

Queensborough Community College
The City University of New York

MINUTES

of the May 11, 2010
Academic Senate

President Eduardo J. Marti called the eighth regularly scheduled meeting of the Academic Senate to order at 3:10 p.m.

I. Attendance:

The complete Senate roster is available at

http://www.qcc.cuny.edu/Governance/AcademicSenate/academic_senate_roster.asp

As determined from the attendance taken by the iclickers at the meeting, there was one absentee.

Paul Weiss

II. Consideration of minutes of the April 13, 2010 meeting:

- Prior to the voting of the Minutes, Chair Tai requested permission to address the Senate concerning the insertions of names reflecting those who voted negatively or abstained, and acknowledged that votes made by certain Student Government Members could not be accurately documented due to an electronic 'glitch.'
- A motion was made, seconded, and approved to approve the April minutes (*Attachment A of the May 11, 2010 Agenda*) with amendments to reflect that the resolutions of the vote concerning the Bylaws proposal that e-mailing be allowed to conduct Committee business remains an open issue, pending a study by the Bylaws Committee in the fall. There was one negative vote from Senator Mona Fabricant, and one abstention from Senator Alina Gulfraz.

III. Communications from:

President Marti: President Marti referred to his written report (*Attachment B of the May 11, 2010 Agenda*) focusing on some of the following:

- President Marti began by commended the Senate for initiating the discussions regarding furloughs, and referred everyone to the CUNY website. President Marti assured the Senate that the Community Colleges are not affected, however things are still uncertain.
- President Marti exhorted everyone to make an effort to attend the Budget meetings to demonstrate support as the Chancellor testifies to the City Council. VP Hartigan has arranged for certain number of students to attend.
- President Marti once again indicated that in spite of the fiscal uncertainties, the College is still moving ahead with the searches to fill positions for 35 new faculty and 32 Administrators that was approved by the University with the understanding that there will be no new positions for FY11 or FY12.
- President Marti heartily thanked VP Zins and her staff for their outstanding work in making the 50th Anniversary Gala a hugely successful event that not only yielded considerable financial gains, but enhanced the image of the College.

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- President Marti encouraged faculty to attend the June 4th Commencement, where an estimated 600 students will receive their degrees, an increase of 200 over the previous year. VP Biden’s wife, Dr. Jill Biden has been asked to be the commencement speaker., and the College is awaiting a response.
- President Marti referred everyone to the communication from the Board of Trustees.

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

(Attachment C of the November 10, 2009 Agenda.) focusing on some of the following:

- Chair Tai indicated that the Steering Committee, after lengthy review of the matter with the Senate Parliamentarian, has agreed to follow the Bylaws to the letter by reporting the names of all senators voting negatively or abstaining. Chair Tai thanked the Parliamentarian for his guidance in the matter.
- Chair Tai thanked the outgoing members of the Standing Committees for their service to the Senate, and also welcome the new incoming Senate members, as well as the Student Government members who were present. Chair Tai once again apologized for the discrepancy in the recording of the Student Government votes, and indicated that corrections will be made.
- Chair Tai referred again to the amendment of the Minutes as raised by Dr. Weiss’s earlier involving the status of the Resolution on the Bylaws concerning the use of e-mail for Committee business. Chair Tai indicated that she would recommend that the Senate Committee on Bylaws study the matter by reviewing the interpretation of the New York State ruling on the Perez decision on Open-Law meetings advanced by the office of the City University of New York’s Vice-Chancellor for Legal Affairs,
- Chair Tai, speaking in reference to the Senate’s approval of the Committee on Assessment, also invited Senators, as well as the college community at large, to share any concerns they might have concerning the ways that Assessment process is conducted.
- Chair Tai concluded by thanking all the members of the Academic Senate Steering Committee, Drs. Jacobowitz, Blake-Campbell and Birchfield for their service .
- President Marti presided over the election of the Steering Committee members.

V. Election of Members of the Steering Committee

Dr. Gilmar Visoni nominated Dr. Emily Tai for a third term as Chair of Academic Senate Committee.

- A motion was made, seconded, and approved to elect Dr. Emily Tai to serve another term as Chair of the Academic Senate Steering Committee. There was

109 one negative vote from Senator Mona Fabricant, and one abstention from Senator
110 Alina Gulfraz.

111
112 President Marti invited nominations for the Vice Chair position for the
113 Academic Senate Steering Committee.

114
115 Dr. Joseph Culkin nominated Dr. Peter Bales for Vice Chair of the
116 Academic Senate Steering Committee.

- 117
118 • A motion was made, seconded, and approved to elect Dr. Peter Bales as Vice
119 Chair of the Academic Senate Steering Committee. There was one negative vote
120 from Senator Paris Svoronos, and one invalid vote from Alina Gulfraz.

121
122 Prof. Anne Marie Menendez nominated Dr. Barbara Blake-Campbell for a
123 second term as Secretary of the Academic Senate Steering Committee.

- 124
125 • A motion was made, seconded, and approved to elect Dr. Barbara Blake-
126 Campbell of the position of Secretary for the Academic Senate Steering
127 Committee. There were one negative vote from Rana Ghafari, one abstention
128 from Senator Alina Gulfraz, and one invalid vote from Senator Mona Fabricant.

129
130 Dr. Joseph Culkin nominated Dr. Philip Pecorino for Parliamentarian of
131 the Academic Senate Committee.

- 132
133 • A motion was made, seconded, and approved to elect Dr. Phillip Pecorino for
134 Parliamentarian. There were four negative votes from Senators Anne Marie
135 Bourbon, Jonas Falik, Philip Pecorino and Paris Svoronos, and two abstentions
136 from Jeanne Galvin and Ken Golden, and one invalid vote from Alina Gulfraz.

137
138 Dr. Stuart Asser nominated Dr. Belle Birchfield for another term as
139 Senate Technology Officer of the Academic Senate Steering Committee.

