
Zahfi		Chowdhury		CJ-AS
Christina		Chronos		LE-AA
Jessica		Chuman		CJ-AS
Diana	J	Chumbay		MA-AAS
Daniel		Chun		LA-AA
Maggie		Chung-Zhan		HS-AS
Marisela		Cisneros		MA-AAS
Michele	A	Clarke		FA-AS
Ismael		Claudio	Jr	LA-AA
Shakia	L	Clements		BT-AS
Emmanuel	W	Cobblah		CT-AAS
Tiffany	L	Coleman		LA-AA
Ronald		Coley		LA-AA
Aileen		Colon		CJ-AS
Rose Leanne	V	Constant		CJ-AS
Christian		Cordoba		BA-AAS
Kelly	K	Cordova		LA-AA
Carlos		Correa		LS-AS
Cory	J	Courvoisier		DA-AAS
Oscar		Cruz		CJ-AS
Yessica	M	Cruz		AF-AS
Alessandro		Cuadros		DP-AAS
Karolina		Cudnik		LA-AA
Yin Juan		Cui		TM-AAS
Juan		Custodio		FA-AS
Frank	R	Cygan		TX-AAS
Xiaoshan		Dai		TM-AAS
Kanya		Dambreville		CJ-AS
Vinod		Dan		LA-AA
Louis	W	Daniels		TX-AAS
Michael		Danz		BM-AAS
Matthew		Danziger		TM-AAS
Jimmy		Daphnis		BT-AS
Daniel	S	David		BA-AAS
Guwom		Davis		BT-AS

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Jacqueline	F	Davis		TM-AAS
Nicholas		Davis		LA-AA
Theresa	A	Davis		MA-AAS
Abigail		De La Cruz		LA-AA
Max		De La Cruz		CJ-AS
Andrew	J	Deblasie		LA-AA
John	C	Degaray		NY-AAS
Felicita		Dejesus		LE-AA
Veronica		Del Rio		LA-AA
Michael		Delligatti		LA-AA
Jeff		Delmas		LA-AA
Alyssa	M	Demavivas		LA-AA
Huiqing		Deng		BT-AS
Lorraine	V	Denton		LA-AA
Kristi	S	Deokienanan		LA-AA
Vandana		Deonarain		LA-AA
Daniel		Deonarine		BA-AAS
Lilibeth		Depena		LA-AA
Mardochee	D	Devilme		CJ-AS
Joseph	A	Di Natale		TX-AAS
Mohamed		Diabate		MT-AAS
Diana		Diamantis		LE-AA
Alexa		Diaz		LA-AA
Edwin		Diaz		NS-AAS
Romina	Vanesa	Diaz		HS-AS
Stefany	D	Diaz		LA-AA
Veerindra	S	Dilchand		LA-AA
Eric	J	Domeny		LA-AA
Michael	N	Dong		DP-AAS
Nathalie	S	Dorval		LA-AA
Yuqing		Duan		BT-AS
John	P	Ducroiset		TX-AAS
Huan		Duong		TX-AAS
Julian	A	Duque	Sr	LS-AS
Noemy	A	Duran		LA-AA
Naved		Durrni		BT-AS
Virginia		Durso		LA-AA
Marek		Dziwirek		ET-AAS
Carolina		Echeverry		BT-AS
Vivian	O	Edobor		LA-AA
Christelle		Edouard		LA-AA
Cory	A	Eisler		LA-AA
Nydia	C	Elias		LA-AA

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Shawn	J	Elliot	LA-AA
Sadman	Ahmed	Elman	LS-AS
Wilhelm		Elome	LS-AS
Arturo H.		Enamorado III	III
Moises		Enriquez	LA-AA
Jason	T	Ephraim	LA-AA
Irislydia		Escalera	LA-AA
Johnathan		Espinosa	CJ-AS
Tatiana	J	Espinoza	LA-AA
Susan		Eugene	NS-AAS
Kristelle	A	Ewingchow	LA-AA
Yesica	D	Fairclough	LA-AA
Dylan		Fakira	FA-AS
Edward		Fana	LA-AA
Nathan	C	Fanton	LA-AA
Nure		Farea	MA-AAS
Zareen		Fareed	BT-AS
Soha		Farooqui	FA-AS
Daniel		Faylayev	BA-AAS
Alina		Fedahi	LA-AA
Christine		Fei	HS-AS
Matthew	B	Feinman	LA-AA
Crystal	D	Feliciano	TM-AAS
Anthony		Felix	LA-AA
Yi		Feng	BA-AAS
Lorena	S	Ferdinand	HS-AS
Susan		Fermin	LA-AA
Angelina		Fernandez	LA-AA
Eddie	D	Fernandez	LS-AS
John	P	Fernandez	BT-AS
Sandra	P	Fernandez	LA-AA
Jessica		Ferrara	BT-AS
Janyll		Ferreira	LA-AA
Brayan	S	Fiallos	BT-AS
Pedro		Figueroa	LA-AA
Kadeem	U	Fletcher	LA-AA
Alexis Nicole		Flores	LS-AS
Stephanie	R	Flores	MA-AAS
Kristyna		Foglia	LE-AA
Emily	R	Fonseca	LA-AA
Sharon	M	Francis	NY-AAS
Monica		Franco	CJ-AS
Jeffrey		Freeman	BM-AAS

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Anthony		Freyta	LA-AA
Naisha	N	Frolio	LA-AA
Giuseppe	C	Gagliardi	LA-AA
John	Thomas	Gallagher	NH-AAS
Christina		Gamble	BH-CERT
Peng		Gao	CJ-AS
Weijing		Gao	BT-AS
Daisy	R	Garate	CJ-AS
Christopher	S	Garcia	EM-AAS
Diego	Y	Garcia	LA-AA
Edwin		Garcia	CT-AAS
Katrina	I	Garcia	BT-AS
Rosalyn		Garcia	LA-AA
Diana		Garcia Silva	EH-AS
Jessica		Garduno	DD-AAS
Jaleel		Gatling	CJ-AS
Taylor	N	Geiger	LA-AA
Lauren		Genao	LA-AA
Rosemarie		George	LA-AA
Tina	M	Gericke	LE-AA
Ronald		Germain	HS-AS
Roxana		Gheorghiu	BT-AS
Ionela		Ghita	LS-AS
Ignazio	J	Giammona	ME-AAS
Kereen	O	Gibson	LA-AA
Preston		Gibson	LA-AA
Kathelin	S	Gil	LA-AA
Shemeka	C	Gill	BT-AS
Karen		Giraldo	BT-AS
Stephanie		Godoy	BA-AAS
Brianna		Goetz	LA-AA
Carolina		Gomez	NH-AAS
Michael		Gomez	LA-AA
Sherron	D	Gomez	DA-AAS
Ma. Catherine	N.	Gonzaga	NS-AAS
Joshua	E	Gonzalez	DA-AAS
Julian	P	Gonzalez	LA-AA
Latill	A	Goodwin	FA-AS
Kevin	S	Gordillo	CJ-AS
Danelle	M	Gordon	LA-AA
Diamond		Gordon	LA-AA
Stephanie	E	Gotay	LE-AA
Jasmine	S	Graham	LA-AA

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Chantelle		Grant	LA-AA
Joseph		Grasso	CJ-AS
William	B	Green	ET-AAS
Matthew		Greenslade	FA-AS
Stefani	T	Greenstein	LA-AA
Donald	L	Griffith	FA-AS
Richard	A	Groll	NH-AAS
Joseph		Gubbins	LA-AA
Monica	E	Guerra	FA-AS
Luis		Guerrero	ME-AAS
Sara		Gul	LS-AS
Christine	B	Gunshinan	MA-AAS
David		Guo	BT-AS
Adelina	F	Gurgov	LA-AA
Laura		Guterman	NY-AAS
Joshue	F	Gutierrez	BT-AS
Ysely		Gutierrez	FA-AS
Marleny		Guzman	HS-AS
Valerie		Guzman	LA-AA
Andy		Gwon	LA-AA
Soleiman		Hafizi	LA-AA
Shahab		Haidary	LA-AA
Samiullah		Halim	LS-AS
Corey		Hall	BM-AAS
Peter		Hall	TM-AAS
Joyce	Y	Han	LA-AA
Kristin	M	Hargrove	LA-AA
Christina		Haroutunian	LA-AA
Taylor	L	Harrell	FA-AS
Roberto	I	Hart	LA-AA
Bibizohreh		Hashemi	HS-AS
Cherrise	D	Hatcher	LA-AA
Andi		Haxhi	CJ-AS
Andrew	J	Herbert	TX-AAS
Dulce		Hernandez	FA-AS
Laticha	A	Heywood	LA-AA
Karina	M	Hidalgo	CJ-AS
Camille		Hinds-Anderson	LE-AA
Theodora		Hiotis	LA-AA
Siu	Y	Ho	LS-AS
Kira	A	Holley-Feller	LA-AA
Rashawn	O	Hopwood	DA-AAS
Brian		Horowitz	LA-AA

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Indranie		Hosein	BT-AS
Afia		Hossain	BT-AS
Alia		Hossain	HS-AS
Deba		Hossain	BT-AS
Mohd	I	Hossain	DP-AAS
Rad		Hossain	LA-AA
Romana		Hossain	BT-AS
Saima	Roni	Hossain	LA-AA
Zakir		Hossain	LA-AA
Emina		Hot	LA-AA
Dara	Xin Rui	Hu	TM-AAS
Willie		Huancas	LA-AA
Heming		Huang	CJ-AS
Jingwen		Huang	BT-AS
Jesus		Huerta	LA-AA
Luis		Huertas	BT-AS
Charles		Huh	LA-AA
Maqdar		Hussain	CJ-AS
Stephanie		Ierome	LA-AA
Ferra	K	Igirisa	BA-AAS
Shazia	T	Imam	LS-AS
Anthony	J	Inzerelli	LA-AA
Deolall		Ishak	CJ-AS
Md Tariqul		Islam	BT-AS
Tanzina		Islam	LS-AS
Casandra	C	Iwule	LA-AA
Leiran		Izquierdo	BT-AS
Rondel	D	Jackson	BT-AS
Valerie		Jackson	TX-AAS
Arana		Jaipersaud	LA-AA
Himant		Jairam	DP-AAS
Kunjai		Jaiswal	NS-AAS
Donovan	J	James	DP-AAS
Oneika	A	James	BT-AS
Love Marie			
Cleanta		Jean	BA-AAS
Tameka	N	Jeffers	LS-AS
Myungsug	S	Jeong	TM-AAS
Laura	C	Jesic	DD-AAS
Leona	A	Jattoo	CJ-AS
Qian Wen		Jiang	HS-AS
Giselle		Jimenez	LE-AA
Jacqueline		Jimenez	HS-AS

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Jonathan	I	Jimenez	LA-AA
Yanling		Jin	BT-AS
Yizhu		Jin	LS-AS
Zhou		Jin	BT-AS
Armanda		Joachim	HS-AS
Sandeep		Jodha	LA-AA
Tamara	N	Johnson	BS-AAS
Timothy	Hardy	Johnson	MT-AAS
Bryan	Robert	Jones	NS-AAS
Kimaya	L	Jones	CJ-AS
Stephen	S	Jones	EM-AAS
Jamila		Jones-Job	NS-AAS
Hannah		Jonnakuti	LS-AS
Sabrina	L	Joseph	CJ-AS
Stacey		Julien	NH-AAS
Neyli	N	Juncal	LA-AA
Sung Min		Jung	HS-AS
Robert		Jurus	LA-AA
Charlene	K	Kabongo	HS-AS
Angela		Kaffetzakis	FA-AS
Abdul		Kakar	DP-AAS
Maria	G	Kakonikos	LS-AS
James		Kang	BA-AAS
Elaine		Kao	LA-AA
Ameer	A	Karim	MT-AAS
Daniel		Karlic	DA-AAS
Sarah		Katz	LA-AA
Kamaljit		Kaur	BT-AS
Karamdeep		Kaur	MA-AAS
Manpreet		Kaur	LA-AA
Parminder		Kaur	NS-AAS
Yousouf		Keita	BT-AS
Morifa		Khairkhah	LA-AA
M Ibrahim		Khalily	BT-AS
Andrea	Neeta	Khan	BT-AS
Christine	K	Khan	LA-AA
Muhammad		Khan	LA-AA
Nadia	Y	Khan	LS-AS
Nimra		Khan	LA-AA
Ruwaydah		Khan	LS-AS
Shameer	A	Khan	PE-AS
Tyron	A	Khan	ET-AAS
Ann	J	Kim	LS-AS

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Clint		Kim	LA-AA
Da Hye		Kim	DA-AAS
Dong Hyun		Kim	BT-AS
Hyun-A		Kim	LA-AA
Jessica		Kim	LA-AA
Jisu		Kim	LA-AA
Victor	Y	Kim	LS-AS
Sonia		King	NS-AAS
Veronica	L	Kirschner	TM-AAS
Vickram		Kishore	CJ-AS
Jason	H	Ko	DP-AAS
Yuki	F	Komatsu	LS-AS
Stephanie		Koshki	LA-AA
Helen	O	Kourland-Piacere	NH-AAS
Roman		Kovmir	ET-AAS
Taras		Kravchuk	ET-AAS
Kavitha		Krishnakumar	BA-AAS
Howard	W	Krufky	LA-AA
John	A	Kubick	LA-AA
Neha		Kumar	BA-AAS
Sean	Ravindra	Kumar	BT-AS
Bharti		Kumari	LS-AS
Chatwalai		Kumchumnan	LA-AA
Katharina	T	Kydd	LA-AA
Zaheer		Lakhani	BM-AAS
Kerry-Ann	T	Lalor	BT-AS
Chun	K	Lam	LA-AA
Tsz Ching		Lam	PE-AS
Daniella		Lampone	NH-AAS
Sophie		Laurent	LA-AA
Stephanie	A	Lavore	LA-AA
Matthew		Lebris	LA-AA
Jessie		Ledesma	LA-AA
Bob	M	Lee	TX-AAS
Colette		Lee	DA-AAS
Isabel		Lee	FA-AS
Jamie	C	Lee	BA-AAS
Ken	W	Lee	BT-AS
Seul		Lee	LA-AA
Soo Hee		Lee	CJ-AS
Brian		Lehe	BT-AS
Robert	J	Lenahan	HS-AS
Farah		Lewis	LA-AA

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Floyd		Lewis		TX-AAS
Muzi		Li		BT-AS
Vincent		Li		CJ-AS
Wendy		Li		BT-AS
Wenwen		Li		DA-AAS
Xing Xian		Liang		DP-AAS
Elizabeth		Licari		BS-AAS
Gaojia		Lin		BT-AS
Li-Che		Lin		BT-AS
Yage		Lin		BT-AS
Yun-Hui		Lin		LA-AA
Zengdong		Lin		BT-AS
Maria		Liriano		LA-AA
Eric		Liu		BT-AS
Hanquan		Liu		BT-AS
Jia		Liu		NH-AAS
Peiyu		Liu		LA-AA
Qianqian		Liu		LA-AA
Tracy		Liu		LA-AA
You Jian		Liu		LS-AS
Olivia	L	Lizarraga		LE-AA
Alil		Ljukovic		CJ-AS
Arnold	R	Lliguichuzhca		DA-AAS
Clarence		Lo		LA-AA
Moises		Lobo		LA-AA
Cristal	M	Lodge		CJ-AS
Chinmun		Loh		BT-AS
Stephen		Loh		BA-AAS
Cameron	C	Lombardi		LA-AA
Daniella		Londono		LE-AA
Alyssa	M	Longo		LA-AA
Kevin		Loo		LA-AA
Gilberto	A	Lopez	Jr	CJ-AS
Jennifer	R	Lopez		BL-AAS
Joshuany	C	Lopez		CJ-AS
Ross	E	Lopez		LA-AA
Souha	B	Ltifi	Sr	BT-AS
Zeming		Lu		BT-AS
Jay		Lucero		LA-AA
Gay Kay		Lui		BH-CERT
Xhozef		Lumaj		BT-AS
Oscar	J	Ma		DA-AAS
Shuai		Ma		PE-AS

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Noel		Madera	Jr	FA-AS
Drisana		Madnick		LA-AA
Roman		Makuch		TX-AAS
Deonie	N	Malcolm		LA-AA
Karina		Mancebo		LA-AA
Nikka		Manfredonia		BT-AS
Victoria		Mansfield		LS-AS
Nicole	A	Mansingh		BT-AS
Thomas		Manzello		LA-AA
Rachel	D	Marr		LA-AA
Josue	A	Marrero		CJ-AS
Daniel	S	Marshall		PL-AAS
Deja	A	Marshall		ME-AAS
Tyeisha	N	Marshall		NS-AAS
Sandra		Marte		NS-AAS
Nicolla	A	Martin		LA-AA
Lisanny		Martinez		CJ-AS
Patricia		Martinez		HS-AS
Pablo	J	Marun		TX-AAS
Narefia	M	Masode		HS-AS
Erich		Mason		LA-AA
Sheila	N	Matthias		MA-AAS
Fatih		Mayan		FA-AS
Sandra	M	Mazariegos		BM-AAS
Philomene Iris	A	Mbani Kabory		LS-AS
Michelle		McInnis		TX-AAS
Mecca		McQueen		LA-AA
Clyde	G	Mcbean		BM-AAS
Joseph	R	Mcdonald		LA-AA
Rachel	J	Mcdowell		LE-AA
Paul		Mcfarlane		HS-AS
Kelon	D	Mckoy		BT-AS
Ana	E	Medina		LA-AA
Angelica		Medina		FA-AS
David	A	Medina		CJ-AS
Muhebullah		Mehirdel		LA-AA
Elissa	L	Mejia		LE-AA
Samantha		Mena		LA-AA
Angelo	P	Mendez		TM-AAS
James		Mentor		TC-AAS
Erin	A	Mercado		FA-AS
Marie	A	Metayer		NS-AAS
Thomas	C	Metzing		ET-AAS

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Jasmaine		Michel	HS-AS
Geovanni		Mieses	LA-AA
Emmanuel		Milfort	FA-AS
Adibullah		Mir	LA-AA
Franklin	P	Mirabal	ME-AAS
Jonathan	A	Mireles	BT-AS
Jonathan		Mitchell	FA-AS
Sibulelo	T	Mnisi	DA-AAS
Mahendra		Mohabir	LA-AA
Bibi		Mohamed	LA-AA
Jennifer		Mohamed	LA-AA
Zaheed		Mohamed	BT-AS
Ezan	R	Mohammed	TX-AAS
Rubina		Mohammed	LA-AA
Cristal		Molina	LA-AA
Jenny	L	Molina	LS-AS
Kimberely		Molina	LS-AS
Michelle		Molina	BT-AS
Janneth	A	Monje	BT-AS
Janie		Montero	LE-AA
Alisa		Montgomery	LA-AA
Ariel	D	Montgomery	CJ-AS
Latoya	A	Moore	CJ-AS
Matthew	C	Moore	FA-AS
July	G	Mora	MA-AAS
Niurka		Mora	MA-AAS
Bavinton		Morales	CT-AAS
Pamela	J	Morales	BA-AAS
Caige		Moran	BT-AS
Itsel	G	Moreno	MA-AAS
Brittany	R	Morley	LA-AA
Amanda		Morris	FA-AS
Jessica	A	Morrocu	LA-AA
Elaine		Mucci	TX-AAS
Alexis		Muir	LA-AA
Carla	M	Muniz	CJ-AS
Valeria		Munoz	LA-AA
Josephine		Murray	NY-AAS
Magesa	S	Mwita	DP-AAS
Miriam		Naghdi	LA-AA
Najumun		Naju	LA-AA
Marissa	A	Natell	LA-AA
Diana		Naula	CJ-AS

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Diana	L	Naula	CJ-AS
Alexis	N	Negron	LE-AA
Cassandra		Negron	LE-AA
Samantha		Nelson	ME-AAS
Joyce		Nembhard	MA-AAS
Melissa	A	Neubauer	HS-AS
Tanya	L	Niemiec	MA-AAS
Juan	Esteban	Nieto-Zapata	LS-AS
Gabriella		Nigoghossian	FA-AS
Dimitris	A	Nikiforakis	LA-AA
Linda		Nimron	BW-CERT
Diego	J	Nino	FA-AS
Christian		Noel	NS-AAS
Widjaya		Noordjamzam	ME-AAS
Anthony	A	Norton	BT-AS
Damaris		Nunez	LS-AS
Nailah		O'Neal	LA-AA
Nicoleta	Alexandra	Ochisor	LE-AA
Seongeun		Oh	LA-AA
Roxana	B	Olivares	LE-AA
Christopher		Oliveira	BT-AS
Elayne	I	Olivo Estevez	LA-AA
Svitlana		Olkhovska-Noor	TM-AAS
Jesse	M	Olson	TC-AAS
Sandy		Ompertab	LE-AA
Jonathan	D	Ordonez	BT-AS
Murphy	S	Orea	HS-AS
Cecilia	B	Orilia	LA-AA
Isabel	M	Orozco	LA-AA
Yezenia		Osorio	CJ-AS
Arian		Oveissi	LA-AA
Rosa	J	Paez	FA-AS
Nitika		Pandey	PE-AS
Brandi	N	Panisse	LE-AA
Frederick	J	Pantoja	LA-AA
Kennisha	T	Panton-Cardoza	BT-AS
Angelica		Papis	CJ-AS
Erica	M	Park	BT-AS
John	J	Park	HS-AS
Rafeeka		Parker	BS-AAS
Barinderjit	K	Parmar	BT-AS
Lea	C	Passione	LA-AA
Stephanie		Pastor	LA-AA

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Javnika	B	Patel		BT-AS
Niki	H	Patel		HS-AS
Rinku	R	Patel		HS-AS
Vinayakkumar	K	Patel		CT-AAS
Julia		Paternoster		LA-AA
Edward		Pau		NS-AAS
Richardson		Paul		TX-AAS
Andy		Paulino		CT-AAS
Cileny		Paulino		TM-AAS
Glasmay		Paulino		LA-AA
Christopher		Payne		TX-AAS
Daniel	A	Paz		LA-AA
Genesis	B	Pazmino		LE-AA
Adrianis		Pena		CJ-AS
Joanne		Pena		HS-AS
Mary		Pena		LA-AA
Catherine		Peralta		LA-AA
Sandy	X	Peredo	Sr	LS-AS
Jennifer	E	Perez		FA-AS
Stiven		Perez		HS-AS
William		Perez		LA-AA
Christian	Anderson	Perez Valverde		DA-AAS
Amanda		Perlmutter		FA-AS
Emilia	R	Perone		HS-AS
Victoria		Perry		LA-AA
Arron	D	Persaud		BS-AAS
Narendra		Persaud		BA-AAS
Navin		Persaud		LA-AA
Poonam		Persaud		MA-AAS
Shamain	C	Persaud		LA-AA
Jonathan	B	Peters		ME-AAS
Stephan		Philogene		MT-AAS
Jeffry		Pichardo		BA-AAS
Rassiel	E	Pichardo		LA-AA
Kevin	W	Piedra		DA-AAS
Karen		Piedrahita		CJ-AS
Paola	A	Pineros		LA-AA
Christian	G	Pino		DP-AAS
Michael		Piriz		LA-AA
Devica		Pittiman		HS-AS
Yana		Poghosyan		NH-AAS
Michael		Pogo		LA-AA
Mercedes		Polanco		BY-AS

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Yanilda		Polanco	LA-AA
Yehudi	J	Polanco	CJ-AS
Andy		Poon	LA-AA
Romel		Pooran	BT-AS
John	D	Porcasi	TX-AAS
Jalissa	A	Porras	FA-AS
Felicia	A	Pravata	LE-AA
Sharon		Praylow	LA-AA
Jesaiah		Prayor	PE-AS
Shanequa	L	Price	LA-AA
Daysi	V	Proano	SF-AS
Carla	S	Pulgarin	LA-AA
Joanne	Jungah	Pyo	LA-AA
Johnny		Quach	LA-AA
Keenan		Quach	LS-AS
YewJin		Quah	HS-AS
Janet		Quizhpi	LA-AA
Jonathan		Rachiele	LA-AA
Sharona		Rafailova	LA-AA
Kristin	J	Rahamut	MA-AAS
Mumta		Ram	NY-AAS
Christopher		Ramirez	LA-AA
Jose	R	Ramirez	CJ-AS
Lucy		Ramirez	LA-AA
Mikhail	C	Ramirez	CT-AAS
Natalie		Ramirez	BT-AS
Daniel	T	Ramkissoon	LS-AS
Orsy	R	Ramos	EM-AAS
Shamelah	K	Rampersad	LS-AS
Sydney		Rampersaud	BT-AS
Ryan	A	Rangila	MT-AAS
Annisa		Rasul	BT-AS
Amber	C	Rawlins	LE-AA
Carlos	A	Rebolledo	CJ-AS
Robert	C	Reckia	TX-AAS
Jessica		Reddy	LE-AA
Ashley	B	Reed	LE-AA
Eusebio		Refuse	LA-AA
Philip		Repaci	NH-AAS
Bernadette		Rey Lara	TM-AAS
Marie	A	Richard	LA-AA
Vanessa	A	Richards	LE-AA
Natalie		Rios	LA-AA

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Ruth	N	Rios Villagra		LA-AA
Julio	A	Rivas	Jr	LA-AA
Anthony		Rivera		LA-AA
Jeremy		Rivera		LA-AA
Michelle	C	Rivera		LA-AA
Peter	J	Rivera		CJ-AS
Fatima		Rizvi		HS-AS
Devin	N	Robinson	Jr	LA-AA
Diana		Rodriguez		BW-CERT
Hector	X	Rodriguez		TX-AAS
Hector		Rodriguez		TM-AAS
Jonathan	R	Rodriguez		LA-AA
Joselin		Rodriguez		BT-AS
Kelvin		Rodriguez		FA-AS
Lenny		Rodriguez		LA-AA
Mabel	A	Rodriguez		LA-AA
Melodee		Rodriguez		FA-AS
Sindi	Y	Rodriguez		LE-AA
Mario	A	Rojas		LA-AA
Gina		Roldan		LA-AA
Jonathan		Roman		NY-AAS
Sarah	E	Roman		LA-AA
Justin	E	Romero		LA-AA
Mario	R	Romero		NH-AAS
Steven		Roopchand		DP-AAS
Arianny		Rosado		MA-AAS
Elsa	J	Rosario		BY-AS
Jose		Rosario		CJ-AS
Omar		Rosario		LA-AA
Yizenia		Rosas		BT-AS
Camille		Ross		LA-AA
Danielle		Rubin		LA-AA
Elizabeth	A	Ruiz		LA-AA
Ligia	G	Ruiz		NS-AAS
Bruce	E	Rushing		LA-AA
Jessica		Ruta		NS-AAS
Christina	C	Ryan		DA-AAS
Shanay	M	Ryan		BM-AAS
Riadh		Saadallah		LA-AA
Maria	A	Saccente		LA-AA
Frank		Sacramone		LA-AA
Maryam		Sadiq		LS-AS
Mostafa		Saif		BT-AS

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Sajida		Sakhi	LA-AA
Silvia		Salamone	LS-AS
Erick		Salazar	LA-AA
Yanilda		Salcedo	LA-AA
Andres		Saldarriaga	CT-AAS
Anake	J	Samuel	BT-AS
Anthony		San Andres	LA-AA
Andres	F	Sanchez	MT-AAS
Carlos	S	Sanchez	LA-AA
Luz	M	Sanchez	LA-AA
Nyssa		Sanchez	LE-AA
Robin		Sanchez	LA-AA
Sonia	K	Sanchez	BT-AS
Francisco		Santa	BT-AS
Kelly		Santana	LA-AA
Suleimy	E	Santos	LA-AA
Bernadette	L	Schweda	FA-AS
Hazel		Seda	TM-AAS
Amanda		Seenaught	CJ-AS
Krishanthi	L	Senarathna	HS-AS
Christian	H	Serrano	CJ-AS
Dahianna		Serraty	LA-AA
Many Rose		Severin	LE-AA
Haseeb		Shah	HS-AS
Shafiqullah		Shah	LA-AA
Ramsha	S	Shaikh	HS-AS
Ricky	T	Shao	PE-AS
Stephanie	L	Sharkey	LA-AA
Israt		Sharmin	HS-AS
Craig	E	Sheard	LA-AA
Wei		Sheng	MT-AAS
Linjun		Shi	BT-AS
Hyo Jung		Shin	LS-AS
Justin	I	Shmuel	LA-AA
George	N	Shoshilos	BT-AS
Mamadou		Sidibe	BT-AS
Jeanline		Silien	LA-AA
Regina		Simkhaeva	NS-AAS
David	B	Simon	LA-AA
Armani		Simpson	LA-AA
Dana		Singh	LA-AA
Jagdeep		Singh	LA-AA
Jasvir		Singh	LA-AA

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Mandeep		Singh		DP-AAS
Yuvraj		Singh		CJ-AS
Aregama		Sirisumana		CT-AAS
Bryan		Snipe		NH-AAS
Bryan		Soasti		LA-AA
Arelis		Solares		CJ-AS
Sylvon	A	Sookdeo		LA-AA
Emanuel	A	Soto		LS-AS
Glennys		Soto	Jr	HS-AS
William	M	Spencer		TX-AAS
Joseph	M	Spezzano		LA-AA
Genisse	A	St. Hubert		NH-AAS
Michael	I	Starks		DA-AAS
Rahel	M	Steffen		PE-AS
Sean	P	Stenson		LA-AA
Bradley	M	Stone		LA-AA
Ran		Su		BA-AAS
Jason		Subhani		LS-AS
Sung Min		Suh		LA-AA
Bryan		Sukhram		CJ-AS
Yitong		Sun		LS-AS
Laura	A	Suriel		LA-AA
Hyatt	G	Swann	Jr	LA-AA
Damian	L	Sylvester		DA-AAS
Chun Keat		Tai		HS-AS
Angelica	F	Talarico		LE-AA
Luisa		Tamayo		BA-AAS
Pascuala		Tambriz		BT-AS
Kanntzy		Tan		TM-AAS
John	M	Tarrayo		FA-AS
Samuel	J.	Tarsoo		ET-AAS
Sabrin		Tasneem		HS-AS
Andy		Tavarez		BT-AS
Andre	R	Taylor		BT-AS
Chandra		Teekaram		MA-AAS
Gabriela		Tejada		LA-AA
Jorge		Tejada		LA-AA
Catherine	L	Tejedas		LA-AA
Kimberley	T	Tenn		LA-AA
		Teshima		
Daniela		Valenzuela		BT-AS
Chrisari		Then		LS-AS
Enrique	A	Then		LA-AA

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Karyana		Then	LA-AA
Melinda	A	Thomas	HS-AS
Sinu		Thomas	HS-AS
Cathy	S	Thompson	BA-AAS
Jason-Craig	A	Thompson	LS-AS
Krystal	M	Thompson	LA-AA
Ronald		Tienord	ET-AAS
Jean		Tobar	BT-AS
Richard	F	Tobar	BT-AS
Houda		Toloa	LA-AA
Jeffrey		Torres	LS-AS
Nahomie		Toussaint	LA-AA
Nakisha	R	Toussaint	LA-AA
Queen		Toussaint	LA-AA
Mariam		Traore	LA-AA
Gelpha	C	Trimble	LA-AA
Jose Alberto	L	Trinidad	FA-AS
Augoustine		Trombley	NS-AAS
Omawattie	D	Tulsi	BT-AS
Thaveesha		Udugama	LE-AA
Francesca		Ulysse	LE-AA
Ciara	M	Umgelter	LA-AA
Catherine		Urbano	CJ-AS
Milton		Uruchima	BT-AS
Akanimo		Utin	CJ-AS
Cristina		Utreras	LA-AA
Onwy	C	Uzoigwe	DP-AAS
Betty	N	Vallejo	BT-AS
Erika	P	Vanegas	CJ-AS
Gabriela	N	Varas	LA-AA
Arlin		Vargas	CJ-AS
Chanel	L	Vargas	LA-AA
Gabriel		Vargas	LA-AA
Lisette	M	Vargas	MA-AAS
Yanelisi		Vargas	LA-AA
Katalina		Varona	BT-AS
Emmanuel		Vasquez	CT-AAS
Jc	W	Velasco	CJ-AS
John		Velez	FA-AS
Robert	H	Vetro	LA-AA
Salvador	M	Vicenty	LA-AA
Roderick	C	Vick	TX-AAS
Mike		Vigo	LA-AA

Jr

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Melyn		Vil	LA-AA
Maria Virginia		Villadiego-Punto	HS-AS
Carlene	N	Waite	NH-AAS
Stacie	M	Walker	LS-AS
Hongyan		Wang	NS-AAS
Jennie	Ycwang	Wang	LA-AA
Jenny	Christine	Wang	LS-AS
Nan		Wang	PE-AS
Xiaodan		Wang	BT-AS
Xinyi		Wang	LA-AA
Xu		Wang	CJ-AS
Muhammad		Waqas	CJ-AS
Alexandria		Ward	FA-AS
Fabian	J	Watson	LA-AA
Veronick		Watson	LA-AA
Cynthia	M	Webster	NH-AAS
Samuel		Wechsler	CJ-AS
Carla	Natasha	Wells	NH-AAS
Garvin	A	Wells	DP-AAS
Andrew	M	White	DP-AAS
Kim	A	Williams	BT-AS
Shennel	S	Williams	BS-AAS
Tiffani		Williams	MA-AAS
Toni Tori	N	Williams	CJ-AS
Erin	L	Wilson	NS-AAS
Kevin	A	Wilson	CT-AAS
Shaquille	I	Winston	LA-AA
Dominik	P	Witkowski	BT-AS
Joseph	S	Wolkin	LA-AA
Jackson		Wong	BT-AS
Jimmy	K	Wong	LA-AA
Matthew		Wong	BA-AAS
Michael		Wong	LA-AA
Sally	Y	Wong	MA-AAS
Breyonna		Woodall	CJ-AS
Nicole	M	Wright	NS-AAS
Shao	M	Wu	TM-AAS
Zhenfu		Wu	ET-AAS
Chao		Xie	NS-AAS
Kai		Xu	BT-AS
Wei		Xu	BT-AS
Shuai		Xuan	BT-AS
Janet	C	Yakubov	LA-AA

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Danielle		Yamen	LA-AA
Quanjian		Yan	HS-AS
He-he		Yang	BA-AAS
Ling		Yang	LA-AA
Timothy		Yang	LA-AA
Zhenkang		Yang	PE-AS
Jing		Yao	BT-AS
Shehr		Yar	DP-AAS
Mengzhen		Ye	LA-AA
Dickson	C	Yee	BT-AS
Tak Kit		Yeung	PE-AS
Joanna		Yin	ME-AAS
Xihao		Yu	BT-AS
Stephanie	G	Zambrano	BT-AS
Catherine	L	Zanca	BA-AAS
Mayra	A	Zecena	CJ-AS
Fuyang		Zhang	NS-AAS
Jianyi		Zhang	DP-AAS
Yunfan		Zhang	BT-AS
Zeren		Zhang	LS-AS
Justin		Zhao	BT-AS
Dai Tao		Zheng	TM-AAS
Josh	Jie	Zheng	CJ-AS
Lijie		Zheng	BT-AS
Hao		Zhou	CT-AAS
Junxiao		Zhu	LA-AA
Xiaonan		Zhu	BT-AS
Lina		Zou	BT-AS

Queensborough Community College August 2015

Candidates for Graduation – Approved Status - 351

First Name	Middle Name	Last Name	Acad Plan
Claudia	Y	Abarca	LA-AA
Ariel		Abayev	BT-AS
Natasha		Abbensetts	LA-AA
Yasar		Akbas	BT-AS
Ugochi	B	Akinmoladun	LA-AA
Reaz		Ali	BT-AS
Sandy		Ali	BT-AS
Zakarya		Almaleki	BT-AS
Stephanie	R	Alvarado	LA-AA
Emmanuel		Alvarez	LA-AA
David		Anderson	LA-AA
Tanuja		Anirude	MA-AAS
Stephanie	C	Aquino	CJ-AS
Hans	P	Arancibia	MA-AAS
Brigitte	N	Arevalo Jr	FA-AS
Darleen		Arias	LA-AA
Victor	A	Armero Bedoya	LA-AA
Ashley	D	Arnett	FA-AS
Nairobi		Aybar	LA-AA
Elisa		Azcona	LS-AS
Danielle	E	Azoulay	LA-AA
Navjoat	S	Bagla	BT-AS
Radouane		Bahi	CJ-AS
Ligia	O	Bailey	LA-AA
Annisa	N	Baksh	LA-AA
Gilia	D	Banks	HS-AS
Mariah	V	Banton	LA-AA
Sadigia		Barak	HS-AS
Heena		Bedi	BT-AS
Melanie		Bedoya	FA-AS
Ryan		Beharry	BT-AS
Diana		Benavidez	BT-AS
Kevin		Benitez	LS-AS
Russell	H	Berliner	LA-AA
Elissa	L	Berrido	HS-AS
Carolina		Betancur	HS-AS
Bhart		Bhardwaj	BT-AS
Ashu		Bhatia	CJ-AS

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Harrison		Bien-Aime	BT-AS
Muhammad		Bilal	CJ-AS
Amanda		Bisnauth	LA-AA
Eric	S	Bouldin	BT-AS
Janelle	R	Brooks	LA-AA
Christopher	D	Brown	DP-AAS
Denneshia	A	Brown	FA-AS
Diamond	N	Brown	LA-AA
Vincent		Buruca	FA-AS
Stephanie		Cabrera	LA-AA
Silvia		Caguana	LA-AA
Anthony	I	Calalang	LA-AA
Jennawade		Callum	HS-AS
Joseph	J	Campbell	LA-AA
Andrea		Careaga	LA-AA
Leonard		Carole	LA-AA
Emilio		Carpenay	BT-AS
Lexseen		Castang	HS-AS
Leandra	L	Cedeno	LE-AA
Johane		Celestin	LA-AA
Bryant	S	Centeno	CJ-AS
Yuvana		Chai	LE-AA
Bryant		Chan	LA-AA
Ashley	M	Chang	LA-AA
Jing		Chen	LA-AA
Qiong		Chen	BT-AS
Shen		Chen	DP-AAS
Tingting		Chen	LA-AA
Christopher	A	Chin	LS-AS
Adrian		Chisholm	LA-AA
Christina		Chitnarain	LA-AA
Seonnyeo		Cho	BM-AAS
Gloria		Choez	LA-AA
Nahin	F	Chowdhury	CJ-AS
Pei Chieh		Chung	FA-AS
Jose Anton	S	Ciriacruz	CJ-AS
Shadae	S	Clarke	LA-AA
Alexandria	M	Claussell	LE-AA
Marco		Colombo	LA-AA
Kiabeth		Colon	LA-AA
Stephanie		Cosme	LA-AA
Calvin	C	Crawford III	DP-AAS
Cindy		Cruz	FA-AS

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Yakeysi		De La Cruz	BM-AAS
Joe	C	De Vera	BT-AS
Jocelyn	P	Delgado	CJ-AS
Mahamadou		Dembele	BT-AS
Jean		Desrosiers	HS-AS
Sylvia		Diyarza	CJ-AS
Adriana		Djuretic	HS-AS
Dai Rong		Duan	BT-AS
Wafaa	H	Elmanasir	HS-AS
Hamze	H	Elreda	CJ-AS
Jonathan	A	Eversley	LA-AA
Ricardo	J	Exil	CJ-AS
Nirka	S	Fabian	LA-AA
Anila		Faizy	LA-AA
Anila		Faizy	LA-AA
Estephany		Felipe	LA-AA
Nancy		Felix	LA-AA
Thouhid		Ferdouse	PE-AS
Faye	E	Fichera	LA-AA
Yafit		Firgiyeva	LS-AS
Cheyenne		Foster	LA-AA
Cassie	A	Fox	LA-AA
Brittney	J	Foy	FA-AS
Jennifer		Gallegos	AF-AS
Katryna		Ganesh	BT-AS
Carlos		Garcia	LS-AS
Jaenise	N	Garcia	LA-AA
Sandry	M	Garcia	LA-AA
Ana	J	Genao	DA-AAS
Shahar		Genefar	BA-AAS
Veronica		Giraldo	LA-AA
Anna-Lee		Gonsalves	NS-AAS
Ludeysi		Gonzalez	CJ-AS
Jibreel		Goodwin	LA-AA
Jannique		Griszell	LA-AA
Michael	M	Guillen	BT-AS
Maryann		Hajduk	BA-AAS
Michael	D	Halkiadakis	LA-AA
Karen	Y	Hall	LA-AA
Joanna		Han	FA-AS
Donald		Harrison	LA-AA
Ishaaq	S	Hasan	HS-AS
Siyng		He	LS-AS

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Juan	J	Hernandez	CJ-AS
Joshua	J	Hernando	LA-AA
Carlin		Huang	LA-AA
Wangqiong		Huang	LA-AA
Sandy		Humala	FA-AS
Jessica		Hussain	FA-AS
Bhamati		Inaganti	LA-AA
Rakibul		Islam	BT-AS
Jeremiah		Issifu	HS-AS
Maryam	D.S	Jaafar	BT-AS
Linsline		Jean	LA-AA
Linsline		Jean	LA-AA
Cindy	S	Jimenez	LA-AA
Vincent		Jimenez	FA-AS
Meiling		Jin	BT-AS
Davon	L	Jones	LA-AA
John		Jun	BT-AS
Tahmid		Kamal	BT-AS
Pimsiri		Kanchanasakul	LA-AA
Shantana	K	Kanhoye	LA-AA
Ann		Kelly	BT-AS
Kenneth		Kersellius	CJ-AS
Maryiam		Khairkhah	BA-AAS
Sergei		Khazerov	BT-AS
Sion		Kholdarov	BT-AS
Danny		Kim	LA-AA
Grace		Kim	BT-AS
Jae	Y	Kim	BT-AS
Nalam		Kim	LA-AA
Kameal	N	King	CJ-AS
Denis		Klyuzov	HS-AS
Liza		Kola	LA-AA
Susanna	S	Lakenauth	FA-AS
Julia		Lam	BT-AS
Danny		Laniado	BT-AS
William		Law	LA-AA
Asheka		Lawrence-Reid	LA-AA
Amanda		Lazarus	HS-AS
Tyler		Lebron	BM-AAS
Jean Joseph	Myrson	Lebrun	BT-AS
Minwoo		Lee	LA-AA
Kevin		Leong	LA-AA
Marcia		Leva	FA-AS

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Ida	S	Levy	LA-AA
Kiana		Lewis	BM-AAS
Jennifer		Leyba	LA-AA
Tony		Li	LA-AA
Xiao Cui		Li	LA-AA
Benjamin		Lin	BT-AS
Jing		Lin	BA-AAS
Pengfei		Lin	CT-AAS
Emel	M	Lopez	BT-AS
Camoens	L	Louisaire	BT-AS
Irma		Lovo	LE-AA
Krystle		Luchetti	LA-AA
Kenneth	J	Lum	LA-AA
Leonard	T	Ma	LA-AA
J"Van	J	Maharaj	CJ-AS
Eduardo		Mamut	LA-AA
Olivia	L	Manetta	BT-AS
Moses	P	Mangalindan	LA-AA
Zoe		Margulies	LA-AA
Vanessa		Marin	FA-AS
Amanda	C	Marinato	LS-AS
Jasmine		Marmol	CJ-AS
Jonathan		Martinez	FA-AS
Michelle		Martinez	LA-AA
Steve	S	Mathew	BT-AS
		Mccann-	
Donnaia		Mccalpine	BT-AS
Nicolas		Mcdonald	CJ-AS
Johane		Mebiame	LA-AA
Yajaira		Medina	BT-AS
Jennifer		Mejia	LA-AA
Roderick	W	Mera	LA-AA
Pamela	A	Michaels	LA-AA
Jeffrey	K	Michel	CJ-AS
Jennifer		Mingo	BA-AAS
Robert		Mitchell	BT-AS
Jorelk		Moncayo	LA-AA
Richard	J	Morrison	LA-AA
Angelica		Morrison	LA-AA
Sabina	A	Mukta	BT-AS
Brendan	R	Mullaney	LA-AA
Alicia	C	Munoz	LE-AA
Christian		Munoz	CJ-AS

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Shakhrizoda		Muratova	LS-AS
John	P	Murphy	ME-AAS
Destiny		Nagora	LA-AA
Zaheer	A	Naqvi	BA-AAS
Amanda	A	Negron	LA-AA
Travis	C	Newton	BT-AS
Andrew	W	Ngai	HS-AS
Qiaoneng		Ni	BT-AS
Sterio		Nika	LA-AA
Mehdi		Noori	LA-AA
Courtney		O'Buckley	LE-AA
Andre	D	Oconnor	BT-AS
Sandra	R	Olibrice	BA-AAS
Erica		Olmo	LS-AS
Beatrice	O	Owoeye	LA-AA
Ching		Pai	BT-AS
Aman		Pall	BT-AS
Mary	E	Palumbo	LE-AA
Mario		Papajani	BT-AS
Harry		Papas	BT-AS
Alok		Parekh	LA-AA
Chae Ryang		Park	LS-AS
Jaehyoung		Park	HS-AS
Ye Lim		Park	FA-AS
Roslyn	M	Parker	LA-AA
Ketan		Patel	LS-AS
Tania	V	Pauta	FA-AS
Nicole		Pecorella	LA-AA
Anthony		Pegno	BT-AS
Alfakelly		Pena	CJ-AS
Jose	M	Peralta	LA-AA
Manuela		Perea	LA-AA
Johanna		Perez	BM-AAS
Michael	A	Perez	LA-AA
Kelly		Persaud	LS-AS
Larissa	I	Petrez	FA-AS
Briana		Petruzzo	LA-AA
Stanley		Phan	LA-AA
Yola		Pierre	LA-AA
Amanda	C	Platania	LA-AA
Quimairy		Polanco	LA-AA
Stephanie		Polo	BT-AS
Vanessa	L	Prieto	BT-AS

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Christopher	J	Pulido	LA-AA
Melissa	N	Quagliata	LE-AA
Gabriel		Quimi	BT-AS
Anumeeka		Ragdnath	LA-AA
Tayla	L	Ragin	BT-AS
Todor		Rajkovic	CJ-AS
Qammar		Rajput	BT-AS
Reena		Raju	BA-AAS
Christina		Ram	LS-AS
Abbegale		Ramchand	CJ-AS
Christopher	A	Ramganase	BT-AS
Daniel	A	Ramirez	CJ-AS
Nicole		Ramirez	LA-AA
Bibi	S	Ramjitt	BT-AS
Stephany		Ramos	LA-AA
Elizabeth		Rampersaud	CJ-AS
Nicholas	E	Rand	LS-AS
Marcos	S	Reinoso	EM-AAS
Tanjina	A	Rhиту	BT-AS
Mark		Ricketts	BT-AS
Kazim		Rizvi	BT-AS
Michele	A	Rizzatti	LA-AA
Niko		Robalino	LA-AA
Rebecca	L	Robinson	HS-AS
Christopher	A	Rodriguez	BM-AAS
Kassandra	M	Rodriguez	LA-AA
Martha	B	Rodriguez	HS-AS
Johana	P	Rosales	HS-AS
Jancy	D	Rosero	FA-AS
Arthur	A	Rozario	PE-AS
Umbreen		Saleem	LA-AA
Umbreen		Saleem	LA-AA
Daniel	E	Salgado	LA-AA
Josefina	L.	Samaniego	HS-AS
Candace		Samuels	HS-AS
Tatiana	A	Samuels	LA-AA
Silmady	V	Sanchez	LA-AA
Tamir	M	Sanford	ME-AAS
Heru	S	Scott	LA-AA
Lisa	E	Scott	LA-AA
Marcia	S	Scott Geyer	LA-AA
Jeremy		Sejour	LA-AA
Mishqa		Shahid	LA-AA

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Shariza	F	Shalim	BT-AS
Albert		Shen	BT-AS
Fiona	D	Shivdayal	TM-AAS
Therese		Sierra	LA-AA
Nina	N	Simisterra	FA-AS
Ashley		Singh	LS-AS
Michael	S	Soricillo	BT-AS
Monica		Soto	LA-AA
Michael	A	Spence	CT-AAS
Victoria		Stellas	LA-AA
Lorena	M	Steuer	HS-AS
Ronald		Stroble	BA-AAS
Katreena		Stuart	FA-AS
Xiomara		Suero	LA-AA
Nahid		Sultana	BT-AS
Eyosyas	N	Tadesse	LA-AA
Natalie		Tam	BA-AAS
Jessica	A	Taub	LA-AA
Gideon	D	Taylor	CJ-AS
Perla	M	Tejeda Vitiello	BA-AAS
Candace	N	Thompson	LA-AA
Nancy	C	Thong	LS-AS
Danielle	G	Thorakos	LA-AA
Sarah		Timmins	CJ-AS
Jessica		Toledo	FA-AS
Anton Ray		Tongzon	HS-AS
Sonia		Umar	LS-AS
Janella	P	Vaccaro	BT-AS
Angiri		Valderrama	LA-AA
Destiny		Valles	LA-AA
Luc	J	Vaval	BM-AAS
Victoria	A	Villier	FA-AS
Zihan		Wan	BT-AS
Chen		Wang	LA-AA
Shavanne	P	Watson	LA-AA
Oneil		White	LA-AA
Augusta	E	Williams	LA-AA
Steven	A	Williams	CJ-AS
Sha-mar	K	Wilson	LA-AA
Dominika		Winnicka	LA-AA
Genet	G	Woldegebriel	LA-AA
Weike		Wu	DP-AAS
Baoying		Xin	DA-AAS

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Gennady		Yakubov	BT-AS
Mike		Yang	FA-AS
Yamilet		Yaport	BT-AS
Pierre	A	Yepes	LS-AS
Benjamin		Yi	LS-AS
Mercy		Yond	LA-AA
So Young		Youn	LS-AS
Yuefei		Yu	BT-AS
Richard		Zavlyanov	BT-AS
Lin		Zhang	HS-AS
Minni		Zhang	LS-AS
Yaguo		Zhang	BT-AS
Nana		Zheng	MA-AAS

Committee on Academic Development/Elective Academic Programs
2014-15 Year-end Report

The first meeting of the Committee on Academic Development/Elective Academic Programs took place on September 29th 2014 at 12:00pm in room H-205.

Present: Franca Ferrari-Bridgers (Chairperson), Tirandai Hemraj-Benny (Secretary), Emily Berry (Faculty), Susan McLaughlin (Faculty) and Susan Jacobowitz (Faculty)

Excused: Ryan Moore (Faculty), Leslie Francis (Faculty), Yusuf Gurtas (Faculty)

The chairperson, Franca Ferrari-Bridgers, discussed the charges of the committee and informed the members of the last two workshops the committee organized in the previous years.

The committee discussed the possibility to send out two surveys (one to the students and one to faculty) to assess the effectiveness of end-of semester student evaluation of faculty teaching.

The Committee discussed suggestions for presentations and/or workshops to offer in Fall 2014 and spring 2015.

Two possible workshops were proposed: “Tips on how to organize your folder for tenure” and “How faculty can incorporate campus events (workshops, presentations and exhibitions) into their curriculum”

The meeting concluded with exploratory charges to different committees’ members to test which of the two workshops would better serve the needs of the faculty. The meeting was adjourned at 1:10 pm and the committee agreed to meet again Monday, 27th October, 2014 at 1:00 pm.

The second meeting of the Committee on Academic Development/Elective Academic Programs took place on October 27th 2014 at 1:00pm in room H-205.

Present: Franca Ferrari-Bridgers (Chairperson), Tirandai Hemraj-Benny (Secretary), Emily Berry (Faculty), Leslie Francis (Faculty), Susan Jacobowitz (Faculty), and Susan McLaughlin (Faculty)

Excused: Ryan Moore (Faculty), Yusuf Gurtas (Faculty)

During the meeting the Minutes of September 29th, 2014 meeting was approved.

Franca Ferrari-Bridgers, who attended the senate meeting, informed the committee that the duties of the Committee on Academic Development/Elective Academic Programs was to propose ideas for workshops that can assist faculty development. The Committee further discussed the possibility to offer the workshop titled: “How faculty can incorporate campus events (workshops, presentations and exhibitions) into their curriculum”. Each committee’s member was assigned different preparatory tasks

The committee members drafted the following rationale for this event/workshop.

Rationale for the Academic Development Committee event

The Academic Development Committee will organize, design and present a faculty development workshop in March 2015 focused on encouraging interdisciplinary collaboration and the utilization of special events (the Criminal Justice speaker series, the NEH Challenge Grant programming, the Presidential Lecture, fine arts performances, etc.) through incorporating them into classroom pedagogy in the form of a class activity, an assignment or extra credit.

The workshop will feature a panel of faculty who will talk about successful interdisciplinary collaborations and faculty who have incorporated events into their syllabi and taken their classes to events or encouraged classes to attend events because the events connect to assignments or students can receive extra credit. We will focus on best practices, ideas for getting started, how to find a partner within another department.

Objectives

Participating in these on-campus events and interdisciplinary collaborations will:

- *enrich the experience of the campus for QCC students, who are commuters and often not as involved on campus as they could be;*
- *encourage students to find connections between fields;*

- *strengthen connections between faculty, disciplines and departments;*
- *enhance classroom pedagogy;*
- *support and encourage the use of high-impact practices;*
- *encourage retention;*
- *support faculty and programs organizing events and collaborations;*
- *support the work of CETL by encouraging excellence in teaching and learning.*

Process

We will ask the Chairs, who may in turn pass the request along to faculty within the departments, to identify the events that they are planning and describe them with a 50-100 word description. We will produce a master list that faculty can have access to when planning syllabi for the next semester, and the descriptions will help faculty decide which events to incorporate. The master list of events will be available on the committee's website and disseminated through the QCC dialogue list, Blackboard, the QCC website homepage and the QCC Connect smartphone app.

The meeting was adjourned at 1:05 pm and the committee agreed to meet again Monday, 1st December, 2014 at 1:00 pm.

The third meeting of the Committee on Academic Development/Elective Academic Programs took place on December 1st 2014 at 1:00 pm in room H-349.

Present: Franca Ferrari-Bridgers (Chairperson), Tirandai Hemraj-Benny (Secretary), Emily Berry (Faculty), Susan Jacobowitz (Faculty), Susan McLaughlin (Faculty), Andrea Salis

Excused: Leslie Francis (Faculty), Yusuf Gurtas (Faculty) and Ryan Moore (Faculty)

The Minutes of October 27th, 2014 meeting was approved.

The committee discussed details of offering a workshop titled: “How faculty can incorporate campus events (workshops, presentations and exhibitions) into their curriculum”. A proposal describing the objectives and process of the workshop was sent to the committee members and CETL.

Dr. Ferrari-Bridgers confirmed that CETL would participate in the workshop. The committee members agreed that they would incorporate at least one on-campus activity in their syllabi.

Invitation letters were sent to four possible guest speakers, which includes Dr. Aviva Geismair, Dr. Susan Jacobowitz, Dr. Cary Lane and Mrs. Susan. Madera.

The meeting was adjourned at 2:00PM and the committee agreed to meet again February 10th at 1:00PM.

The fourth meeting

Minutes of the meeting of the Committee on Academic Development/Elective Academic Programs took place 10th February, 2015 at 11:00 am in room H-306.

Present: Franca Ferrari-Bridgers (Chairperson), Tirandai Hemraj-Benny (Secretary), Leslie Francis (Faculty), Susan McLaughlin (Faculty), Andrea Salis (OAA)

Excused: Emily Berry (Faculty), Susan Jacobowitz (Faculty), Yusuf Gurtas (Faculty) and Ryan Moore (Faculty)

The Minutes of 1st December, 2014 meeting was approved. The committee discussed the details of the workshop to be offered in March.

The title of the workshop is “Enriched Teaching and Learning: Connecting to Interdisciplinary Initiatives on Campus.” It would be held on March 18, 2015 at 12:30 pm to 2:00 pm in H-349.

Four guest speakers were confirmed: Dr. Aviva Geismair, Dr. Susan Jacobowitz, Dr. Cary Lane and Dr. Rose Marie Aikas.

Dr. Jacobowitz sent information to the guest speakers about the event.

Dr. Hemraj-Benny prepared a flyer for the event (see Appendix A)

Dr. McLaughlin drafted a worksheet for faculty to use at the event and an ‘end of event survey’ (see appendix B).

Dr. Salis advertised the event to the Academies and providing refreshments.

Dr. Ferrari-Bridgers advertised the event to the chairs of the committees.

A “save the date” email was sent to faculty during the last week of February. A reminder email was sent one week before the event. Faculty will be asked to RSVP to the Dr. Ferrari-Bridgers.

Dr. Ferrari-Bridgers encouraged ADC committee members to send their students to at least one on-campus event before the workshop.

The Meeting was adjourned at 11:40 pm and the committee agreed to meet again on Monday in March, 9:00 am to 10:00 am before the event.

The fifth meeting of the Committee on Academic Development/Elective Academic Programs took place on 9th March, 2015 at 9:00 am in room A-214.

Present: Franca Ferrari-Bridgers (Chairperson), Tirandai Hemraj-Benny (Secretary), Leslie Francis (Faculty), Yusuf Gurtas (Faculty), Susan Jacobowitz (Faculty), Susan McLaughlin (Faculty), Ryan Moore (Faculty), Andrea Salis (OAA). **Excused:** Emily Berry (Faculty)

The minutes of 10th February, 2015 meeting was approved. The committee discussed the details of the March 18th workshop. Discussed the survey and worksheet that was prepared by Susan McLaughlin. Susan Jacobowitz sent a template survey to the committee members. Yusuf Gurtas offered to further update the survey.

At the end of the semester, the committee followed up with the attendees of the workshop to see if anyone included an event in their class. Tirandai Hemraj-Benny prepared a sign-in sheet and make copies of surveys and worksheets for the workshop. Dr. Salis agreed to provide refreshment for the event.

The meeting was adjured Meeting was adjourned at 9:50 am and the committee agreed to meet May 4th at 9AM

March 18th workshop

Over 25 faculty members from all disciplines and HEOs attended the workshop. The workshop ran from 12:30 to 2:30 in H349. The following professors presented their interdisciplinary projects :

Dr. Carey, Dr. Aikas, Dr. Jacobowitz,

After the presentations the audience engaged in a Q&A section and directors of other interdisciplinary programs such as WIKI and The Holocaust research center presented their events and projects for the incoming academic year.

Attending faculty filled out the survey.

The sixth meeting of the committee took place on May 4th 2014. Only four participants participated to the meeting. Therefore, we did not have the quorum to elect the new chairperson and secretary for the 2015-2016 academic year.

After the meeting, an email was sent to all the old and new committee's members (Berry, Emily; Shekoyan, Vazgen; Jacobowitz, Susan; Mohess, Neera; Hemraj-Benny, Tirandai; Francis, Leslie; Lopez-Jantzen, Nicole; Moore, Ryan; Mclaughlin, Susan; Gurtas, Yusuf) asking them to support nominally the candidacy of Dr. Hemraj-Benny as the new chairperson and Dr. Mclaughlin as the new secretary for the new academic year.

The official election of the chairperson and the secretary however will take place in September 2015, when the committee will meet again. Till the new chairperson and secretary will not be elected, Dr. Hemraj-Benny and Dr. Mclaughlin will act as interim chair and secretary, they will be responsible to run next year elections during the first Fall 2015 meeting.

You are cordially invited to the
**2015 Academic Development Committee's
Faculty Workshop**

This year's topic:

**ENRICHED TEACHING AND LEARNING :
CONNECTING TO INTERDISCIPLINARY
INITIATIVES ON CAMPUS**

Learn more about how to collaborate with colleagues and support events, to increase the richness of what we are able to offer our students at QCC!

When: Wednesday, March 18th 2015
Time: 12:30 pm to 2:00 pm
Location: H-349

Refreshments will be served

Please RSVP to Dr. Franca Ferrari at fferrari@qcc.cuny.edu by 03/11/2015

Appendix B

EVENT 1: _____

CLASS IN WHICH TO INCORPORATE EVENT: _____

HOW EVENT WILL BE INCORPORATED INTO THE CLASS (e.g., activity, assignment, extra credit): _____

Brief description of how student attendance at the event supports one or more learning objectives of the class.

Learning Objective	How Event Supports Learning Objective

EVENT 2: _____

CLASS IN WHICH TO INCORPORATE EVENT: _____

HOW EVENT WILL BE INCORPORATED INTO THE CLASS (e.g., activity, assignment, extra credit): _____

Brief description of how student attendance at the event supports one or more learning objectives of the class.

Learning Objective	How Event Supports Learning Objective

List of Events by Academic Discipline

LIBERAL ARTS

- Mar. 29 The Annual Holocaust Freedom Seder—to honor Holocaust survivors of our community, the Passover Seder held in 1946 will be recreated
- April 16 NEH Event: “Inspired Testimony—QCC Students Respond to Genocide through Art, Research and Creative Writing”
- April 22 Social Sciences Transfer Workshop
- April 29 Asian Cultural Festival—Different aspects of Asian cultures are presented through food, arts/crafts and live performances.
- May 14th KHRCA Lecture: No Road For Me to Africa—
Barbara Rothman discusses her book documenting life and the correspondence a Jewish family during the Second World War

STEM

- April 15 Biology Research Conference—Professors in the QCC Biology Department will present summaries of their ongoing research.
- April 15 Internet Security Awareness
- April 22 College Wide Earth Day Activities
- April 29 Joint Math Club and Architecture Club Event
- May 9 63rd Undergraduate Research Symposium of the American Chemical Society
- May 13 End-of-semester Party for Math Club

HEALTH RELATED SCIENCES

- Mar. 19 Common Read event “The Healing Power of Touch”
- March 25 Spring Presidential Lectures Series—Speaker: Professor Mary Rosa from the Nursing Dept. at QCC

BUSINESS

- April 16 Etiquette in Action: A Business Dining Experience—The purpose of this event is to help students feel more confident in professional settings by learning about proper protocol and etiquette.

VISUAL AND PERFORMING ARTS

April 14 KHRCA Film: *The Devil's Arithmetic*—based on a popular novel by Jane Yolen, a typical American teenager gets transported back in time and experiences firsthand the horrors of the Holocaust.

May 6 “Nothing is the End of the World” (\$1.00 matinee)—In the near-distant future, an NYC charter school becomes the first to welcome artificially intelligent students.

May 22 KHRCA Film: “Conspiracy”—A story of the top-secret Nazi meeting to debate the merits of Hitler’s “Final Solution”.

SURVEY

- Have you organized an interdisciplinary event on campus in the past?
- Yes No

If Yes, please name them.

- Have you asked your students to attend/participate in an interdisciplinary event in the past?
- Yes No

If Yes, how many times? One time Two times More than two times

- Did you pick any event from the list provided that you think you would be able to incorporate into your class activities? Yes No

If Yes, how many? One Two Three (Please circle the ones that are interdisciplinary. See back of page.)

- Are you planning to have your students to attend/participate in an interdisciplinary event
- this semester ? in future ?

- Did you find this workshop helpful? Yes No

If Yes, in what ways?

- Any suggestions for the improvement of this initiative? (Please use the other side if necessary)

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

**COMMITTEE ON ADMISSIONS
Of the Academic Senate
ANNUAL REPORT**

**ACADEMIC YEAR
08/2014 – 08/2015**

Membership: **Professor K. Ford, Business - Chairperson**
 Professor S. Cheng, Mathematics and Computer Science- Secretary
 Professor K. Banks, English
 Professor S. Dahlke, Music
 Professor J. Urciuoli, Counseling
 Professor D. Weber, Nursing

Professor A. Geismar, Health, Physical Education and Dance, Steering Committee Designee (Non-voting member)

Eugene Harris, Committee on Committees Liaison

Ms. J. Guzman, CUNY Office Assistant (Admissions)

Ms. L. Bruno, Assistant Dean of Enrollment Management (Ex-Officio)

1. Approval

The Committee on Admissions met (7) times during Academic Year August, 2014 – August, 2015. Below is the disposition of the applications:

Meeting Dates	Total Apps. Reviewed	Degree Status Approved	Degree Status Denied	Degree Pending For CCS Decision	More Info.	*NM-ND Approved	*NM-ND Denied	Nursing Approved	Nursing Approved For LA1/HS1
11-6-2014	53	17	15	3	0	0	0	0	18
12-4-14	47	30	8	4	0	0	0	0	5
12-17-14	27	17	4	4	2	0	0	0	0
12-18-14	82	56	9	2	1	1	0	0	13
<u>SPRING 2015</u>	<u>209</u>	<u>120</u>	<u>36</u>	<u>13</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>36</u>
4-2-15	39	21	1	3	0	0	0	2	12
5-12-15	55	41	3	4	0	0	0	1	6
6-25-15	100	73	8	2	1	1	0	2	13
<u>FALL 2015</u>	<u>194</u>	<u>135</u>	<u>12</u>	<u>9</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>5</u>	<u>31</u>
TOTAL	403	255	48	22	4	2	0	5	67

*Non-Degree / Non-Matriculated

Bylaws Charge: *Formulate and recommend to the Academic Senate matriculation standards governing entrance of students to the various curricula and programs at Queensborough Community College*

- Ms. Laura Bruno, Assistant Dean of Enrollment Management, informed the Committee that CUNY Central was encouraging Colleges to be more careful when readmitting students. The Committee will continue to scrutinize appeals for re-admission carefully. The Committee will examine all aspects of a student's academic record. It was agreed by all Committee members that applicants with a GPA below 1.50 would be considered under special circumstances accompanied by supporting evidence.
- For the Fall of 2015, the College projects 3,456 freshman student admissions.
- Changes in Nursing Admissions:

Starting in Fall 2012, all students requesting a nursing major will be admitted as LA1 with a subplan in the health major. These changes were due to financial aid reasons.

Prof. D. Weber, Nursing Department, reviewed and made recommendations for applications from students seeking to declare a major in Nursing.

Bylaws Charge: *Formulate and recommend to the Academic Senate matriculation standards governing re-entrance of student to the various curricula programs at Queensborough Community College*

- The committee continued to implement the policy to readmit only those students who seemed to be most likely to complete the degree requirements and graduate.
- To assist the decisions of the Committee, the GPA calculator is available at each meeting to identify applicants who would not have the mathematical possibility of achieving a 2.0 GPA required for graduation. The GPA calculator continues to be a very effective tool in guiding the decisions of the committee.
- Students were referred to the Committee on Course and Standing for possible removal of WU (unofficial withdrawal) grades. For some students, their transcripts showed consecutive or intermittent semesters of WU grades. Those students with documented reasons for WU grades, re-admission was deferred pending review by the Committee on Course and Standing. If the decision by the Committee on Course and Standing was favorable, students were then permitted to re-apply to the Admissions Committee for consideration for re-admission.
- The Committee has continued to work closely with the Committee on Course and Standing. As a result of the combined efforts of both committees a condensed application form has been created and is now being used for appeals.

- The Chair of this Committee, Prof. Kelly Ford, conveyed the details of the workings of the Admissions Committee to the Retention Management Team in an effort to provide information and improve the communication process between the two committees.
- All actions by the Committee will be based on a unanimous vote.
- The Committee decided that reinstated students granted 1 course will have a four credit limit; those granted 2 courses will have a six credit limit.

Bylaws Charge: *Consider appeals for matriculation and make decisions in accordance with Board of Trustees policies.*

- This academic year (2014-2015), 403 applications for re-admission were reviewed, 11.91% of students seeking re-admission were denied and 5.45% were referred to the Committee on Course and Standing (CCS) prior to consideration for readmission. The numbers of students denied re-admission has decreased by 6.27% while the number of students referred to CCS has decreased by 1%.

Specific charges from Steering Committee

- The Committee will continue to forward any comments on assessment of student admission and recruitment received from the Office of Student Affairs to the Committee on Assessment and Institutional Effectiveness.
- The Committee periodically receives minutes from the Enrollment Council Management Meetings (CUNY Central Office Board) and discusses trends.
- New Website and Posting for Committees

The Committee will post all materials including agenda, minutes and annual reports on the new website. The Committee will seek the assistance of the Academic Computing Center when necessary.

- The Committee unanimously elected Prof. Steven Dahlke, Music Department, to serve as the Chairperson and Prof. Jannette Urciuoli, Counseling Center, to serve as the secretary during the 2015-2016 academic year.
- The Chairperson thanks the members of the Committee for their collegiality, dedication and for consistently attending meetings and meticulously reviewing 403 applications for re-admission to the College. Due to the commitment of each member, the Committee was able to continuously make changes that resulted in a more efficient decision-making process. In addition, the Chairperson thanks Prof. Dolores Weber, Nursing Department, for reviewing and making decisions for the Nursing applications.

- The Committee is grateful to Ms. Laura Bruno, Assistant Dean of Enrollment Management, for the valuable contributions, guidance and support that she gave to the Committee. The Committee would like to thank Ms. Doreen Fox-Herron, Enrollment Registrar Specialist and Ms. Danie Jules, Enrollment Registrar Coordinator, for their assistance with the processing of applications of those students who were nearing graduation. The Committee thanks Prof. Steven Cheng, Secretary, for preparing the minutes and posting the minutes on the College Website. The members would like to express their gratitude to Ms. Jankee Guzman, CUNY Office Assistant (Admissions) who scheduled and coordinated all the meetings, presented applications for review, and recorded the decisions of the Committee. The Committee could not have operated as smoothly as it did without her tireless efforts.
- The Chairperson considers it a privilege to have served in this capacity and is confident in the continued effectiveness of the Committee in the new academic term.

Respectfully submitted,
Kelly Ford
Chairperson, 2014-2015

Cc: Prof. Kelly Ford, Admissions Committee Chairperson, 2014-2015
Ms. Laura Bruno, Assistant Dean of Enrollment Management

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

Report to the Academic Senate

May 27th, 2015

From: Dr. Cheryl Spencer, Chairperson of the Committee on Committees

To: Joel Kuszai, Secretary of the Academic Senate Steering Committee

cc: Mr. David Moretti, Dr. Peter Bales, Dr. Emily Tai, Dr. Philip Pecorino, Prof. Jeffrey Schwartz, Dr. Julia Carroll and Prof. Constance Williams

2014-15 Annual Report of the Committee on Committees

This memorandum presents the Annual Report of the Committee on Committees for 2014-15.

I. Members of the Committee on Committees for 2014-15:

The membership of the Committee on Committees for 2014-15 was as follows:

Bialo-Padin, Aithne	Lecturer	History	2015
Carroll, Julia (Secretary)	Associate Professor	Academic Literacy	2015
Spencer, Cheryl (Chair)	Associate Professor	Nursing	2015
Boccio, Dona	Professor	Mathematics	2016
Jankowski, Jeffery	Associate Professor	Social Sciences	2016
Sarno, David	Associate Professor	Chemistry	2016
Jue, Chung	Associate Professor	Biology	2017
Mooney, Christine	Associate Professor	Business	2017
Murley, Jean	Associate Professor	English	2017

II. Changes in the Committee on Committees for 2014-15

The terms for Prof. Bialo-Padin, Dr. Carroll and Dr. Spencer expired this May. At the May 12th, 2015 session of the Academic Senate, the following members of the faculty were elected for a three-year term on the Committee on Committees: Professor Richard Yuster, Dr. Barbara Blake-Campbell and Dr. Kathleen Wentrack.

At the meeting of the Committee on Committees held on May 12th, Dr. David Sarno was elected as Chair and Dr. Dona Boccio was elected as Secretary by a unanimous vote of all those present.

Name	Rank	Department	Term Ends
Yuster, Richard	Professor	Engineering Technology	May 2018
Campbell-Blake, Barbara	Associate Professor	Nursing	May 2018
Wentrack, Kathleen	Assistant Professor	Art & Design	May 2018
Jue, Chong	Associate Professor	Biological Sciences & Geology	May 2017
Mooney, Christine	Associate Professor	Business	May 2017
Murley, Jean	Associate Professor	English	May 2017
Boccio, Dona (Secretary)	Professor	Mathematics & Computer Science	May 2016
Jankowski, Jeffery	Associate Professor	Social Sciences	May 2016
Sarno, David (Chair)	Associate Professor	Chemistry	May 2016
Steele, Karen (President's Designee)	Vice President	Office of Academic Affairs	

III. 2014-15: Standing Committee and Academic Senate Vacancies

Whenever vacancies arise on the standing committees of the Academic Senate, the members of the Committee on Committees vote via email to appoint a new committee member. During the 2014-15 academic year, the Committee on Committees voted and approved the following people to fill vacancies:

September 2014

1. Academic Senate

Dr. Andrea Salis replaced Professor Jean Amaral who resigned.

Dr. Maurizio Santoro became chair of the Foreign Languages department and will serve in the Academic Senate as chair of this department.

Professor Eileen White replaced Professor Richard Yuster.

Dr. Monica Trujillo became chair of the Biology department and will serve in the Academic Senate as chair of this department.

2. WIDWAC Committee

To fill a vacancy left by the resignation of Professor Janice Molloy, the CoC named Professor Kimberly Ambruso to this committee.

3. Committee on Course and Standing

To fill a vacancy left by the resignation of Professor Margaret Stroehlein the CoC named Dr. Jilani Warsi to this committee.

4. Committee on Assessment

To fill a vacancy left by the resignation of Dr. Maurizio Santoro the CoC named Professor Joseph Goldenberg to this committee.

5. Curriculum Committee

To fill a vacancy left by the resignation of Professor Richard Yuster the CoC named Dr. Emily Tai to this committee.

To fill a vacancy left by the resignation of Dr. Haishen Yao the CoC named Dr. Barbara Bonous-Smit to this committee.

6. Committee on Publications

To fill a vacancy left by the resignation of Professor Jean Amaral the CoC named Dr. Jennifer Maloy to this committee.

7. Committee on E-Learning

To fill a vacancy left by the resignation of Professor Susanna Alaiz-Losado the CoC named Professor James Cutrone to this committee. Dr. Lakersha Smith has resigned

October 2014

1. Assessment & Institutional Effectiveness Committee

To fill a vacancy left by the resignation of Dr. Emily Tai, the CoC named Dr. Mark Schiebe to this committee.

2. Committee on E-Learning

To fill a vacancy left by the resignation of Lakersha Smith the CoC named Professor Eileen White to this committee.

November 2014

1. Committee on Course and Standings

To fill a vacancy left by the resignation of Dr. Devin McKay, the CoC named Dr. Mark Schiebe to this committee.

December 2014

1. Committee on Cultural and Archival Resources

To fill a vacancy left by the resignation of Dr. Sarah Danielsson, the CoC named Dr. Lakersha Smith to this committee.

February 2015

1. Applications to Standing Committees of the Academic Senate

The call for application to standing committees of the Academic Senate was sent via email on February 12th 2015. There are 41 members whose terms will expire. The deadline for applications was February 20th 2015. Nomination Petitions for Faculty at Large, Adjunct Faculty Representative and CLT Representative were sent via email out on February 12th 2015.

March 2015

1. Nominating Petitions for the spring 2015 Senate Elections

The deadline to submit nominating petitions was noon on Thursday, February 20th. Ballots for the Senate Elections were distributed on March 3, 2015. The results were reviewed with the Senate technology officer and shared with the members of the Committee on Committees. Eighteen candidates ran for seats in the Senate. Here are the vote counts and the winners of the fourteen members-at-large seats. Of the 346 faculty eligible to vote, 239 (69.08%) Thirteen candidates who earned the most votes will take seats in the Academic Senate. For the Adjunct-member-at-large only one candidate petitioned and was elected. There were two candidates for the CLT-at-large member. One was elected and the other will serve as an alternate.

April 2015

1. Petitions to Select Assignments on Standing Committees

At the April 14th meeting of the Academic Senate, the Committee on Committees' 2015-2018 ballots for membership on the eighteen standing committees of the Academic Senate was approved. There were no write-in candidates. **Please note:** After the ballots were approved, Dr. Lana Zinger resigned from the Committee on Curriculum. The Committee on Committees elected Dr. Emily Tai to this committee.

V. 2015-16: Standing Committees Rosters

At the April 14th meeting of the Academic Senate, the Committee on Committees' 2015-18 ballots for membership on the eighteen standing committees was approved. See Appendix A for the rosters of standing committees for the 2015-16. **Please note:** The Senate voted only for new members to committees for a term of three years ending in 2018. After the Senate approved the ballot, Dr. Lana Zinger resigned from the Committee on Curriculum and was replaced by Dr. Emily Tai.

VI. Academic Senate Elections

In accordance with the Bylaws of the Academic Senate, the Committee on Committees conducted an election for 13 faculty members-at-large, Adjunct member-at-large and CLT-member at large. In April, the Committee on Committees announced the results of the election (see Appendix B). In addition, the terms of two HEO's expired an election was held. See Appendix C for the composition of the 2015-16 Academic Senate

VII. A Final Note of Gratitude

I would like to express my gratitude to everyone on the Committee on Committees. It has been a pleasure serving on this committee for three years and being chairperson this last year. I am especially grateful to Dr. Julia Carroll who served as Secretary of the Committee on Committees for the past year. I would like to thank Professor Jeffrey Schwartz, the current Senate Technology Officer, Dr. Peter Bales, Dr. Emily Tai, and Dr. Philip Pecorino of the Steering Committee, for their kindness, support, and advice they bestowed upon me and the members of the Committee on Committees. A heartfelt thank you goes to Dr. Joel Kuszai who has been my extra eye. Lastly, I want to thank Dr. Edward Volchok who has been a great support and mentor to me for the past three years. I leave this committee a more informed and committed member of Queensborough Community College.