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141 • A motion was made, seconded, and approved to elect Dr. Belle Birchfield as
142 Senate Technology Officer of the Academic Senate Steering Committee. There
143 were three negative votes from Senators Jonas Falik, Rana Ghafari, and Alina
144 Ghafari.

145
146 VI. Election of members of Committee on Committees

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148 Dr. Rochford conducted the elections to fill three vacancies on the Committee on
149 Committees. The following faculty members were nominated from the floor:

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151 Maan Lin (Foreign Languages)
152 Jun Shin (Chemistry)
153 Reuvain Zahavy (Math & Computer Science)

- 154
155 • A motion was made, seconded, and approved to approve the slate for the new
156 members on Committee on Committees. There was one negative vote from
157 Senator Mona Fabricant, one abstention from Michael Cesarano, and one invalid
158 vote from Alina Gulfraz.

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160 ▪ Chair Tai thanked all faculty, Higher Education Officers and
161 students who have served as members and committee officers,
162 and who may be leaving or rotating off committees for their
163 service.

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VII. Election of Faculty Member-at-Large of the Senate

- Dr. Regina Rochford indicated that Julian Stark and Reuvain Zahavy both received 53 votes and were tied for the 14th seat on the Senate, thus a run-off election between the two candidates was necessary. Dr. Rochford instructed the Senate to select 'A' for Dr. Stark, and 'B' for Dr. Zahavy. Prof. Stark received 35 votes and was selected to fill the seat.

VIII. Monthly Reports of Academic Senate Standing Committees

Committee on Committees – (Attachment F)

President Marti commended the Committee on Committees for providing a detailed description of the members of each of the committees, and for accepting this responsibility.

Committee on Course and Standing (Attachment G) – RESOLUTION

- A motion was made, seconded, and approved to approve the resolution as presented (Attachment G of the May 11, 2010 Agenda). There was one negative vote from Albanese Georgina and three abstentions from Oliver Baguldy, Joel Kuszai and an additional student senator.

Committee on Curriculum:

Dr. Pecorino presented the following for consideration by the Senate (Attachment H of the May 11, 2010 Agenda).

COURSE CHANGES

DEPARTMENT of SOCIAL SCIENCES (2)

A. SS-770 Computers, Society, and Human Values: Changes in number, title and prerequisites

FROM:

Title [SS-770 Computers, Society, and Human Values]

Prerequisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test[, and one course in computer literacy, computer science, or computer programming.]

TO:

Title: SS-645 Computers and Ethics

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

RATIONALE:

Title Change

1. This proposed title has become the most popular and recognizable across the US for a course with this content. The QCC course was one of the first in the country to be listed in a catalogue.

2. This number and title places the course within the discipline of Philosophy at QCC.

3. This title will support TIPPS equivalencies better

4. This title may attract more student interest from the Computer Science, Electrical and Computer Technology and Business (IT) areas

Prerequisite Change

218 1. The course has been taught each semester since Fall 06 for the CUNY Online BA and BS
219 programs and with no prerequisites. Students appear to have no problem with the materials.
220 2. Most, nearly all, students entering QCC now have the background knowledge of computers and of the
221 technology at the level needed to understand the issues and cases and to handle the required work which
222 was not the case in 1986 when this course was first approved.

223
224 • A motion was made, seconded, and approved to approve the course change in
225 the Department of Social Sciences. (Attachment H of the May 11, 2010 Agenda).
226 The changes were passed unanimously.
227

228 B. SS-900 series in Urban Studies Internship Program: Changes in course description and prerequisites
229

230 SS900 SERIES IN URBAN STUDIES INTERNSHIP PROGRAM

231 FROM:

232 SS-901—3 credits [6 hours (minimum) per week internship]

233 SS-902—3 credits [6 hours (minimum) per week internship]; Prerequisite: SS-901.

234 SS-911—6 credits [12 hours (minimum) per week internship]
235

236 Open only to matriculated students who have achieved a minimum cumulative index of [3.0], have
237 completed [30] credits, and are recommended by the faculty. A student may register for a maximum of 6
238 credits in the internship program. The student is [required to pre-register for the program by contacting
239 the supervisor during the semester prior to registration].

240 Students may not receive credit for both SS-901 and/or 902 and 911.
241

242 [Includes work at a community agency in such areas as cultural affairs, mental health, environment,
243 recreation, urban government, educational institutions, etc., depending upon the interest of the student
244 and the availability of positions. These internships are designed to offer the student part-time, on-the-job
245 professional training. Students are placed with selected agencies for a number of hours per week, and
246 participate in monthly lectures and/or weekly workshops and conferences on campus.]
247

248 TO:

249 SS901, 902, 911 Urban Studies Internship Program

250 SS901 - 3 Credits, requires 135 hours at internship site

251 SS902 – 3 Credits, requires 135 hours at internship site; Pre-requisite: SS901

252 SS911 – 6 Credits, requires 270 hours at internship site

253 Open only to matriculated students who have achieved a minimum cumulative index of 2.5 and
254 completed 24 credits and/or are recommended by the faculty. A student may register for a maximum of 6
255 credits in the internship program. The student is strongly encouraged to contact the supervisor before the
256 start of the semester in order to secure optimal and timely placement. Students may not receive credit for
257 both SS901 and/or SS902 and SS911.
258

259 Internships offer on-the-job professional training in representative urban occupations such as social work,
260 government, public interest activism, criminal justice, law, education, communications, health care, and
261 cultural affairs. Students are required to work a minimum number of hours a week, attend regular
262 meetings with the internship supervisor, and participate in a campus-wide Internship Forum during the
263 semester. A grade of pass/fail is based on work evaluations and a paper.
264

265 RATIONALE:

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267 The pre-requisite changes in required credits and GPA will make the Urban Studies Internship
268 requirements more similar to the norms found in other internship/cooperative education programs at
269 QCC. For the twelve other internship/cooperative education programs on campus the number of required
270 credits ranges from 3-36 with a mean of 16.6 and the required GPA ranges from 2.00-3.00 with a mean of
271 2.35 (Note: There is no GPA requirement for programs in the Art and Photography, Mechanical
272 Engineering and Design Drafting, and Physics departments.)
273

274 By reducing the required number of credits and GPA more students will have the opportunity to
275 participate in service learning and career-oriented work experiences that are available through the Urban
276 Studies Internship Program prior to their LS (lower sophomore) semester.