Respectfully submitted,

Cheryl Spencer

Cheryl Spencer PhD

**Appendix A
Committee on Committees 2015-16 Standing Committees**

2015-2016 Committee on Academic Development & Elective Programs (9 Members)

Name	Department	Term Ends
Lopez-Jantzen, Nicole	History	2018
Mohess, Neera	Library	2018
Shekoyan, Vazgen	Physics	2018
Francis, Leslie	Business	2017
Berry, Emily	HPED	2017
Jacobowitz, Susan	English	2017
Hemraj-Benny, Tirandai	Chemistry	2016
McLaughlin, Susan	Biological Sciences & Geology	2016
Moore, Ryan	Social Sciences	2016

2015-2016 Committee on Admissions (6 Members)

Name	Department	Term Ends
Chiu, Kwai Bon	Mathematics	2018
Gordon, Emily	Academic Literacy	2018
Dahlke, Steven	Music	2017
Weber, Dolores	Nursing	2017
Banks, Kimberly	English	2016
Uricioli-Treue, Jannette	Student Affairs	2016

2015-2016 Committee on Assessment & Institutional Effectiveness (9 Members)

Name	Department	Term Ends
Ferrari-Bridgers, Franca	Speech Communication	2018
Goldenberg, Joseph	Mechanical	2018
Schiebe, Mark	English	2018
Alizadeh, Changiz	Mathematics/Comp Science	2017
Colalillo, Georgina	Nursing	2017
Dehipawala, Sunil	Physics	2017
Kaur, Simran	Biology	2016
Meltzer, Linda	Business	2016
Salis, Andrea	HPED	2016

2015-2016 Committee on Awards & Scholarship (6 Members)

Name	Department	Term Ends
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Lall, Sharon	Chemistry	2018
Rothman, David	Academic Literacy	2018
Bannon, Shele	Business	2017
Muchita, George	Career Services	2017
Park, Kee	Mechanical Engineering	2016
Roblodowski, Christopher	Biological Sciences & Geology	2016

2015-2016 Committee on Bylaws (6 Members)

Name	Department	Term Ends
Altimari, Michael	Biological Sciences/Geology	2018
Holden, Todd	Physics	2018
Bruzewicz, Derek	Chemistry	2017
Hammel, Stephen	Business	2017
Sinclair, Alicia	HPED	2016
Sutton, Elizabeth	Nursing	2016

2015-2016 Committee on Computer Resources (9 Members)

Name	Department	Term Ends
Damas, M. Chantale	Physics	2018
Lau, Matthew	English	2018
Wentrack, Kathleen	Art & Design	2018
Cesarano, Michael	Speech Communication	2017
Drini, Merlinda	Engineering Technology	2017
Moody, Anissa	Social Sciences	2017
Makalanda, Lucian	Mathematics	2016
Rome, Barbara	Nursing	2016
Shahar, Jed	Academic Literacy	2016

2015-2016 Committee on Continuing Education (6 Members)

Name	Department	Term Ends
Metaxas, Mike	Engineering Technology	2018
Rosa, Mary Ann	Nursing	2018
Carmona, Naydu	Biological Sciences	2017
Vogel, Rosanne De Joseph	Speech Communication	2017
Raya, Eladia	Foreign Languages	2016
Robertson, Rommel	Social Sciences	2016

2015-2016 Committee on Course & Standing (9 Members)

Name	Department	Term Ends
Aikas, Rosie-Marie	Social Sciences	2018
Fragopoulos, George	English	2018

Mauro, Hayes	Art & Design	2018
Nguyen, Andrew	Biology	2017
Shin, Jun	Chemistry	2017
Warsi, Jilani	Academic Literacy	2017
Capozzoli, Gina	Student Affairs	2016
Armstrong, Daniel	HPED	2016
Sarkar, Nina	Business	2016

2015-2016 Committee on Cultural & Archival Resources (9 Members)

Name	Department	Term Ends
Gilleaudeau, John	Social Sciences	2018
Katz, Zivah Perel	English	2018
Lizzul, Isabella	HPED	2018
Khomyak, Nataliya	Mathematics	2017
Kim, Mi-Seon	Library	2017
Lynch, Barbara	Speech Communication	2017
Danielsson, Sarah	History	2016
Osorio, Jose	Foreign Languages	2016
Petersen, Joan	Biological Sciences & Geology	2016

2015-2016 Committee on Curriculum (9 Members)

Name	Department	Term Ends
Borrachero, Aranzazu	Foreign Languages	2018
Volchok, Edward	Business	2018
Wallach, Patrick	Mathematics	2018
Bonous-Smit, Barbara	Library	2017
Klarberg, David	Biological Sciences	2017
Zinger, Lana	HPED	2017
Bayer, Tina	Nursing	2016
Carroll, Julia	Academic Literacy	2016
Chauhan, Moni	Chemistry	2016

2015-2016 Committee on eLearning (9 Members)

Name	Department	Term Ends
Blick, William	Library	2018
Kokkinos, Dimitrios	Physics	2018
Namdar, Hamid	Engineering Technology	2018
Childers, Jodie	English	2017
Kim, Kwang Hyun	Mathematics	2017
Saur, Barbara	Nursing	2017
Gadura, Nidhi	Biological Sciences	2016
Kolack, Kevin	Chemistry	2016
White, Eileen	Speech Communication	2016

2015-2016 Committee on Environmental, Quality of Life & Disability Issues (9 Members)

Name	Department	Term Ends
Hull, Dominic	Chemistry	2018

Lai, Wei	Foreign Languages	2018
Ye, Weier	Academic Literacy	2018
Anderst, Leah	English	2017
Danzi, Sara	Biological Sciences	2017
Lee, Jung Joon	Art & Design	2017
Beck, Sheila	Library	2016
Kinneary, Patricia	Nursing	2016
Murolo, Sebastian	Business	2016

2015-2016 Committee on Library (6 Members)

Name	Department	Term Ends
Chang, Joanne Chiung Wen	Music	2018
Timbilla, James	Biological Sciences	2018
Loeffler, Helmut	History	2017
Scandaliate, Lisa	Art Gallery	2017
Carey, Diane	Speech Communication	2016
Wei, Sujun	Chemistry	2016

2015-2016 Committee on Publications (6 Members)

Name	Department	Term Ends
Maloy, Jennifer	Academic Literacy	2018
Ford, Wendy	Business	2018
Alves, Kathleen Tamayo	English	2017
Armendariz, Raul	Physics	2017
Golebiewska, Urszula	Biology	2016
Nangra, Danny	Engineering Technology	2016

2015-2016 Committee on Student Activities (6 Members)

Bentley, Lawrence	Nursing	2018
Sexton, Danny	English	2018
King, Carolyn	Mathematics/Comp. Science	2017
Luedtke, Adam	Social Sciences	2017
Garcia, Susan	HPED	2016
Ostrowe, Linda	Student Affairs	2016

2015-2016 Committee on Vendor Services (6 Members)

Name	Department	Term Ends
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Li, Lixu	Mathematics	2018
Tokke, Cheryl	Business	2018
Burgers, Johannes	English	2017
Sideris, Paul	Chemistry	2017
Honey, Larissa	Social Sciences	2016
Pecinka, Kathleen R.	Nursing	2016

2015-2016 Committee on WID WAC (6 Members)

Name	Department	Term Ends
Jimenez, Christopher	Speech Communication	2018
Ambruso, Kimberly	Nursing	2018
Gray, Peter	English	2017
Gayle, Marvin	Engineering Technology	2017
Berkhout, Bjorn	Music	2016
Garbin, Daniel	Mathematics	2016

2015-2016 Committee on Ceremonial Occasions (3 Members)

Name	Department
<i>Self-Nominated Alternate Candidates</i>	

Appendix B

2015 Faculty Member at Large Election

	Votes	Name	Department	Vote %	Results
1	154	Cheryl Spencer	Nursing	64.44	Elected
2	140	Philip Pecorino	Social Sciences	58.58	Elected
3	111	John Talbird	English	46.44	Elected
4	110	Jenny (Maan) Lin	Foreign Languages & Literatures	46.03	Elected
4	110	Edward Volchok	Business	46.03	Elected

6	107	Franca Ferrari	Speech, Communication & Theatre Arts	44.77	Elected
7	93	Shele Bannon	Business	38.91	Elected
8	92	Edmund Clingan	History	38.49	Elected
9	87	Mangala Tawde	Biological Sciences & Geology	36.40	Elected
10	83	Isabella Lizzul	Health, Phys. Ed & Dance	34.73	Elected
11	82	Richard Yuster	Engineering Technology	34.31	Elected
12	79	Reuvain Zahavy	Mathematics & Computer Science	33.05	Elected
13	70	Patrick Wallach	Mathematics & Computer Science	29.29	Elected
14	67	Jose Osorio	Foreign Languages & Literatures	28.03	Alternate
15	60	Michael Altimari	Biological Sciences & Geology	25.10	Alternate
16	58	Mohammad Javdan	Biological Sciences & Geology	24.27	Alternate
17	56	Eugene Desepoli	Health, Physical Education & Dance	23.43	Alternate
18	53	Rezan Akpinar	Health Physical Education & Dance	22.18	Alternate

2015 Adjunct-Member-at Large Election

	Votes	Name	Department	Vote %	Results
1	48	Richard Tayson	English	100	Elected

2015 CLT-Member-at-Large Election

	Votes	Name	Department	Vote %	Results
1	26	Pedro Irigoyen	Chemistry	86.67	Elected
2	4	Mahendra Mohan	Business	13.33	Alternate

2015 HEO-Member at Large Election

	Votes	Name	Department	Results
1	49	Ann Tullio	Registrar	Elected
2	43	George Muchita	Academic Affairs	Elected

Appendix C

2015-2016 FACULTY MEMBERS-AT-LARGE (41)

	NAME	DEPARTMENT	TERM ENDS
1	Bannon, Shele	Business	April 2018
2	Clingan, Edmund	History	April 2018
3	Ferrari, Franca	Speech	April 2018
4	Lin, Maan (Jenny)	Foreign Languages	April 2018
5	Lizzul, Isabella	Health Phys. Ed & Dance	April 2018
6	Pecorino, Philip	Social Sciences	April 2018
7	Spencer, Cheryl	Nursing	April 2018
8	Talbird, John	English	April 2018
9	Tawde, Mangala	Biological Sciences	April 2018
10	Volchok, Edward	Business	April 2018
11	Wallach, Patrick	Mathematics & Computer Science	April 2018
12	Yuster, Richard	Engineering Technology	April 2018
13	Zahavy, Reuvain	Mathematics & Comp Sci.	April 2018
14	Birchfield, Belle	Engineering Technology	April 2017
15	Blake-Campbell, Barbara	Nursing	April 2017
16	Colalillo, Georgina	Nursing	April 2017
17	Dupre, Joan	English	April 2017
18	Fletcher-Anthony, Wilma	Student Affairs	April 2017
19	Ford, Kelly	Business	April 2017
20	Kaur, Simran	Biology	April 2017
21	Kolios, Anthony	Business	April 2017
22	Nguyen, Andrew	Biology	April 2017
23	Schwartz, Jeffrey	Engineering Technology	April 2017
24	Traver, Amy	Social Sciences	April 2017
25	Urciuoli, Jannette	Student Affairs	April 2017
26	Salis, Andrea	Health Phys Ed. & Dance	April 2017
27	White, Eileen	Speech Theatre	April 2017
28	Bales, Peter	Social Sciences	April 2016
29	Bialo-Padin, Aithne	History	April 2016
30	Borrachero, Aranzazu	Foreign Languages	April 2016
31	Carroll, Julia	Academic Literacy	April 2016
32	Cesarano, Michael	Speech & Theatre	April 2016
33	Ellis, Lorena	Foreign Languages	April 2016
34	Jacobowitz, Susan	English	April 2016
35	Kincaid, Shannon	Social Sciences	April 2016
36	Kuszai, Joel	English	April 2016
37	Neuman, Charles	Physics	April 2016

Academic Senate Agenda—September 8, 2015—Attachment I

38	Stark, Julian	Biology	April 2016
39	Tai, Emily	History	April 2016
40	Tarasko, Alexandra	Nursing	April 2016
41	Zinger, Lana	Health Phys Ed. & Dance	April 2016

**QUEENSBOROUGH COMMUNITY
COLLEGE THE CITY UNIVERSITY OF
NEW YORK ACADEMIC SENATE
ACADEMIC SENATE COMMITTEE ON PRE-COLLEGE,
CONTINUING EDUCATION & WORKFORCE DEVELOPMENT**

TO: Dr. Joel Kuszai, Secretary, Academic Senate Steering
Committee

FROM: Committee on Pre- College, Continuing Education, &
Workforce Development, Eladia Raya, Chairperson

SUBJECT: Annual Report for 2014/2015

DATE: May, 30 2015

Committee Members: Eladia Raya Chairperson, Rommel Robertson
Secretary, Naydu Carmona, Christine Mooney,
Agnieszka Tuszynska, Rosanne De Joseph Vogel

President's Liaison: Denise Ward

COC Liaison: Jeff Jankowski

Steering Committee Designee: **Emily Tai**

Student Representative: Open

Dates Met: October 15, 2014; April 15, 2015; May 6,
2015

The committee met once in the fall, October 15, 2014. The V.P. of the Office of Pre-College, Continuing Education, and Workforce Development Denise Ward reported to the committee. V.P. Ward reported to the committee on the new departmental name as of 2014, which is the "Office of Pre-College, Continuing Education, and Workforce Development" A grid for all grants, contracts, and programs was presented to the committee and attached to the minutes. The Chinese Academy which offers Chinese language and culture classes, as of fall 2014, is serving roughly 370 students at 12 levels. The CUNY CareerPATH program (DOL Grant) received a 6 month extension and the Medical Office Assistant (MOA) degree program graduated 18 students. The Workforce Development

Initiative (CUNY Grant) which created the new tuition based certificate program for hemodialysis technicians is operational and the program is being conducted at The CUNY flushing center: 39-07 Prince street #2a. This program is designed to prepare students for employment in the Hemodialysis industry as certified Hemodialysis technicians (CHT) or Hemodialysis nurses (CHN). As part of the CUNY 2020 grant program, QCC received \$11.5 million grant to build a Center for Allied Healthcare Education and Workforce Development. The program recently purchased a building in north central Queens that will be redesigned to include clinics and classrooms. As part of an agreement with the Urban Health Plan Clinics organization, the nursing program will be able to conduct rotations at the new clinic. Funds from the CUNY 2020 grant will also be used to assist in the renovation of the Biotechnology Lab.

V.P. Ward also reported on new programming for spring 2015.

- As part of the professional development the Massage Therapy program will offer two vendor-based classes (Divine Supine & Massage Therapy as Holistic Healing).
- As part of the personal enrichment programming the office will offer courses in the following: Stocking Flowers Making (Chinese Academy); Design Time- Accessories & Coco Chanel (2 Classes); Art History Series- Different artist/genres (4 Modules); History Series- Mao, Teddy Roosevelt, Appomattox (3 Classes); Photography timeline- Capturing its Spirit & History; Adobe-Premiere Foundations & DSLR camera (2 Classes).
- In addition, V.P. Ward reported the following new programs in the Kids and Teens College program: Teen Art Class, E-magination: embark into Engineering, expanded swimming programs for CYO's in area, restructure of career Clusters program.

The committee on Pre-College, Continuing Education and Workforce Development reviewed proposed amendments to the Bylaws of the Academic Senate, Article VII Section 17: The Committee on Continuing Education.

The committee's proposed editorial changes were unanimously agreed upon and approved by members of the Committee on Pre-College, Continuing Education and Workforce Development. In the spring of 2015 the committee met on April 15, 2015. Fellow committee member Christine Mooney reported on recent developments in the Capital One Grant Initiative (a pilot program).

She noted that the grant program was recently approved to run

CUNY wide for students interested in starting own business. The program is currently in phase II with 5 students (out of 6 students in total) advancing to the second phase. Of the five students two are from QCC (1-Business, 1- Engineering Technology). Final presentations of students' business proposals were scheduled for May 7th, 2015 (top prize \$10k) in the Oakland building.

Dr. Emily Tai also briefed the committee on the procedures for submitting the recently approved amendments to the committee's Bylaws of the Academic Senate, Article VII Section 17.

Vice President Denise Ward reported to the committee and provided updates on tuition based programs, grants, contracts, precollege programs and other initiatives in Continuing Education program. V.P. Ward discussed the impact of recent demographic changes around the QCC campus on tuition based offerings that has led to a reduction in Tuition Based Programs (TBP) offered to the community.

V.P. Ward reported that the Port of Entry developmental course is housed off campus at The CUNY Flushing Center: 39-07 Prince Street. V.P. Ward also reported The Connect2College (formerly Career Clusters) pre-college program is now offering a wider range of courses to prepare high school students for college level courses and the program is expanding beyond city schools.

V.P. Ward is also working with the Speech Department to design ISR courses (Indication of Student Readiness) for selected speech courses for Brooklyn Technology Early College High School students to reduce the amount of student needing to take a speech remediation course when they get to QCC. The ISR proficiency or readiness course is taken by the BTECH high school students one year before they are required to take a speech course. Finally, V.P. Ward reported that she is advising on The MOA degree program accreditation/certification.

Denise Ward Vice President for Office of Pre-College, Continuing Education, and Workforce Development has routinely communicated with the committee, in addition to working with all academic departments regarding any new programs offered through her department.

The final meeting of the year took place on May 6, 2015. On April 27, 2015 the Committee on Bylaws met to review proposed amendment to the Bylaws of the Academic Senate, Article VII, and

Section 17: The Committee on Continuing Education. The Committee on Bylaws proposed editorial changes, which were unanimously approved by the Committee on Pre-College, Continuing Education and Workforce Development. The committee tasked itself with updating the information on its webpages in preparation for the start of the fall 2015 semester. Two new members joined the committee. Mike Metaxas and Mary Ann Rosa.

I would like to thank all the members of the committee for their support, the secretary for his assistance during the year and especially I would like to thank Vice president Denis Ward for her thorough reports on the many programs and initiatives she oversees as Director of the Department of Precollege, Continuing Education & Workforce Development.

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

Telephone
Fax
Email: C&Sappeal@qcc.cuny.edu

TO: P. Bales, Chair, Academic Senate Steering Committee
J. Kuszai, Secretary, Academic Steering Committee
E. Tai, Vice Chair, Academic Steering Committee

FROM: Dr. Nina Sarkar, Chair, Committee on Course & Standing.

SUBJECT: Annual Report for Committee on Course & Standing for 2014/2015

DATE:

- | | |
|--------------------------|-------------------------------|
| · Dr. Nina Sarkar, Chair | Business Department |
| · Dr. Rose-Marie Aikas | Social Science |
| · Dr. Daniel Armstrong | Health Phys. Ed. & Dance |
| · Ms. Gina Capozzoli | Counseling |
| · Dr. George Fragopoulos | English |
| · Dr. Andrew Nguyen | Biological Sciences & Geology |
| · Dr. Hayes Mauro | Art & Design |
| · Dr. Jun H. Shin | Chemistry |
| · Dr. Dr. Jilani Warsi | Academic Literacy |

The Committee meets on a monthly basis; however, the intervals between meetings are sometimes extended to accommodate the students. The students are given enough time to submit their appeals typically after the withdrawal deadline. The meetings are generally scheduled on Fridays, however, some accommodation are made during summer meetings to review the dismissed student appeals.

The Committee on Course & Standing meets to review the student appeals for changing their 'WU' grades which are calculated as 'F' grades in their GPA. The appeals are approved based upon the reasons given by students who are unable to withdraw within the deadline. The Committee reviews student patterns, their transcripts and supporting documents to reach a decision.

The Committee also reviews the 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, other factors considered, 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. The Chair, Dr. Nina Sarkar, is also a member of the Retention Committee of the College therefore, her contribution is crucial as also beneficial.

Up until last semester, the students who attempted less than 13 credits/remedial courses (non-credit bearing) and did not meet the required GPA were placed on academic alert. However, last semester ‘Academic Alert’ was eliminated altogether and students were placed on Academic Probation directly. As a consequence, there will be a larger number of students on dismissal status at the end of Spring 2015. Therefore, the Committee decision would hold great importance in reviewing dismissal appeals.

The Committee on Course & Standing and the Admissions Committee work in close proximity 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 Committee worked together to come up with a joint appeal form in order to provide students a one-stop convenience. Since the Committee on Course & Standing requires more specific documents concerning the semester, it is still maintaining a separate form.

COMMITTEE ON COURSE & STANDING ACTIONS
SEPTEMBER 2014 - AUGUST 2015

Meeting Dates	Total Appeals*	Approved	Denied	Cond. Approvals	No Jurisdiction
July/Aug. 2014	139	72	67	0	0
Sept. 2014	49	25	21	2	0
Oct. 2014	0	0	0	0	0
Nov. 2014	118	51	62	1	4
Dec. 2014	75	30	44	1	0
Jan.2015	63	31	31	0	1
Feb-15	72	28	41	2	1
Apr-15	86	55	30	2	0
May-15	149	76	73	0	0
Jun-15					
Total Appeals Reviewed	751	368	369	8	6

Jan 17th 2015 Dismissals 477 Granted probation 57 Dismissed 420

June 4, 2015 Dismissals 953 Granted probation? Dismissed?

*** Including Retroactive/Late withdrawals**

Total Dismissals Reviewed

72 (Fall 14)

Total Appeals Reviewed Incl. withdrawals/dismissals/deletions/medical:

**812 Deletion 701
forwarded to
Tuition appeals.**

COMMITTEE ON COURSE & STANDING ACTIONS
SEPTEMBER 2013 - AUGUST 2014

Meeting Dates	Total Appeals*	Approved	Denied	Cond. Approvals	No Jurisdiction
July/Aug. 2013	85	20	65	0	0
Sept. 2013	84	37	45	2	0
Oct. 2013	28	19	6	2	1
Nov. 2013	103	41	50	10	2
Dec. 2013	71	38	33	0	0
Feb-14	68	42	22	0	4
Apr-14	98	72	23	2	1
May-15	73	32	39	0	1
May-15	69	26	36	2	5
Total Appeals Reviewed	679	327	319	18	14

Jan 17th 2014 Dismissals 450 Granted probation 86 Dismissed 364

June 4, 2014 Dismissals 545 Granted probation 36 dismissed 509

* Including Retroactive/Late withdrawals

Total Dismissals Reviewed 1674

Total Appeals Reviewed Incl. 2,595
 withdrawals/dismissals/deletions/medical:

DELETIONS
AUGUST 2014 - June 2015

Month	Total Appeals	Approved	Denied	No action
11-Aug	62	19	18	25
11-Sep	53	10	25	18
11-Oct	116	20	55	41
11-Nov	37	4	18	15
11-Dec	64	8	30	26
12-Jan	54	6	24	24
12-Feb	58	1	12	45
12-Mar	48	6	16	26
12-Apr	53	30	11	12
12-May	34	4	12	26
June	100	52	23	25
July	22			22
Total	701	160	244	305

DELETIONS
AUGUST 2013 - June 2014

Month	Total Appeals	Approved	Denied	No action
11-Aug	28	1	3	24
11-Sep	59	24	23	22
11-Oct	118	54	36	28
11-Nov	116	40	49	27
11-Dec	94	45	8	41
12-Jan	92	59	12	21
12-Feb	49	34	6	9
12-Mar	64	22	11	25
12-Apr	53	30	11	12
12-May	55	22	7	26
June	100	52	23	25
July	22			22
Total	850	383	189	282

Medical Withdrawals

August 2014 - July 2015

Month	Total Appeals	Approved	Denied
Aug-14	1	1	0
Sep-14	4	4	0
Oct-14	7	7	0
Nov-14	3	3	0
Dec-14	11	11	0
Jan-15	7	7	0
Feb-15	1	1	0
Mar-15	3	3	0
Apr-15	7	7	0
May-15	17	17	0
Jun-15			0
Jul-15			0
Total	61	61	0

Medical Withdrawals

August 2013 - July 2014

Month	Total Appeals	Approved	Denied
Aug-13	1	1	0
Sep-13	3	3	0
Oct-13	5	5	0
Nov-13	8	8	0
Dec-13	9	9	0
Jan-14	4	4	0
Feb-14	1	1	0
Mar-14	6	6	0
Apr-14	10	10	0
May-14	17	17	0
Jun-14	0	0	0

Jul-14	1	1	0
Total	65	65	0

Analysis:

During the year **2014-2015**, out of a total number of 1513 (retroactive/late/medical withdrawals/deletions) 589 appeals were approved which is 38.92%.

During the years **2013-2014**, out of a total number of 1,600 (retroactive/late/medical withdrawals/deletions) 781 appeals were approved which is 48.81%.

During the academic year **2014-2015** of the 1430 dismissal 57 appeals were approved. Still pending dismissal appeals for Spring 2015.

During the academic year **2013-2014** of the 995 dismissal 40 appeals were approved.

During the academic year **2014-2015** a total # of 701 deletion appeals were reviewed and 160 were approved which is 22.82%.

During the academic year **2013-2014** a total # of 850 deletion appeals were reviewed and 383 were approved which is 48.05%.

During the academic year **2014-2015** a total number of 61 Medical Appeals were reviewed and were all approved -100%.

The total # of Medical Appeals during **2013-2014** was 71 out of which 71 were approved.

The deletion appeals since the beginning of academic year 2014-2015 are being forwarded to the Tuition Appeals for their review. The Tuition Appeals Committee consists of members from Bursar Office. The Bursar Office has access to student financial records and different screens; therefore, they are in a better position to make a decision e.g. in some case where students have been over paid financial aid etc.

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

The Committee on Course and Standing is a group of nine members. Historically the group has broken into three sub-groups of three members each in order to review appeals. This was done so as to have a third member act as a tie breaker in the event a unanimous decision cannot be reached, within the sub-group. Due to the volume of student appeals and in the event of a member being excused from attending a committee meeting, it was decided that the Committee members will break out into sub-groups with two members. If there was a case that required a tie breaker, the sub-group will reach out to any other member

of the Committee. This action was taken with the approval of the Steering Committee, and is recommended going forward.

After the Fall 2014 semester, the probation status, ‘Academic Alert’ was eliminated. This was in consideration of students getting an early warning so they are able to make serious changes to their study habits. Students are no longer placed on Academic alert and they are straight placed on Probation and then Continued probation if they show improvement in the semester GPA which in turn changes into academic dismissal, if the students do not meet the required retention GPA.

The Committee on Course and standing works closely with the admissions committee. Both Committees decided to have a joint appeal form so the students have a one-stop convenience to file for their academic dismissal and or retroactive withdrawals. The copies of appeals for the students who are required to appeal their grades are forwarded to the Committee on Course & Standing by the Admissions Committee. Since the Committee on Course & Standing appeals requires specific documents pertaining to the semesters appealed, the CCS is continuing to use their own appeal form which better explains the specifics of appealing grades. Besides, the CCS appeal form is also filled for fee waiver.

The Chair Dr. Sarkar is also a member of the Retention Committee, therefore the decision on the retroactive/late withdrawals and dismissal appeals is influenced by the policies of Retention Committee.

For the year 2015-2016, all the old members have continued on the Committee on Course & Standing. The Chair, Dr. Nina Sarkar who was also the chair for 2014-2015 was re-elected unanimously by the members. Dr. Sarkar is a faculty in the Business Department which is in the same building as the Registrar’s Office and she also has office hours throughout the summer, she is therefore, requested by the Committee members to review the appeals between meetings. It was agreed that Dr. Jillani Warsi will continue as the Secretary of the Committee.

The staff of the Registrar’s Office, Ms. Ann Tullio, and Ms. Florence Farrat continue to be a tremendous source of support. Meera Chowdhury’s endless support, dedication and the highest level of professionalism to both students as well as to the Committee are invaluable. The Chair extends a special thanks to the Registrar’s office and specially Meera for their service to the Committee on Course and Standing.

The Chair, with approval from the Committee, continues to review appeals independently, between Committee meetings. Reviewing appeals independently is always a great demand on time, specially because of deadlines. Dr. Jillani Warsi has been assisting the Chair to review student appeals independently. Dr. Sarkar wishes to thank Dr. Warsi for his dedication and for his generosity with his time.

Finally, Dr. Sarkar wishes to thank each and every member of the Committee for their hard work and dedication. Members of the Committee are professionals and the Chair has often drawn on their judgement to sometimes adjudicate difficult decisions. It has been an inspiring experience and has been Dr. Sarkar’s privilege to be a part of this caring and dedicated group.

Nina Sarkar

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
CURRICULUM COMMITTEE

To: Peter Bales, Academic Senate Steering Committee

From: Aránzazu Borrachero, Chairperson, Committee on Curriculum

Date: May 23, 2015

Subject: ANNUAL Report 2014-2015

CC: C. Williams, College Archives

COMMITTEE MEMBERS

T. Bayer (Nursing)
B. Bonous-Smit (Library)
A. Borrachero (Chairperson, Foreign Languages and Literatures)
J. Carroll (Academic Literacy)
M. Chauhan (Committee Secretary, Chemistry)
D. Klarberg (Biological Sciences and Geology)
A. Kolios (Business)
P. Marchese (Ex-Officio, President's Designee, Office of Academic Affairs)
E. Tai (substituting for R. Yuster, ECET-ET, on sick leave; Senate Steering Committee Designee)
L. Zinger (Health, Physical Education and Dance)

Acknowledgements:

The Committee wishes to thank the 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 for their dedication and hard work during this academic year.

The Committee wishes to extend a special word of gratitude to Dr. Karen Steele, who, in spite of her demanding agenda as Interim Vice President for Strategic Planning, Assessment and Institutional Effectiveness, has continued to share her time and vast curricular knowledge with the Curriculum Committee and with the faculty members and 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 meets on Tuesday afternoons, from approximately 2:00 to 4 P.M. The committee met 17 times during the 2014-2015 academic year. It concluded all matters on its agenda before the May meeting of the Academic Senate.

Recommendations:

The departing Chairperson strongly recommends that the Office of Academic Affairs consider adding 3 credits of reassigned time to the work of the Curriculum Committee Chairperson. The current reassigned load (3 credits) is far from adequate to support the Chairperson in her/his extensive committee duties.

Committee for 2015-2016:

For the next academic year (2015-2016), the Committee will have the following members:

T. Bayer (Nursing)

J. Carroll (Academic Literacy)
L. Ellis (Chairperson, Foreign Languages and Literature)
D. Klarberg (Biological Sciences and Geology)
P. Marchese (Ex-Officio, President's Designee, Office of Academic Affairs)
E. Tai (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, all adopted by the Academic Senate during the 2014-2015 academic year:

1. CHANGES IN COURSES
2. CHANGES IN PROGRAMS
3. NEW COURSES
4. DELETION OF PROGRAMS
5. OTHER

1. CHANGES IN COURSES

Department of Art and Design

1. ARTS-191 Introduction to Video Art

From: ARTS-191 Introduction to Video Art

Prerequisites: None

Hours and credits: 4 studio hours, 3 credits

~~A basic course in video tape techniques and video as a means of artistic expression. Students learn the use of the portapak and elementary editing and produce several short pieces.~~

To: ARTS-191 Introduction to Video Art

Prerequisites: None

Hours and credits: 4 studio hours, 3 credits

This course will introduce students to digital video production and editing, with an emphasis on cinematic techniques and the history of moving images. Students will learn varied approaches to video production, gain cinematography skills, and develop a unique visual style. The course will consist of lecture, demos/in-class activities, class discussion, student presentations, and studio time.

Rationale: The present course description is dated and needs to reflect present technologies and techniques.

2. ARTS-390 Portfolio Project in Studio Art

From: ARTS-390 Portfolio Project in Studio Art

Prerequisites: 15 credits in Studio Arts, ARTH 100 (formerly AR-310) or ARTH 101 (formerly AR-311), and at least one Art History elective

Hours and credits: Independent study equivalent to 2 studio hours, 1 credit

A second-year, independent study course specializing in the solving of aesthetic, technical and professional problems. Major emphasis is on building a portfolio for presentation for employment or application for 4-year degree programs based on student-generated creative project in the medium of the individual student's concentration. The student meets with the course instructor and/or faculty adviser for regularly scheduled meetings to present their work as it develops, or for critique and discussion. There is a required term paper, due one week in advance of the final review at the end of the semester. ~~A committee of art department faculty participates in the review and grading. Any incompletes are the decision of the committee only, and are based on the presentation of work during final review.~~

To: ARTS-390 Portfolio Project in Studio Art

Prerequisites: 15 credits in Studio Arts, ARTH 100 (formerly AR-310) or ARTH 101 (formerly AR-311), and at least one Art History elective

A second-year, independent study course specializing in the solving of aesthetic, technical and professional problems. Major emphasis is on building a portfolio for presentation for employment or application for 4-year degree programs based on student-generated creative project in the medium of the individual student's concentration. The student meets with the course instructor and/or faculty adviser for regularly scheduled meetings to present their work as it develops, or for critique and discussion. There is a required term paper, due one week in advance of the final review at the end of the semester.

Rationale: This course was originally conceived as a capstone course that provided for both the creation of a portfolio and a review of the students' cumulative work. However, because NASAD accreditation requires that a committee review student work after the first year or the completion of 30 credits, the review aspect of the original ARTS-390 Portfolio class is no longer necessary. It is still important that students have a strong portfolio to transfer to a senior college program, and/or go out into the world as an artist, but there will no longer be a departmental review of a "capstone" portfolio because we are moving that review process to an earlier point in the student's trajectory.

Department of Biological Sciences and Geology

BI-340 Assisting in the Medical Office: Clinical Testing Procedures

From: BI-340 Assisting in the Medical Office: Clinical Testing Procedures

Prerequisite: ~~BI-110~~ and BI-520 for students in the Medical Office Assistant Certificate Program. (Students not enrolled in the Medical Office Assistant Certificate Program may substitute BI-140, BI-201, BI-301, or the equivalent.) ~~Not open to students in the Medical Laboratory Technology Program who are required to take BI-401 and BI-407.~~

Hours and credits: 1 class hour, 2 laboratory hours, 2 credits

To: BI-340 Assisting in the Medical Office: Clinical Testing Procedures

Prerequisite: BI-111 and BI-520 for students in the Medical Office Assistant Certificate Program and the Medical Office A.A.S. Program. (Students not enrolled in the Medical Office Assistant Certificate or A.A.S. Program may substitute BI-140, BI-201, BI-301, or the equivalent).

Hours and credits: 1 class hour, 2 laboratory hours, 2 credits

Rationale: BI-340 is a clinical course for students in the Medical Office Assistant program. The pre-requisite change reflects the proposed curricular change from BI-110 to Human Biology BI-111. BI-111 will provide a stronger foundation for students taking BI-340. Also, the current write-up in the college catalog course description only lists BI-340 as a prerequisite in the Certificate program and does not mention the A.A.S. program. After consulting with the biology faculty that developed for the curriculum for Medical Office Assistant, it appears that it was an oversight to not include the A.A.S. program in this course catalog, so it is appropriate to amend it at this point in time. The reference to the Medical Laboratory Technology Program is eliminated as the program is no longer offered.

Department of Business

1. BU 522 Business Programming with Visual Languages

From: ~~BU 522 Business Programming with Visual Languages~~

To: CIS-202 Computer Programming for Business II

2. BU 500 Introduction to Microcomputer Applications

From: ~~BU 500 Introduction to Microcomputer Applications~~

To: CIS-101 Introduction to Microcomputer Applications

3. BU 534 Local Area Network Management

From: ~~BU 534 Local Area Network Management~~

To: CIS-201 Local Area Network Management

4. BU 532 Microcomputer Operating Systems and Utility Software

From: ~~BU-532~~ Microcomputer Operating Systems and Utility Software
To: CIS-153 Microcomputer Operating Systems and Utility Software

5. BU 508 Database Management Systems

From: ~~BU-508~~ Database Management Systems
To: CIS-208 Database Management Systems

6. BU 529 Application Development for Mobile Devices

From: ~~BU-529~~ Application Development for Mobile Devices
To: CIS-252 Application Development for Mobile Devices

7. BU 537 Data Security for Business

From: ~~BU-537~~ Data Security for Business
To: CIS-254 Data Security for Business

8. BU-520 Introduction to Computer Programming for Business

From: ~~BU-520 Introduction to Computer Programming for Business~~
2 class hours 2 laboratory hours 3 credits

Introduction to algorithm development and computer programming for business applications in higher-level languages. Problem-solving and hierarchy chart development; flowcharting and pseudocode fundamentals. Input and output statements, conditional and unconditional control statements, the case structure, looping statements, string and numeric functions, arrays, sequential files.

To: CIS 152 Computer Programming for Business I
2 class hours, 2 laboratory hours, 3 credits
Prerequisite: CIS 102

Introduction to algorithm development and computer programming for business applications in higher-level languages. Problem-solving and hierarchy chart development; flowcharting and pseudocode fundamentals. Input and output statements, conditional and unconditional control statements, the case structure, looping statements, string and numeric functions, arrays, sequential files.

Rationale: The programming classes BU520 (CIS 152) and BU521 (CIS 203) are sequence classes so the course title and number has been modified to represent that the BU521 (CIS 203) course material is at a more advanced level than the BU520 (CIS 152) course material. It is intentional that the course be taught using a “higher-level” programming language, which is commonly used in today’s software development environments.

9. BU 521 Business Programming with Objects

From: ~~BU-521 Business Programming with Objects~~
2 class hours 4 laboratory hours 4-credits
Prerequisite: ~~BU-520~~

This course provides an introduction to object-oriented programming methods using the C++ programming language. The object approach supports the development of independent and reusable software components for building complex applications. Using these techniques results in shorter development time, more robust applications, and greater programmer productivity.

To: CIS 203 Object Oriented Programming for Business
2 class hours 3 laboratory hours 3 credits
Prerequisite: CIS-152 and MA-010 or satisfactory score on the Mathematics Placement Test

This course provides an introduction to object-oriented programming methods using the Object Oriented programming language. The object approach supports the development of independent and reusable software components for building

complex applications. Using these techniques results in shorter development time, more robust applications, and greater programmer productivity.

Rationale: The programming classes BU520 (CIS 152) and BU521 (CIS 203) are sequence classes so the course title and number has been modified to represent that the BU521 (CIS 203) course material is at a more advanced level than the BU520 (CIS 152) course material. It is intentional that the course be taught using a “higher-level” programming language, which is commonly used in today’s software development environments. The change in credits brings the course into line with other major courses.

10. BU 524 Web Page: Design and Applications

From: ~~BU 524 Web Page: Design and Applications~~
2 class hours 2 laboratory hours 3 credits
Offered as needed
Prerequisite: ~~BU 532~~

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).

To: CIS 204 Web Design
2 class hours 2 laboratory hours 3 credits
Offered as needed
Prerequisite: CIS-153 and MA-010 or satisfactory score on the Mathematics Placement Test

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).

Rationale: The course title has been changed to reflect the fact that the course is not restricted to Web Page design.

11. BU 512 Introduction-to Information Systems and Technologies

From: ~~BU 512 Introduction to Information Systems and Technologies~~
2 class hours 2 laboratory hours 3 credits

Introduction to how today’s businesses use ever-changing technology to operate, compete, and do business. Students will learn the differences between the major types of hardware, software, and network solutions that meet business needs. Students will learn why familiarity with today’s information systems has become indispensable for tomorrow’s business leaders due to the rapid developments in Information technology (IT).

To: CIS 205 Introduction to Information Systems Management
2 class hours 2 laboratory hours 3 credits
Prerequisite: For CIS majors only: CIS 101 and MA-010 or satisfactory score on the Mathematics Placement Test

Introduction to how today’s businesses use ever-changing technology to operate, compete, and do business. Students will learn the differences between the major types of hardware, software, and network solutions that meet business needs. Students will learn why familiarity with today’s information systems has become indispensable for tomorrow’s business leaders due to the rapid developments in Information technology (IT).