277
278 The changes in the course description provide a more accurate summary of the internships currently
279 available for students in the program.

280
281 The introduction of a pass/fail grading system will obviate the problem of assigning letter grades based on
282 course requirements that are not strictly academic and quantifiable. Students will be graded on their
283 completion or non-completion of the following: internship hours requirement, report from internship site
284 supervisor, summary report of internship experience.

285
286 The change in number of internship hours required brings the course into line with the credit to hours ratio
287 in the College's other cooperative education and internship courses.

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- A motion was made, seconded, and approved to approve the course change in
290 the Department of Social Sciences. (Attachment H of the May 11, 2010 Agenda).
291 There was one negative vote from Paris Svoronos, and one two abstentions from
292 Oliver Baguldy one unidentified Student senator.

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295 II. New Courses

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297 DEPARTMENT of HISTORY (1)

298
299 HI-118 Ancient Greek History 3 credits 3 class hours

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

303
304 The course surveys the development of Ancient Greece from Bronze Age to the end of
305 the Classical Period, discussing politics (for example the origin of democracy), culture
306 (for example the origin of drama) and intellectual history. Reference will also be made to
307 the influence of other advanced civilizations on Greece. Readings will be drawn from
308 primary and secondary source material.

309
310 Rationale: This course responds to the importance of the topic of Ancient Greece in the current world (see
311 popular culture: books, movies); a broad interest among students; fulfill the mission of the college of
312 promoting intellectual inquiry and global awareness among students.

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- A motion was made, seconded, and approved to approve the new course in the
315 Department of History (Attachment H of the May 11, 2010 Agenda). There were
316 two negative votes from Georgiana Albanese and Linda Stanley, and one
317 abstention from Senator Paul Weiss.

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320 DEPARTMENT of PHYSICS (2)

321
322 A. PH-450 Introduction to Physics Research 3 lecture hours, 3 laboratory hours 4 credits

323
324 An introduction to current physics laboratory techniques, methods and approaches, such
325 as near field optical diffraction, microscopy-based motion analysis, biophysical analysis,
326 and optical spectroscopy. Other topics include laboratory safety; research integrity;
327 scientific literature review; analysis and interpretation of data; and written and oral
328 communication of results. In the second half of the course, students will be expected to

329 carry out research projects under the direction of the instructor. Students will prepare a
330 final written report and give a presentation of their results at an undergraduate
331 conference.

332
333 Rationale: An increasing number of STEM students are becoming involved in
334 undergraduate research at QCC. A capstone research experience will train these students
335 in the quantitatively oriented skills needed for working in physical science and
336 technology research laboratories. Also, it will provide them with an overview of high
337 technology careers, such as physics, photonics, biophysics, and bioengineering. These
338 skills and knowledge will give these students a distinct advantage when they enter the job
339 force and when they continue on to 4-year degrees.

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343 B. PH-900 Research Projects 90 lab hours 2 credits

344
345 Prerequisites: PH-201, PH-301, or PH-411 (and/or) co-requisites: PH-202, PH-302, PH-412, or PH-413

346
347 Students learn modern techniques, methods, and approaches and gain practical
348 experience working in a professional physics laboratory. Students will meet with a
349 coordinator to discuss design and execution of their research project at least once a
350 month. Students will prepare a final written report and give a presentation of their results
351 at an undergraduate conference.

352
353 Rationale: An increasing number of STEM students are becoming involved in
354 undergraduate research at QCC. A capstone research experience will train these students
355 in the quantitatively oriented skills needed for working in physical science and
356 technology research laboratories. Also, it will provide them with an overview of high
357 technology careers, such as physics, photonics, biophysics, and bioengineering. These
358 skills and knowledge will give these students a distinct advantage when they enter the job
359 force and when they continue on to 4-year degrees.

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362 • A motion was made, seconded, and approved to approve the new of the
363 Department of History. (Attachment H of the May 11, 2010 Agenda). There was
364 one negative vote from Senator Peter Bales and one abstention from Senator
Oliver Baguldy.

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367 III. New Degree Programs

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369 DEPARTMENT of BUSINESS

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371 QCC/JJ DUAL /JOINT DEGREE PROGRAM: A.S. IN ACCOUNTING (QCC) AND B.S. IN ECONOMICS:
372 FORENSIC FINANCIAL ANALYSIS (JOHN JAY COLLEGE OF

373
374 Purpose and Goals

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376 Queensborough Community College (QCC) and John Jay College of Criminal Justice propose to offer an
377 Associate in Science (A.S.) degree in Accounting for Forensic Accounting as a jointly registered, dual
378 admission program with the existing Bachelor of Science in Economics: Forensic Financial Analysis (B.S.)
379 at John Jay College of Criminal Justice (John Jay). Upon successful completion of the lower division at
380 QCC, students will have a seamless transition to the upper division of the baccalaureate program at John
381 Jay. The dual/joint program will offer increased educational opportunities for Hispanics, African
382 Americans, Asians and other underrepresented minorities in the forensic accounting field who might
383 otherwise be denied access to higher education. The collegial nature of the program will facilitate the

384 transition to the professional portion of the curriculum. This proposed program addresses a
385 recommendation of the Spellings Commission Report: “We want postsecondary institutions to adapt to a
386 world altered by technology, changing demographics and globalization, in which the higher-education
387 landscape includes new providers and new paradigms, from for-profit universities to distance learning.”¹
388

389 1 Report of the Commission Appointed by Secretary of Education Margaret Spellings., “A TEST OF
390 LEADERSHIP Charting the Future of U.S. Higher Education”, September, 2006.

391 2 Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2008-09*
392 *Edition*, Accountants and Auditors, on the Internet at <http://www.bls.gov/oco/ocos001.htm> (visited
393 12/12/08).

394 3 <http://factfinder.census.gov>

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397 The proposed program will afford Queensborough Community College graduates, most of whom are
398 minority students and are traditionally underrepresented as professionals in management, business, and
399 financial operations occupations, the opportunity and encouragement to succeed in these fields.

400

401 Need and Justification

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403 Several factors have driven this program's development. First, according to the Bureau of Labor
404 Statistics, the demand for individuals with an accounting background is expected to increase faster than
405 average through 2016². With the increasing number of white collar crimes, there is growing demand for
406 individuals who have additional expertise in the detection and prevention of fraud and other financial
407 crimes. Second, in spite of numerous organizations and committees whose mission is to encourage and
408 assist minority entrance in accounting fields, Hispanics, African-Americans and Asians are still
409 underrepresented in management, business, and financial operations occupations. Third, the Hispanic
410 population nationwide is now estimated at 12.6%³ but the percentage of 4

411 Hispanics enrolled at QCC in the Fall of 2009 was 25.94%⁴, the African-American population nationwide
 412 is now estimated at 12.3%³ but the percentage of African-Americans enrolled at QCC in the Fall of 2009
 413 was 26.44%⁴ and the Asian population nationwide is now estimated at 3.6%³ but the percentage of
 414 Asians enrolled at QCC in the Fall of 2009 was 23.87%⁴. This proposed program will provide QCC
 415 students with the ability to prepare for a baccalaureate degree program in forensic accounting and seek
 416 employment in management, business, and financial operations occupations.
 417 ⁴ <http://www.qcc.cuny.edu/OIRA/OIRADocs/Factbook10/B.pdf>
 418 ⁵ *Demand for Forensic Accountants Step*, WebCPA Staff,
 419 <http://www.webcpa.com/articleid=29607&searchTerm=forensic%20accounting>, Nov. 1, 2008.

420
 421 Forensic Accounting

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 423 Forensic accountants are specially trained to identify evidence of fraud, investigate fraud, provide
 424 litigation support, and to prevent fraud. The education required combines knowledge of principles of
 425 accounting and finance, law and investigation techniques and theories of criminology and ethics. The
 426 Association of Certified Fraud Examiners (ACFE) which has been in existence since 1988 and currently
 427 has more than 20,000 members world-wide established a Certified Fraud Examiner (CFE) credential to
 428 provide individuals with evidence of expertise in the identification and prevention of fraud. The demand for
 429 accountants with this expertise has increased dramatically. With the growing problems on Wall Street,
 430 firms are hiring forensic accountants to uncover financial and ethical irregularities, determine who is
 431 responsible and assess asset misappropriation and resulting economic damages. This increase in
 432 demand has been corroborated by a recent survey conducted by the American Institute of Certified Public
 433 Accountants (AICPA). The results were reported at the 2008 AICPA National Accounting Conference on
 434 Fraud and Litigation Services: “Sixty-eight percent of the 5,400 members of the AICPA’s Forensic
 435 Valuation Services Section who were polled say their forensic practices have grown over the past year.
 436 Of those respondents who reported increased demand, 67 percent cited computation of economic
 437 damages as the leading reason, followed by marital disputes (56 percent), and investigations of financial
 438 statement fraud (54 percent).”⁵ Further evidence of the growing need is that the AICPA announced at the
 439 conference that it will offer a new credential, Certified in Financial Forensics.

440
 441 Curriculum

442
 443 The proposed Associate in Science degree in *Accounting for Forensic Accounting* consists of courses
 444 which allow students to pursue further education and careers in forensic accounting, accounting, auditing,
 445 as well as financial operations and management fields. The proposed program will allow students to enter
 446 the upper division baccalaureate program in Economics: Forensic Financial Analysis at John Jay. The
 447 curriculum emphasizes basic accounting principles and provides a foundation in business organization
 448 and management. The program meets the general education requirements for the Associate degree at
 449 Queensborough Community College and also meets the general education requirements for the
 450 Baccalaureate degree at John Jay College.

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 453 QCC/JJ DUAL /JOINT DEGREE PROGRAM: A.S. IN ACCOUNTING (QCC) AND B.S. IN ECONOMICS: FORENSIC
 454 FINANCIAL ANALYSIS (JOHN JAY COLLEGE OF CRIMINAL JUSTICE)

QCC A.S. ACCOUNTING	CR.	JJC EQUIVALENTS	CR.
General Education Core		General Education Core	
EN 101 English Composition I	3	ENG 101 College Composition I	3
EN 102 English Composition II	3	ENG 201 College Composition II	3
HI 110 Ancient Civilization OR HI 111 Medieval to Early Modern Civilization, OR HI 112 Modern Civilization	3	HIS 101 Global History: Prehistory to 500 CE HIS 102: 500 – 1650 HIS 103: 1650 –Present	3
MA 440 Pre-calculus Mathematics ** OR MA-441 Analytical Geometry and Calculus I or MA 260 Pre-calculus and Elements of Calculus for Business Students	4	MAT 141 Pre-calculus OR MAT 214 Calculus I	3 + 1bl