Rationale: The course title has been changed to reflect the systems focus of the course, and the prerequisite for CIS majors has been added to ensure students have the fundamental understanding of desktop applications.

12. BU 530 Spreadsheet Applications

From: ~~BU 530 Spreadsheet Applications~~
2 class hours 3 laboratory hours 3 credits
Prerequisite: ~~BU 500~~

~~Spreadsheet design; types of keyboard entries permitted and graphs; use of built in statistical and financial functions; absolute references and named ranges; database functions and commands for sorting and querying; spreadsheet consolidation and combination; templates; macros. Advanced statistical, financial, and database functions. Use of data tables, logical functions and formulas; lookup tables; advanced graphing techniques, programming macros.~~

To: CIS 206 Spreadsheet Business Applications

2 class hours 3 laboratory hours 3 credits

Prerequisite: CIS 101 and MA-010 or satisfactory score on the Mathematics Placement Test

Students will apply spreadsheet concepts to real-world business situations and strengthen their ability to analyze business problems, examine alternative solutions, and implement solutions using software. Topics include spreadsheet design, efficient/effective data handling, computational analysis, decision support, graphs, templates and macros, advanced statistical, financial, and database functions, use of data tables, logical functions and formulas and lookup tables.

Rationale: While the course content remains the same, we have shifted the focus of the material from “skills and techniques” to real-world business problem solving. This change will allow us to better prepare our students for the expectations of the business community. Redundant and ancillary topics were also removed from the description. The course prefix and number have been changed to reflect the course’s position in the curriculum. The course title has been changed to reflect the new focus on business problem solving.

Department of Chemistry

1. CH-101: Living in a Chemical World

From: CH-101: Living in a Chemical World

Hours and credits: 3 class hours, 3 credits

~~Successful completion of CH-101 satisfies the Life and Physical Sciences General Educations Core Requirement. May not be used as part of the Mathematics or Science Concentration required in the A.S. in Liberal Arts and Sciences curriculum. Current topics of interest to all people in a chemical world are examined, including household products, useful and abused drugs, cosmetics, food chemistry, chemotherapy, fertilizers, pesticides, and carcinogens. The approach is nonmathematical and demonstrates how stimulating and relevant chemistry is to daily life. To satisfy the laboratory science requirement for the A.A. degree, students are required to take the associated laboratory class CH-102.~~

To: CH-101 Living in a Chemical World

Prerequisites: None

Hours and credits: 3 class hours, 3 credits

This is a lecture course with hands-on laboratory experiments where the role of chemistry in everyday processes is highlighted and discussed. Topics covered include: The chemistry of food and medicines, vitamins and minerals, water and air, household products and fuels. The approach is non-mathematical and strives towards making chemistry stimulating and relevant to daily life. The goal is to introduce the applied aspects of chemistry to non-science majors, explain the world we live in, and to aid students to become more educated consumers and citizens. The Writing Intensive section includes writing assignments centered around these topics.

Successful completion of CH-101 satisfies the Life and Physical Sciences General Educations Core Requirement. To satisfy the laboratory science requirement for the A.A. degree, students are required to take the associated laboratory class CH-102. May not be used as part of the Mathematics or Science Concentration required in the A.S. in Liberal Arts and Sciences curriculum.

Rationale: The course description has been changed to ensure consistency on CUNYFirst, the College Catalog, and the syllabus. The new description more accurately reflects the current requirements and content of the course.

2. CH-102 Living in a Chemical World- Laboratory

From: CH-102 Living in a Chemical World- Laboratory

Hours and credits: 2 class hours, 1 credit

~~May not be used as part of the Science or Mathematics Concentration required in the A.S. in Liberal Arts and Sciences~~

~~everyday life is affected by chemistry. These experiments also serve to acquaint the student with some of the fundamentals of laboratory work.~~

To: CH-102 Living in a Chemical World Laboratory

Co-requisite: CH-101

Hours and credits: 2 class hours, 1 credit

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

Rationale: The course has undergone significant changes since its inception, which are not reflected in the current course description. The course description has been changed to ensure consistency on CUNYFirst, the College Catalog, and the syllabus. The new description more accurately reflects the current requirements and content of the course.

3. CH-103: Chemistry and The Arts

From: CH-103: Chemistry and The Arts

Prerequisites: None

Hours and credits: 3 class hours, 3 credits

~~It is recommended that students taking this course also take CH-104 (Chemistry and the Arts Laboratory). Successful completion of CH-103,104 satisfies the laboratory science requirement for the A.A. degree. This course and CH-104 are recommended for students in programs offered by the Art and Photography Department. This sequence may not be used as part of the Mathematics or Science concentration in A.S. in Liberal Arts and Sciences curriculum. Not open to students who have completed CH-151, CH-152, CH-251, CH-252.~~

~~The origin of light absorption and emission. Light scattering, reflection and refraction and transmittance. The nature of color, color mixing, additive and subtractive color mixing. Chemical structure and properties of dyes, paints and pigments dispersed in oils, acrylic, water, etc. The physical properties of melt, waxes, and patinas for metals used in modern sculpting. The chemistry of art preservation and authentication of art objects. The hazards of chemicals used by artists. The principle of black and white and color photography.~~

To: CH-103: Chemistry and The Arts- Lecture

Prerequisites: None

Hours and credits: 3 class hours, 3 credits

This course offers a general background in the connections between chemistry and the arts. Topics include light absorption and reflection; the nature of color; additive and subtractive color mixing; separation of mixtures; properties of paints and pigments; preservation and authentication of art objects; common chemical hazards; and the principles of photography.

Either CH-106 or a combination of CH-103 and CH-104 meets requirements for the A.A.S. degree in Digital Art and Design and are recommended for students in programs offered by the Art and Photography Department. These courses may not be used as part of the Mathematics or Science concentration in A.S. in Liberal Arts and Sciences curriculum and is not open to students who have completed CH-151, CH-152, CH-251 or CH-252.

Rationale: The edits above are not substantive and do not reflect any changes to the content of the course. An updated description of the course is required to make it consistent with the format of other course descriptions provided by the Chemistry Department.

4. CH-104: Chemistry and The Arts- Laboratory

From: CH-104: Chemistry and The Arts- Laboratory

Prerequisite: CH-103

Hours: 2 laboratory hours, 1 credit

~~Successful completion the laboratory of CH-103, 104 satisfies science requirement for the A.A. degree. May not be used as part of the Mathematics or Science concentration required in the A.S. in Liberal Arts and Sciences curriculum. Visible absorption spectroscopy. Synthesis of pigments. Dyeing with indigo; making tie-dye shirts. Manufacturing of gouache paint. Light fastness testing. Preparation of azodye (Para Red), and the pH effect on dyes. Separation of colored compounds by column chromatography and thin layer chromatography.~~

To: CH-104: Chemistry and The Arts- Laboratory

Co-requisite: CH-103

Hours: 2 laboratory hours, 1 credit

This laboratory applies chemical theory and techniques to practices involved in creating works of art. Students use modern laboratory instrumentation and methods such as chromatography to make and examine materials used in art. Not open to students who have completed CH-151, CH-152, CH-251 or CH-252.

Either CH-106, Chemistry and the Arts (lecture and laboratory combined) or CH-104 and CH 103 is required for the A.A.S. degree in Digital Art and Design and is recommended for students in programs offered by the Art and Photography Department. This course may not be used as part of the Mathematics or Science concentration in A.S. in Liberal Arts and Sciences curriculum and is not open to students who have completed CH-151, CH-152, CH-251 or CH-252.

Rationale: The edits above are not substantive and do not reflect any changes to the content of the course. An updated description of the course is required to make it consistent with the format of other course descriptions provided by the Chemistry Department.

5. CH-106: Chemistry and The Arts

From: CH-106: Chemistry and The Arts (~~Combined Lecture and Lab~~)

Prerequisites: None

Credits and hours: 4 credits, 3 class hours, 2 laboratory hours

~~This course offers a general background in the application of Chemistry to Art. Topics include light absorption and emission; the nature of color; additive and subtractive color mixing; chromatographic separation of compounds; chemical properties, synthesis and use of dyes, paints and pigments; the chemistry of art preservation and authentication of art objects; the hazards of chemicals used by artists; and the principles of photography. Use of modern laboratory instrumentation will be used to examine the properties of art materials. This course is not open to students who have completed CH-151, 152, 251, or 252.~~

To: CH-106: Chemistry and The Arts-Lecture and Laboratory

Prerequisites: None

Credits and hours: 4 credits, 3 class hours, 2 laboratory hours

This course offers a general background in the connections between chemistry and the arts. Topics include light absorption and reflection; the nature of color; additive and subtractive color mixing; separation of mixtures; properties of paints and pigments; preservation and authentication of art objects; common chemical hazards; and the principles of photography. The laboratory component applies chemical theory and techniques to practices involved in creating works of art. Students use modern laboratory instrumentation and methods such as chromatography to make and examine materials used in art.

This course is required for the A.A.S. degree in Digital Art and Design and is recommended for students in programs offered by the Art and Photography Department. This course satisfies the laboratory science requirement for the A. A. degree. Completing CH-106 is equivalent to completing CH-103 and CH-104. This course may not be used as part of the Mathematics or Science concentration in A.S. in Liberal Arts and Sciences curriculum and is not open to students who have completed CH-151, CH-152, CH-251 or CH-252.

Rationale: The edits above are not substantive and do not reflect any changes to the content of the course. An updated description of the course is required to make it consistent with the format of other course descriptions provided by the Chemistry Department.

6. CH-110: Chemistry and the Environment

From: CH-110: Chemistry and the Environment

Hours and credits: 3 class hours, 3 credits

~~It is recommended that students taking this course also take CH-111 (Environment Laboratory). Successful completion of CH-110, 111 satisfies the laboratory science requirement for the A.A. degree. Air, water, nuclear, pesticide, noise, and solid waste pollution discussed in terms of sources, effects, and control. Basic principles introduced as needed. This is a Writing Intensive course with hands-on laboratory experiments where the role of chemistry in current environmental topics of interest to all citizens is examined. Topics covered include: Green Chemistry, Acid Rain, Destruction of Ozone layer, Greenhouse effect and Global Warming, Traditional and Alternative Energy sources, Air, Water and Land Pollution - sources, effects, detection and control / prevention. An emphasis is placed on the importance of practicing green chemistry in order to achieve a sustainable civilization. To satisfy the laboratory science requirement for the A.A. degree, students are required to take the CH-111 lab.~~

To: CH-110: Chemistry and the Environment

Prerequisite: None

Hours and credits: 3 class hours, 3 credits

~~This is a lecture course with hands-on laboratory experiments where the role of chemistry in current environmental topics of interest to all citizens is examined. Topics covered include: Green Chemistry, Acid Rain, Destruction of Ozone layer, Greenhouse effect and Global Warming, Traditional and Alternative Energy sources, Air, Water and Land Pollution - sources, effects, detection and control / prevention. An emphasis is placed on the importance of practicing green chemistry in order to achieve a sustainable civilization. The Writing Intensive section includes writing assignments centered around these topics.~~

~~Successful completion of CH-110 satisfies the Life and Physical Sciences General Educations Core Requirement. To satisfy the laboratory science requirement for the A.A. degree, students are required to take the associated laboratory class CH-111. May not be used as part of the Mathematics or Science Concentration required in the A.S. in Liberal Arts and Sciences curriculum.~~

Rationale: The course has undergone significant changes since its inception, which are not reflected in the current course description. The course description has been changed to ensure consistency on CUNYFirst, the College Catalog, and the syllabus. The new description more accurately reflects the current requirements and content of the course.

7. CH-111: Environment- Laboratory

From: CH-111: Environment-Laboratory

Hours and credits: 2 class hours, 1 credit

~~Successful completion of CH-110, 111 satisfies the laboratory science requirement for the Associate in Arts (A.A.) degree.~~

~~A general introductory course which may be taken with CH-110. Basic experimental design and data-gathering and analysis emphasized along with methods used to evaluate pollutants in air and water. The theory and practice of chemical techniques and instruments used in analysis presented.~~

To: CH-111 Chemistry and the Environment- Laboratory

Co-requisite: CH-110

Hours and credits: 2 class hours, 1 credit

~~An environmental chemistry laboratory course that should be taken with CH-110 (Chemistry and the Environment lecture). The role of chemistry in environmental processes is highlighted and explored. Basic experimental design and analysis are studied. Methods are introduced for the determination of some aspects of air and water quality. Laboratory techniques such as titrations, chromatography, use of the spectrophotometer, and Geiger- Muller counter are employed in pollutant determinations.~~

~~Successful completion of CH-110 and CH-111 satisfies the laboratory science requirement for the Associate in Arts (A.A.) degree. May not be used as part of the Science or Mathematics Concentration required in the A.S. in Liberal Arts and Sciences curriculum.~~

Rationale: The course has undergone significant changes since its inception, which are not reflected in the current course description. The course description has been changed to ensure consistency on CUNYFirst, the College Catalog, and the syllabus. The new description more accurately reflects the current requirements and content of the course. The course title has been changed due to the fact that it is incorrect as stated in the College Catalog and on CUNYFirst. The word "Chemistry" was mistakenly cut off in the title during previous years in both the descriptions in the College Catalog and consequently on CUNYFirst.

8. CH-120: Fundamentals of Chemistry

From: CH-120: Fundamentals of Chemistry
Hours and credits: 3 class hours, 3 credits

It is recommended that students taking this course also take CH-121 (Fundamentals of Chemistry Laboratory). Successful completion of CH-120, 121 satisfies the laboratory science requirement for the A.A. degree. Students wishing to take CH-120 without CH-121 must obtain Departmental permission. A presentation of fundamental laws, theories, and principles of general chemistry. Minimal knowledge of mathematics is required.

To: CH-120: Fundamentals of Chemistry
Prerequisite: None
Hours and credits: 3 class hours, 3 credits

This hybrid lecture and laboratory course covers the most fundamental laws, theories, and principles of general chemistry, including classification and properties of matter; measurements; elements and compounds; atomic theory and structure; the periodic table; chemical equations; the mole concept and stoichiometry; chemical bonding; and acids and bases. This course includes five experiments to give students hands-on experience with basic laboratory methods and application of theory. Knowledge of basic mathematics is assumed. Students are strongly encouraged to also take CH-121 (Fundamentals of Chemistry Laboratory).

Successful completion of CH-120 and CH-121 satisfies the laboratory science requirement for the A.A. degree. This course is not open to students who have completed CH-127, 128, 151, 152, 251, or 252.

Rationale: The only changes are in the Course Description. All other aspects of the course are unchanged. If approved, the course description will appear the same on CUNYFirst, in the College Catalog, and on the course syllabus. The course description as it currently appears on CUNYFirst is vague. It does not indicate any of the topics covered and there is no mention that it is a hybrid lecture-laboratory course. It incorrectly states that Departmental permission must be obtained to take CH-120 without the complementary lab course CH-121. The new version correctly states that taking CH-121 is strongly encouraged. Although there are no math prerequisites for CH-120, students are expected to be familiar with basic mathematics (addition, subtraction, multiplication, division). Instructors dedicate significant class time teaching students to apply the math, but are not expected to teach basic math as new concepts. The statement "Minimal knowledge of mathematics is required" could be misleading. The revised statement "Knowledge of basic mathematics is assumed" is more clear and direct. Finally, the new version indicates that this introductory level course may not be taken by students who have already completed more advanced chemistry courses.

9. CH-121: Fundamentals of Chemistry-Laboratory

From: CH-121: Fundamentals of Chemistry-Laboratory
Co-requisite: CH-120
Hours and credits: 2 laboratory hours, 1 credit

Successful completion of CH-120, 121 satisfies the laboratory science requirement for the Associate in Arts (A.A.) degree. ~~Introduction to practical aspects of chemical principles. Experiments are designed to illustrate simple chemical principles and basic laboratory techniques. The aim is to provide a background to how chemical laws are derived, verified, and applied.~~

To: CH-121 Fundamentals of Chemistry Laboratory
Co-requisite: CH-120
Hours and credits: 2 laboratory hours, 1 credit

This laboratory course complements CH-120 (Fundamentals of Chemistry) and provides basic knowledge of modern experimental chemistry. It demonstrates how chemical laws are derived, verified, and applied. It introduces essential laboratory methods and techniques including separations and chromatography; determination of density and melting and boiling points; electrical conductivity of solutions; qualitative analysis; chemical reactions and stoichiometry; pH analysis; and titration. Students are strongly encouraged to take CH-121 while taking CH-120.

Successful completion of CH-120 and CH-121 satisfies the laboratory science requirement for the A.A. degree. This course is not open to students who have completed CH-127, 128, 151, 152, 251, or 252.

Rationale: The only changes are in the Course Description. All other aspects of the course are unchanged. If approved, the course description will appear the same on CUNYFirst, in the College Catalog, and on the course

connection to CH-120 and indicates the experimental methods taught. It also states that students should take CH-121 while taking CH-120 and that this introductory level laboratory course may not be taken by students who have already completed more advanced chemistry courses.

10. CH-127 Introductory College Chemistry

From: CH-127 Introductory College Chemistry

Hours and credits: 3 class hours, 3 laboratory hours, 4.5 credits

~~Recommended for students in Nursing, Medical Laboratory Technology program, and others planning to pursue careers in Allied Health curricula. Also recommended for those who expect to take CH 128 (Introductory Organic Chemistry). Students majoring in curricula other than Allied~~

~~Health should register for CH 101, 102; CH 103, 104; CH 110, 111; CH 120, 121; CH 130, 131. Not open to students who have completed CH 120; CH 151, 152;~~

~~CH 251, 252.~~

~~The basic principles and theories of college chemistry are covered, with emphasis on topics related to biological sciences. Topics include atomic structure, bonding, gas laws, solutions, and acid-base theory.~~

To: CH-127 Introductory General Chemistry

Prerequisite: None

Hours and credits: 3 class hours, 3 laboratory hours, 4.5 credits

This course is the first semester of a two-semester sequence intended to provide students with basic knowledge of general chemistry. The second semester introduces organic chemistry (CH-128). Topics include units of measurement and dimensional analysis, elements and compounds, atomic structure, chemical bonding and chemical reactions, properties of solutions and chemical equilibrium, acid-base chemistry, physical states and gas laws, intra- and intermolecular forces, and nuclear chemistry. In the laboratory component, students apply the scientific method to explore natural phenomena using basic experimental techniques.

The course is a requirement for the B.S. or B.A. in Nursing, Nutrition, and other Allied Health Professions. It also satisfies the laboratory science requirement for the A.S. in Health Sciences, A.A. in Liberal Arts and Sciences (non-science concentration) and other non-science majors. This course is not open to students who have completed CH-151, CH-152, CH-251, and CH-252.

Rationale: The changes are in the Course Title and Description. All other aspects of the course are unchanged. The proposed changes to the course description will appear on CUNYFirst, in the College Catalog, and on the course syllabus. The course title was changed to be aligned with equivalent courses at other institutions and the second semester of the sequence and QCC and elsewhere. The course description was changed to ensure consistency on CUNYFirst, the College Catalog, and the syllabus. The new description more accurately reflects the current requirements and content of the course.

11. CH-128: Introductory Organic Chemistry

From: CH-128: Introductory Organic Chemistry

Prerequisites: CH-120, CH-127 or CH-151

Hours and Credits: 3 lecture hours, 4 laboratory hours, 4.5 Credits

~~Not open to students who have completed CH 251. Recommended for students in Nursing, and others planning to pursue careers in Allied Health curricula, including those in the Medical Laboratory Technology program. May not be substituted for CH 251, but may be used as preparation for CH 251. Topics include the structure, properties, and reactions of organic functional groups, optical isomerism, stereochemistry, macromolecules, and biomolecules, such as fats, proteins, carbohydrates, and nucleic acids.~~

To: CH-128: Introductory Organic Chemistry

Prerequisites: CH-120, CH-127 or CH-151

Hours and Credits: 3 lecture hours, 4 laboratory hours, 4.5 credits

This course is the second of a two-semester sequence and is intended to provide a brief, but thorough introduction to organic chemistry and biochemistry. The major functional groups such as hydrocarbons, alcohols, amines and carbonyl compounds are studied with some emphasis on nomenclature, reactions, and stereochemistry. Several aspects of organic chemistry related to biochemistry are also stressed including units on amino acids, enzymes, carbohydrates

and lipids. The laboratory introduces students to the various synthetic methods for making organic compounds, as well as to purification techniques like distillation, recrystallization and extraction.

This course is recommended for students in Nursing and others planning to pursue careers in the Allied Health fields. It may be used as a preparation for CH-251, but may not be substituted for CH-251 and is not open to students who have already completed CH-251 or CH-252.

Rationale: Current course description was prepared more than 10 years ago, and has not been updated. Also the current description gives very limited information to students who are interested in the course. For example, it doesn't mention which organic functional groups are the focus of the course or the details of biochemistry included. Although many senior colleges have the equivalent courses to our CH-128 course in their curriculum, it seems hard to find the relationship between our introductory organic chemistry course and their equivalent ones based on the course description. To minimize inconvenience and confusion, the course description should be updated with detailed information about the course.

12. CH-151: General Chemistry I

From: CH-151 General Chemistry I

Prerequisite: MA-119 and MA-121 or satisfactory score on the Mathematics Placement Test. Students who have not had high school chemistry are strongly advised to take CH-127 prior to CH-151.

Hours and credits: 3 class hours, 1 recitation hour, 3 laboratory hours, 4.5 credits

~~Matter and energy; stoichiometry; gas laws; phase equilibrium; periodicity of elements; atomic and molecular structure; bonding; molecular orbital theory; kinetic theory; states of matter and inter-molecular forces; atomic spectra; properties of solutions; enthalpy; electrolytes; colligative properties; acid-base neutralization.~~

To: CH-151: General Chemistry I

Prerequisite: MA-119 and MA-121 or satisfactory score on the Mathematics Placement Test. Students who have not had high school chemistry are strongly advised to take CH-127 prior to CH-151.

Hours and credits: 3 class hours, 1 recitation hour, 3 laboratory hours, 4.5 credits

This course is the first part of a two-semester sequence that provides students with a fundamental knowledge of the modern theory in general and inorganic chemistry. It covers topics that are essential to many disciplines in science and technology, and the health professions, with an emphasis on developing problem-solving skills. Topics include matter and energy; chemical nomenclature; mass relationships and stoichiometry; reactions in aqueous solutions; gas laws and kinetic molecular theory; atomic structure and quantum theory; periodicity of elements; chemical bonding and molecular structure; states of matter and intermolecular forces; properties of solutions; and colligative properties. Laboratory work provides training in common experimental methods and hands-on application of theory. The students in Honors classes will attend scientific seminars and write a short paper.

Rationale: The only change to be made is in the Course Description. All other aspects of the course are unchanged. The course description as it currently appears in the College Catalog and on CUNYFirst is simply a list of topics that could appear in a college general chemistry course. However, the list does not accurately reflect the current content of the course, nor does it provide any information about the laboratory component of the course. The new course description is presented in full and complete sentences, notes the most common programs of study with which it is associated, corrects the list of topics, and describes the laboratory. It also briefly distinguishes the Honors section from the other sections.

13. CH-152 General Chemistry II

From: CH-152: General Chemistry II

Prerequisite: CH-151

Hours and credits: 3 class hours, 1 recitation hour, 3 laboratory hours, 4.5 credits

~~Kinetics; thermodynamics; gas phase equilibria; pH; dissociation of weak acids and bases; buffers; ionic equilibria; solubility product; hydrolysis; Nernst equation; electrochemistry; voltaic and electrolytic cells; Faraday's Law; nuclear chemistry; theory of analytic group separation and ion identification.~~

To: CH-152: General Chemistry II

Prerequisite: CH-151

Hours and credits: 3 class hours, 1 recitation hour, 3 laboratory hours, 4.5 credits

This course is the second part of a two-semester sequence that provides students with a fundamental knowledge of the modern theory in general and inorganic chemistry. It covers topics that are essential to many disciplines in science and technology, and the health professions, with an emphasis on developing problem-solving skills. Topics include enthalpy, entropy, and free energy; chemical kinetics; chemical equilibrium in gaseous and aqueous systems; properties and equilibria of acids and bases; buffers and acid-base titrations; solubility and complex ion equilibria; qualitative analysis; electrochemistry and redox reactions; and an introduction to nuclear chemistry. Laboratory work provides training in common experimental methods and hands-on application of theory. The students in Honors classes will give 10-15 minute oral presentations on topics and concepts chosen from the course material. This course makes extensive use of computers and requires the development of scientific communication skills.

Rationale: The only change to be made is in the Course Description. All other aspects of the course are unchanged. The course description as it currently appears in the College Catalog and on CUNYFirst is simply a list of topics that could appear in a college general chemistry course. However, the list does not accurately reflect the current content of the course, nor does it provide any information about the laboratory component of the course. The new course description is presented in full and complete sentences, notes the most common programs of study with which it is associated, corrects the list of topics, and describes the laboratory. It also briefly distinguishes the Honors section from the other sections.

Department of Engineering Technology

1. MT-100 Introduction to Engineering & Technology

From: ~~MT-100~~ Introduction to Engineering & Technology
3 laboratory hours 1 credit

An introduction to the history, philosophy and methodology of engineering and technology-related professions. The disciplines of computer, electrical and mechanical engineering and technology are introduced. Basic mathematical, graphical and analytic skills are developed as well as experimentation and data analysis techniques. The analysis and presentation of engineering data and designs as well as ethical and professional considerations are considered.

To: TECH-100 Introduction to Engineering & Technology
3 laboratory hours 1 credit

An introduction to the history, philosophy and methodology of engineering and technology related professions. The disciplines of computer, electrical and mechanical engineering and technology are introduced. Basic mathematical, graphical and analytic skills are developed as well as experimentation and data analysis techniques. The analysis and presentation of engineering data and designs as well as ethical and professional considerations are considered.

Rationale: Renumbering of course to conform to new departmental standard.

2. MT-481 Architectural Design I

From: ~~MT-484~~ Architectural Design I
2 class hours 4 laboratory hours 3 credits
Prerequisite: ~~MT-444~~

~~Introduction to architectural drawing presentation; plan, elevation, section, detail, perspective, and model-making. Development of preliminary working drawings. Understanding of basic architectural design concepts.~~

To: ARCH-111 Architectural Design I
2 class hours 4 laboratory hours 3 credits
Co-requisite: ARCH-119

An introduction to the fundamentals of architectural design. Students will develop the ability to perceive visual cues, create visual design, formulate concepts, and render ideas in two and three dimensions. Using a combination of manual and digital skills, students will create and interpret three-dimensional objects and spaces and develop drawings and renderings using standard projection systems.

Rationale: This course is being modernized and updated in order to be current in the industry. The loyalty to either

emphasis will be on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisite has been removed and a co-requisite added in order to ensure that students have the necessary background knowledge to be successful in this course. Course numbering has been updated in order to provide more efficient advising processes.

3. MT-223 Selection of Materials

From: ~~MT-223 Selection of Materials~~

3 class hours 3 credits

Prerequisite: ~~BE-122 (or 226), or satisfactory score on the English Placement Test.~~

~~Study of the physical, mechanical, thermal and electrical properties of metals, alloys, plastics, and other nonmetallic engineering materials. Industrial practice and applications introduced to acquaint students with proper material selection.~~

To: ARCH-113 Building Technology I

2 class hours 3 lab hours 3 credits

Co-requisite: ARCH-111 or CONM-111

An introduction to the basic materials and elements of construction. System analysis, including the study of materials properties and their proper selection. Fundamental principles of architectural drafting. Surveying existing conditions, development of drawings of plans, elevations, sections, and basic details from foundation to roof. An emphasis is on wood and masonry and shallow foundation systems.

Rationale: This course has been on the inactive course roster for some time. It is being re-activated and updated in order to be technically relevant. It is being added to the Architecture curriculum, and it will be taken in tandem with ARCH-111, Architectural Design I. This will provide a unified technical approach in which design concepts and the practical building applications are taught in a modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The co-requisite is added to ensure that students get the full benefit of the unified approach. Course numbering has been updated in order to provide more efficient advising processes.

4. MT-484 Construction Methods

From: ~~MT-484 Construction Methods~~

1 lecture hour 2 recitation hours 3 laboratory hours 3 credits

Prerequisite: ~~MT-488~~

~~Construction elements and materials used in the building industry. Types of framing and assembly systems for commercial buildings. Preparation of working drawings to code, with an emphasis on comprehension of the total building process. This course assists in the production of a design studio portfolio.~~

To: ARCH-123 Building Technology II

1 lecture hour 2 recitation hours 3 laboratory hours 3 credits

Pre-requisite: ARCH-113 with a grade of C or higher

A study of the basic materials of construction and the theory and practice of building technology. The course will include investigation of the assembly of building components and methods of construction and framing. Students will develop proficiency in both analog and digital drawing building information modeling (BIM) techniques, and professionally presented construction drawings.

Rationale: This course is being modernized and updated in order to be current in the industry. This will provide a unified technical approach in which design concepts and the practical building applications are taught in a modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisite is updated to ensure that students have the proper background knowledge to be successful. Course numbering has been updated in order to provide more

5. MT-219 Surveying and Layouts

From: ~~MT-219 Surveying and Layouts~~

2 class hours 3 laboratory hours 3 credits

Prerequisites (and/or) co-requisites: ~~none~~

~~Principles and practice of elementary surveying. Use, adjustment, and care of surveying instruments. Field work in practical application of surveying techniques; measurement of distances, angles, and elevations. Computation and mapping of closed traverses. Use of topographical maps. Scientific calculator required.~~

To: ARCH-125 Surveying and Site Planning

2 class hours 3 laboratory hours 3 credits

Pre-requisites: MA-114 and ARCH-113 all with a grade of C or higher

Principles and practice of elementary surveying. Application of the fundamental techniques of site planning principles and the use of topographical maps and models. The importance of site development as it relates to architecture and sustainable site development. Field work in practical application of surveying techniques; measurement of distances, angles, and elevations. Computation and mapping of closed traverses.

Rationale: This course is being modernized and updated in order to be current in the industry. This will provide a unified technical approach in which design concepts and the practical building applications are taught in a modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisites are added to ensure that students have the proper background knowledge to be successful and the co-requisite is added to ensure that students benefit from the integrated teaching approach. Course numbering has been updated in order to provide more efficient advising processes.

6. MT-453 Piping Systems

From: ~~MT-453 Piping Systems~~

3 class hours 3 credits

Prerequisite: ~~MT-488~~

~~Design and layout of piping systems and related equipment for heat power, heating, air conditioning, and petrochemical industries. National piping and pressure vessel codes utilized in conjunction with manufacturers' catalog data and piping handbook. Use of piping software is introduced.~~

To: ARCH-237 Environmental Systems

3 class hours 3 credits

Pre-requisite: ARCH-123 with a grade of C or higher

A survey of systems employed in buildings including plumbing, electrical, heating, ventilation, air conditioning and fire alarm and suppression. System components, design, application, equipment locations and distribution will be examined. Sustainability and energy efficiency applications will be addressed and software used for data analysis. National codes are introduced.

Rationale: This course is being modernized and updated in order to be current in the industry. It will incorporate the relevant aspects of MT-454, which will be modernized for relevance. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisite is modified to ensure that students have the proper background knowledge to be successful. Course numbering has been updated in order to provide more efficient advising processes.

7. MT-482 Structural Drafting and Design

From: ~~MT-482 Structural Drafting and Design~~

2 class hours 4 laboratory hours 3 credits

Pre-requisite: ~~MT-111, MT-345, MA-114~~

Design and analysis of steel, reinforced concrete, and timber structures. Practice in the preparation of structural drawings including framing plans; general plans; structural steel shop detail drawings; bolted, welded, and riveted connections; reinforced concrete details. Practical projects in building, heavy machine, and bridge construction. Use of structural design codes and specifications.

To: ARCH-248 Structures I

2 class hours 4 laboratory hours 3 credits

Pre-requisites: MT-345 with a grade of C or higher

Design and analysis of steel, reinforced concrete, and timber structures. The behavior of architectural materials in stress and intuitive reasoning related to the mathematical treatment of equilibrium in static structures. Practice in the preparation of structural drawings. Use of structural design codes and specifications.

Rationale: This course is being modernized and updated in order to be current in the industry. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisite is streamlined to reflect pre-requisite changes in other courses. Course numbering has been updated in order to provide more efficient advising processes.

8. MT-485 Architectural Design

From: ~~MT-485 Architectural Design~~

2 class hours 4 lab hours 3 credits

~~Offered in Summer Session~~

Pre-requisite: ~~MT-481~~

Co-requisite: ~~MT-484~~

~~Further development of architectural graphics including perspective techniques. Examination of architectural concepts of space, structure and form in the design process. Mechanical and electrical systems. Laboratory work in preparing a complete set of architectural working drawings and specifications.~~

To: ARCH-231 Architectural Design III

2 class hours 4 lab hours 3 credits

Pre-requisites: ARCH-121 and ARCH 129 both with a grade of C or higher

Co-requisite: ARCH-125

An exploration of abstract architectural design theory in the expression of three-dimensional space. The creation of comprehensive architectural design projects is developed following a building program and incorporating elements of site, enclosure, structure, material and technology. Design concepts and vocabulary are introduced and strengthened through design projects. A juried presentation will take place at the completion of each project.

Rationale: This course has been on the inactive course roster for some time. It is being re-activated and updated in order to be technically relevant. It is being added to the Architecture curriculum, and it will be taken as part of the architectural design sequence, following ARCH-111 (Architectural Design I) and ARCH-121 (Architectural Design II). The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. Pre- and co-requisites are updates to ensure that students have the proper background knowledge and get the full benefit of the unified teaching approach. Course numbering has been updated in order to provide more efficient advising processes.

9. MT-490 Advanced Architectural Modeling

From: ~~MT-490 Advanced Architectural Modeling~~

3 class hours 3 credits

Pre-requisite: ~~MT-488~~

Practical application of advanced architectural software to the generation of 3D models, rendering and the creation of animated visuals for architectural designs. Topics include: creating designs in 3D space, editing 3D designs, viewing objects in 3D space, setting lights, cameras, applying color and materials to surfaces, background color and objects; rendering creation of scenes tracking animation and walk-throughs. This course assists in the production of a design studio portfolio.

To: ARCH-241 Advanced Architectural Modeling
 3 class hours 3 credits
 Pre-requisite: ARCH-231 with a grade of C or higher

Practical application of advanced architectural software to the generation of 3D models, rendering and the creation of animated visuals for architectural designs. Topics include: creating designs in 3D space, editing 3D designs, viewing objects in 3D space, setting lights, cameras, applying color and materials to surfaces, background color and objects; rendering creation of scenes tracking animation and walk-throughs. This course assists in the production of a design studio portfolio.

Rationale: Course numbering has been updated in order to provide more efficient advising processes. Pre-requisite updated to reflect changes in other courses.

10. MT-522 Fluid Mechanics

From: ~~MT-522~~ Fluid Mechanics
 3 class hours 3 lab hours 4 credits
 Prerequisite: ~~MT-341 and MA-128, 125 or 441~~
 Co-requisite: ~~MT-365 or 366~~

~~Behavior of fluids at rest and in motion. Continuity concepts, kinematics, energy and momentum equations, pipe flow, fluid drag. Laboratory practice in the operation of basic fluid apparatus and instrumentation.~~

To: MECH-246 Fluid Mechanics
 3 class hours 3 credits
 Prerequisite: MA-128 and PH-201

An introduction to the mechanics of incompressible fluids. Hydrostatics, kinematics, basic conservation laws for a control volume. Conservation of mass, momentum, angular momentum and energy for flow. Inviscid flow. Bernoulli's and Euler's equations. Viscous flows in pipes and ducts, head loss and friction factor.

Rationale: This course has been on the inactive course roster for some time. It is being re-activated and updated in order to be technically relevant. Credits, class and lab hours have been changed to reflect QCC standards. Pre- and co-requisites have been modified to ensure that students have the proper background knowledge to be successful. This course will be a required course in the Construction Management track of the Architectural Technology curriculum and an elective in the Mechanical Engineering Technology curriculum. Thus, students will have more options when choosing courses.

Department of English

Course Sequencing Revisions

RATIONALE: QCC has traditionally used the two-letter/three-digit convention of denominating classes, but there is an institutional tendency to adopt a more efficient model, utilizing a four-letter convention that further distinguishes the disciplines. "ENGL" is unique to English, unlike the suffix "EN" which is common to both English and Engineering. Additionally, the new sequence and groupings are intended to help students select courses according to their needs and preferences and to present a more coherent program of study, one that more closely follow developments in the English Major in four-year colleges across CUNY.

EN 101-103: ENGLISH COMPOSITION

FROM	TO	Name	Description
[EN-101]	<u>ENGL-101</u>	English Composition I	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.

		Introduction to Literature	literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.
[EN-103]	<u>ENGL-103</u>	Writing for New Media	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 documents.

ENG 201-210: Introduction to the Discipline

FROM	TO	Name	Description
[EN-230]	<u>ENGL-201</u>	Introduction to Literary Studies	An inquiry into what it means to study literature, involving close reading and critical analysis of a variety of prose fiction, drama, and poetry, and informed by an introduction to some of the theoretical issues currently debated in literary studies and a consideration of how such issues have evolved historically. In addition to works of literature, students will read critical and theoretical works, some of which they will identify through their own research. This course combines a study of literature with continued training in clear and effective writing.
[EN-303]	<u>ENGL-202</u>	Readings in Poetry	Critical study of the genre of poetry, including epic, narrative, and lyric poems.
[EN-302]	<u>ENGL-203</u>	Readings in Drama	Critical study of the genre of dramatic literature from the Greeks to the Moderns.
[EN-301]	<u>ENGL-204</u>	Readings in Prose Fiction	Critical study of the short story, the novella, and the novel; readings in fiction of the past three centuries.

EN 211-220: Literature in Context

FROM	TO	Name	Description
[EN-401]	<u>ENGL-211</u>	English Literature I – Anglo-Saxon Period through the Eighteenth century	Major British writers from the Anglo-Saxon period through the eighteenth century; principal genres – poetry (the dominant form in this period), romances, and plays.
[EN-402]	<u>ENGL-212</u>	English Literature II: Nineteenth Century to Present	Major British writers from the nineteenth century to the present: principal genres.
[EN-444]	<u>ENGL-213</u>	World Literature I: Ancient through Renaissance	An exploration of the ideas of some of the greatest writers through the Renaissance. Readings from the Bible and Greek drama, The Divine Comedy and The Canterbury Tales, Don Quixote, Hamlet, and Paradise Lost. Emphasis on the varied ways our ancestors looked at love and war, heaven and hell.
[EN-445]	<u>ENGL-214</u>	World Literature II: Masterpieces from the Eighteenth to the Twentieth Centuries	Emphasis on the writer as interpreter of changing culture, science, and psychology, and as creator of imaginative forms; selections from Swift, Voltaire, Rousseau, Goethe, Dostoyevsky, Joyce, Sartre, and Camus.
[EN-411]	<u>ENGL-215</u>	American Literature I: Colonial Period to American Renaissance	Major American writers from the Colonial period to the American Renaissance; study of text in historical perspective.
[EN-412]	<u>ENGL-216</u>	American Literature II – Civil War to Present	Major American writers from the decade preceding the Civil War to the contemporary period; study of texts in historical perspective.