LAB SCIENCE	4	LAB SCIENCE	4
FOREIGN LANGUAGE and/or Liberal Arts and Sciences * ¹	6-8	FOREIGN LANGUAGE (or other general education/liberal arts and sciences requirements/electives)	6
SP 211 Speech Communication	3	SPE 113 Speech Communication	3
			3
SS 310 Sociology	3	SOC 101 Introductory Sociology	3
SS-410 Amer. Gov't and Politics OR CJ-102 Criminology	3	GOV 101 American Gov't & Politics OR SOC 203 Criminology	3
General Education Subtotal	32-34	Subtotal toward JJ Gen. Ed. Core	32
Requirements for the Major		Requirements for the Major	
BU 101 Principles of Accounting	4	ECO 250 Introduction to Accounting	3 + 1 bl
BU 102 Principles of Accounting II	4	ECO 251 Introduction to Managerial Accounting	3 + 1 bl
BU 203 Principles of Statistics	3	STA 250 Principles and Methods of Statistics	3
BU-103 Intermediate Accounting I	4	Economics 200 Level Elective	4
BU-108 Income Taxation OR BU-111 Computer Applications in Accounting	3	Economics 200 Level Elective	3
CJ 101 Intro to Criminal Justice	3	CRJ 101 Introduction to Criminal Justice	3
SS 211 Macroeconomics or SS 212 Microeconomics	3	ECO 101 Principles of Economics or ECO 220 Macroeconomics	3
Accounting Major Subtotal	24	Subtotal toward Major	24
Electives			
Recommended: BU-108, BU-111 or BU-104 or a Humanities, History or Social Sciences elective and one Physical Education course	2-4	Elective toward the major or toward general education	4
TOTAL CREDITS REQUIRED FOR A.S.	60	TOTAL CREDITS ACCEPTED TO JJ	60

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- - Note: Students must take two Writing Intensive (WI) courses to receive the Associate Degree from Queensborough.
 - *Note on Foreign Languages and Literatures Requirements:
 - (a) A student who presents 3 or more high school units in one foreign language will be excused from taking any foreign language.
 - (b) A student who presents 2 high school units of the same foreign language will be required to take 3-4 credits of the same foreign language (level and sequence of courses are determined by students' previous knowledge and/or performance on departmental placement exam) or 6-8 credits in another foreign language
 -
 - (c) A student who presents less than 2 high school units of the same foreign language will be required to take 6-8 credits of either the same foreign language (level and sequence of courses are determined by students' previous knowledge and/or performance on departmental placement exam) or another foreign language.
 - Students are advised to consult the Foreign Languages and Literatures Department.
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- 473 • ¹ Students who do not need to take a foreign language, or who decide to take
 474 their foreign language at John Jay, are recommended to take the following:
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QCC COURSES	Credits	JJC EQUIVALENTS	Credits
SS 211 Macroeconomics or SS 212 Microeconomics	3	ECO 220 Macroeconomics or ECO 101 Principles of Economics	3
CJ 102 Criminology OR SS- 410 American Govt. & Politics	3	SOC 203 Criminology OR GOV 101 American Govt. & Politics	3
Humanities, History or Social Sciences electives	3-6		3-6

- 476 • JUNIOR AND SENIOR YEAR – COURSES TO BE TAKEN AT JOHN JAY

Course and Title	Credits
<i>General Education (Liberal arts, Core, Distribution) and other Required Courses</i>	
PHI 231	3
Students who do not take either American Government and Politics or Criminology at Queensborough will need to take the second course at John Jay.	0 - 3
Students who do not take Macroeconomics at QCC will need to take ECO 220 at John Jay	0 - 3
Foreign Language (students who have met the foreign languages requirement may take other liberal arts and sciences electives)	6
Liberal Arts and Sciences elective	6 - 15
Subtotal	21
<i>Prerequisite and Major Courses</i>	
ECO 220 Macroeconomics	3
ECO 225 Microeconomics	3
Law 202 Law and Evidence	3
<i>Specialization C: Forensic Financial Analysis</i>	
ACC 307 Forensic Accounting I	3
ACC 308 Auditing	3
ACC 309 Forensic Accounting II	3
Two elective courses from Specialization in Forensic Financial Analysis: Economics 215 Economics of Regulation and the Law Economics 235 Economics of Finance Economics 330 Quantitative Methods for Decision Makers Economics 360/Sociology 360 Corporate and White Collar Crime Law 203 Constitutional Law	6
<i>Capstone:</i>	
ACC 410 Seminar in Forensic Financial Analysis	3
Subtotal	27
Electives	12
TOTAL CREDITS AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE	
Total Degree credits - Bachelor of Science in Economics: Forensic Financial Analysis	120

- 477 • A motion was made, seconded, and approved to approve the new dual degree
 478 program in the Department of Business (Attachment H of the May 11, 2010
 479 Agenda). The new course was passed unanimously.
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485 DEPARTMENT of MECHANICAL ENGINEERING TECHNOLOGY and DESIGN DRAFTING

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488 A.A.S. IN TECHNOLOGY (QCC) LEADING TO THE B.S. IN EDUCATION: CAREER AND TECHNICAL TEACHER (NEW
489 YORK CITY COLLEGE OF TECHNOLOGY)

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492 PURPOSES AND GOALS

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495 The purpose of the proposed dual degree program is to expand the career opportunities available to
496 graduates of AAS degree programs at Queensborough Community College. An objective of the program
497 is to create pathways for students to complete the A.A.S. degree in a technology track (e.g., computer
498 technology, electronic technology, etc.) at QCC and the baccalaureate degree in Career and Technical
499 Education (CTE) at NYCCT. Graduates will have the option to pursue industry careers in technology
500 careers or careers in teaching specific CTE subjects in the public schools. Another objective of the
501 program is to help CTE programs meet the growing need for certified technical teachers in the public
502 schools of New York State.

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503 NEED AND JUSTIFICATION

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506 For recent associate's degree graduates, teaching offers a career option that many never thought existed.
507 This is especially true if a graduate cannot obtain immediate employment in industry, or wishes to change
508 careers, or is displaced due to a downturn in the economy. These individuals can begin a career in CTE
509 teaching in NYC with an associate degree, two years of work experience, and only 20 professional
510 education credits and earn a beginning salary of about \$45,000 plus an excellent benefits package and
511 generous holidays and work hours.

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512 CURRICULUM

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515 The program is constructed to fill a need for Career and Technical Teachers in the New York public
516 schools. It includes a 31 credit liberal arts and sciences core and six optional tracks in technology:
517 Computer Technology, Electronic Technology, Mechanical Technology, Computerized Architectural and
518 Industrial Design Technology, Laser and Fiber Optics Technology, and Telecommunications Technology.
519 Each optional track includes most of the requirements of an existing A.A.S. degree program at
520 Queensborough, so no new courses are required.

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522 An outline of curricular requirements for the proposed A.A.S. in Technology follows; all of the courses are
523 already active courses at Queensborough:

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Proposed Requirements for the QCC/NYCCT DUAL/JOINT DEGREE PROGRAM: A.A.S. IN TECHNOLOGY (QCC) LEADING TO THE B.S. IN EDUCATION: CAREER AND TECHNICAL TEACHER (NEW YORK CITY COLLEGE OF TECHNOLOGY)		Credits
General Education Core Requirements		
EN-101, 102	English Composition I, II	6
MA-114	College Algebra and Trigonometry for Technical Students	4
MA-128	Calculus for Technical and Business Students	4
PH-201, 202	General Physics I, II	8
HI-127 or 128	Growth of American Civilization I or II	3
SS- 310	Sociology	3
SS- 510	Psychology	3
General Education Sub-total		31

Requirements for the Major (see requirements below for each track)		
Requirements for the Major Sub-total		30
Total Requirements for the A.A.S. degree		61

526 Note: Students must complete two Writing Intensive courses to graduate. Sections of the following
 527 courses are currently offered as Writing Intensive: SS- 310, 510; HI-127, 128.
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Requirements for the Major : Computer Technology Track		
ET-110	Electric Circuit Analysis I	4
ET-140	Sinusoidal and Transient Circuit Analysis	3
ET-210	Electronics I	4
ET-420	Computer Project Laboratory	1
ET-501	Computer Applications	1
ET-502	Introduction to Computer Programming	1
ET-504	Operating Systems and System Deployment	2
ET-509	C++ Programming for Embedded Systems	1
ET-540	Digital Computer Theory I	4
ET-560	Microprocessors and Microcomputers	4
ET-704	Networking Fundamentals I	4
ET-xxx	ET elective	1
Requirements for the Major Sub-total		30

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Requirements for the Major : Computerized Architectural and Industrial Design Technology Track		
MT-111	Technical Graphics	2
MT-124	Metallurgy and Materials	3
MT-125	Metallurgy and Materials Lab	1
MT-219 or MT-122	Surveying and Layout or Manufacturing Processes	3
MT-212	Technical Descriptive Geometry	3
MT-341	Applied Mechanics	3
MT-488	Computer Aided Design Drafting	3
MT-345	Strength of Materials	3
MT-481	Architectural Design Fundamentals	3
MT-489	Advanced Computer Aided Design Drafting	3
MT-484	Construction Methods	3
Requirements for the Major Sub-total		30

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Requirements for the Major : Electronic Technology Track		
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ET-110	Electric Circuit Analysis I	4
ET-140	Sinusoidal and Transient Circuit Analysis	3
ET-210	Electronics I	4
ET-220	Electronics II	4
ET-320	Electrical Control Systems	3
ET-410	Electronic Project Laboratory	1
ET-501	Computer Applications	1
ET-509	C++ Programming for Embedded Systems	1
ET-510	Digital Computers	4
ET-560	Microprocessors and Microcomputers	4
ET-xxx	ET electives	1
Requirements for the Major Sub-total		30

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Requirements for the Major : Laser and Fiber Optics Technology Track		
PH-231	Fundamentals of Lasers and Fiber Optics	4
PH-232	Laser and Electro-Optics Technology	5
PH-233	Laser/Electro-Optics Devices, Measurements and Applications	4
PH-234	Fiber Optics Devices, Measurements and Applications	4
PH-236	Introduction to Computers in Electro-Optics	2
ET-910	Principles of Electrical Technology	3
ET-210	Electronics I	4
ET-220	Electronics II	4
Requirements for the Major Sub-total		30

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Requirements for the Major : Mechanical Technology Track		
MT-111	Technical Graphics	2
MT-122	Manufacturing Processes	3
MT-124	Metallurgy and Materials	3
MT-125	Metallurgy and Materials lab	1
MT-161	Fundamentals of Computer Numerical Control	3
MT-341	Applied Mechanics	3
MT-293	Parametric Computer Aided Design Drafting	3
MT-345	Strength of Materials	3
MT-346	Strength of Materials Laboratory	1
MT-369	Computer Applications in Engineering Technology	3
MT-900	Cooperative Education	3
MT-491	Computer Controlled Manufacturing	2
Requirements for the Major Sub-total		30

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Requirements for the Major : Telecommunications Technology Track		
ET-110	Electric Circuit Analysis I	4
ET-140	Sinusoidal and Transient Circuit Analysis	3
ET-210	Electronics I	4

ET-230	Telecommunications I	4
ET-231	Telecommunications II	4
ET-501	Computer Applications	1
ET-502	Introduction to Computer Programming	1
ET-540	Digital Computer Theory I	4
ET-704	Networking Fundamentals I	4
ET-xxx	ET Elective	1
Requirements for the Major Sub-total		30

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QCC/NYCCT DUAL/JOINT DEGREE PROGRAM: A.A.S. IN TECHNOLOGY (QCC) AND B.S. IN EDUCATION: CAREER AND TECHNICAL TEACHER (NEW YORK CITY COLLEGE OF TECHNOLOGY)