		Literature in English	in the twentieth century. It will address important changes, which have occurred in the English-language literature and “englishes” from non-Western nations, the influence of postmodernist aesthetics and popular culture’s influence on literature. The readings will be selected from a number of national literatures, such as those of Africa, Australia, the Caribbean, Great Britain, Asia, and the United States.
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EN 221-240: Writing Studies

FROM	TO	Name	Description
[EN-201]	<u>ENGL-221</u>	Creative Writing: Fiction	Critical study of the short story, novella, and novel with emphasis on techniques helpful to young writers. Students submit samples of their work for classroom discussion.
[EN-202]	<u>ENGL-222</u>	Creative Writing: Poetry	Critical study of poetry with emphasis on techniques helpful to young writers. Students submit samples of their work for class discussion
[EN-224, 225]	<u>ENGL-231, 232</u>	Special Topics in Writing Studies	<p>These courses will focus on fiction and non-fiction writing about a specific theme or topic to be announced in advance and will vary each semester. Descriptions of the topic in a particular semester will be available in the English Department before registration. Students may take two such courses for credit, as long as they do not repeat the topic. Topics will include but not be limited to:</p> <ul style="list-style-type: none"> • Reading and Writing about Crime and Murder • Reading and Writing about the Immigrant Experience • Finding Nurture in Nature: Reading and Writing about the Natural World • Reading and Writing about Place: Geography, Travel, and Identity • Reading and Writing about War • Be Home Before Dark: Reading and Writing about Family • Navigating Difference: Reading and Writing about Being “Other” • Love, Lust and Romance: Reading and Writing about Love • I Can’t Believe I Ate the Whole Thing: Reading and Writing about Food • Reading and Writing about Prison, Criminality and the Law • Writing for Children and Young Adults • The Teaching of Writing • Multimedia Writing

EN 241-260: Journalism, Media and Cultural Studies

FROM	TO	Name	Description
[EN-214]	<u>ENGL-241</u>	Introduction to Journalism; Editing Principles and Practices	An introduction to journalistic practice through teaching and developing of those writing skills fundamental to the work of reporters and editors. Straight news, feature, and editorial writing are stressed along with the principles and practices of general editing and copy-editing. Students learn to edit, revise, cut, and expand written material to make it suitable for publication in the school newspaper and for professional publication.
[EN-221]	<u>ENGL-242</u>	Documentary Film: The New Journalism	A study of film as a form of contemporary “journalism” that employs proven methods of persuasion and manipulation. It focuses on the power of the medium to record and reveal – but also to distort – aspects of the real world. Documentary films and television newsreels are examined in order to judge the validity of their claims for capturing the “truth” of events. A variety of films, including war documentaries, sociological “essays,” and rock concerts, will be screened and compared to rhetorical and journalistic models. Instruction on writing strategies and techniques specific to audio/visual media

[EN-216]	<u>ENGL-251</u>	Popular Culture	A critical study of the pervasive role the popular arts play in our lives, with emphasis on a rhetorical approach to the mass media. Students will write about the contemporary arts and related issues.
[EN-220]	<u>ENGL-252</u>	Film and Literature	A comparative investigation of the narrative and non-narrative methods and modes of literature and film, their similarities and differences. Novels, plays, short stories, and films are studied. Screenings. Instructions on writing strategies and techniques specific to audio/visual media.

EN 261-299: Topics in Literature

FROM	TO	Name	Description
[EN-217]	<u>ENGL-261</u>	Autobiography	Readings in autobiographies combined with students' writing about their own lives and times. Readings selected from the world's literature including African, Asian, European, Chicano-Latin American, Native American, and American sources.
[EN-219]	<u>ENGL-262</u>	New York	Study your city, the most influential in the world. Readings will include the rich literature about New York, from Washington Irving to Tom Wolfe, as well as The New York Times. Write about the New York you know and the one you'll discover.

EN 300-399 : Advanced courses in Writing and Journalism

FROM	TO	Name	Description
[EN-223]	<u>ENGL-301</u>	Advanced Fiction Writing	This course offers students the opportunity to further develop fiction-writing techniques introduced in EN-201. The course will provide students with intensive practice in a wide variety of narrative forms, supportive critical feedback on their work, strategies for editing, and exposure to a broad range of contemporary published fiction.
[EN-215]	<u>ENGL-311</u>	Journalism II: Feature and Magazine Article Writing	A continuation of the principles and practices of print journalism established in [EN-214] <u>EN-241</u> , with an emphasis on the non-deadlined "soft news" or feature article suitable to special interest areas of newspapers or magazines.
[EN-901, 902]	<u>ENGL-321, 322</u>	Cooperative Education in Journalism	This course is open only to matriculated students who have completed at least 36 credits in Liberal Arts and Sciences with a 2.5 index and who have completed Introduction to Journalism [(EN-214)] <u>EN-241</u> or who have received special permission from the English Department. It is recommended that students who apply possess word processing skills. The cooperative experience in journalism is designed to provide students with internship training in newspaper reporting, editing, and production. Students intern with local weeklies, where they have the opportunity to learn beat reporting, writing news and feature stories and working with editorial, design and business staff. Students are evaluated on the basis of portfolios, journals, conferences with the instructor, and a written evaluation by the employer. Students will earn a grade of "Pass" or "Fail." Only one of these courses may be taken for credit. Interested students should contact the English Department during the semester prior to enrollment to make necessary arrangements.

EN 500-599: Literature Electives

FROM	TO	Name	Description
[EN-601]	<u>ENGL-501</u>	The Novel	Works of such writers as Richardson, Melville, Joyce and others who have contributed to the development of the novel in the English language.

[EN-602]	<u>ENGL-502</u>	Modern Drama	Modern drama as represented in the works of such authors as Ibsen, Strindberg, Ionesco, and Albee.
[EN-611]	<u>ENGL-503</u>	Shakespeare in Elizabethan Drama	Intensive study of selected plays of Shakespeare.
[EN-621]	<u>ENGL-504</u>	The Bible as Literature	Study of the Old and New Testaments as an anthology of poetry, folklore, history, proverbs, letters, and drama; the influence of the Bible on literature, art, and music.
[EN-651]	<u>ENGL-505</u>	Children's Literature	A study of literature for children from its deep cultural roots in myth and legend to its contemporary manifestations as both a reflection and a determiner of modern society.
[EN-815, 816]	<u>ENGL-591, 592</u>	Special Topics in Literature	<p>These courses will focus on a specific theme or topic to be announced in advance and will vary each semester. Descriptions of the topic in a particular semester will be available in the English Department before registration.</p> <p>Students may take two such courses for credit, as long as they do not repeat the topic. Topics will include but not be limited to:</p> <ul style="list-style-type: none"> • Women in Literature • Afro-American Literature • Asian-American Literature • Love and Sexuality • The Experience of War • Growing Up • The Search for Identity • Literature of Madness and the Irrational • Views of Aging in Literature • The Individual and the Community • The Literature of Revolt • The City in Literature • The Immigrant Experience • The American Dream • The Graphic Novel

Department of Health, Physical Education and Dance

1. HE-200: Emergency Medical Technician

From: HE-200 Emergency Medical Technician

[7.5 class hours, 4.5 laboratory hours] 9.5 credits

Prerequisite: A valid CPR (Cardio-Pulmonary Resuscitation) Certificate, HE-110, [or the equivalent; and a valid SFA (Standard First Aid) Certificate, HE-106, or the equivalent.]

This course prepares the student for EMT (Emergency Medical Technician) certification. The content and sequence of the course material are mandated by the State of New York Department of Health, Bureau of Emergency Health Services. Meets national educational guidelines for Emergency Medical Technician Educational standards

To: HE-200 Emergency Medical Technician

9 hours, 5.5 laboratory hours, 9.5 credits

Prerequisite: A valid CPR (Cardio-Pulmonary Resuscitation) Certificate or HE-110.

This course prepares the student for EMT (Emergency Medical Technician) certification. The content and sequence of the course material are mandated by the State of New York Department of Health, Bureau of Emergency Health Services. Meets national educational guidelines for Emergency Medical Technician Educational standard.

Rationale: Early in the Spring 2013 semester, the HPED Department revised the content, credits and hours for HE-200 due to a change in New York State requirements for EMT certification. Further adjustments are necessary now due to the fact that NYS requirements are for clock hours (60 minutes), as opposed to 50-minute class hours. The revised hours reflect the conversion of the state required number of hours to our 50-minute class hours. The elimination of HE-106 reflects the fact that it is not a necessary prerequisite for HE-200.

2. PE-522: Lifeguard Training

From: PE-522 Lifeguard Training
Offered as needed

Prerequisite: Satisfaction of American Red Cross entry standards (test administered by the Department prior to coursework). To become a certified American Red Cross lifeguard, students must have Adult CPR and Standard First Aid certification in addition to completion of this course.

To: PE-522 Lifeguard Training
2 Hours, 1 Credit.

Prerequisite: Satisfaction of American Cross entry standards (test administered by the Department prior to coursework).

This course will teach students the skills and knowledge needed to prevent and respond to aquatic emergencies quickly and effectively. Upon successful completion of the course and all Red Cross requirements students will be eligible to receive certification for lifeguarding and CPR through the American Red Cross

Rationale: The lifeguard curriculum has been revised since we last offered the course. The proposed changes reflect the actualization of the American Red Cross lifeguard curriculum. The credits and hours of this course have been updated to reflect the time required for the course. It is listed as a change because the credits or hours of the course were not originally listed in the college catalog.

3. DAN 120 Beginning Modern Dance for Majors

From: DAN ~~120~~ Beginning Modern Dance for Majors
Hours and credits: ~~2 hours 1 credit~~

To: DAN 124 Beginning Modern Dance for Majors
Hours and Credits: 4 hours 2 credits

4. DAN 121 Advanced Beginning Modern Dance I

From: DAN ~~124~~ Advanced Beginning Modern Dance I
Hours and Credits: ~~2 hours 1 credit~~
Pre-requisite: ~~DAN 120~~ or permission of the department

Description: ~~A continuation of DAN 120, this course will continue to develop movement skills and will introduce choreographic concepts and terminology~~

To: DAN 125 Advanced Beginning Modern Dance I
Hours and credits: 4 hours 2 credits
Pre-requisite: DAN 124 or permission of the instructor

Description: Advanced Beginning Modern Dance places an emphasis on alignment, development of the body, and modern/contemporary dance technique at the Advanced Beginning Level.

5. DAN 122 Advanced Beginning Modern Dance II

From: DAN ~~122~~ Advanced Beginning Modern Dance II
Hours and Credits: ~~2 hours 1 credit~~
Pre-requisite: ~~DAN 121~~ or permission of instructor

To: DAN 126 Advanced Beginning Modern Dance II
Hours and Credits: 4 hours 2 credits
Pre-requisite: DAN 125 or Permission of instructor

6. DAN 123 Advanced Beginning Modern Dance III

From: DAN ~~123~~ Advanced Beginning Modern Dance III
Hours and Credits: ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 122~~ or permission of instructor

To: DAN ~~127~~ Advanced Beginning Modern Dance III
Hours and Credits: 2 credits 4 hours
Pre-requisite: DAN 126 or Permission of instructor

7. DAN 130 Beginning Ballet for Majors

From: DAN ~~430~~ Beginning Ballet for Majors
Hours and Credits: ~~1 credit 2 hours~~

To: DAN 134 Beginning Ballet for Majors
Hours and Credits: 2 credits 4 hours

8. DAN 131 Advanced Beginning Ballet I

From: DAN ~~434~~ Advanced Beginning Ballet I
Hours and Credits: ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 130~~ or permission of instructor

To: DAN 135 Advanced Beginning Ballet I
Hours and Credits: 2 credits 4 hours
Pre-requisite: DAN 134 or Permission of instructor

9. DAN 132 Advanced Beginning Ballet II

From: DAN ~~432~~ Advanced Beginning Ballet II
Hours and Credits: ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 131~~ or permission of instructor

To: DAN 136 Advanced Beginning Ballet II
Hours and Credits: 2 credits 4 hours
Pre-requisite: DAN 135 or Permission of instructor

10. DAN 133 Advanced Beginning Ballet III

From: DAN ~~433~~ Advanced Beginning Ballet III
Hours and Credits: ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 132~~ or permission of instructor

To: DAN 137 Advanced Beginning Ballet III
Hours and Credits: 2 credits 4 hours
Pre-requisite: DAN 136 or Permission of instructor

Rationale for changes to Beginning and Advanced Beginning Ballet and Modern dance:

- These classes will all go from meeting two hours a week to meeting four hours a week and from 1 credit to 2 credits.
- Four hours of class time a week will better prepare students for the technical demands of 4-year college programs and for professional careers in dance.
- Four hours of class time a week will make these classes more transferable for credit in 4-year colleges when our students transfer and thus will strengthen our program's ability to set up articulation agreements.
- Two credit hours and four hours of studio time a week will also bring the curriculum into compliance with NASD standards for accreditation.
- Because these courses are increasing in hours there are extensive changes to the syllabi. There will be a greater breadth of content covered and the resulting level of proficiency demanded of the students will be higher.
- Because of the above changes we are changing the course numbers for these classes. This will decrease confusion for advisors when looking at student records.

11. DAN 250 Modern Dance Improvisation

From: DAN ~~250~~ Modern Dance Improvisation
Hours and Credits: ~~1 credit 2 hours~~
Pre-requisite: ~~DAN 123~~ or permission of instructor

To: DAN 249 Modern Dance Improvisation
Hours and Credits: 2 credits 4 hours
Pre-requisite: Permission of instructor

Rationale for changes to Modern Dance Improvisation:

- This class will go from meeting two hours a week to meeting four hours a week and from 1 credit to 2 credits. Four hours of class time a week will better prepare students for the skill level expected at 4-year college programs and for professional careers in dance.
- Four hours of class time a week will make this class more transferable for credit in 4-year colleges when our students transfer and thus will strengthen our program's ability to set up articulation agreements.
- Because this course is increasing in hours there are changes to the syllabus. There will be a greater breadth of content covered and the resulting level of proficiency demanded of the students will be higher.
- Because of the above changes we are changing the course number for this class. This will decrease confusion for advisors when looking at student records.

12. DAN 251 Theory and Practice of Modern Dance

From:
DAN 251 ~~Theory and Practice of Modern Dance~~
Hours and Credits: 1 class hour, 2 studio hours, 2 credits
Pre-requisite: ~~DAN 250~~ or permission of the ~~department~~

Description: A survey of modern dance through an understanding of movement techniques, elements of space, rhythm, and dynamics; compositional and design forms; and historical contributions. Teaching techniques with an analysis of accompaniment.

To:
DAN 251 Choreography I
Hours and Credits: 1 class hour, 2 studio hours, 2 credits
Pre-requisite: DAN 249 or permission of the instructor

Description: In Choreography I students will explore the process of creating dance based on the elements of dance - time, space and energy/movement quality. Improvisation will be used as a method of creating movement material. Choreographic devices and compositional structures will be explored. Students will be encouraged to develop their own creative voices, and to critically evaluate their own and their classmates' works.

Rationale for change of Theory and Practice to Choreography I: Students will now be required to take Modern Dance Improvisation before this course, so they are entering this course with a strong background in exploring the elements of dance and are ready for a class that truly explores the dance composition process. Choreography I is a course that is taught in 4-year dance programs, so this course will be transferable for our students and will strengthen our program's ability to set up articulation agreements.

Department of Music

1. MU-381, 382 Class Instruction in Percussion I, II

From: MU-381, 382 Class Instruction in Percussion I, II
2 studio hours 1 credit each course Offered as needed
Co-requisite: ~~MU 208, MU 209, or satisfactory score on the Music Placement Test~~

To: MU-381, 382 Class Instruction in Percussion I, II
2 studio hours 1 credit each course Offered as needed

Rationale: MU-208 and 209 are not necessary for percussion classes. This revision will accommodate students interested in taking the course who are not enrolled in the co-requisite courses, or who do not need the co-requisite course for their degree program. The revision will also accommodate students who have not received a satisfactory score on the Music Placement Test, but are interested in learning percussion. This change will improve enrollment numbers for the course without being detrimental to the course content or to students' success in the course, and it will open it to the wider college community.

2. MU-451, 452, 453, 454 Instrumental and Vocal Ensemble

From: MU-451, 452, 453, 454 Instrumental and Vocal Ensemble
2 studio hours 1 credit each course Offered as needed

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.

To: MU-451, 452, 453, 454 Instrumental and Vocal Ensemble
3 studio hours 1 credit each course Offered as needed

Comprises a variety of small instrumental and/or vocal ensembles. Students study, rehearse and perform music selected from classical, Gospel, Broadway, pop, jazz and contemporary styles.

Rationale: The amount of time necessary to properly rehearse and coach the number of groups who are enrolled in the course is much too insufficient as it is currently structured. Due to high enrollment numbers (which obviously produces a large number of chamber groups) a longer class meeting time is needed, so that the instructor is able to devote sufficient quality instructional time to each group. With the current structure of two studio hours, groups are not adequately prepared to reach performance-level proficiency, forcing the instructor in the past several years to extend his or her class time beyond that for which he or she is given credit on a teaching assignment.

3. MU-471, 472, 473, 474 Percussion Ensemble

From: MU-471, 472, 473, 474 Percussion Ensemble
2 studio hours 1 credit each course

Study, rehearsal and performance of classical, contemporary and world percussion ensemble repertoire.

To: MU-471, 472, 473, 474 Percussion Ensemble
3 studio hours 1 credit each course

Study, rehearsal and performance of classical, contemporary and world percussion ensemble repertoire.

Rationale: In order to cover a diverse range of percussion ensemble repertoire, this course requires the instructor to direct students in the setup and teardown of multiple arrangements of percussion instruments at the start, during, and end of each class meeting. As a result, the instructional time available for rehearsal of repertoire and performance preparation is greatly reduced. The addition of one more studio hour to this course will accommodate the time needed to assist students in the setup and teardown process, while allowing the other two studio hours to be fully utilized for instruction, rehearsal, and preparation for performances.

Department of Social Sciences

ECON101-Introduction to Macroeconomics

From: ECON-101: Introduction to Macroeconomics

~~A study of factors determining national output, income, employment, and prices; the impact of government spending, taxation, and monetary policy; the banking system; economic growth; international trade.~~

To: ECON-101: Introduction to Macroeconomics

This course presents the fundamentals of Economics with a focus on the behavior of the aggregate economy. Major topics include national income accounting, economic growth, business cycles, unemployment, inflation, aggregate demand and supply, and macroeconomic equilibrium of income and expenditures. The course also covers fiscal and monetary policy, and issues in international trade and finance.

From: ECON-102-Introduction to Microeconomics

~~A study of the determination of prices and the distribution of income under various market conditions; government intervention in the market; a comparison of different types of economic systems.~~

To: ECON-102 Introduction to Microeconomics

This course presents the fundamentals of Economics with a focus on the behaviors of consumers and producers, and government regulations that affect the dynamic interaction between buyers and sellers in an economy. Major topics include consumer choice theory, production, and profit maximization of firms operating under various market structures, such as Perfect Competition, Monopolistic Competition, Oligopoly and Monopoly. The course also covers the labor market and wage determination under varying market conditions.

Rationale: The revisions are necessary in order to provide more accurate and updated descriptions of the courses to reflect the actual content covered in the classes. The previous course descriptions were more than 20 years old and significantly dated.

2. CHANGES IN PROGRAMS

Department of Art and Design

A.A.S., Digital Art and Design

Rationale: The Art and Design Department proposes to change the current AAS degree in Digital Art and Design to an AS in Digital Art and Design, bringing it in line with the other degrees offered by the Department. The majority of our DAD graduates currently transfer to 4-year schools, and as we seek NASAD accreditation, we want to ensure that our students have an educational and career path that matches the expectations of the graphic design industry.

When this degree was implemented as a two-year degree it would have prepared our students for access to jobs in industry; this is no longer true. The accelerated pace of innovation and new software makes more training both in technology and design in the form of a four-year degree the expectation in the marketplace. Over the last 5 years, an average of 55.3% of our DAD graduates have transferred. For an A.A.S. degree this is a high number and points to the desire of our graduates to pursue a 4-year degree. If our degree becomes a transfer degree and we could therefore create articulation agreements with local colleges, our students would clearly be better served in their educational goals.

The Department is currently in the process of seeking Accreditation from NASAD, the National Association of Schools of Art and Design. We have our site visit planned for Spring 2016. Under their requirements, AS and AAS programs fall under different categories. Our application would be clarified and our goal of preparing all of our students for further study in the Visual Arts would be served by having all of our degree programs meet the AS requirements.

Therefore, the Art & Design Department views a switch to an AS degree as the solution to give our students the degree that they want, while helping them to attain the educational and career success that they have come to QCC seeking.

From: AAS Digital Art and Design

	Credits
EN 101 English Composition I	3
EN 102 English Composition II	3
MA 321 Math in Contemporary Society	3
CH 106 Chemistry in the Arts	4
Social Science	3
Choose HI 100 Series	3
Humanities elective	3
General Education Subtotal	22

ARTS 121 Two Dimensional Design	3
ARTS 122 Three Dimensional Design	3
ARTS 221 Color Theory or	
ARTS 151 Drawing	3
Art History choose one: ARTH 100, 101, 115, 116, 117 or 120	3
(Moved to Flexible Core II. C)	
ARTH 225 History of Graphic Design	3
(Moved to Flexible Core II. C)	
ARTS 141 Intro to Photography	3
ARTS 291 Electronic Imaging	3
ARTS 290 Advertising and Design Layout	3
ARTS 192 Web Animation	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
Subtotal	37
Free Electives	1
(Strongly Recommended: Portfolio independent study ARTS 390)	
Subtotal	1
Total Credits Required	60

To: AS Digital Art and Design

<u>Required Core I. A EN 101 English Composition I</u>	<u>3</u>
<u>Required Core I. A EN 102 English Composition II</u>	<u>3</u>
<u>Required Core I. B (recommended: MA 321 Math in Contemporary Society)</u>	<u>3</u>
<u>Required Core I. C (recommended: CH 106 Chemistry in the Arts)</u>	<u>3-4</u>
<u>Flexible Core II. A</u>	<u>3</u>
<u>Flexible Core II. B</u>	<u>3</u>
<u>Flexible Core II. C (recommended: ARTH 100, 101, 115, 116, 117 or 120)</u>	<u>3</u>
<u>Flexible Core II. D</u>	<u>3</u>
<u>Flexible Core II. E</u>	<u>3</u>
<u>Flexible Core II. A, B, C, D or E (recommended: ARTH 225)</u>	<u>3</u>
General Education Subtotal	<u>30-31</u>

Major Requirements:

<u>ARTS 121 Two Dimensional Design or</u>	
<u>ARTS 122 Three Dimensional Design</u>	<u>3</u>
ARTS 221 Color Theory or	
ARTS 151 Drawing	3
ARTS 141 Intro to Photography	3
ARTS 291 Electronic Imaging	3
ARTS 290 Advertising and Design Layout	3
ARTS 292 Design for Desktop Publishing	3
ARTS 293 Design for Motion Graphics	3
ARTS 192 Web Animation	3
ET 710 Web Technology:	
Building and Maintaining Web Sites	4

Additional major requirements:
Laboratory Science
(required if student does not take

Subtotal 28-29

Major Electives (Strongly Recommended:
Portfolio independent study ARTS 390) 1

Subtotal 1

Total Credits Required 60

Department of Biological Sciences and Geology

1. Medical Office Assistant Program, A.A.S. and Certificate

Rationale: BI-110 syllabus covers both human and non-human aspects of life sciences. The Medical Office Assistant certificate students require a strong understanding of human biology as a foundation for their clinical coursework and for the workplace. BI-111 is a course that focuses on human biology and can provide these students with the knowledge and skills they need to succeed in this field.

From:

REQUIREMENTS FOR THE MAJOR - BIOLOGY
~~BI-110 Fundamentals of Life Sciences 3~~

To:

REQUIREMENTS FOR THE MAJOR - BIOLOGY
BI-111 Introduction to Human Biology 3

2. AS/BS QCC/York Dual/Joint Biotechnology Degree Program

Rationale: York College will no longer accept BI 461 (General Microbiology) from QCC transfer students, who must complete it at York. To adjust the number of credits in the major, we now require BI 554 (Research Laboratory Internship), which was previously an elective course. The conversion of BI 554 to a required course also responds to the students' increase demand for research internship experience.

FROM:

Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II (Take EN 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 441)*	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*	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 (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*	4.5
FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)*	4.5
Subtotal	35
Major	
BI 202 General Biology II	4
BI 453 Biotechnology	5
BI 356 Principles of Genetics	4
BI 357 Bioinformatics/Computational Biology or BI 461 General Microbiology	3-4
Subtotal	16-17
Additional Major Requirements	

HE 102 Health, Behavior and Society <i>and</i> one course from PE 400 series	3
SP 211 Speech Communication	3
Subtotal	6
Elective(s)	
Free electives	2-3
BI 554 Research Laboratory Internship (optional)	(2)
Total	60

TO:

Course to Course Equivalencies and Transfer Credit Awarded	Credits
Common Core Queensborough	
REQUIRED CORE: I. A: English Composition I, II (Take EN 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 441)*	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*	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 (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*	4.5
FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)*	4.5
Subtotal	35
Major	
BI 202 General Biology II	4
BI 453 Biotechnology	5
BI 356 Principles of Genetics	4
BI 357 Bioinformatics/Computational Biology	3
BI 554 Research Laboratory Internship	2
Subtotal	18
Additional Major Requirements	
HE 102 Health, Behavior and Society <i>and</i> one course from PE 400 series or PE 500 series	3
SP 211 Speech Communication	3
Subtotal	6
Elective(s)	
Free elective	1
Subtotal	1
Total	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.	

3. Environmental Health Program

Rationale: The proposed program revision will expand on the current Environmental Health program to offer an additional concentration in Environmental Science. With the proposed changes, QCC students will be offered the opportunity to obtain an A.S. degree in Environmental Health/Science, with a concentration in either Environmental Health or Environmental Science. This program revision was suggested in the 2010-2011 Academic Program Review of Environmental Health.

(http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_359919891C1C18A202FAA1D1810AFDFCADCC0100/filename/Environmental_Health_Report-Web_Site_Version.pdf) as a way of increasing enrollment and retention by increasing transfer and job opportunities. The addition of an environmental science track should increase the number of students who graduate and obtain careers in both of these growing fields. Because a B.S. degree is essential for most types of employment in this field, articulations with York College, Queens College, Lehman College, and Molloy College are close to being completed. Articulations with senior colleges will allow students that complete the A.S. degree at QCC to transfer to a 4-year college. Additional colleges within CUNY will also be contacted to give students more options for seamless transfer to a 4-year school.

From: Environmental Health

To: Environmental Health/Science

From:

REQUIREMENTS FOR A.S. DEGREE (Environmental Health)

GENERAL EDUCATION CORE REQUIREMENTS		Credits
EN-101, 102	English Composition I, II.....	6
BI-201	General Biology I	4
CH-151,152	General Chemistry I, II	9
MA-440	Pre-Calculus Mathematics	4
PH-301, 302	College Physics I, II	8
PSYC-101	Psychology.....	3
	Humanities elective.....	3
HI 110, 111, or 112	History	3

Sub-total 40

PREREQUISITES AND COREQUISITES FOR THE MAJOR

BI-202	General Biology II.....	4
BI-311	Principles of Microbiology	4

Sub-total 8

REQUIREMENTS FOR THE MAJOR

BI-501	Environmental Health Science.....	4
BI-505	The Environmental Health Professional	1
BI-520	Public Health Science.....	4

Sub-total 9

ELECTIVES

_____	Advised electives	3
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Total Credits Required60

To:

Common Core (for both Environmental Health and Environmental Science tracks)

	Credits
REQUIRED CORE: I. A: English Composition I, II (Take EN 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 440)	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)	4
FLEXIBLE CORE: II. A: World Cultures & Global Issues	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)	4.5
FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)	4.5

Subtotal	35
Major Requirement	
BI-202 General Biology II	4
Subtotal	4

Requirements

Track 1: For EH Major only		Track 2: For ES major only	
BI-501 Environmental Health	4	BI 480 Environmental Science	4
BI- 520 Public Health Science	4	BI -160 Ecology	4
BI-311 Principles of Microbiology	4	BI- 461 General Microbiology	4
BI 505 The Environmental Health Professional	1	GE-101 Physical Geology	4

Subtotal	13	Subtotal	16
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Advised electives	Track 1 EH	8	Track 2 ES	5
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Total Credits Required	Track 1 EH	60	Track 2 ES	60
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Advised Electives may include:

For Track 1: Environmental Health	Credits	For Track 2: Environmental Science	Credits
BI-554 Research Laboratory Internship	2	BI-554 Research Laboratory Internship	2
CH-110/111 Chemistry and the Environment/lab	4	CH-110/111 Chemistry and the Environment/lab	4
HE-110 Cardiopulmonary Resuscitation	1	ET-841 Science of Energy and Power	3
MA-336 Computer-Assisted Statistics	3	ET-842 Energy Production and Conservation	1
MA-441 Analytic Geometry and Calculus	4	ET-843 The Role of Energy in Society	3
PH-301, 302 General Physics I, II	8	GE-102 Historical Geology	4
		HE-110 Cardiopulmonary Resuscitation	1
		MA-336 Computer-Assisted Statistics	3
		MA-441 Analytic Geometry and Calculus	4
		PH-120/121 Introduction to Meteorology/lab	4
		PH-124 Global Warming	3
		PH-301 General Physics I	4

Department of Business

1. A.A.S., Computer Information Systems (CIS)

General rationale:

The existing program offered two CIS majors (Microcomputer Applications Software, and Computer Programming). The proposed program is a single major of Computer Information Systems. Creating a single track for CIS majors enables a more extensive set of required core courses which will better prepare our students for employment and/or college transfer. The revisions to existing courses reflect changes to technology and industry directions. A new course CIS102 will replace BU502. A new course CIS 251 will replace BU 504 and BU 509. All the Computer Information Systems courses have been given a new prefix: CIS.

(See revised and new courses for this program under CHANGES IN COURSES and NEW COURSES).

FROM:

Course no.	Course title	Common core category	Credits
	General education core requirements		

EN-101	English Composition I	I.A	3
EN-102	English Composition II	I.A	3
MA-260 or MA-321 or MA-128	Pre-calculus & Elements of Calculus for Bus. Students Mathematics in Contemporary Society Calculus for Technical and Business Students	I.B	4
	Humanities elective	II.A-D	3
	Laboratory science	I.C	4
ECON-101 or ECON- 102	Introduction to Macroeconomics Introduction to Microeconomics	I.D	3
	Social Sciences or History elective (HI-100 series)	IIA, B, D or E	3
Subtotal			22-23
Requirements for the major			
BU-101	Principles of Accounting I	NA	4
BU-201	Business Organization and Management	NA	3
BU-203	Principles of Statistics	NA	3
BU-500	Introduction to Microcomputer Applications	NA	3
BU-509	Projects in Data Processing	NA	3
BU-520	Introduction to Computer Programming for Business	NA	3
Subtotal			19
Track A	Computer Programming		
BU-502	COBOL Programming	NA	3
BU-504	Systems Analysis and Design with Business Applications	NA	3
BU-524	Business Programming with Objects	NA	4
BU-522	Business Programming with Visual Languages	NA	3
BU-529	Application Programming for Mobile Devices	NA	3
BU-532	Microcomputer Operating Systems and Utility Software	NA	3
	Business elective	NA	2-3
Subtotal			18-19
Track B	Microcomputer Applications Software		
BU-508	Database Management Systems	NA	3
BU-530	Spreadsheet Applications	NA	3
BU-532	Microcomputer Operating Systems and Utility Software	NA	3
BU-537	Data Security for Business	NA	3
BU-534	Local Area Network Management	NA	3
BU-859	Desktop Publishing (Software)	NA	3
	Business elective	NA	3-4
Subtotal			18-19
Total credits required			60

TO:

Course no.	Course title	Common core category	Credits
General education core requirements			
EN-101	English Composition I	I.A	3
EN-102	English Composition II	I.A	3
MA-260 or MA-321 or MA-128*	Pre-calculus & Elements of Calculus for Bus. Students Mathematics in Contemporary Society Calculus for Technical and Business Students	I.B	3-4
	Humanities elective	II.A-D	3
	Laboratory science	I.C	4
ECON-101 or ECON- 102	Introduction to Macroeconomics Introduction to Microeconomics	I.D	3
	Social Sciences or History elective (HI-100 series)	II A, B, D or E	3
Subtotal			22-23
Requirements for the major			

BU-101	Principles of Accounting I	4
BU-201	Business Organization and Management	3
BU-203	Principles of Statistics	3
CIS-101	Introduction to Microcomputer Applications	3
CIS-102	Computer Programming Fundamentals for Business	3
CIS-152	Computer Programming for Business I	3
CIS-153	Microcomputer Operating Systems & Utility Software	3
CIS-201	Local Area Network Management	3
CIS-208	Database Management Systems	3
CIS-251	Analysis and Design of Systems Projects	3
Subtotal		31
Electives (Select 6 to 8 Credits)		
CIS-202	Computer Programming for Business II	3
CIS-203	Object Oriented Programming for Business	3
CIS-204	Web Design	3
CIS-205	Introduction to Information Systems Management	3
CIS-206	Spreadsheet Business Applications	3
CIS-252	Application Development for Mobile Devices	3
CIS-254	Data Security for Business	3
	Free Elective	0-1
Subtotal		6-7
Total credits required		60

* Students intending to transfer to complete a Bachelor's degree should consult with advisor to take either MA-260 or MA-128

Summary of Prerequisites and Co-Requisites based on new numbering system

1. CIS Required Courses

New Course Number	Prerequisite(s)
CIS 101	
CIS 102	
CIS 152	CIS 102
CIS 153	CIS 101
CIS 201	CIS 153
CIS 208	CIS 101
CIS 251	CIS 208 and CIS 152

2. CIS Elective Courses

New Course Number	Prerequisite(s): MA-010 or satisfactory score on the Mathematics Placement AND
CIS 202	CIS 152
CIS 203	CIS 152
CIS 204	CIS 153
CIS 205	CIS 101*
CIS 206	CIS 101
CIS 252	CIS 202 or CIS 203
CIS 254	CIS 201

* Prerequisite applies only to CIS students

TABLE SHOWING NEW CURRICULUM AND OLD COURSE NUMBERS

Revised program	Old course numbers
Requirements for the major	

BU-101	Principles of Accounting I	
BU-201	Business Organization and Management	
BU-203	Principles of Statistics	
CIS 101	Introduction to Microcomputer Applications	BU-500
CIS 102	Computer Programming Fundamentals for Business	BU-502
CIS 152	Computer Programming for Business I	BU-520
CIS 153	Microcomputer Operating Systems & Utility Software	BU-532
CIS 201	Local Area Network Management	BU-534
CIS 208	Database Management Systems	BU-508
CIS 251	Analysis and Design of Systems Projects	BU-504
Electives		
CIS 202	Computer Programming for Business II	BU-522
CIS 203	Object Oriented Programming for Business	BU-521
CIS 204	Web Design	BU-524
CIS 205	Introduction to Information Systems Management	BU-512
CIS 206	Spreadsheet Business Applications	BU-530
CIS 252	Application Development for Mobile Devices	BU-529
CIS 254	Data Security for Business	BU-537
	Free Elective	

2. QCC/John Jay – Dual/Joint Degree Program A.S. in Accounting for Forensic Accounting (QCC) Leading to the B.S. in Economics: Forensic Financial Analysis (John Jay College of Criminal Justice)

General rationale: Several course changes are proposed in order to conform with the course changes that have already been instituted by John Jay College. The new degree program at John Jay College was approved by the UCASC in the Spring of 2014 and will be launched in the Fall of 2015.

The name of the degree program at John Jay changes from “B.S. in Economics” to “B.S. in Fraud Examination and Financial Forensics”.

Requirements for the Major:

The addition of BU-104, Intermediate Accounting I and the requirement of BU-111, Computer Applications in Accounting, are needed to align with required courses in the major at John Jay. (John Jay College added three new courses in accounting to the curriculum.)

CIS-101, Introduction to Microcomputer Applications has been added to the requirements for the major because it is a prerequisite for BU-111, Computer Applications in Accounting.

General Education Core Requirements:

The recommendations of SP-211, Speech Communication, in category IIB, PHIL-130, Ethics: Theories of the Good Life, in category IID and SOCY-101, Sociology, in the Flexible II category will now align with requirements for the major at John Jay.

MA 128, Calculus for Technical and Business Students, and MA-260, Pre-Calculus and Elements of Calculus for Business, are added. MA-128 and 260 were included in the original articulation but were not included when the program was reconfigured for CUNY Pathways.

From:

A.S., Accounting for Forensic Accounting, Dual/Joint Degree Program, QCC/John Jay [leading to the B.S. in Economics: Forensic Financial Analysis]

General Education Core Requirements Credits

IA, EN-101 English Composition I	3
IA, EN-102 English Composition II.....	3
IB, MA-440 Pre-Calculus Mathematics.....	4
IC, Life & Physical Sciences (STEM) Laboratory Science.....	4
IIA, World Cultures & Global Issues.....	3
IIB, U.S. Experience in Its Diversity ..Recommended: [PLSC-101].....	3
IIC, Creative Expression.....	3

IIE, Scientific World.....	3
Flexible II: A, B, C, D or E.....	3
	Subtotal ...32
Requirements for the Major	
BU-101 Principles of Accounting I	4
BU-102 Principles of Accounting II	4
BU-103 Intermediate Accounting I	4
CRIM-101 Introduction to the American Criminal Justice System.....	3
BU-108 Income Taxation or BU-111 Computer Applications in Accounting.....	3
BU-203 Principles of Statistics.....	3
ECON-101 or ECON-102 Introduction to Macroeconomics/Microeconomics.....	3
SP-211 Speech Communication.....	3
	Subtotal.....27
Free electives	1
	Total.....60

To:

A.S., Accounting for Forensic Accounting, Dual/Joint Degree Program, QCC/John Jay
Leading to the B.S. in Fraud Examination and Financial Forensics at John Jay College
of Criminal Justice

General Education Core Requirements Credits	
IA, EN-101 English Composition I	3
IA, EN-102 English Composition II.....	3
IB, <u>MA 128 Calculus for Technical and Business Students or</u> <u>MA-260 Pre-Calculus and Elements of Calculus for Business or</u> MA-440 Pre-Calculus Mathematics.....	4
IC, Life & Physical Sciences (STEM) Laboratory Science.....	4
IIA, World Cultures & Global Issues.....	3
IIB, U.S. Experience in Its Diversity .. <u>Recommended: SP-211.....</u>	3
IIC, Creative Expression.....	3
IID, Individual & Society.. <u>Recommended: PHIL-130.....</u>	3
IIE, Scientific World.....	3
Flexible II: A, B, C, D or E..... <u>Recommended: SOCY-101.....</u>	3
	Subtotal.....32
Requirements for the Major	
BU-101 Principles of Accounting I.....	4
BU-102 Principles of Accounting II.....	4
BU-103 Intermediate Accounting I.....	4
<u>BU-104 Intermediate Accounting II.....</u>	<u>3</u>
<u>BU-111 Computer Applications in Accounting.....</u>	<u>3</u>
BU-203 Principals of Statistics.....	3
ECON-101 or ECON-102...Introduction to Macroeconomics/Microeconomics.....	3
CIS-101 Introduction to Microcomputer Applications.....	3
	Subtotal27
Free electives.....	1
	Total60

Department of Engineering Technology

1. Internet Technology

From: Internet Technology – A.A.S. Degree Program

To: Internet and Information Technology – A.A.S. Degree Program

From:

COMMON CORE REQUIREMENTS

CREDITS

REQUIRED CORE 1A:	EN-103 Writing for the New Media.....	3
	EN-102 English Composition II.....	3
REQUIRED CORE 1B:	MA-301 Foundations of Mathematics	3
REQUIRED CORE 1C:	Laboratory Science (STEM Variant)	4
FLEXIBLE CORE 2A, B, D, or E:	Social Science or History courses.....	6
FLEXIBLE CORE 2A, B, C or D:	Humanities elective (select one additional course) ...	3

Sub-total 22

To:

COMMON CORE REQUIREMENTS		CREDITS
REQUIRED CORE 1A:	EN-103 Writing for the New Media.....	3
	EN-102 English Composition II.....	3
REQUIRED CORE 1B:	<u>MA-321 Mathematics in Contemporary Society.....</u>	<u>3</u>
REQUIRED CORE 1C:	<u>Life & Physical Sciences (select from 1C).....</u>	<u>3-4</u>
FLEXIBLE CORE 2A, B, D, or E:	Social Science or History courses ¹	6
FLEXIBLE CORE 2A, B, C or D:	Humanities elective (select one additional course) ...	3

Sub-total 21-22

ADDITIONAL MAJOR REQUIREMENTS

Laboratory Science² BI-132, BI-171, CH-102, CH-111,
CH-121, ET-842 OR PH-112..... 0-1

¹ECON-101 and ECON-102 are highly recommended as flexible core electives

²STEM Variant in Required Core 1C satisfies laboratory science elective requirement.