Program Requirements for the A.A.S. in Technology

Queensborough Community College courses		Cr	New York City College of Technology equivalents (all courses meet NYCCT General Education requirements)		NYCCT Cr.
General Education Core Requirements					
EN-101, 102	English Composition I, II	6	ENG 1101, 1121	English Composition I, II	6
MA-114	College Algebra and Trigonometry for Technical Students	4	MAT 1375	Precalculus	4
MA-128	Calculus for Technical and Business Students	4	MAT 1475	Calculus I	4
PH-201, 202	General Physics I, II	8	PHYS 1433, 1434	Physics 1.2, Physics 2.2	8
HI-127 or 128	Growth of American Civilization I or II	3	HIS 1110 or HIS 1111	History of U.S. to 1877 or History of U.S. since 1865	3
SS- 310	Sociology	3	SOC 1101	Introduction to Sociology	3
SS- 510	Psychology	3	PSY 1101	Introduction to Psychology	3
General Education Sub-total		31			31
Requirements for the Major					
(see tracks)			Blanket 30 credits for each track		
Requirements for the Major Sub-total		30			30
Total Requirements for the degree		61			61

547 Note:
548 All QCC degree students must take two Writing Intensive courses (in addition to EN-101, 102).
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553 *Requirements for Graduation with the A.A.S. in Technology*

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555 The following general Queensborough graduation requirements apply for the students in the proposed
556 program:

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- Students must complete all the credit and course requirements for a particular Associate degree.
 - To graduate with the A.A.S. in Technology, students must attain a minimum cumulative Grade-Point Average (GPA) of 2.0 in all courses applicable toward a current degree. To continue into the junior year of the B.S. program in Education: Career and Technical Teacher at NYCCT, students must have a minimum GPA of 2.5.
 - If students were placed in remedial courses they must pass the CUNY exit from Remediation exams.
 - Students in Associate degree programs must pass the CUNY Proficiency Examination (CPE).
 - Students must complete a minimum residency degree requirement of 30 credits for the Associate degree.
 - Students are required to complete two (2) credit-bearing Writing Intensive (WI) classes in order to receive the Associate degree.

570 Admission to the junior year in the B.S. in Education: Career and Technical Teacher program at New
571 York City College of Technology

572 Under the two plus two arrangement, students who complete the A.A.S. degree program in Technology
573 with a minimum GPA of 2.5 and meet all the requirements will move seamlessly into the B.S. program in
574 Education: Career and Technical Teacher. The total number of credits for the Baccalaureate Degree in
575 Education: Career and Technical Teacher at New York City College of Technology is 123. To graduate
576 with the B.S. at NYCCT, students must attain a minimum GPA of 2.75. The following courses will be
577 required beyond the A.A.S. in Technology, and will be taken at New York City College of Technology:

578 Courses to be taken at New York City College of Technology
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SUMMER before entry to NYCCT			
COURSE TITLE	Credits		
EDU 2510 Orientation to Career and Technical Education	3		
JUNIOR YEAR: FALL		JUNIOR YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
EDU 2455 Methods and Materials for Special Needs Students	3	ARTH 1103 Survey of Art History	3
SPE 1330 Effective Speaking	3	EDU 2353 Lab Organization and Management of Instruction	3
EDU 2610/PSY 2501 Child and Adolescent Development	3	EDU 3680 Internship in Career and Technical Education	3
EDU 2520 Occupational Analysis & Curriculum Organization	3	EDU 3630 Assessing Student Learning Outcomes	3
EDU 2362 Methods of Teaching I	3	EDU 4620 Methods of Teaching Career-Technical Education II	3
Total Credits	15	Total Credits	15
Total Credits Summer, Fall and Spring terms			33

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SENIOR YEAR: FALL		SENIOR YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
EDU 3610 Human Learning and Instruction	3	MUS Elective	3
SOC 2401 Society, Technology, & Self	3	LAP Elective	3
ENG 2000 Perspectives in Literature	3	EDU 4600 Professional Development Seminar	2
PHIL 2106 Philosophy of Technology 3	3	EDU 4870 Supervised/Student Teaching II	6
EDU 3640 Computers in Education	3		
	3		
Total Credits	15	Total Credits	14
Total Credits Fall and Spring terms of Senior Year			29
TOTAL CREDITS TAKEN AT NEW YORK CITY COLLEGE OF TECHNOLOGY			62
TOTAL CREDITS FOR THE B.S. IN EDUCATION: CAREER AND TECHNICAL TEACHER			123

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589 *SED II*

590 A.A.S. in Technology (Computer Technology Track)--Suggested sequence of courses

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FALL		SPRING		FALL	
COURSE TITLE	Credits	COURSE TITLE	Credits	COURSE TITLE	Credits
MA-114 College Algebra and Trigonometry for Technical Students	4	MA-128 Calculus for Technical and Business Students	4	PH-201 General Physics I	4
EN-101 English Composition I	3	SS-310 Sociology	3	SS-510 Psychology	3
ET-110 Electric Circuit Analysis I	4	ET-140 Sinusoidal and Transient Circuit Analysis	3	ET-504 Operating Systems and System Deployment	2
ET-501 Computer Applications	1	ET-210 Electronics I	4	ET-509 C++ Programming for Embedded Systems	1
ET-540 Digital Computer Theory I	4	ET-502 Introduction to Computer Programming	1	ET-560 Microprocessors and Microcomputers	4
				ET-xxx Elective	1
Total Credits	16	Total Credits	15	Total Credits	15