Rationale:

MA301 is proposed to be replaced by MA321. This change was discussed with members of the Math Department and will serve to slightly raise the academic rigor of the program. MA321 is a more appropriate requirement for the now more technically oriented focus of the curriculum. MA321 has more statistics, introduces functions and also has an Excel lab where students can apply their Excel skills to be able to solve problems relating to the course. MA301 is a more basic class.

The required core 1C is proposed to be expanded to include all courses designated in 1C as opposed to solely STEM variant courses. This provides students with a broader choice of courses to choose from. Total science credits will still total 4. This follows the example of other approved AAS curricula such as Management and Office Administration and Technology.

Footnote 1 - For the common core recommended electives: Industrial advisors have confirmed the need for ECON-101 and ECON-102 as suggested Social Science/History electives.

From:

REQUIREMENTS FOR THE MAJOR	
ET-504 Operating Systems and System Deployment	2
ET-704 Networking Fundamentals I	4
ET-710 Web Technology I: Building and Maintaining Web Sites	4
ET-712 Web Client Programming: JavaScript	3
ET-718 Database Technology	3
ARTS-121 Two Dimensional Design	3
ARTS-291 Electronic Imaging	2

Sub-total 24

To:

REQUIREMENTS FOR THE MAJOR	
ET-504 Operating Systems and System Deployment	2
<u>ET-575 Introduction to C++ Programming Design and Implementation</u>	<u>2</u>

ET-704 Networking Fundamentals I	4
ET-705 Networking Fundamentals II	4
ET-710 Web Technology I: Building and Maintaining Web Sites	4
ET-712 Web Client Programming: JavaScript	3
ET-716 Java Programming Technology	4
ET-718 Database Technology	3
ET-720 Advanced Web and Multimedia Programming Applications	1
ET-725 Computer Network Security	3

Sub-total 31

Rationale:

Internet and Information Technology has become a more defined and technically oriented field. Art concepts are either included in technology courses or no longer as necessary in the field. Both the Engineering Technology and the Art and Design Department agree to this change. Programming skills have become more increasingly important (ET-575, ET-716, ET-720) and cloud and mobile technologies (ET-705) are now essential as well as security (ET-725).

From:

ELECTIVES**

Select 17 credits from the following:

ET-375 Introduction to Robotics	4
ET-481 Personal Computer Technology, Architecture, and Troubleshooting	2
ET-505 Introduction to 'C++' Object Oriented Programming	4
ET-506 Introduction to UNIX (LINUX)	4
ET-507 Advanced 'C++' Object Oriented Programming	4
ET-510 Introduction to Digital Electronics	4
ET-570 Creating Smartphone Apps	3
ET-575 Introduction to C++ Programming Design and Implementation	3
ET-705 Networking Fundamentals II	4
ET-706 Network Configuration I (Cisco CCNA 3)	4
ET-707 Network Configuration II (Cisco CCNA 4)	4
ET-714 Web Technologies II: Building Database- Driven Web Sites	4
ET-716 Java Programming Technology	4
ET-720 Advanced Web and Multimedia Programming Applications	1
ET-725 Computer Network Security	3
ET-728 Web Tech: XML	4
ET-841 The Science of Energy and Power in the Modern World	3
ET-842 Energy Production and Conservation for a Sustainable World	1
ET-991 Cooperative Education	1
ET-992 Cooperative Education	1
ARTS-192§ Web Animation	3

Sub-total 17

** The following New Media Technology] electives are highly recommended: AR-642, ET-714, ET-716, ET-718, ET-720,

To:

ELECTIVES

Select 7 credits from the following:

ET-375	Introduction to Robotics	4
ET-481	Personal Computer Technology, Architecture, and Troubleshooting	2
ET-506	Introduction to UNIX (LINUX)	4
ET-510	Introduction to Digital Electronics	4
ET-570 ²	Creating Smartphone Apps Design and Implementation	3
ET-714-	Web Technologies II: Building Database- Driven Web Sites	4
ET-728 ²	Web Tech: XML	4
ET-991	Cooperative Education	1
ET-992	Cooperative Education	1

Sub-total 7² Highly recommended elective

Rational: ET-841 combined with ET-842 is dropped from the list of electives for the major because the combination is considered a 1C lab science. ET-505 (Introduction to C++ Object Oriented Programming), 4 credits, is removed from the list of electives and is replaced with the required course ET-575 (Introduction to C++ Programming Design and Implementation). ET-507 (Advanced C++ Object Oriented Programming), 4 credits, is also removed from the list of electives as it is designed to follow ET-505. ET-706 and ET-707 are removed because they are no longer offered. Recommended program electives are specified by footnote 2. This specification is removed from ET-575, ET-705, ET-716, ET-720 and ET-725 because they are proposed as required courses for the major. Specification removed from ET-714 because it shares some of the important topics in ET-716. ET-716 is now to be a required course it is suggested that most students would likely benefit from broader choice of electives, unless they wish to specifically specialize in database technologies. Specification added to ET-570, Smartphone Apps because of the importance of mobile technologies. Specification added to ET-728, XML, addresses the essential topic of e-commerce.

2. Computerized Architectural & Industrial Design, A.A.S.

General rationale: The current Computerized Architectural & Industrial Design program was designed in the early 1980's when personal computers were a relatively new phenomena and the task of drafting still comprised a significant portion of the workforce. Since that time, the landscape of the Architectural workplace has changed significantly. Computers have not only become ubiquitous, but are also accompanied by a variety of specialized application software that is highly mature. Further, the workforce has consolidated such that a particular individual will no longer be solely a drafter. Workers are now tasked with an increasing amount of design work, while still being required to perform drafting duties. We have also identified an up-and-coming niche in the workforce, that of Construction Management. This discipline, which offers a significant number of jobs in the tri-state area, shares many common theoretical foundations with traditional Architecture programs.

To that end, we are proposing a significant revision to the Computerized Architectural & Industrial Design program in order to bring the curriculum in line with the current needs of industry. The program will be renamed *Architectural Technology*. This will place the program within the family of programs offered by the Engineering Technology department. It also corrects an inaccuracy, since there are no industrial design courses in the current curriculum. The program will be split into two tracks. Both tracks will share a common core of classes.

The first track is a specialization in *Architectural Design*. This track is a modernization of the current architectural program. The loyalty to either manual or computerized methods of drafting is being abandoned in favor of a modern, integrated approach. The emphasis will be on design concepts, and students will use both manual and computerized skills to implement these ideas.

The second track is a specialization in *Construction Management*. This track, while building on the common core of classes, will offer students the opportunity to pursue careers in this up-and-coming niche in the workforce.

In conjunction with this program revision, we are taking steps to (i) revise and streamline our course numbering standards; and (ii) to more closely align our programs with those of New York City College of Technology and SUNY Farmingdale, in order to ensure a more efficient transfer process.

(See revised and new courses for this program under CHANGES IN COURSES and NEW COURSES).

~~Computerized Architectural & Industrial Design, A.A.S.~~

Architectural Design, A.A.S.

REQUIREMENTS FOR THE MAJOR

MT-111	Technical Graphics	2
MT-124	Metallurgy and Materials	3
MT-212	Technical Descriptive Geometry	3
MT-219	Surveying and Layouts	3
MT-341	Applied Mechanics	3
MT-345	Strength of Materials	3
MT-369	Computer Applications in Engineering Technology	3
MT-453	Piping Systems	3
MT-454	Fundamentals of HVAC Systems	2
MT-481	Architectural Design I	3
MT-482	Structural Drafting and Design	3
MT-484	Construction Methods	3
MT-488	Computer Aided Design I	3
MT-489	Computer Aided Design II	3
Sub-total		40
Total Credits Required		60

REQUIREMENTS FOR THE MAJOR – COMMON CORE

<u>TECH-100 Intro to Engineering & Technology (MT 100)</u>	<u>1</u>
<u>ARCH-125 Surveying & Site Planning (MT 219)</u>	<u>3</u>
<u>ARCH-119 Visualization I</u>	<u>2</u>
<u>ARCH-113 Building Technology I (MT 223)</u>	<u>3</u>
<u>ARCH-129 Visualization II</u>	<u>2</u>
<u>MT-341 Applied Mechanics</u>	<u>3</u>
<u>MT-345 Strength of Materials</u>	<u>3</u>
<u>ARCH-237 Environmental Systems (MT 453)</u>	<u>3</u>
<u>ARCH-123 Building Technology II (MT 484)</u>	<u>3</u>
Sub-total	23
<u>Track 1: Architectural Design</u>	
<u>ARCH-111 Architectural Design I (MT 481)</u>	<u>3</u>
<u>ARCH-248 Structures I (MT 482)</u>	<u>3</u>
<u>ARCH-121 Architectural Design II</u>	<u>4</u>
<u>ARCH-231 Architectural Design III (MT 485)</u>	<u>4</u>
<u>ARCH-241 Adv. Architectural Modeling (MT 490)</u>	<u>3</u>
Sub-total	17
<u>Track 2: Construction Management</u>	
<u>CONM-111 Construction Design</u>	<u>4</u>
<u>CONM-248 Soils, Foundations & Structures</u>	<u>3</u>
<u>MECH-246 Fluid Mechanics (MT 522)</u>	<u>3</u>
<u>MA-128 Calculus for Technical and Business Students</u>	<u>4</u>
<u>CONM-241 Construction Cost Analysis</u>	<u>3</u>
Sub-total	17
Total Credits Required	60

Health, Physical Education and Dance Department

Visual and Performing Arts, A.S. Degree Concentration in Dance

General rationale: Since the curricular changes in the dance program in 2012, Queensborough Community College's dance program has become much stronger in preparing students for professional careers in dance as well as for transferring to strong BFA dance programs. In May of 2014, our first class of students graduated under the new curriculum. Seven of our dance majors have transferred to BA or BFA programs in dance: three have transferred to Rutgers University on dance scholarships, two have transferred to Adelphi University on dance scholarships, one has transferred to Long Island University, Brooklyn, and one has transferred to Hunter College. These figures reveal more of our students transferring to strong dance programs than ever before. Furthermore, the dance program has continued to grow. We currently have approximately 50 dance students concentrating in dance in the VAPA degree program. This is up from approximately 20 dance majors in 2007 and 40 in 2011.

As a means of further strengthening our program, the department is pursuing accreditation with the National Association of Schools of Dance (NASD). In March 2014, the department hosted a NASD preliminary accreditation consultant, Nina Nelson, from Western Michigan University, whose report read: “Dance majors demonstrate maturity and skill beyond that which would be expected of students in their first two years of college.” In the meeting with the consultant, students unanimously agreed that their goals are to transfer to four-year institutions with dance programs. The consultant’s report further recommends that the dance program develop articulation agreements with four-year dance programs that our students are likely to transfer to. This is a process the department has already begun through discussions with dance program directors at LIU-Brooklyn, Rutgers University, Montclair State University, University of Illinois-Champaigne Urbana, and Adelphi University. These agreements would insure that the dance courses our students take at Queensborough are accepted as meeting the degree requirements at these four-year institutions when they transfer.

The curricular changes in this proposal have this goal in mind. They make our courses comparable to the courses at these four-year dance programs in terms of number of hours of training and content covered. These changes will further provide more of our students with the level of dance training they need to transfer to these programs and ultimately to have professional careers in dance. While our last curricular revisions have allowed our more advanced students to progress much more quickly and to find incredible success in transferring to BFA programs on scholarship, these new curricular changes will also allow our students coming in with more technical challenges to progress to the same level.

(See revised and new courses for this program under *CHANGES IN COURSES* and *NEW COURSES*).

From:

Visual and Performing Arts – Associate in Science (A.S.) Degree Concentration in Dance

COMMON CORE REQUIREMENTS

REQUIRED CORE 1A: EN-101 English Composition I	3
EN-102 English Composition II	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)	3
REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)	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 2C ¹ : Creative Expression (select one from 2C ¹)	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3
FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course ²)	3
Sub-total	30

REQUIREMENTS FOR THE MAJOR

All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.

Sub-total 21-23

ADDITIONAL MAJOR REQUIREMENTS

SP-211 ³ Speech Communication ³	3
HE-101 Intro. to Health Education or	
HE-102 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
Sub-total	5-7

ELECTIVES

Free Electives	0-3
Sub-total	0-3

Total Credits Required 60

¹ Recommended: select from area different from concentration (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).

3 Students 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.

4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements. Sections of the following courses denoted as “WI” may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110

Dance Concentration

Students must complete 21-23 credits from the following Courses		
DAN 100	Beginning Modern Dance	1 credit
DAN 101	Beginning Ballet	1 credit
DAN 102	Jazz Dance	1 credit
DAN 103	African/Afro-Caribbean Dance	1 credit
DAN 104	Musical Theater Dance	1 credit
DAN 105	Music Video Dance	1 credit
DAN 106	Latin Dance	1 credit
DAN 107	Social and Folk Dance	1 credit
DAN 110	Foundations of Dance Movement	3 credits
DAN 111	Introduction to the Art of Dance	3 credits
DAN 112	Dance in the Twentieth Century	3 credits
DAN 113	History of African Dance Forms	3 credits
DAN 114	Dance on Stage and Film	3 credits
DAN 120	Beginning Modern Dance for Majors	1 credit
DAN 121	Advanced Beginning Modern Dance I	1 credit
DAN 122	Advanced Beginning Modern Dance II	1 credit
DAN 123	Advanced Beg Modern Dance III	1 credit
DAN 130	Beginning Ballet for Majors	1 credit
DAN 131	Advanced Beginning Ballet I	1 credit
DAN 132	Advanced Beginning Ballet II	1 credit
DAN 133	Advanced Beginning Ballet III	1 credit
DAN 140	Advanced Beginning Jazz	1 credit
DAN 220	Intermediate Modern Dance I	2 credits
DAN 221	Intermediate Modern Dance II	2 credits
DAN 222	Intermediate Modern Dance III	2 credits
DAN 230	Intermediate Ballet I	2 credits
DAN 231	Intermediate Ballet II	2 credits
DAN 232	Intermediate Ballet III	2 credits
DAN 250	Modern Dance Improvisation	1 credits
DAN 251	Theory and Practice of Modern Dance	2 credits
DAN 252	Contact Improvisation	1 credit
DAN 260	Dance Workshop I	3 credits
DAN 261	Dance Workshop II	3 credits
DAN 262	Dance Workshop III	3 credits
DAN 270	Special Topics in Modern Dance I	1 credit
DAN 271	Special Topics in Modern Dance II	1 credit
DAN 272	Special Topics in Modern Dance III	1 credit

To:

Visual and Performing Arts – Associate in Science (A.S.) Degree - Concentration in Dance

COMMON CORE REQUIREMENTS

REQUIRED CORE 1A: EN-101 English Composition I	3
EN-102 English Composition II	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (contact your advisor)	2

REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)	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 2C ¹ : Creative Expression (select one from 2C ¹)	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3
FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course ²)	3
Sub-total	30

REQUIREMENTS FOR THE MAJOR

All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.

Sub-total 21-23

ADDITIONAL MAJOR REQUIREMENTS

SP-211 ³ Speech Communication ³	3
HE-101 Intro. to Health Education or	
HE-102 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
Sub-total	5-7

ELECTIVES

Free Electives	0-3
Sub-total	0-3

Total Credits Required 60

1 Recommended: select from area different from concentration (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).

2 Recommended: select course from 2C in concentration discipline.

3 Students 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.

4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.

All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements. Sections of the following courses denoted as “WI” may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110

DANCE CONCENTRATION

DAN 110 Foundations of Dance Movement	3
Two courses in Modern Dance technique (level determined by placement class)	
Select from DAN 124, 125, 126, 127, 220, 221 or 222	4
Two courses in Ballet technique (level determined by placement class)	4
Select from DAN 134, 135, 136, 137, 230, 231 or 232	
DAN 249 Modern Dance Improvisation	2
DAN 251 Choreography I	2
Two courses in Repertory or Workshop	
Select from DAN 160, 161 260, 261 or 262 (audition required for 260, 261, 262)	4-6
One course from Modern Dance or Ballet technique:	
Select from DAN 125, 126, 127, 220, 221, 222	
135, 136, 137, 230, 231 or 232	2
Technique elective	
Select from Modern Dance (DAN 125, 126, 127, 220, 221, 222),	
Ballet (135, 136, 137, 230, 231, 232), African/ Afro-Caribbean Dance (DAN 103),	
Advanced Beginning Jazz Dance (140), Contact Improvisation (DAN 252) or	

Sub-total 21-23

Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).

Rationale: Students working toward an AS degree in the Visual and Performing Arts with a dance concentration will no longer be permitted to take DAN 100-102 or DAN 104-107 to meet their dance credit requirements. These courses are intended for the general college population, students with a general interest in dance and those fulfilling a Physical Education requirement and not for students pursuing dance as a career. This change will bring our program into alignment with the standards of the National Association of Schools of Dance and will allow all dance classes for students pursuing the dance concentration to include a more extensive content and demand more extensive competencies. DAN 103, African and Afro-Caribbean Dance, will be allowed for credit toward the dance concentration because there is a separate section of this course for students doing the dance concentration. This course will likely be accepted for transfer credit as a World Dance credit, which is required in many 4-year dance programs.

Recommended Sequence for Dance Concentration

Fall 1st year

Ballet (level determined by placement class)	2 credits
Modern Dance (level determined by placement class)	2 credits
DAN 110 Foundations of Dance Movement	3 credits
	<u>Sub-total 7</u>

Spring 1st year

Ballet (level determined by placement class)	2 credits
Modern Dance (level determined by placement class)	2 credits
DAN 249 Modern Dance Improvisation	2 credits
DAN 160 or DAN 260 Dance Repertory I/Dance Workshop	2 or 3 credits
	<u>Sub-total 8-9</u>

Fall 2nd year

DAN 251 Choreography I	2 credits
Technique Elective (choose DAN 103, 140, 252, 270, 271, 272 or Modern Dance or Ballet)	0-2
	<u>Sub-total 2-4</u>

Spring 2nd year

Ballet or Modern Dance	2 credits
DAN 161 or DAN 261 or 262 Dance Repertory II/Dance Workshop	2/3 credits
	<u>Sub-total 4-5</u>

Required Total for the Concentration 21-23

Technique Electives

- DAN 103 African and Afro-Caribbean Dance 1credit
- DAN 140 Advanced Beginning Jazz Dance 1 credit
- DAN 252 Contact Improvisation 1 credit
- DAN 270, 271, 272 Special Topics in Modern Dance I, II, III

Rationale: This recommended sequence accommodates the increased credit values of many courses as well as the added courses.

3. NEW COURSES

Department of Academic Literacy

CN-071 College Preparatory Reading and Writing for ESL (previously experimental)

Hours and credits: 4 hours, 0 credits

Prerequisites and/or co-requisites: None

Course description: This course is intended for English language learners (ELL) who are at a high intermediate/advanced of proficiency in English but need more practice to develop their academic language proficiency and college-level reading and writing skills via ESL pedagogy. The readings in this course include excerpts from newspapers and magazines, poetry, plays, and fiction. Writing assignments will focus on paragraph development and essay organization. Students will also further refine specific skills necessary to succeed on the ELA regents, the CUNY CATW, or equivalent CUNY reading and writing placement test.

Rationale: This course is offered for English Language learners (ELL). Many of the schools partnered with the QCC College Now program have large ESL populations. Students who are successful in this course could take either a reading or writing developmental course as a following course or a college credit course dependent on eligibility requirements for subsequent courses.

CN071 West Side Story for ESL was accepted as “experimental” at the December 11, 2011 meeting of the Academic Senate. The intent of this submission is to move the course from experimental to an official offering by the Department of Academic Literacy on behalf of College Now.

CN071 was formerly offered as CN06 by the College Now program. College Now data collected for 2009 and 2010 indicate that ELL students who took CN06 reenrolled into college credit courses at rates (31% and 24.2% respectively) which are similar to that of all QCC’s CN students (32%). Out of 552 students who took CN06 from FY 2007 to FY 2011, ELA Regents performance data was available for 508 students who took the exam upon completing the course. Of the 508 students with Regents exam data available, 293 (57.7%) achieved scores of 75 or higher on the ELA Regents exam. 248 of the 552 students who took CN06 entered CUNY. The intent of this submission is to move the course from experimental to an official offering by the Department of Academic Literacy on behalf of College Now.

Department of Biological Sciences and Geology

BI-111: Introduction to Human Biology

Prerequisites (and/or) co-requisites: None

Hours and credits: 3 classroom hours, 3 credits

Course description: Levels of organization of the human body are emphasized, from biochemistry and cell biology to tissues, organs and organ-systems. Both the anatomical structure and the physiological function of the human body and its components will be studied. Designed for students in the Medical Office Assistant program and recommended for those students who do not have a strong background in the sciences and plan to take BI-301 (Anatomy & Physiology). Not open to students who have successfully completed BI-140, BI-160, BI-201, BI-301 or BI-501.

Rationale: 1) Students in the Medical Office Program require a working knowledge of the human body in order to understand clinical coursework and to function in their profession. (2) There is a strong need for a preparatory Anatomy and Physiology course to address the high dropout rate and poor academic performance found in the gateway BI-301 Anatomy and Physiology course. Currently, many students entering BI-301 do poorly in the course or have to drop out. Some of the students who do succeed are repeaters, having unsuccessfully taken BI-301 once. Having a real preparatory course can reduce the number of students who adversely impact their GPA, which undermines successful transitions into health careers. It will also reduce the number of students who abandon their goals of a health career after taking their BI-301. Supporting these students can help with retention and transition into a field where job opportunities do exist. (3) This course will also be an excellent introduction to human biology for the non-science majors. Students taking this course will gain a better understanding of health management and their own health, as well as appreciate current societal and ethical issues grounded in human biology.

Department of Business

1. CIS-102: Programming Fundamentals for Business

Prerequisites: None

Hours and credits: 2 class hours, 2 laboratory hours – 3 credits

Course description: Introduction to algorithmic thinking, problem solving and computer fundamental programming for business applications. Use of hierarchy chart development, flowcharting, pseudo-code and computer language statements for program development. “Python” will be utilized for hands-on experience in developing, writing, running and debugging computer code.

Rationale: This course will be offered every semester (Fall and Spring). As computer technology changes rapidly the need of curricula updates become urgent. This course is a response to such a need and a necessity to align the CIS curriculum with those in CUNY and elsewhere. The projected enrollment is from 40 to 50 students per semester.

2. CIS-251: Analysis and Design of Systems Projects

Prerequisites: CIS-208 and CIS-152 and MA-010 or satisfactory score on the Mathematics Placement Test

Hours and credits: 2 class hours, 2 laboratory hours – 3 credits

Course description: 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.

Rationale: This course will be offered every semester (Fall and Spring). While student will have learned the technical skills to develop systems solutions to focused business problems as a prerequisite, this course applies those capabilities in an actual project development environment. The environments include defining client requirements, documenting same, producing prototypes, and the actual systems solution.

Department of Engineering Technology

1. ET-232: Wireless Mobile Communications

Prerequisite: ET-704 or Department Permission

Hours and credits: 3 credits, 3 hours

Course description: This course covers the important aspects of mobile and wireless communications from the Internet to signals, access protocols and cellular systems, emphasizing the key area of digital data transfer.

Rationale: 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).

There are two different kinds of mobility: user mobility and device portability. User mobility refers to a user who has access to the same or similar telecommunication services at different places, that is, the user can be mobile and the services will follow him or her. Examples for mechanisms supporting user mobility are simple call-forwarding solutions known from the telephone or computer desktops supporting roaming (the desktop looks the same no matter which computer a user uses to log into the network).

With device portability, the communication device moves (with or without a user). Many mechanisms in the network and inside the device have to make sure that communication is still possible while the device is moving. A typical example for systems supporting device portability is the mobile phone system, where the technology itself hands the device from one radio transmitter (also called a base station) to the next if the signal becomes too weak.

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.

2. ARCH-119 Visualization I

Co-requisite: ARCH-111 or CONM-111

Hours and credits: 1 class hour, 3 laboratory hours, 2 credits

Course description: An introduction to the language of architectural representation and visualization. Students will develop the techniques and skills to perceive visual cues, make aesthetic evaluations, translate information into graphic representation, create visual design and formulate and render concepts in two or three dimensions. This course introduces basic skills for the manipulation and generation of both free hand and digital images. Model making, scanning and image editing concepts are introduced. Associated topics in computer systems, file management, word processing and spreadsheets are covered.

Rationale: This course will be taken in tandem with ARCH-111, Architectural Design I. This will provide a unified

modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The co-requisite is added to ensure that students get the full benefit of the unified approach. Course numbering has been updated in order to provide more efficient advising processes.

2. ARCH-121 Architectural Design II

Pre-requisites: ARCH-111 and ARCH-119, both with a grade of C or higher

Co-requisite: ARCH-129

Hours and credits: 2 class hours, 3 laboratory hours, 3 credits

Course description: A continuation of the concepts begun in ARCH-119. Students will increase their knowledge of architectural design. A more in-depth study of in the perception of visual cues, the creation of visual designs, the formulation of concepts, and the rendering of ideas in two and three dimensions. Using a combination of manual and digital skills, students will create and interpret three-dimensional objects and spaces and develop drawings and renderings using standard projection systems.

Rationale: The loyalty to either manual or computerized methods of drafting is being abandoned in favor of a modern, integrated approach. The emphasis will be on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The pre-requisites have been updated and a co-requisite added in order to ensure that students benefit fully from the unified experience. Course numbering has been updated in order to provide more efficient advising processes.

3. ARCH-129 Visualization II

Pre-requisites: ARCH-111 or CONM-111 with a grade of C or higher, and ARCH-119 with a grade of C or higher.

Hours and credits: 1 class hour, 3 laboratory hours, 2 credits.

Course description: A continuation of the concepts of architectural representation and visualization begun in ARCH-111 and ARCH-119. The focus is on precise crafting of physical and analogue models and architectural presentations, analogue and digital rendering techniques, and representation of geospatial information. Students hone their skills using manual and digital tools and enhance their design work by strengthening visual, verbal and graphical skills. Students will demonstrate fluency in and understanding of key design vocabulary, concepts and visual techniques.

Rationale: This course will be taken in tandem with ARCH-121, Architectural Design II. This will provide a unified technical approach, in which loyalty to either manual or computerized methods of drafting are abandoned in favor of a modern, integrated approach. The emphasis is on design concepts, and students will use both manual and computerized skills to implement these ideas. This newly modified course more closely aligns with a similar course at New York City College of Technology, and this will assist transfer students greatly. The co-requisite is added to ensure that students get the full benefit of the unified approach and the pre-requisite is added to ensure that students have the appropriate background knowledge to be successful. Course numbering has been updated in order to provide more efficient advising processes.

4. CONM-111 Construction Design

Hours and credits: 2 Class hours, 3 Lab hours, 3 credits

Course description: An introduction to construction project management. The construction process, bidding and awards, scheduling and planning, codes and standards, and safety.

Rationale:

Students who pursue the new Construction Management track in the Architectural Technology program will need an overview of the entire field and its processes to be competitive when applying for transfer or for entry in the job market. This course provides an introduction to these topics at a level that is appropriate for a two-year college. For those students who continue on in the major, this course will give them a firm foundation on which to build future studies. For those who pursue employment, it will give the skills necessary to perform at an entry level.

5. CONM-241 Construction Cost Analysis

Hours and credits: 3 Class hours, 3 credits

Co-requisite: ECON 101, Introduction to Macroeconomics

Course description: An introduction to the analysis of labor and material costs and forecasting. Students are introduced to methods of estimating, development of bids, quality assurance, contracts and ethics. Extensive case study analysis is conducted. Students will develop a complete bid package and formally present and defend it.

Rationale: Students who pursue the new Construction Management track in the Architectural Technology program will need proficiency in the development of cost estimates and the preparation of bid packages to be competitive when applying for transfer or for entry in the job market. This course provides an introduction to these topics at a level that is appropriate for a two-year college. For those students who continue on in the major, this course will give them a firm foundation on which to build future studies. For those who pursue employment, it will give the skills necessary to perform at an entry level.

6. CONM-248 Soils, Foundations and Structures
Credits and hours: 2 Class Hours, 3 Lab hours, 3 credits
Pre-requisite: MT 341 Applied Mechanics

Course description: An introduction to soil mechanics, foundation and earth structures. Soil classification, soil properties, soil stresses, earth pressures, bearing capacity, and slope stability. Principles of foundation analysis, design of retaining walls. Students conduct laboratory experiments to test soil behavior.

Rationale:
Students who pursue the new Construction Management track in the Architectural Technology program will need proficiency in foundations and structures to be competitive when applying for transfer or for entry in the job market. This course provides an introduction to these topics at a level that is appropriate for a two-year college. For those students who continue on in the major, this course will give them a firm foundation on which to build future studies. For those who pursue employment, it will give the skills necessary to perform at an entry level.

Department of English

1. ENGL-263 Holocaust Literature
Hours and Credits: 3 class hours, 1 recitation hour, 3 credits
Prerequisites: ENGL 102

Course description: This course offers a study of the Holocaust through a variety of genres, including poetry, novels, short stories, plays, memoirs, primary sources, film, and children's literature, in order to gain a better understanding of the unfolding, impact, meaning and significance of the Holocaust. Students will study the origins and development of the Holocaust and its political, cultural, economic and social implications through the lens of a variety of artists, writers and scholars.

Rationale: This course was offered as a Special Topics and, given the resources available at Queensborough, it should be converted into a regular course. Queensborough is unique in having both the Kupferberg Holocaust Resource Center and an NEH grant that provides \$50,000 to a faculty member annually for Holocaust programming. A standing class would support activities in the area of Holocaust education and initiatives at the college by providing the opportunity for students to study Holocaust literature. This course has already been offered successfully, and it promotes the inclusion of high impact practices. Offering it as a regular class will facilitate students' ability to transfer by making the course description readily available within CUNY in TIPPS and in the catalog for reference to outside institutions. Finally, CUNYFirst does not permit to list special topics under "Course Description" — only official catalog descriptions can be preloaded there. Instead, special topics descriptions are included under "Notes," which can cause students and advisors to overlook what the courses are about.

2. ENGL-264 Graphic Genres
Prerequisites: ENGL 102
Hours and Credits: 3 class hours, 1 recitation hour, 3 credits

Course description: This course seeks to explore graphic novels and other related graphic genres and visual formats — journalism, memoir, fiction, history, and film — to investigate the evolution, power and popularity of texts that combine words and pictures. Topics and themes examined include war, family, sexuality, adolescence, ethnicity, identity, politics and science fiction. In addition to learning about graphic novels and genres, students will create their own graphic work, as well as conduct research and present on a topic, artist, genre, or work of their choice.

Rationale: This course reflects current curricular changes in the English discipline. Graphic literacy is increasingly important in this day and age, as younger generations are very strong visual learners. This is an upper-division English class that fulfills major requirements for the Associate in Arts. It is a very popular class with healthy enrollments every semester that it is offered. This course has already been offered successfully, and it promotes the inclusion of high impact practices. Offering it as a regular class will facilitate students' ability to transfer by making the course description readily available within CUNY in TIPPS and in the catalog for reference to outside institutions. Finally, CUNYFirst does not permit to list special topics under "Course Description" — only official catalog descriptions can be preloaded there. Instead, special topics descriptions are included under "Notes," which can cause students and advisors to overlook what the courses are about.

Department of Health, Physical Education and Dance

1. PE-842: Philosophy of Coaching

Prerequisites and/or co-requisites: None

Credits and hours: 1 credit, 2 class hours, 10 hours of field experience

Course description: Students will be provided with an overview of the psychology of coaching and participation in sport and exercise. Basic psychology of individuals and groups will be discussed as it affects participation and success within athletics. The course will incorporate all levels of coaching, but will focus on coaching youth athletics. Topics will include motivation, stress, communication, group dynamics, leadership, reinforcement, feedback, and strategies as they relate to coaching.

Rationale: Philosophy of Coaching will provide students with fundamental knowledge of coaching young athletes. The field experience will provide them with hands-on practice on camp work or after-school settings. Many city and private-based camps are in search for trained individuals to work in summer camps and after school centers. This course will provide a unique advantage to applicants for these positions. Students can use the knowledge obtained from this course to pursue higher level coaching, such as high school and collegiate athletics.

2. DAN 160 Repertory I

Hours and credits: 4 hours 2 credits

Prerequisites: Student must be enrolled in Advanced Beginning or Intermediate Modern Dance and/or Ballet (DAN 125, 126, 127, 135,136,137, 220, 221,222, 230, 231 or 232) or permission of the instructor.

Course description: In Repertory I students will rehearse and perform a dance work. Through this process students will gain technical, collaborative and performance skills necessary for a career as a dancer. This class is offered for students who are not cast in Dance Workshop.

3. DAN 161 Repertory II

Hours and credits: 4 hours 2 credits

Prerequisites: Student must be enrolled in Advanced Beginning or Intermediate Modern Dance and/or Ballet (DAN 125, 126, 127, 135,136,137, 220, 221,222, 230, 231 or 232) or permission of the Instructor.

Course description: Repertory II is a continuation of Repertory I. In Repertory II students will rehearse and perform a dance work. Through this process they will gain technical, collaborative and performance skills necessary for a career as a dancer. This class is offered for students who are not cast in Dance Workshop.

4. Rationale for DAN 160 and 161 Repertory I and II: Entrance into the Dance Workshop class and performance is through an audition. Some of our students each year do not get selected for this. Rehearsing a dance and getting it ready for performance is such a focused and intensive process that many of our students make huge strides in their dance skills through this experience. Dance Repertory class will be an opportunity for less advanced students, who do not get into Dance Workshop, to learn, rehearse and do a studio performance of a dance piece and have an opportunity for growth comparable to that of the stronger students.

Department of History

1. HI-132: World History since 1500

Prerequisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test

Hours and credits: 3 hours, 3 credits

Course description: This course focuses on the history of globalization since 1500 and takes a look at 20th century events (Great War, Second World War, Cold War) from a global perspective. Due to the fact that these events are usually covered from a Western, namely European or US, perspective, this course will focus on regions that are usually overlooked. It will deal, for example, with Africa, the Middle East and South and Southeast Asia. The students will learn about the origins of our multicultural world in the 21st century and analyze culture based stereotypes and prejudices. Besides political and economic questions, the role of world religions and the big -isms (Colonialism, Nationalism, and Imperialism) will be explained and discussed.

Rationale: A course on World History since 1500 is needed to broaden the perspective of the students of QCC with regard to their own history. The multi-ethnic, multi-cultural perspective of living in the 21st century is highly influenced by the past. Different religions, traditions, and cultural heritages came into contact as a consequence of European expansion and their interrelationship was further developed by the history of world events. In contrast to Western Civilization classes this course will especially highlight the non-European world and thereby increase the general knowledge of our graduates.

2. HI-173: Barbarians: From the Roman Empire to the Early Modern World

Credits and hours: 3 credits, 3 hours

Prerequisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Course description: This course will discuss the different groups that modern historians and contemporaries have called 'barbarians,' from the later Roman Empire through the Middle Ages and to the early modern period. Topics to be considered include definitions of barbarians, the role of barbarians in the fall of the Roman Empire, barbarian identity and the creation of barbarian states, later barbarian groups such as the Vikings and Mongols, and, finally, early modern Europeans as barbarians in China and Japan.

Rationale: A course on barbarians from Roman times to the early modern period is needed because many of the Roman ideas about civilization and barbarism have had a profound effect on the way that western culture has viewed non-western peoples. Through an analysis of the creation and use of the concept of barbarians and the interaction between peoples categorized as barbarians and those as deemed civilized, students will gain an awareness of identity politics in the pre-modern world. Assessing the development and validity of simple binary categories, such as barbarian versus civilized, fulfills a core mission of QCC by sharpening students' global awareness. Students are often surprised that European countries were not always dominant in world politics, and thus this course, which traces the relationship between the peoples of Europe to first the Mediterranean Roman Empire and finally to China, highlights some of the fundamental differences between the pre-modern and modern worlds

3. HI-193: Introduction to the History of Borderlands

Prerequisites and/or co-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Credits and hours: 3 hours, 3 credits

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.

Rationale: The importance of the topic of borderlands in the current world makes this a particularly salient topic amongst undergraduates. The topic bridges the gap between academia and real world politics and holds a broad interest among students. Use of the available resources on campus and in the metropolitan area can help students with their research agendas. The course arms students with a critical vocabulary to discuss an issue that has global implications. The course fulfills the mission of the college of promoting intellectual inquiry and global awareness among students.

Department of Mathematics and Computer Science

1. MATH-905: Undergraduate Research in Mathematics and/or Computer Science I

Prerequisites: MA-440 or permission of the Department. Students need permission from the instructor in order to register for a section of this course. In addition, they need a letter of recommendation from a Math & CS instructor who has had the student in a college level class.

Hours and credits: 90 hours of research, 2 credits

Course description: MA-905 will focus on a specific research question or topic to be announced in advance and will vary each semester as well as it will vary by section. Descriptions of the research topic in a particular section in a particular semester will be available in the Math & CS Department before registration. Areas of research include but are not limited to: Mathematical Modeling, Simulations, Computer Coding or Web Design, Statistical Research, Logic, Algebra, Geometry, Number Theory, Actuarial Science, Signal Processing, Mathematical Neuroscience, Dynamical Systems, Pedagogical Research (in Math), and History of Mathematics.

2. MATH-906: Undergraduate Research in Mathematics and/or Computer Science II

Prerequisites: MA 905 or permission of the Department. Students need permission from the instructor in order to register for a section of this course.

Hours and credits: 90 hours of research, 2 credits

Course description: MA 906 will be offered exclusively to student-faculty pairs working on a research question or topic started in MA 905 but that requires a second semester of research to be completed in a meaningful way.

Rationale (for MATH-905 and 906): Over the years, faculty members of the Math & CS department have mentored students in undergraduate research via Independent Study courses or Honors contracts. Because of the lack of a formal research class, the work of faculty and students engaged in research have not been differentiated from the work done in a traditional Independent Study class or from an Honors project -both of which do not necessarily call for original work the way “research” does. The college recently institutionalized Undergraduate Research as a High Impact Practice and in that light, the department considers that it is appropriate to establish a formal research course. Both the students and the faculty who participate in this High Impact Practice will receive the appropriate designation and credit. Ideally, the course will be offered every semester with the number of sections offered depending on the number of instructors available to supervise undergraduate research students. Currently, there are 16 students engaged in undergraduate research (Spring 2015) working under the supervision of 10 faculty mentors. Students enrolled in this course are expected to work on their research problems, independently, 6 hours per week.

Department of Social Sciences

1. PSYC245: Cross-Cultural Psychology

Credits and hours: 3 class Hours, 3 credits

Prerequisites: PSYC101

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

RATIONALE: Cross-cultural psychology is relevant to students who are interested in exploring the impact culture has on the human experience. Given the cultural diversity that exists at QCC, the course can be a lens in which students explore their own culture within specific psychological topics.

2. SOCY-285: Human Behavior in the Social Environment

Prerequisite: SOCY185

Credits and hours: 3 class hours, 3 credits

Course description: This is a foundation course to familiarize students with the generalist social work practice. The course material is taught from bio-psycho-social-cultural perspectives, and includes theoretical and empirical knowledge about normal biological, psychological, and sociological development. The emphasis is on issues of human diversity, including race, ethnicity, gender, age and sexual orientation, and on the impact of oppression and discrimination on individuals and families throughout their lifespan.

Rationale: The social work field has been growing. Students have been requesting a course in addition to SOCY 185 to continue their study in the field.

Department of Speech Communication and Theater Arts

1. TH-135: Costume Construction

Prerequisites and/or co-requisites: None

Credits and hours: 2 class hours, 2 studio hours, 3 credits

Course description: Project based learning with a concentration on costume and garment construction, basic and advanced sewing skills, and basic draping and pattern making. Basic introduction to different techniques for hand sewing, machine sewing, fabrics and costume shop equipment. Students will explore basic pattern making, flat patterning, draping. Student will apply their skills to various personal sewing and building projects, as well as being involved in builds and alterations for current theatrical productions. This will garner a greater understanding of the process and function of a professional costume shop.

Rationale: A costume construction class is necessary to fully realize a technical learning of theater in this program.

2. TH-235 Stage Management

Prerequisites: TH131, Stage Craft I

Hours and Credits: 3 class hours, 3 credits

Description: Project-based learning with a concentration on stage management and production, call book, rehearsal and technical rehearsal process, and performance. Basic introduction to different techniques for organization and personal management. Students will apply their skills to stage manage current department theatrical productions. This will garner a greater understanding of the process and function of a professional stage manager.

Rationale: This course will formalize our instruction of students, who currently serve as stage managers for departmental productions. It will expand upon our offerings for students who wish to fulfill a technical theatre tract. It will fulfill the need for a stage management class based on student's requests and suggestion. Class will offer students basic instruction for how to work professionally as a theatrical stage manager.

4. DELETION OF PROGRAMS

Department of Physics

~~Laser and Fiber Optics Technology Program~~

RATIONALE: Enrollment in the program has been low for many years and the department cannot justify its continuation. Students will be able to take the courses, which will remain in the catalog, but the program will cease to exist.

Department of Art and Design

~~INTERDISCIPLINARY CONCENTRATION~~

~~Students with specific educational and career goals in the fine and performing arts may select an interdisciplinary concentration. Students following an interdisciplinary concentration *must be guided by a special advisory committee*, composed of members of the faculty from each of the departments making up the interdisciplinary concentration.~~

Rationale: In discussion with the other VAPA departments, it was determined that the interdisciplinary option in the VAPA program should be eliminated because it is not heavily utilized and will be a hindrance to all of the VAPA departments, which are applying for accreditation. It is a problem for accreditation because it does not require enough credits in either discipline to qualify as a "major." One of the principal touchstones for accreditation is clarity and specificity in our programs, and this interdisciplinary option introduces confusion in the graduation requirements. Additionally, it does not provide a useful option for our students at this time. With Pathways and other changes, there are too few classes in the concentration to make it meaningful in a two-year college setting. Over the years, only a handful of students have taken advantage of it. A vote was taken to eliminate the interdisciplinary concentration by the Department of Art and Design on 12/10/14. by departmental faculty of Speech and Theatre on 12/17/14. by the Music

5. OTHER

Statement in Support of the Recommendation of the General Education Assessment Task Force Report

The Committee on Curriculum has read and discussed the General Education Assessment Task Force report containing a summary of the work of the Assessment Task Force during June 2014. The report recommends that the Task Force review the General Education outcomes for possible revisions. The Committee on Curriculum supports this recommendation.

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON eLEARNING

jhaber@gcc.cuny.edu
718-281-5418

TO: Joel Kuszai, Secretary, Academic Senate Steering Committee
FROM: Julita Haber, Chair, Committee on eLearning
SUBJECT: **Annual Report for Committee on eLearning for 2014/2015**
DATE: **July 11, 2015**

2014/2015 eLearning Committee members included:

Julita Haber (chair), Kevin Kolack (secretary), Jodie Childers, Kwang Kim, Barbara Sauer, Nidhi Gadura, Eileen White, James Cutrone, Edward Davis, Dona Boccio (Committee on Committees Designee), and Bruce Naples/Denis Bejar (President's Designee)

The new 2015/2016 eLearning Committee members include:

Kevin Kolack (chair), Namdar, Hamid (secretary), Jodie Childers, Kwang Kim, Barbara Sauer, Nidhi Gadura, Eileen White, Edward, Davis, Blick, William (Library), Kokkinos, Dimitrios (Physics), Bruce Naples/Denis Bejar (President's Designee) and Sharon Reeves(Committee on Committees Designee).

The committee met on the second Thursday every month from 3-4:30PM in the H345 conference room. Here is the list of the dates that the committee met during the last academic year:

The committee's work was organized into five separate sub-committees ran by different members. This organization enabled every member to feel important and in charge while experiencing a significant contribution to the committee and college.

Here is the summary of committee work.

2014-2015 Subcommittees	Names
I. Improve the eLearning Readiness Program Improve six modules of the eLearning Readiness Program's by streamlining the text and embed other types of media for more effective and efficient reading.	Kevin Kolack, Eileen White
II. Marketing of PNET and FNET campaign Design and implement a marketing campaign at QCC about improving online courses during registration and course selection. recognition of online courses	Nidhi Gadura & Jodie Childers
III. Brown bag lunches for online faculty Coordinate, promote, and run informal but informative lunch meetings for QCC faculty who are interested in enhancing their online education.	Barbara Saur, Edward Davis
IV. ELearning institute Webpage Develop a stand-alone website for the E-learning Institute with Denis Bejar's cooperation.	Kwang Hyun Kim
V. Videos for Healthy eLearning Select and recommend fitness video links to promote healthy learning and studying online.	Julita Haber James Cutrone

Each subcommittee submitted a summary of their activities, experiences, and deliverables for the academic year. The five separate documents include the summaries and suggestions for future committee work.

As the chairperson, I wanted to thank personally all members for their attendance, dedication, and enthusiasm in serving on the committee. All subcommittees worked hard throughout the year to make their contribution. In particular, Bruce Naples' active participation, support, and sharing of his technical and academic experience made a big impact on the success of the committee. We also are all grateful to Dona Boccio for her feedback and thorough insights. I hope the committee will continue its work in a productive and fun way.

Thank you for a great year.

Committee on eLearning
Subcommittee on Improving the eLearning Readiness Program
2014-2015 year-end report

Goal: revise eLearning Readiness Program based on work of prior committee

Challenges:

- Work of prior committee appears to have been lost
- Pages written in Softchalk; changes must be supplied to Denis to be entered
- Adding video and revising text was more labor-intensive than anticipated

Accomplishments:

- Videos for Modules 1 and 4 nearly complete
- Text revisions for Modules 1 and 2 complete (attached) and ready for deployment

Project anticipated to be completed over the summer

Browser tabs: /chemistry/facultyPages/k... x https://www.../dashboard/ x eLearning Student Readine... x eLearning Student Readiness Pr... x eLearning Student Readiness Pr... x

Address bar: file:///C:/Users/kkolack/Documents/e-learning-committee/ReadinessProgramWebpages/index.html

Navigation: Most Visited Portal Log-in ProfK site editor Sapling Connect Gmail Cengage Starfish Pandora ACS Webinars WPDH AMC - PlumBenefits eLearn Readiness Prog

QUEENSBOROUGH CU COMMUNITY COLLEGE NY

Student eLearning Readiness Program

Contents score print all

Module 1: Introduction to QCC online

Queensborough Community College offers **classes that are taught via the Internet (eLearning classes)**. On this page you will learn about eLearning classes, and you will take a self-test to help you determine how well an eLearning class will fit your learning style and lifestyle

partially or completely

1. Two types of eLearning classes: PNET and FNET.

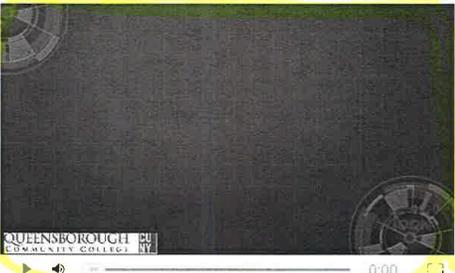
PARTLY ONLINE (PNET)

- In a PNET, or blended course, some class meetings, anywhere from 25% - 75% of the regularly scheduled class time, are held on-campus.
- The remainder of the class is conducted online using the Blackboard or Epsilon Learning Management Systems (LMS).

FULLY ONLINE (FNET)

- In an FNET course, 80% - 100% of the course is taught online using the Blackboard or Epsilon LMS.
- You may "attend" an FNET class at any time of the day or night
- You must pay careful attention to course deadlines in order to complete the course successfully.
- You may, however, need to come on-campus for an orientation and exams.

With PNET and FNET classes the online mechanism for receiving assignments, for turning in assignments, and for discussion with your instructor and your fellow students is built into the Blackboard and Epsilon LMS.



2. What are the requirements to participate in an online course?

- Meet all course pre-requisites.
- Register for the eLearning course as you would for any course at Queensborough Community College.
- Have access to computer equipment with an internet connection.
- Have necessary computer skills including the ability to cut and paste, place attachments onto eMail, and conduct Internet searches.
- Be a disciplined, independent student.
- Allow sufficient time to complete the work requirements/assignments for the course (approximately 9 to 12 hours per week for a three credit course.)
- **Note:** Just because a course is partly or fully online does NOT mean it requires less time or effort! eLearning classes take just as much if not more time than traditional face-to-face classes!

To succeed in an eLearning course you must be:

- Highly motivated

On this Page

1. Two types of eLearning classes: PNET and FNET.
2. What are the requirements to participate in an online class?
3. What could an instructor ask you to do in an eLearning class?
4. Access for students with disabilities.

Technical Support

The Help Desk will assist users in resolving their computing problems, or serve as a liaison to other resources such as the ACC (Academic Computing Center) or CUNY Computing.

- Contact the IT Help Desk at (718) 631-6273, by e-mail: helpdesk@qcc.cuny.edu or in person: Administration Building, Room - 303.
- If your question is specific to the use of Blackboard, contact

3:08 PM

The screenshot shows a web browser window with several tabs open. The active tab is titled "eLearning Student Readiness Pr...". The address bar shows the URL "https://www.../dashboard/". The page content includes:

- To succeed in an eLearning course you must be:**
 - Highly motivated.
 - Independent.
 - An active learner.
 - Well organized and able to manage your time.
 - Disciplined and able to study without external reminders.
 - Adaptable to new learning environments.
- These are precisely the qualities needed to succeed in any learning environment, but the online context puts special pressures on learners to be independent and self-disciplined.*
- 3. What could an instructor ask you to do in an eLearning course?**
 - Send an email to the teacher or a fellow student.
 - Attach a file to an email before sending it.
 - Upload and download files.
 - Take quizzes or exams online.
 - Take quizzes or exams on-campus.
 - Participate in an online discussion board.
 - Meet in a chat room for online class discussions.
 - Listen to a recording or watch a video.
 - Write blog/journal entries or write in a Wiki.
 - Participate in online group activities.
- 4. Access for students with disabilities.**
 - Queensborough Community College is committed to providing opportunity and access to individuals with disabilities in all programs offered by the college.
 - For more information, go to the [Services for Students with Disabilities \(SSD\) web page](#).
 - The Office of Services for Students with Disabilities is located in the first floor of the Science Building Room 132. For further information, contact SSD, at 718-631-6257

Suitability Self-Test
Your answers from the Suitability Self-Test won't be collected, analyzed or graded. The main purpose of this activity is to help you determine how well an online class will fit your circumstances and life-style.

Directions: For each question in the Suitability Self-Test, select one answer by clicking the button next to it. When you are finished answering all of the questions, click the Submit button at the bottom of the page.

Quiz Group

Blackboard Support: If your question is specific to the use of Blackboard, contact Blackboard Support at (718) 631 6624, by email: bbsupport@qcc.cuny.edu or in person: Library Building, Room -117.

Dr. Kevin Kolack eLearning Student Readiness Pr... eLearning Student Readiness Pr...
file:///C:/Users/kkolack/Documents/e-learning committee/ReadinessProgramWebpages/Module2.htm
Most Visited Portal Log-in ProfK site editor Sapling Connect Gmail Cengage Starfish Pandora ACS Webinars WPDH AMC - PlumBenefits eLearn Readiness Prog

QUEENSBOROUGH CU COMMUNITY COLLEGE NY

eLearning Student Readiness Program

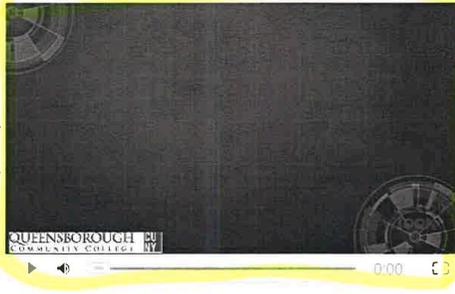
Contents score print all

Module 2: Netiquette

Good manners are important. You are expected to treat your classmates and instructor with respect. Here are some important netiquette ("internet = net" + "etiquette" = "netiquette") rules that all members of the Queensborough Community College community are expected to follow.

1. Respect

- Everyone deserves to be treated as a respected colleague, so exhibit the same courtesy to your classmates and professor, as you would expect to receive in the workplace. It is okay to disagree about the subject matter. But be open-minded and accepting of constructive criticism and differences of opinion.
- Make certain that your tone is positive and professional. Before you hit the "submit" button, review your message carefully. Ask yourself if you would want your message to appear on the front page of the *New York Times* with your name and photograph. Remember, everything you submit is being recorded.
- "Flaming" or "bashing" is when someone attacks a person instead of the logic of his or her argument. Flaming will not be tolerated.
- Sarcasm or other forms of personal abuse will not lead to better grades. It will not be tolerated and will have a negative effect on your grade.
- Offering constructive criticism is always appropriate.
- If someone posts a message that is difficult to understand or offensive, ask for clarification. Online communication is more easily misunderstood than face-to-face communication.
- Be forgiving: If you feel that someone has attacked you personally, do not respond in kind. Instead, inform your instructor.



2. Behavior

- Any behavior that is inappropriate in a traditional classroom is inappropriate in an online classroom.

3. Writing

- Writing for an online class is **formal writing**, so use proper English.
- Avoid humor, as it is easily misunderstood.
- Profanity is never acceptable.
- Avoid slang.
- Avoid jargon, unless practitioners of the discipline commonly use it.
- Avoid acronyms — BTW, LOL, etc. — or emoticons — :-), :-0, etc.
- WRITING IN ALL CAPS is considered shouting, and should be avoided.
- Do not overuse exclamation points (!).

On this Page

1. Respect.
2. Behavior.
3. Writing.
4. Privacy.
5. Participation.
6. Deadlines.
7. Protect yourself.
8. Attendance.
9. Questions.

Technical Support

The Help Desk will assist users in resolving their computing problems, or serve as a liaison to other resources such as the ACC (Academic Computing Center) or CLJNY Computing.

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- If your question is specific to the use of Blackboard, contact Blackboard Support at (718) 631 6624, by email: bb.support@qcc.cuny.edu.

2:13 PM

The screenshot shows a web browser window with multiple tabs. The active tab is titled "eLearning Student Readiness Pr...". The address bar shows the file path: "file:///C:/Users/kkolack/Documents/e-learning committee/ReadinessProgramWebpages/Module2.htm". The browser's toolbar includes a search bar with "Google" and various navigation icons. The document content includes a list of writing guidelines, followed by sections 4 through 8, each with a list of instructions. A sidebar on the right contains contact information for Blackboard support.

Most Visited Portal Log-in ProfK site editor Sapling Connect Gmail Cengage Starfish Pandora ACS Webinars WPDH AMC - PlumBenefits eLearn Readiness Prog

- WRITING IN ALL CAPS is considered shouting, and should be avoided.
- Do not overuse exclamation points (!).
- Read typed discussion threads from the first message to the last before you write.
- Think before you write. Ask yourself if your message is coherent. If you are not sure, read it to someone else before posting it.
- Be clear and concise. Do not burden the class with rambling, repetitive postings.
- Use short paragraphs (three to four lines), as they are much easier to read online.
- Proofread, proofread, proofread. Use the spelling and grammar checker that comes with your word processor, then paste your comments into the Blackboard message or email.

4. Privacy.

- Protect your privacy. Class discussions are open forums for the entire class. If you have something private to say to your instructor, send him or her an email or visit during office hours
- Protect everyone else's privacy: Do not spam your classmates or instructor. Do not invite them to see your Facebook page, listen to your sales pitches, or discuss anything other than the course curriculum.
- Never send harassing emails
- If you want to socialize with classmates, use your private email address.

5. Participation.

- When you actively participate in the discussion, you are more likely to be rewarded and viewed as a valued member of the class.
- Reading messages without participating will not only hurt your grade, it is considered rude.
- When you don't participate in the online activities of a course, you are likely to be marked absent for that class.

6. Deadlines.

- Missing deadlines is rude, as it can interfere with the operation of the online class.
- Each instructor will have their own policy regarding missed deadlines. However, you are responsible for submitting your assignments on time. If you miss a deadline, contact your instructor immediately to discuss your options.

7. Protect yourself.

- Always save and print your work before posting and emailing.
- Save your work to the hard drive of your personal computer.
- Back up your hard drive often.
- Keep printed copies of your work.
- Protect yourself and your classmates from computer viruses by using an anti-virus program. You can obtain a free anti-virus program at the Software Center on the CUNY eMail.

8. Attendance.

- It is your responsibility to check the Blackboard course site regularly.
- Plan on devoting at least 9 - 12 hours of course time per week for a three-credit course.
- When you don't participate in the online activities of a course you are more likely to be marked as absent for that class.
- Let your instructor know if you will be absent.
- Check the Discussion Forums and your email often.
- Promptly reply to comments about your postings on discussion forums and to any eMails.
- Try to respond within 24 hours, but do not to take longer than 48 hours.

Blackboard support at (718) 631 6624, by email: bbsupport@acc.cuny.edu or in person: Library Building, Room -117.

2:14 PM

The screenshot shows a web browser window with the following content:

- 7. Protect yourself.**
 - Always save and print your work before posting and emailing.
 - Save your work to the hard drive of your personal computer.
 - Back up your hard drive often.
 - Keep printed copies of your work.
 - Protect yourself and your classmates from computer viruses by using an anti-virus program. You can obtain a free anti-virus program at the Software Center on the [CUNY eMail](#).
- 8. Attendance.**
 - It is your responsibility to check the Blackboard course site regularly.
 - Plan on devoting at least 9 - 12 hours of course time per week for a three-credit course.
 - When you don't participate in the online activities of a course you are more likely to be marked as absent for that class.
 - Let your instructor know if you will be absent.
 - Check the Discussion Forums and your email often.
 - Promptly reply to comments about your postings on discussion forums and to any eMails.
 - Try to respond within 24 hours, but do not to take longer than 48 hours.
- 9. Please contact your instructor if you have any questions about netiquette.**

Self-Review Questions
Your answers from the Self-Review won't be collected, analyzed or graded. The main purpose of this activity is to help you understand some important Netiquette rules that all members of the Queensborough Community College community are expected to follow.

Directions: For each question in the Self-Review Questions, select one answer by clicking the button next to it. When you are finished answering all of the questions, click the Submit button at the bottom of the page.

Quiz Group

loc | return to top | previous page | next page

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Date last modified: June 10, 2013.
Created with [SoftChalk LessonBuilder](#)
[mobile page](#)

2:15 PM

Marketing of PNET and FNET Campaign

Nidhi Gadura & Jodie Childers

Finished Tasks

After discovering that over 30% of our students are not aware that they enrolled in PNET or FNET classes on the first day of classes, we decided to create a subcommittee focused on filling in this information gap. Our committee's charge was to find ways to help students and advisors become more cognizant of PNET and FNET designations when registering for classes. Nidhi Gadura designed a flyer explaining the PNET and FNET designations with input from Bruce Naples and Ann Tuillo. She contacted Dr. Joan Greenhut, Robert Kueper, Scott Beltzer, Dr. Moni Chauhan from STEM Academy, Gail Patterson from Health Sciences Academy and Vickie from ASAP. The email was sent with the attached flyer (see attached email and flyer) and was followed up by phone calls to Vickie, Scott and Dr. Chauhan. It was explained that since a lot of students don't realize the PNET, FNET designations when they register, it is critical that discussion happens during advisement period. Jodie Childers contacted the Liberal Arts Academy, the Visual Performing Arts Academy, and the Business Academy (see attached email)

Future Tasks

During the semester, Jodie also researched different ways in which online learning is marketed at other CUNY schools. Next semester, it would be valuable to build off of this information and begin thinking about the overall branding and marketing of eLearning in the college as a whole and to devise ways to continue disseminating necessary information to students about eLearning while also advertising the strengths of the program.

We attempted to set up a meeting with marketing this semester but were unable to align our schedules. This could be something that we do in the fall as we continue to think about ways to promote online learning.

Attachments:

Email

Flyer

Dear Academy Advisors:

As part of the eLearning Committee, I have been charged to help students become more cognizant of online course designations when registering for courses. The eLearning Committee has discovered that nearly 30% of our students don't realize when they are registered for fully or partially online courses and only find out on the first day of classes. In order to help students understand the PNET and FNET designations on CUNY first, we have devised a flyer that may be useful when registering students or when talking with students about their online options.

I'm attaching a copy of the flyer. Thank you for time, and please let me know if you have any questions.

All best,

Jodie Childers
eLearning Committee

Dear Moni, Bob, Joan and Scott,

I am writing this email as part of a QCC eLearning Committee member.

It is my responsibility in the committee to reach out to academy advisors regarding issues that we face with online courses on campus.

- a) A lot of faculty reported that over 30% of students in the online class are not even aware that they have registered for a fully online FNET or partially online PNET course. These designations are there on CUNYfirst but students tend to ignore them sometimes.
- b) Some students register for these classes thinking that it will be less work since it is less time spent on campus.

We are hoping that since students see their academy advisors first, you guys can serve as a first line of dissemination of this important information for us.

Can you please share this with all the advisors at your next meeting or feel free to email it to students as you see fit. Should you have anymore questions regarding the same, I will be more than happy to talk to you in person as well.

Thanks!
Nidhi



ATTN: ACADEMY ADVISORS & QCC STUDENTS

Do you know what PNET, FNET, etc. mean?

When you register on CUNYfirst, please pay attention to course designations:

Mode of Instruction Definitions:

Fully online (FNET)– 100% of scheduled class meetings are replaced with online activities or virtual meetings. All class work, including exams, is online.

Partially online (PNET) – 30 - 80% of scheduled classes meetings are replaced with online activities or virtual meetings. Also known as Blended or Hybrid.

Web-enhanced – No scheduled class meetings are replaced, but some of the course content and assignments, as well as required or optional activities, are online.

Class Detail

BU 401 - PNTA Elements of Marketing
Queensborough CC | 2015 Fall Term | Lecture

Class Details

Status	Open	Career	Undergraduate
Class Number	59274	Dates	0/27/2015 - 12/23/2015
Section	Regular Academic Session	Grading	Undergraduate Letter Grades
Units	3 units	Location	Queensborough CC
Instruction Mode	Partially Online	Campus	Queensborough CC
Class Components	Lecture Required	Topic	Writing Intensive Course

Meeting Information

Days & Times	Room	Instructor	Meeting Dates	Topic
We 9:10AM - 10:00AM	Humanities 349		09/27/2015 - 12/23/2015	

Enrollment Information

Enrollment Requirements: PREREQ: BU201

Class Attributes: Writing Intensive Course

Class Availability

Class Capacity	24	Wait List Capacity	5
Enrollment Total	0	Wait List Total	0
Available Seats	24		

Notes

Class Notes: Partially online course; internet access required

- Nearly 30% of our students don't realize they are registered for an online class.
- Students need to check their Tigermail and Blackboard frequently!
- A partially or fully online course does not mean less work!
- Students must watch out for assignments or due dates online!

Please contact the course instructor for further information

eLearning end of semester report

Sub- committee Faculty Brown bag Lunch

May 14, 2015

Submitted by: Barbara Saur and Edward Davis

Accomplishments:

The Brown Bag Lunch was successful.

- The work within the Brown Bag Subcommittee finally saw light with our first event, "*20 Minute Webinar : What kinds of questions encourage student interaction*"- April 1, 2015 with a showing of 15 attendees.
- Print outs of the webinar PPT's were provided by Bruce Naples.
- Faculty held a very engaging dialogue and shared their strategies they utilize to help engage student interaction in the classroom.
- A free massage was raffled off at the close of our lunch. Massage was donated by QCC Massage Therapy.
- Cookies and coffee were provided by Bruce Naples
- Survey results were positive and the committee plans to sponsor more Brown Bag Lunches in the future.

Some challenges met:

- The plan was to sponsor 2 brown bag lunches in the spring semester. Other activities on campus made this a challenge. Only one was accomplished.
- The mode of communication or invitation created a bit of a problem. We utilized the publishers program to create post card invitations. There was much red tape, marketing issues and financial concern regarding printing actual post cards in Printing Dept. Then Ed and I opted to send it electronically via email, unsuccessfully. The program chosen to create the post card invitation was not easily compatible to all servers on campus rendering it unusable. Finally with the help of Bruce Naples who reformatted the post card and imbedded the rsvp into the mailing the invitations were sent electronically. However the result of this was the print was blurred and difficult to read. Another memo-like invitation with rsvp was sent successfully .

Future plan

- 20 minute mentor topics for next semester as indicated to be topics of interest to the brown bag lunch participants in the post workshop survey have been selected.
Topics are:
- Rubrics
- effective {online} group management; using writing in the classroom
- New apps in teaching and learning
- Plan for two next semester October and November
- Use Microsoft word to create the invitation. Not to be excessively elaborate.
- Consider to have a recorder take notes next year and write an article to be published.

Report of project progress - E-learning institute website

Member :KWANG HYUN KIM

URL(Development):

<http://www.qcc.cuny.edu/mathCS/personal/kkim/el2/#/> Finished tasks

1. WE finished the basic structure of e learning institute website including the sidebar except the actual 2015 schedule .
2. New logo was credited.
3. We reconstructed the entire website structures using google angular material framework for future flexibility.
4. We added one Case study from Dr. Nidhi

Gadrura. In progress

1. We are waiting for 2015 schedule of e-learning institute.
2. Links - We are adding more useful links for e-learning institute.
3. Case studies- We are seeking experienced faculties to interview.
4. Report - We are collecting data related to e-learning

institute. Future tasks

1. Mobile support - Currently, school website does not support mobile devices and our website also have same limitation.
2. Web-framework - Current version of website used basic html files with simple j-query codes. To support future requirement, we may need to use web-framework like angular or react.
3. Deployment - We are currently using the personal website for the development. We need to deploy it to the QCC server.

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

**COMMITTEE ON ENVIRONMENT, QUALITY OF LIFE AND DISABILITY ISSUES of the
ACADEMIC SENATE**

TO: Dr. Peter Bales, Chairperson, Academic Senate Steering Committee

FROM: Profs. Leah Anderst and Sebastian (Ben) Murolo, 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 2014-May 2015

DATE: June 8, 2015

Committee Members:

Prof. Leah Anderst, Co-Chair
Prof. Sebastian Murolo Co-Chair
Prof. Patricia Kinneary, Secretary
Prof. Sheila Beck, Member
Prof. Sara Danzi Engoron, Member
Prof. Jung Joon Lee, Member
Prof. Wei Lei, Member
Prof. Julia Rothenberg, Member
Prof. Weier Ye, Member

Aithne Bialo-Padin, Liaison to the Committee on Committees
Clara Wajngurt, Liaison to the Steering Committee
Vice-President William Faulkner, Liaison, President's Designee

Mr. Ben-Ami Freier, Office of Services for Students with Disabilities, Committee Liaison
Mr. Mel Rodriguez, Environmental Health and Safety, Committee Liaison
Mr. Edward Locke, Office of Campus Safety, Committee Liaison
Ms. Isabel Hocesvar, R.N., Office of Health Services, Committee Liaison
Mr. Paul Tellers, Committee Liaison
Ms. Mary-Beth Shaw, Committee Liaison
Eber Blanco and Claudia Duran Garcia, Student Members

Number of Committee Meetings: The Committee on Environment, Quality of Life and Disability Issues met five times during the 2014-2015 academic year.

During 2014-2015, 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

Accessible Doors to Campus Buildings

Following discussion during the 2013-2014 academic year, the Health Services Center has been renovated with new pavement on its accessible entrance as well as new doors installed.

The committee discussed other accessible doors on campus that are occasionally non-functional due to overuse and increased wear and tear caused by much of the campus population making use of the automatic doors.

Mr. Ben-Ami Freier suggested that a special map of campus can be produced for students with Disabilities showing the locations of handicap accessible facilities as well as shortcuts.

Library Restrooms Accessibility:

The committee continued to discuss accessibility concerns with some stalls in the library bathrooms. The chair of the Library committee reached out to our committee in the fall of 2014 with this continuing concern. In spring 2015, VP Faulkner and Mr. Tellers shared the news that the college would use some funds initially earmarked for the QCC Art Gallery to renovate the library bathrooms so that they meet ADA requirements. The college has also received matching funds from CUNY to complete this work. These bathroom renovations are now in the design phase, and the project will begin shortly.

Parking Concerns

At our October 29th meeting, the committee discussed continuing parking concerns, and a discussion took place about the future possibility of a shuttle service connected to nearby train stations or to an off campus parking lot. There is a model of this now underway at Queens College, and VP Faulkner is in conversation with his counterpart at Queens College. Costs and feasibility of such a model have yet to be determined here at QCC. Eber Blanco, student representative to our committee, noted the problems for students who park on campus as well, especially as it relates to the visibility of parking spaces in lot six and to faculty having precedent in the student lots.

English Department Renovation and Faculty Space Allocation

During our final meeting of the year on May 21st 2015, the committee discussed the upcoming summer renovations to the main faculty offices in the English department and the different allocations and configurations of office spaces in departments across campus. Privacy, especially in conferencing with individual students and colleagues, is a concern for faculty in open plan office spaces, such as English, Foreign Languages, Academic Literacy, and Speech, and in smaller offices shared between two to four faculty members. The committee concluded that it will be important to continue to look into and spread awareness about privacy in shared work spaces across campus.

College Health and Environment Issues

Sustainability Resolution

On September 19, 2014, the committee co-chairs received from the Steering Committee, a Sustainability Resolution to discuss and vote on over the coming meetings. At our October 29th meeting, the committee discussed the resolution itself, the ways that the college might encourage and promote environmentally sustainable practices, as well as the college's progress on the Ten-Year Sustainability Plan, adopted in June 2010. At our November 26th meeting, the committee continued to discuss the resolution with several members sharing the ways that QCC already strives for environmental sustainability. The committee voted, 10-0, in favor of passing the Sustainability resolution.

Styrofoam

During the fall semester, our committee continued to discuss the use of Styrofoam in the food services facilities. In our first meeting of the spring 2015 semester, VP Faulkner reported that Metropolitan Foods, QCC's cafeteria supplier, agreed to discontinue usage of Styrofoam cups. Additional Styrofoam products such as plates and to-go containers, will also be eliminated in the future. New York City's mayor, Bill DiBlasio, has banned Styrofoam usage in the city, and according to the information from Metropolitan Foods, QCC will be in compliance with that ban.

Anti-Bullying Statement and Sub-Committee

A subcommittee of this committee on Anti-Bullying continued to meet over the course of this year, chaired by Clara Wajngurt. The subcommittee drafted an Anti-Bullying proposal, and at our October 29th meeting, discussion took place regarding whether the proposal should be focused on civility rather than anti-bullying. At our meeting of November 26th, it was reported that the subcommittee cannot propose an anti-bullying policy, as such policies must come from CUNY. The subcommittee presented a shorter anti-bullying statement at our March 11th meeting. This statement was discussed by the committee, and voted on. The committee unanimously voted in favor of the statement, which was subsequently passed by the faculty senate after a few amendments. The anti-bullying subcommittee will continue in the 2015-2016 academic year under Clara Wajngurt's chairship.

Safety and Security Issues

Annual Security Report

The annual security report was provided to the Committee at the October 29, 2014 meeting. Questions were previously raised as to why the reports had all zeros under the column, "Reported to NYPD" while there were indications of crimes on campus reported to QCC's Department of Public Safety. It was inferred that none of the criminal offenses were reported to the NYPD after their report to Public Safety. Ed Locke, the Director of Public Safety, clarified the report (described in the two paragraphs below) and further stated that all criminal offenses are reported to NYPD.

In accordance with the provisions of the Jeanne Clery Act, Queensborough Community College's Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by Queensborough Community College; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

All major crimes are reported to the NYPD, to include sex offenses and aggravated assaults. The "reported to" category is how the crime is initially reported to a law enforcement agency by the victim. It does not refer to whether criminal reports are forwarded from the QCC Department of Public Safety to the NYPD. Most crimes are reported through our department and forwarded to NYPD as appropriate. However on a few occasions, persons go directly to the NYPD who then in turn report such occurrences to our department. Thus the "REPORTED TO: NYPD" category on the chart.

Another question was raised about allowing outside students on campus. Generally, CUNY policy limits outside students from coming onto campus. This is a CUNY template and changes to it are not permitted on our own volition.

Campus Security & Student ID Checks

On February 18, 2015, Professor Borrachero emailed the committee co-chairs to share with the committee an incident a student had reported to her involving students and a campus security ID check in the cafeteria of the Science building the day prior. The co-chairs communicated with Ed Locke, director of campus security, via email, and he provided some additional context about the ID check. During its subsequent meeting, the committee discussed the incident, QCC's open campus policy and security concerns, and suggestions were made to share with Ed Locke regarding making similar future ID checks.

Reports and Assessments Requested by the Committee

As part of this committee's stated charges, which include requesting and reviewing a variety of reports produced by offices throughout campus, committee members volunteered to request and review one or another report. Wei Lai reviewed a report produced by the Office of Services for Students with Disabilities. Sara Danzi Engoron and Sheila Beck reviewed a number of reports from the Office of Budget, Finance, and Administration. Julia Rothenberg reviewed the Assessment of Affirmative Action, Pluralism, and Diversity Compliance. Jung Joon Lee reviewed the assessment of Marketing and Communications, and Weier Ye reviewed the annual security report provided by Ed Locke. For all of these reports and assessments, nothing was found by committee members to require discussion during committee meetings.

Recommendations for 2015-2016

The following are the members of the Committee on Environment, Quality of Life, and Disability Issues for 2015-2016:

Prof. Leah Anderst, Co-Chair
Prof. Sebastian Murolo Co-Chair
Prof. Patricia Kinneary, Secretary
Prof. Sheila Beck, Member
Prof. Sara Danzi Engoron, Member
Prof. Dominic Hull, Member
Prof. Wei Lei, Member
Prof. Julia Rothenberg, Member
Prof. Weier Ye, Member

Prof. Clara Wajngurt, Liaison to the Steering Committee

Vice-President William Faulkner, Liaison, President's Designee

Mr. Ben-Ami Freier, Office of Services for Students with Disabilities, Committee Liaison

Mr. Mel Rodriguez, Environmental Health and Safety, Committee Liaison

Mr. Edward Locke, Office of Campus Safety, Committee Liaison

Ms. Isabel Hocevar, R.N., Office of Health Services, Committee Liaison

Ms. Elizabeth Arcuri, Committee Liaison

Ms. Mary Beth Shaw, Title IX Officer, Committee Liaison

At our May 20, 2015 meeting, Profs. Leah Anderst and Sebastian Murolo were re-elected as Co-Chairs for 2015-2016 and Prof. Patricia Kinneary was re-elected Secretary.

Plans for the 2015-2016 academic year:

- to continue to consider issues of faculty space allocation and privacy
- to encourage the college to create a campus map for students with disabilities
- to develop ways to increase recycling and sustainability measures on the QCC campus
- to respond to the quality of life needs and queries of campus community.

Respectfully Submitted,
Leah Anderst, Co-Chair
Sebastian Murolo, Co-Chair

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

ACADEMIC SENATE

COMMITTEE ON THE LIBRARY

To: Dr. Joel Kuszai, Secretary, Steering Committee, Academic Senate

From: Dr. Helmut Loeffler, Chairperson

Date: June 5, 2015

Subject: Annual Report of the Committee on the Library for 2014/15

Committee Members: Dr. Jeffrey Jankowski (Liaison, Committee on Committees), Dr. Helmut Loeffler (Chair), Professor Jeanne Galvin (President's Designee), Professor Diane Carey (Secretary fall semester 2014), Dr. Joanne Chang (Member), Lisa Scandaliato (Member fall semester 2014; Secretary spring 2015), Dr. Sujun Wei (Member), Professor Liz Di Giorgio (Member), Dr. Mark Schiebe (Steering Committee designee), Farzanah Siddique (Student Representative)

Dates Committee Met: The Library Committee met five times in the course of the academic year, at the following dates and times: October 15th at 12:30, November 26th at 12:30, February 25th at 12:15 p.m., March 25th at 12:15., May 13th at 12:15 p.m.

Narrative Summary of Committee Work

In the course of the 2014/2015 academic year, the Library Committee reviewed its charges and focused its attention on several important matters.

During the academic year the committee received several updates concerning the accessibility of the library restrooms for students with disabilities. The committee was informed that the project to

make restrooms compliant with the requirements according to the Americans with Disabilities Act (ADA) received the “green light” from CUNY and that funding has been allocated. The start date of the project has not yet been determined.

The committee selected thirty art prints to decorate different parts of the library. After determining the available budget for the art itself and the framing the committee focused on finding art that represents the diversity of our college. A majority of the selected posters have arrived and are in the process of being framed. As another form of displaying art the members discussed the possibility of using a standard TV as a monitor in order to display photographs and information concerning events in the library. The committee agreed that displaying nature imagery would create an atmosphere conducive to study and contemplation while at the same time it would also raise environmental awareness.

On March 26th 2015 the new silent study area on the second floor of the library opened. The former open balcony now provides room to 25 students to study in a quiet environment. The work places have been equipped with charging stations so students can charge their electronic devices. The committee is pleased to see students frequently use this silent study area.

The committee discussed improvement in obtaining academic resources for research projects for students. It was suggested that Kindle e-readers might be a valuable addition to the already existing ipads and laptops that are available to students on loan from the library. Kindle e-readers provide easy access to a dictionary while reading. Considering the vast numbers of students at our college who speak English as a second language the committee agreed it would be a useful device.

New Recommendations

It is recommended, first and foremost, that the 2015-2016 Library Committee members continue to carry out the important work of making the Library restrooms on all floors completely accessible for disabled students.

It is also recommended that the Committee members continue to explore the possibility of creating additional desk space in the library.

It is also recommended that the Library Committee continue to review the Library's print and electronic resources, collections and website.

It is recommended that the Library Committee complete the project of framing the posters and student artwork already selected for hanging in the Library.

New Committee Members

The 2015/2016 Library Committee welcomes our new member, Dr. James Timbilla.

We welcome Dr. Chang and Lisa Scandaliato who were unanimously elected as our new Chair and Secretary, respectively, for the 2015/2016 academic year at our meeting on May 13th.

Acknowledgements

The Library Committee wishes to thank 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. We also wish to thank Professors Susan Sciammarella and Sheila Beck for initiating the project to refurbish the Library's artwork, and for their assistance in the selection of work. We also thank Carmita Semanate for her help getting the art project ahead. The Library Committee also wishes to thank Professor Philip Pecorino, Professor Emily Tai and Professor Jeffrey Jankowski for their availability, support and guidance throughout the year. We thank Professor Constance Williams for keeping records of our activities, and David Moretti for posting all of our Committee's minutes, agenda and reports. As Chair of the 2014-2015 Library Committee, I thank Lisa Scandaliato and Diane Carey for their excellent work as Secretary for our Committee and for their ideas and enthusiasm throughout the year. The committee expresses its gratitude for Professor Diane Carey's generous gift of a Kehinde Wiley poster. The committee wants to especially thank Professor Liz DiGorgio for her tireless efforts and involvement in the art project of the library. It was a privilege and pleasure to work with each and every member of the 2014-2015 Library Committee.

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

ACADEMIC SENATE

COMMITTEE ON PUBLICATIONS

TO: Dr. Joel Kuszai, Secretary, Academic Senate Steering Committee
FROM: Dr. Urszula Golebiewska, Chair, Committee on Publications
SUBJECT: **Annual Report for Committee on Publications for 2014/2015_**
DATE: **May 12, 2015**

Committee members: Kathleen Alves, Jean Amaral (departed September 2014), Raul Luiz Armendariz, Jennifer Maloy (joined in October 2014), Danny Mangra, Urszula Golebiewska, Philip Pecorino

President's Designee: Stephen Di Dio

Steering Committee Designee: Joel Kuszai

Students: Moolhanie Balkaran, Eber Blanco, Sherice Leggette, Sade Smith,

Chair: Jean Amaral May 2014 – September 2014

Urszula Golebiewska September 2014 - present

Secretary: Urszula Golebiewska May 2014 – September 2014

Jennifer Maloy October 2014 – May 2015

Web Master: Danny Mangra

The Committee on Publications met 6 times, September 16, 2014 11am-12pm

Science Building Rm 419, Tuesday October 21, 2014 at 2PM in M-209, Tuesday Nov. 18, 2014

at 2PM in M-209, Tuesday Feb. 24th, 2PM in M-209, Tuesday Mar. 31, 2PM, in M-209,

Tuesday May 12, 2015, in M-209;

Major Tasks Accomplished:

1. The Committee on Publications requested the following changes to the Bylaws of the Academic Senate, Section VII, Section 24:

FROM:

Section 24. The Committee on Publications

The Committee on Publications shall consist of six (6) members of the instructional staff and four (4) students. Three of the student members (the three (3) editors of the major student publications – the student newspaper, the student literary magazine and the year book) may vote

only on issues pertaining to the student publications each represents; the fourth student member votes on all issues.

The Committee on Publications shall:

- Recommend to the Academic Senate policies and procedures pertaining to College publications.
- Receive information on all publications associated with the College or bearing the College name, and report this information to the Academic Senate.
- Serve as an advisory group for publications associated with the College.
- Serve as an editorial board for the Queensborough Community College Newsletter, Community Calendar, faculty handbooks, and other publications of this nature.

TO:

Section 24.

The Committee on Publications shall consist of six (6) members of the instructional staff and three (3) students.

The Committee on Publications shall:

- Recommend to the Academic Senate policies and procedures pertaining to College publications and the college website.
- Receive information on the college website and all publications associated with the College or bearing the College name, and report this information to the Academic Senate.
- Serve as an advisory group for the college website and publications associated with the College.
- Serve as an editorial board for the Queensborough Community College Newsletter, Community Calendar, faculty and other handbooks, and other publications of this nature.

RATIONALE:

These changes will: (1) permit student membership and voting and (2) include the QCC website explicitly as a publication in those charges under the committee's purview

The proposed bylaws changes were discussed with the Bylaws Committee (Urszula Golebiewska attended the Bylaws Committee meeting on April 27th, 2015).

The changes were approved by the Academic Senate on May 12, 2015 meeting of the Academic Senate.

2. On Tuesday, February 24, 2015 the committee welcomed guest Dave Moretti, the committee was grateful for his willingness to listen to our comments and very positive responses. Prior to the meeting each member of the committee investigated particular areas of the college website. Specifically: Student – student specific pages, Phil Pecorino – the Governance pages, Urszula Golebiewska – the Academic Department pages, Stephen Di Dio and Danny Mangra – the Administration pages, Jennifer Maloy – the Academics pages, Kathleen Alves – the Faculty and Staff pages. Dave Moretti and his team were already fixing many of the problems and fixed rapidly many of the outdated pages. Their biggest problem is with manpower. Web team is overworked and understaffed.

3. During March 21st 2015 meeting the committee discussed the faculty handbook. Prior to the meeting each member reviewed the online version of the faculty handbook and identified places with incorrect or irrelevant information (for example: outdated message form the president and discussion of parking token for students; tokens are not more in use and as it refers to students it should be in the students handbook). Stephen DiDio noted and initiated correction of many of such issues.

4. The committee is planning to implement and Award to the web master of the academic department that has developed the most appealing and functional departmental web page.

5. During the May 12th meeting the committee elected **chair**: Urszula Golebiewska and **secretary**: Raul Luiz Armendariz

We also welcomed New Committee Member: Wendy Ford

6. The committee wishes to thank David Moretti for meeting with us and responding to our suggestions, Jean Amaral who departed the committee in September, Philip Pecorino who departed the committee at the end of semester.

**QUEENSOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
COMMITTEE ON STUDENT ACTIVITIES OF THE ACADEMIC SENATE**

ANNUAL REPORT FOR 2014-2015

**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: Drs. Peter A. Novick and Carolyn King, Chairpersons of the Committee on Student Activities

Date: June 2, 2015

Subject: Annual Report of the Committee on Student Activities for 2014-2015

COMMITTEE MEMBERS:

Dr. Peter A. Novick (Chairperson), Dr. Carolyn King (Chairperson), Dr. Adam Luedtke (Secretary) Prof. Susan Garcia (Member), Prof. Ted M. Rosen (Member), Prof. Reuvain Zahavy (Steering Committee Designee), Dean Paul Jean-Pierre (President's Designee), Dr. Chong Jue (Committee on Committees Liaison), Ms. Gisela Rivera (Director, Student Activities & President's Designee) & Mr. Raymond Volel (Student Life Specialist).

DATES COMMITTEE MET:

The Committee on Student Activities met eight times in the course of the academic year on the following dates and times: October 7th, 2014 at 3:05 p.m., October 28th, 2014 at 3:00 p.m., November 25th, 2014 at 3:00 p.m., February 17th, 2015 at 3:00 p.m., March 17th, 2015 at 3:00 p.m., April 14th, 2015 at 3:09 p.m., May 7th, 2015 at 3:11 p.m. and June 3rd, 2015 at 3:15. All meetings took place in Medical Arts room 209.

SUMMARY OF THE WORK OF THE COMMITTEE ON STUDENT ACTIVITIES FOR THE YEAR 2014-2015

October (Meeting 1)

Drs. Novick and King welcomed back the new and former members of the committee. Last Wednesday, October 1st, 2014 Drs. Novick and King attended the Welcome back that introduced the new Chairs for the committees and discussed the charges, most of which stayed the same. Some other changes included our President's Designee is now VP Hodge and the C.O.C Liason is now Dr. Chong Jue. Dr. Novick then continued to lead the first meeting as Dr. King is a new member. The topics included reviewing the electronic boards for outdated or

incorrect content, contacting public safety in regards to the promoting smoking cessation on campus, ways to further publicize student's achievements using the QCC web site (Contacts Dr. Alleyne and Stephen DiDio. All of these were charges that we have previously had on file, and we left these as potential options for our committee this year.

Our new idea was sparked by Prof. Rosen and supported by all members. The SAC will plan Volunteer Club fair event showcasing potential on and off-campus opportunities for students to become involved. Initially we hoped for the Spring semester.

Our committee also wants to discuss with Stephen DiDio about the new app and how it can be more useful for faculty. The new technology appears to be used by a lot of students, but limited usage by the faculty. We want to get events posted for faculty and staff to view. We will have to invite Stephen and other IT members for further discussions.

Finally, Ms. Rivera discussed the upcoming Student Activities events including: the Student Club Fair which went very well with about 30 clubs on campus; a comedy show, Student Government Completion Day, Leadership weekend, Latino night and a Halloween party.

We decided that since we had not had a September meeting because we received the charges at the end of September, we would meet again in October.

October (Meeting 2)

Our second meeting of the semester dealt with electronic matters. One of our charges is to "Work with Committee on Computer Resources/Instructional Technology/Stephen DiDio's office to monitor the use of social media to enhance student involvement in competitions and sponsored events that enhance academic performance, graduation and retention--since, as per the Annual Report 2013-2014 a new "app" will be introduced, members of the Committee should review progress with relevant Administrative designees and make suggestions (can the "app" be loaded onto the phones of any committee members for monitoring purposes?). We currently as faculty did not have access to the QCC Connect APP. Dr. Novick will contact Emil, Raj, Stephen DiDio et al. about our concerns re. App, electronic events board, etc., and invite some or all of them to the next meeting.

Dr. Novick also noticed the Electronic boards had outdated information about smoking rules on campus. Who does the e-board? Can we monitor the electronic board(s) from off campus? Prof. Garcia asked about intramural sports and electronic postings. She had heard that they were not allowed to publicize outside of the gym. This is a question for Lloyd and we hope he can attend the next meeting.

Prof. Rosen presented to the new members of our 4 year struggle to have the Tigermail Blast sent out to faculty to make them more aware and involved. Dr. Novick sent an example to all members during the meeting, and suggested that the new members should read the old Annual Reports from the last three years before the next meeting. They are on the website.

Mr. Volel next reported on Latin Night (100-200 people attended), the Halloween Party coming up on Thursday night, Emerging Leaders program: 26 came last Saturday to hear a member of Board of Trustees - 6 workshops left, multicultural festival coming up

Finally, it was decided to schedule a Volunteer Fair. How do we request space? Mr. Volel recommended we start small: 15 groups or so and if it works do it on an ongoing basis. Ted suggested September or October. Dr. Novick will ask Melody To, his former student who is quite active in the student community. Others will ask Senators for clubs to see which clubs

already have existing volunteer programs. There is a website called “Volunteer Match”. Everybody should do some research and come back with 2 ideas for guests for our Volunteer Fair. Prof. Rosen then concluded that these should be legitimate organizations including groups/causes such as animal welfare, health, environment, etc. Do we want to hold it outdoors? April-May was the proposed target date. Things were still up in the air and would take some time to finally put together all of the pieces.

November

We were all very excited for this meeting as we had some very special guests in attendance. Dr. Novick welcomed and introduced VP Hodge, Stephen Di Dio, Emil Parrinello & Raj Vaswani & explained why we decided in the last meeting to seek their input on methods/for announcing events & campus information (email, QCC connect app, electronic signage, QCC website) since one of the Committee’s official charges is to work with relevant campus offices to “monitor the use of social media to enhance student involvement in competitions and sponsored events that enhance academic performance, graduation and retention.”

Publicizing Events - email activities bulletin (e.g. “TigerBlast”) vs. alternatives.

There is a weekly email from Student Affairs that goes to Prof. Rosen and Dr. Novick, but our guests recommend focusing on the QCC Events Calendar (on Website or App), and forgetting about more emails going out. Prof. Rosen & Dr. Novick informed VP Hodge that this has been under discussion for years. Dr. Novick had already sent out one of the weekly emails from Student Affairs to the committee and guests, and Mr. Vaswani forwarded a second one after our meeting.

Currently faculty are not on the mailing list for this email, because . . .

- There was fairly strong opinion among relevant administrative personnel that the QCC Events Calendar (rather than email) would be the best place to stay informed about events, whether accessed on the App or the QCC site, <http://www.qcc.cuny.edu/calendar/2014/events-view/index.html> which also has a place where you can submit a new event—by clicking on the button or going to <http://www.qcc.cuny.edu/submitEvent.html>. Dr. Novick will send this link for submitting events to his Department, as should we all.
- One reason why the Events Calendar is better than email is that QCC’s Events calendar mirrors CUNY’s Calendar, giving us more exposure than email. Also, the issue in sending an email “blast” for events, whether through Student Affairs or Marketing & Communications, is not lack of technical capacity, but the logistics of coordinating among depts./offices.
- Our guests explained that events are pulled off the Calendar automatically and put right on the App. The only thing needing a non-“guest” login on the App (i.e. the only things faculty cannot access) are student-specific areas like grades. Our guests explained that it is currently cost-prohibitive to have faculty-only forums on the App. Currently, Email is the #1 hit on the App, with over 6000 active students on a weekly basis, though this has been trailing off a bit. 3000 non students also use the app, which could be faculty, staff, or students using guest logins. The #2 hit on QCCconnect is “My Grades”.

There are also many other useful functions, such as a way to print documents on campus. It was agreed that more needs to be done by all to advertise the App to faculty, both for their own use, and to encourage more students to use it. One idea that would help both groups is if the App could do things like send out alerts if classes are going to be canceled, etc.

Monitoring electronic boards:

Our guest Lloyd Balch solved some of our issues and questions. The problem with the outdated slides (re. smoking, for example) has been taken care of. To the question of whether there is a way to monitor it from off-campus, his answer is that it is not currently possible (one has to be physically present to read it). In terms of what we can or can't post on the e-board? (the question re. intramural sports from Prof. Garcia), there should be no restrictions according to him, though you can do things like a flyer, of course. Any post for the e-board should have as little text as possible, to make it more readable from a greater distance.

Other Issues:

There was some discussion of the utility of QCC having a Wednesday afternoon set aside during which no clubs or meetings are scheduled, which would free up time for student activities (and faculty involvement in those). Another issue is getting the computer availability function to show all labs on campus, which requires departmental/faculty cooperation.

Proposed “Volunteer Fair”: Our guests said that there would be legal issues, etc. VP Hodge said that the Office of Institutional Advancement would be a good place to check on this – specifically VP Rosemary Zinns.

Additional Information Received from our Incredible Guests:

There is an idea to install lockers for charging electronic devices but there are security and cost issues. The Tech Fee committee would handle digital locker funding, etc. Mr. Volel said that it might be a good idea to go to them for funding to start small, by installing a few in the Union building, perhaps. There is a cheaper way to do lockers than that being considered, but for security purposes, etc., the preference is ID-card based (swipe to use), which raises the cost. Mr. Volel and others also want turnstiles in the Union building. There was some discussion on different ways to do turnstiles. But this brought up additional question of fees, theft, how much to charge students, etc. (gym problem - needs more security - problems with turnstiles, self-locking doors, weekends, etc. in terms of security in the gym (i.e. incidents/theft in the locker room).

More money from the Association will be available at end of the Semester, it was thought. Prof. Rosen and others believed that they make their budget in May. This is something that Faulkner and others could help with.

Other Business

Mr. Volel reported that Student Government are planning end-of-year Masquerade celebration event, elections starting to get underway - SERC (election review committee) is having an upcoming meeting. An Italian opera company is coming to the Student Union this

week, as well as a Thanksgiving event. Finally, Dr. Luedtke needs to get a training to get a login and update the Committee's website so he will contact David Moretti as Dr. Novick will be losing his spot on the committee after 4 years of service.

February

Our meeting began with the discussion of the Volunteer Fair and how it is a great way for students to advance their education; however we now think it is best to hold it during the beginning of the academic year in the Fall, and have it outdoors. We still have some concerns as to liability and which organizations we should invite. We will contact Rosemary Zins and then make a date in the calendar. Prof. Ostrowe attempted to email a few places and was unsuccessful with responses. Dr. King then recommended that we overlap with service learning as they probably already have some connections.

For our next meeting we have to each bring in some non-controversial organizations that we would like to contact. Also, Dr. Luetke will begin to update the website after his appointment with Mr. Moretti. Finally, Mr. Volel reported that the Emerging Leaders program is starting to run again on Saturdays. There is a referendum on raising the student activities fee. There are potentially 75 students interested in running for student government; and there is now an Xbox in the Student Union.

March

The Volunteer Fair is what we have really been focusing on. We hope to hold it during Club hours on Wednesday October 7th. We want to have a stand-alone event, but also to have tables that will increase internship and volunteer opportunities such as Service Learning. Mr. Volel mentioned having a "carrot" to entice students to come to the tables. We are hoping that at the minimum we could have a popcorn machine, water bottles and maybe the organizations themselves can bring some giveaways. Once we have the list locked down, we will go ahead and email Ronnie and Michel. At this point we have a list of 12, but we are shooting for 15. A completed list will be included later in this annual report.

Dr. King mentioned the possibility of a questionnaire to give feedback to the committee chairs from the Steering Committee.

Mr. Volel then discussed the upcoming student elections which will take place from March 26th to April 1st. There are 23 candidates at present. All are competitive races except for the treasurer position which is running unopposed. There are also 3 write in candidacies. There is also a referendum on raising the Student Activities Fee. There will be a candidate forum on the 25th with pamphlets to raise awareness on voting and who to vote for.

April

Update on Volunteer Fair: Dr. Luedtke had emailed stating that he was sick and wanted an update list of the organizations that we would like to include. We sent him the list and he went above and beyond finding all of the contact information for each organization that we listed. The completed list is found below:

Student Activities Committee List of Possible Volunteer Organizations Updated: Tuesday, April 15, 2015

- AHRC Nassau 189 Wheatley Road Brookville, NY 11545 516-626-1000 www.ahrcnyc.org & AHRC NYC <http://www.ahrcnyc.org>
- All About Cats Rescue www.petfinder.com/shelters/NY1082.html
- American Cancer Society. 4160 Main St #307 Flushing, NY (800) 227-2345 <http://www.cancer.org/involved/volunteer/index>
- American Red Cross Long Island 195 Willis Avenue Mineola, NY 11501 (516)747-3500 www.redcross.org/ny/mineola
- ASPCA. <https://www.aspca.org/nyc/volunteer-with-the-aspca>
- Avalon Park and Preserve www.avalonparkandpreserve.org
- Big Brothers Big Sisters of New York City. <http://www.bigsnyc.org/volunteer>
- Clark Botanic Garden 193 I. U. Willets Rd Albertson, NY 11507 phone 516.484.2208 <http://clarkbotanic.org>
- Dress for Success. <https://newyork.dressforsuccess.org/get-involved/volunteer/>
- Family Service League. <http://www.fsl-li.org/get-involved/volunteer/>
- Foster Grandparent Program (NYC Dept. for the Aging). <http://www.nyc.gov/html/dfta/html/volunteering/volunteer.shtml>
- Guide Dog Foundation for the Blind 371 East Jericho Turnpike Smithtown, NY 11787 631-930-9000 www.guidedog.org
- Homes for the Homeless. <http://www.hfhny.org/getinvolved/volunteer.asp>
- Island Harvest <http://islandharvest.org>
- Literacy Nassau 187 Smith Street Freeport, NY 11520 Tel 516-867-3580 www.literacynassau.org
- Long Island Cares Inc. 10 Davids Drive (Harry Chapin Way) Hauppauge, NY 11788 631-582-FOOD www.licares.org
- Long Island Children’s Museum 11 Davis Ave Garden City, NY 11530 (516) 224-5800 www.licm.org
- Long Island Greenbelt Trail Conference. <http://www.ligreenbelt.org/>
- Long Island Housing Services. <http://www.lifairhousing.org/index.php/resources/employment-opportunities>
- Make-A-Wish Foundation. <http://metrony.wish.org/ways-to-help/volunteering>
- Mental Health Association of Nassau County (peer program for mental health patients?). <http://mhanc.org>
- North Shore LIJ/University Hospital www.northshorelij.com/hospitals/volunteer
- New York Blood Center. <http://nybloodcenter.org/>
- NYC Audubon. <http://nycaudubon.org/volunteer/volunteer-in-the-office>
- New York City Parks. <http://www.nycgovparks.org/events/volunteer>
- NY Hospital of Queens. https://www.nyhq.org/Become_a_Volunteer
- NY Volunteer Auxiliary Police 212-AUX-1000, 212-289-1000 http://www.nyc.gov/html/nypd/html/careers/auxiliary_police.shtml
- New York State Beach Cleanup. <http://najomawi.com/> <http://www.littoralsociety.org/index.php/take-action/volunteer>
- Mineola Auxiliary Police 300 Garfield Ave Mineola, NY (516) 746-2448. <http://www.pdcnaux.org/214.htm>
- Mineola Volunteer Ambulance 170 Elm Pl Mineola, NY (516) 248-0141 www.mineolavac.com/membership.htm
- Ozanam Hall Nursing Home 42-41 201st Street Bayside, NY 11361 (718) 423-2000 <http://www.ozanamhall.org/>
- Parks and Recreation Department (Queens Green Teams?). <http://www.nycgovparks.org/opportunities/volunteer>
- Nassau County Department of Parks, Recreation and Museums. Theodore Roosevelt Executive and Legislative Building 1550 Franklin Avenue Mineola, NY 11501-4898 <http://www.nassaucountyny.gov/agencies/Parks/index.html>
- PS98/Cardozo High School. <http://www.cardozohigh.com/>

- QCC Office of Academic-Service Learning. <http://www.qcc.cuny.edu/servicelearning/>
- QCC Office of Career Services. <http://www.qcc.cuny.edu/careerServices/index.html>
- NYPIRG (QCC Chapter). Union Basement. (718) 225-9121. <http://www.qcc.cuny.edu/studentActivities/clubs/nypirg.html>
- QCC Office of Military and Veterans Services. Library 421. <http://www.qcc.cuny.edu/veterans/index.html> (718) 281-5767. VeteransServices@qcc.cuny.edu
- Ronald McDonald House of Long Island <http://rmhlongisland.org>
- QCC After-School Academy, Continuing Ed. Jacqueline Montgomery. jmontgomery@qcc.cuny.edu
- Queens Public Library. 718-480-4313. <http://www.queenslibrary.org/support-the-library/volunteer>
- Safe Center (Formerly Nassau County Coalition Against Domestic Violence and Coalition Against Child Abuse & Neglect) 15 Grumman Road West, Suite 1000 Bethpage, NY 11714 516-465-4700 www.cadvnc.org
- Salvation Army Citadel Corps 65 Atlantic Ave Hempstead, NY (516) 485-4900 www.salvationarmyusa.org
- Sierra Club. Youth Outreach Committee Chair: Alan Gerson alanjgerson@gmail.com 212 533 6218. <http://nyc.sierraclub.org/>
- Sustainable Long Island. 399 Conklin St #202, Farmingdale, NY 11735 (516) 873-0230 <http://sustainableli.org/>
- Sweetbriar Nature Center. 62 Eckernkamp Drive Smithtown, NY. Eric Young: 631-979-6344, ext. 102. http://sweetbriarnc.org/?page_id=49
- Hempstead Animal Shelter 3320 Beltagh Avenue Wantagh, NY 11793 (516)785-5220 <http://toh.li/animal-shelter>
- Visiting Nurse Service of New York. Anne Lorenzetti, Volunteer Coordinator, (718) 888-6763 or anne.lorenzetti@vnsny.org. <http://www.vnsny.org/community/support-vnsny/volunteers/>
- Volunteers for Wildlife. Bayville Road & Feeks Lane Lattingtown, NY 11560 516.571.8020 <http://baileyarboretum.org>
- We Care Blankets 1407 Bucknell Dr. Massapequa, NY 11758 516-797-2250 www.wecareblankets.org
- Winthrop-University Hospital 259 1st St Mineola, NY (516) 663-0333 www.winthrop.org/resources/volunteer
- Wounded Warrior Project 370 7th Avenue, Suite 1802. New York, NY 10001. 212.629.8881 <http://www.woundedwarriorproject.org/give-back.aspx>

This final list should be sent to Ronnie via Ms. Ostrowe, and then to VP Michel Hodge for approval before we contact any organizations and make the outdoor reservation.

It was decided that the event must be outdoors for space issues, as well as traffic. Mr. Volel again suggested a “Trojan horse” tactic where we have a musical performance or Sue added a DJ to attract students to the area. Prof. Rosen mentioned the possibility of a celebrity, such as some sort of sports figure. Dr. King has a contact with the NY Knicks and Prof. Garcia will talk to Peter Marchitello. Dr. Novick asked about celebrity alum, which Mr. Volel revealed included Salt from Salt N Peppa, and Ray Romano. Dr. Novick then recommended that we ask the organizations if they can have any celebrity spokespersons appear to help draw a crowd.

The date and location must have a rain date. It is suggested that October 7th be the date with the following 14th as the rain date. Once we have the word to move on from Ronnie and VP Hodge, Carolyn will contact the box office to reserve the outdoor area in the Quad from 12:10-2:10.

Ray reported on the student activities events. The elections are over and went smoothly. Also, the referendum to increase the Student activity fee was approved. Student government will soon be sending out the notifications of the merit scholarships. The recognition dinner for clubs and their officers will be on May 27th at Terrace on the Park. Yearbook photos will take place on May 4-7th. Finally, the Student Union One card machine is not working and will be replaced with a printer to give students an additional place to print materials.

May

Update on Volunteer Fair:

Ms. Ostrowe was in touch with VP Hodge and he informed us to continue along with the concept. However, we need to check with legal, marketing and make sure that there is no money or contracts involved. Ronni and Linda have been playing phone tag. Ronni is to talk with VP Zins so that we can have our list of organizations approved. We would like to start to invite our guests. An hour later, Ronni informed us that VP Zins was OK with the list of organizations.

Dr. King also emailed the list of organizations to Mary Bandziukas in Service Learning to see if we already have any prior connections. She is still waiting to hear back.

Dr. King also reserved the Quad for October 7th and October 14th as a rain date; however, Ms. Ostrowe brought up the idea that a rain date would look bad, and then we would have to have the organizations block out two dates. Cancelling would look bad on us, the rest of the committee agreed. So, Dr. King is now going to reserve the Quad and potentially the Student Union for one of the 2 days only so that we have a location in case of inclement weather.

We are aiming to have 12-15 organizations, so we will have to narrow down our list by removing similar organizations, and removing those that will not be able to attend. Once we get the red light we will divide and conquer the organizations.

Dr. Novick will construct the end of the year report as he has already had the experience two years in a row. Dr. King will use this as a template for the future.

Ray reported that the semester is wrapping up. All that is left is the recognition dinner for the clubs on campus which will be at Terrace on the Park. Also, the SGA scholarship deadline is approaching and only a few applications have been submitted.

Finally, we were unsure when to plan our next meeting as we have to hold elections and the new members who are selected for the committee need to be invited. As we have not yet receive the committee member list for the following academic year, Dr. Novick will email Dr. Tai and find out when we will get the new roster. Then, we can plan our final meeting of the semester accordingly. Update: Dr. Novick has received the new members and we have made a date to meet for June 3rd 2015 at 3:45.

June

New Members:

The new members of the SAC include Dr. Lawrence (Jim) Bentley and Dr. Danny Sexton. We are excited to have them on board.

Update on Volunteer Fair:

Dr. King reserved the Quad for October 7th and the Student Union was also reserved as alternate location in the event of rain. We are aiming to have 12-15 organizations, so we will target the entire list of 50. The goal is to have 20-25 confirmed, expecting there

to be some attrition by Oct. 7, 2015. Dr. King will draft a letter of introduction to be sent to the organizations. That letter and the list of organizations will be emailed to: Dr. Novick, Prof. Ostrowe, Prof. Rosen, Dr. Luedtke, Prof. Garcia, Dr. Bentley and Dr. Sexton. Each will respond with suggestions to the draft letter and the organizations in which they know the contacts personally. Dr. King will respond with final letter and a list of organizations that each member will contact. By August 15, we should have a list of confirmed organizations. We should also check to see if the organizations need more than just a table.

- To plan for the fair we need to contact:
 - (1) B&G (Need 2 work orders for the alternate venues and 24-hour advanced notice regarding set-up, Tables, etc.),
 - (2) Security (parking for organizations),
 - (3) Ray Perez (sound, microphone)
 - (4) Stephen Di Dio, marketing (photographer). September 1st, was offered as a good deadline for each.
- To advertise this event:
 - (1) Prof. Ostrowe will design the flyer and work to get the event sent to students (Mr. Volel and V.P. Hodge) and on the Community Dialogue,
 - (2) We need to contact Debbie to get the event on College Calendar
 - (3) We need to notify QCC VIP's about one month prior to the event so they can save the date.
- In order to explore the possibility of providing popcorn (\$300?), we need to contact the Senate. Ted explained that there is a new process for using tax dollars and we need to investigate. Ray may be able to find the contact information for the popcorn vendor what was used before. Ted also suggested using a microphone so that some music could be played.
- Peter will complete the end of the year report once he receives these minutes.

New Business

- Mr. Volel reported that the new members of the Student Board were elected. Student planners for the incoming students are currently being created and the order will be about half that of the previous year, since many students prefer to keep their calendars on their smartphones. The **Club Fair** has been scheduled for Wednesday, September 2nd, 12:10-2:10pm, RFK Track Field. The rain date is September 9th (Student Union is the alternate location in the event of rain.)
- Prof. Rosen mentioned the concern over the lack of participation by the committee's student reps in the past year. He expressed that new members would be explored through Student Senate and if those new members don't attend the 1st meeting next semester, senate should be notified so we may get other students.
- Prof. Ostrowe asked Mr. Volel if something can be planned through Student Activities for Italian Heritage Month in October. He said this was possible and he would explore with the students.

- **Dr. Carolyn King was elected as Chair and Dr. Adam Luedtke was elected as Secretary. Shortly after, Dr. Tai informed the committee that Dr. Novick will be the Steering Committee Representative.**
- **NEXT MEETING:** Wednesday, August 19, 2015. Room to be determined. MA-209, MA-317, Oakland and a room in the Administration building were suggested.

The Committee's Recommendations for the 2015-2016 Committee on Student Activities

The Committee recommends the following for the 2015-2016 academic year:

- 1.) Follow up on the "Volunteer Fair" and look into having it become a yearly event.
- 2.) Increase our presence on the campus by advertising this committee more which may lead to great participation by students and faculty.
- 3.) Generate surveys for the larger student population to see what activities they would like to see at the college.
- 4.) Edit old/outdated charges and have them removed from the list we receive each year.

Acknowledgements

The Committee on Student Activities would like to give a special thanks to Mr. Raymond Volel and Ms. Gisela Rivera for attending our meetings and keeping us updated on all of the incredible events designed by the various clubs and by student government. Furthermore, we would like to thank Mr. Stephen Di Dio, Mr. Raj Vaswani, and Mr. Emil Parrinello for all of the help regarding the new QCC mobile app, electronic boards and all other comments/suggestions. We would also like to thank VP Hodge for his help and guidance this semester as the President's Designee. Finally, as always, we would like to thank Drs Philip Pecorino, Peter Bales, Emily Tai, Joel Kuszai for taking time out of their busy schedule to answer questions and guide our committee for success.

Respectfully submitted,

Dr. Peter A. Novick, Co-Chair

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 5399
Email: Bberkhout@qcc.cuny.edu

TO: Dr. Joel Kuszai, Secretary, Academic Senate Steering Committee
FROM: Dr. Bjorn Berkhout, Chair, Committee on WID/WAC
SUBJECT: Annual Report for Committee on WID/WAC for 2014/2015
DATE: August 28, 2015

Membership

Officers:

Dr. Bjorn Berkhout (Music), Chair
Dr. Peter Grey (English), Secretary

Members:

Dr. Kimberly Ambruso (Nursing)
Dr. Elizabeth Bartels (Social Science)
Dr. Marvin Gayle (Engineering Technology)
Dr. Daniel Garbin (Mathematics and Computer Sciences)

Liaisons/Designees

Dr. Glenn Burdi (Academic Affairs), President's Designee
Dr. Jeff Jankowski (Social Sciences), Co-director of the WID/WAC Program
Dr. Lakersha Smith (Social Sciences), Steering Committee Designee

Committee Meetings

The WID/WAC Committee met three times during the 2014-2015 Academic year. The meetings were held on the following dates: October 29, April 29 and May 20. The minutes for each of the meetings are available for review on the website for the QCC Academic Senate (the minutes for the May 20 meeting will be available upon approval by the committee at its next meeting). The Committee acknowledges the service of the secretary, Dr. Peter Grey, in preparing the minutes. In addition, six waiver requests were coordinated via email during the academic year as they were submitted to the Committee by Dr. Glenn Burdi of Academic Affairs.

Narrative Summary of the Committee Work

The charges listed in the Bylaws are now in agreement with the charges listed on the website. They are as follows:

- a. Oversee and make recommendations to the Academic Senate related to the WID/WAC Program;
- b. Review and make recommendations to the WID/WAC Director(s) concerning the WID/WAC Professional Development Program;
- 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;
- d. Make the final decision on the designation and recertification of any course or section as WI;
- e. Coordinate with the Curriculum Committee on issues concerning curriculum.

With regards to charges a and e: The Writing Intensive (WI) program, which had been a freestanding entity, has recently been incorporated into the High Impact Practices (HIPS). Along with the other HIPS, the WI program is participating in the assessment initiative of the college. The WI directors will keep the committee informed of the results of this assessment as well as any potential impact resulting from being part of HIPS rather than an independent entity. Any impact this may have on issues concerning curriculum will then be reported to the Curriculum Committee.

With regards to charge b: The Committee received reports on the state of the WID/WAC program and discussed ways in which the quality of the WID/WAC program could be maintained and even strengthened. Suggestions for this can be found under **New Recommendations**.

With regard to charge c and d: There were six waiver petitions submitted to, discussed in detail and voted on by the Committee. Four were approved and two denied all with unanimous decisions. A list of WI certified classes was presented to the Committee, discussed and approved unanimously.

New Recommendations

The Committee noted that once a faculty member is certified, there usually is no further involvement or engagement with WID/WAC program or committee. The committee is exploring ways to address this including the idea of a voluntary sampling of WI class syllabi.

Recommendations from the Academic Senate

The Committee addressed the 11 recommendations from the Academic Senate as follows:

1. Collaborate with Steering Committee to work on Committee Guide, particularly where there needs to be any clarification of committee charge (this may require another trip to the Queensborough archives, located in the Library Building; work with Constance Williams, Senate archivist, cwilliams@qcc.cuny.edu. Resolve the question about the discrepancy of committee charge on the Academic Senate website to determine what, if any, revisions need be made in the bylaws in order to formulate an appropriate charge for this committee.
 - This discrepancy had been solved prior to the first meeting of the 2014-15 Committee and it is the charges listed in both the Bylaws and on the website that we operated under for the 2014-15 academic year. The discrepancy was first noted in the 2011-12 academic year and has been a concern addressed by all the subsequent committees (see the Annual Reports from 2011-2012 on).
2. Report on difficulty (or lack of difficulty) with student waivers for WID/WAC program—Success of WID/WAC Program
 - The Committee approved the waivers when a student proved the problem occurred earlier during the implementation period of the WI requirements, possibly caused by an advisement issue or a lack of information. The WI requirement is now consistently indicated and the advisement is clear.
 - The program is healthy with 264 sections of WI classes and around 6,000 students served.
3. 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
 - As noted earlier in the narrative description, the assessment is on going and the report has not yet been received. The Committee will thoroughly discuss this issue once the assessment is completed.
4. Evaluate and review assessment process in WID/WAC courses;

- The training program that certifies WI instructors is running smoothly. Around 30 faculty members participated in the professional development program as of 10/29 2014. As noted in the **Recommendation Section**, the Committee would like to begin sampling (on a voluntary basis) diverse syllabi from WI courses.
5. Evaluate suggestions for expanding the number of WID/WAC courses in order to meet student demand for courses that enable them to fulfill WID/WAC requirement
 - The Committee noted that all departments have good representation of WI classes, allowing for students to meet the requirement. Lack of WI classes were not a factor in any of the approved waivers and for the two that were denied it was noted that the students had sufficient opportunities to take a WI class.
 6. 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.
 - No adverse effects were noted and the Committee would be happy to consider other upper level electives that satisfy the requirements.
 7. 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
 - The directors of the WID WAC program felt that this has not yet significantly changed the procedure for approval. The Committee will continue to monitor this issue.
 8. Obtain list of WID/WAC trained faculty
 - A complete list is in development.
 9. Respond to questions related to the need for working during annual leave period
 - One of the six waivers did come during the annual leave period. It remains a potential issue that the Committee will monitor. Allowing email discussions about the waivers proved helpful in the waiver discussions, both during the academic year and during the annual leave period.
 10. Maintain website, and revise committee guide, as needed
 - The website, in agreement with the Bylaws, has 9 members listed (3 TBD), but the description calls for only three (3). This will need to be corrected to nine (9) during the next academic year.
 11. Contribute comment on the impact of WID/WAC for Queensborough's meeting of current Middle States Accreditation standards 11: *“The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational*

offerings” 12: The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency,” as well as Standard 13: The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards”

- As noted earlier in the narrative description, the relevant assessment is on going.

Matters of Interest

- As of 2014-15 the WID WAC program had three co-directors: Dr. Jeffrey Jankowski, Dr. Jean Murley and Dr. Robert Becker.
- For the upcoming 2015-2016 Academic Year, Dr. Elizabeth Bartels will be replaced by Dr. Christopher Jimenez (Speech Communication). All other members will remain the same.
- At its meeting on May 20, 2015, the Committee elected Dr. Bjorn Berkhout as chair and Dr. Peter Gray as secretary for the 2015-16 academic year.
- 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,

Dr. Bjorn Berkhout
Chair, 2014-2015