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594 SED BII
 595 A.A.S. in Technology (Computerized Architectural & Industrial Design Technology Track) --
 596 Suggested sequence of courses
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FALL		SPRING		FALL	
COURSE TITLE	Credits	COURSE TITLE	Credits	COURSE TITLE	Credits
MA-114 College Algebra and Trigonometry for Technical Students	4	MA-128 Calculus for Technical and Business Students	4	PH-201 General Physics I	4
EN-101 English Composition I	3	EN-102 English Composition II	3	SS-510 Psychology	3
MT-111 Technical Graphics	2	SS-310 Sociology	3	MT-345 Strength of Materials	3
MT-122 Manufacturing Processes or MT-219 Surveying and Layouts	3	MT-212 Technical Descriptive Geometry	3	MT-481 Architectural Design Fundamentals	3
MT-124 Metallurgy and Materials	3	MT-341 Applied Mechanics	3	MT-488 Computer –Aided Design Drafting (CADD)	3
MT-125 Metallurgy and Materials Laboratory	1				
Total Credits	16	Total Credits	16	Total Credits	16

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SED BII
 A.A.S. in Technology (Electronic Technology Track) --Suggested sequence of courses

FALL		SPRING		FALL	
COURSE TITLE	Credits	COURSE TITLE	Credits	COURSE TITLE	Credits
MA-114 College Algebra and Trigonometry for Technical Students	4	MA-128 Calculus for Technical and Business Students	4	PH-201 General Physics I	4

EN-101 English Composition I	3	SS-310 Sociology	3	SS-510 Psychology	3	
ET-110 Electric Circuit Analysis I	4	ET-140 Sinusoidal and Transient Circuit Analysis	3	ET-220 Electronics II	4	
ET-501 Computer Applications	1	ET-210 Electronics I	4	ET-560 Microprocessors and Microcomputers	4	
ET-510 Digital Computers	4	ET-509 C++ Programming for Embedded Systems	1			
Total Credits	16	Total Credits	15	Total Credits	15	

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615 SED BII

616 A.A.S. in Technology (Laser and Fiber Optics Technology Track) --Suggested sequence of courses

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FALL		SPRING		FALL		
COURSE TITLE	Credits	COURSE TITLE	Credits	COURSE TITLE	Credits	
MA-114 College Algebra and Trigonometry for Technical Students	4	MA-128 Calculus for Technical and Business Students	4	PH-202 General Physics II	4	S
EN-101 English Composition I	3	PH-201 General Physics I	4	EN-102 English Composition II	3	H A I
SS-310 Sociology	3	PH-232 Laser and Electro-Optics Technology	5	PH-233 Laser/Electro-Optics Devices, Measurements and Applications	4	F D a
PH-231 Fundamentals of Lasers and Fiber Optics	4	ET-910 Principles of Electrical Technology	3	ET-210 Electronics I	4	F C C E
Total Credits	14	Total Credits	16	Total Credits	15	

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620 A.A.S. in Technology (Mechanical Engineering Technology Track) --Suggested sequence of courses
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FALL		SPRING		FALL	
COURSE TITLE	Credits	COURSE TITLE	Credits	COURSE TITLE	Credits
MA-114 College Algebra and Trigonometry for Technical Students	4	MA-128 Calculus for Technical and Business Students	4	PH-201 General Physics I	4
EN-101 English Composition I	3	EN-102 English Composition II	3	SS-510 Psychology	3
MT-111 Technical Graphics	2	SS-310 Sociology	3	MT-345 Strength of Materials	3
MT-122 Manufacturing Processes	3	MT-161 Fundamentals of Computer Numerical Control	3	MT-346 Strength of Materials Laboratory	1
MT-124 Metallurgy and Materials	3	MT-341 Applied Mechanics	3	MT-293 Parametric Computer –Aided Design Drafting	3
MT-125 Metallurgy and Materials Laboratory	1				
Total Credits	16	Total Credits	16	Total Credits	14

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625 *SED BII*

626 A.A.S. in Technology (Telecommunications Technology Track) --Suggested sequence of courses

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FALL		SPRING		FALL	
COURSE TITLE	Credits	COURSE TITLE	Credits	COURSE TITLE	Credits
MA-114 College Algebra and Trigonometry for Technical Students	4	MA-128 Calculus for Technical and Business Students	4	PH-201 General Physics I	4
EN-101 English Composition I	3	SS-310 Sociology	3	SS-510 Psychology	3
ET-110 Electric Circuit Analysis I	4	ET-140 Sinusoidal and Transient Circuit Analysis	3	ET-704 Networking Fundamentals I	4
ET-501 Computer Applications	1	ET-210 Electronics I	4	ET-230 Telecommunications I	4
ET-540 Digital Computer Theory I	4	ET-502 Introduction to Computer Programming	1		
Total Credits	16	Total Credits	15	Total Credits	15

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- A motion was made, seconded, and approved to approve the new course of the Department of Mechanical Engineering Technology and Design Drafting . (Attachment H of the May 11, 2010 Agenda). There was one negative vote from Senator Margaret Reilly.

- President Marti commended all the departments who conducted marketing analysis, articulation agreements and preparation of the documents. President Marti also expressed that he was pleased that Queensborough Community College was embarking on Dual Degree programs in the climate when 4-year institutions are struggling with the desire to raise the SAT scores for entry into 4-year programs and accepting their Board's resolution that require them to accept transfer students with a 2.0 GPA.

- Dr. Pecorino informed the Senate that the Committee on Curriculum has held their last meeting for the Academic year, and that there are no outstanding items to be addressed. Dr. Pecorino further thanked all who served on the Committee, the Department of Academic Affairs , Dean Steele, and all the other departments who responded to the request of the Committee on Curriculum. The Parliamentarian also announced that this was his final year to serve on the Committee.

Special Committee on Distance Education (Attachment I – RESOLUTION)

- Dr. Volchok presented the four resolutions from the Special Committee on Distance Education, to which President Marti requested clarification regarding appropriate support from VP of Academic Affairs, Dean Steele and Provost & Senior VP Diane Call.

Resolutions:

1. Acknowledge that quality online education cannot take place without appropriate support for students, faculty, and infrastructure and take appropriate action to meet the needs of students and faculty.
 - a. Such support for students entails: 1) An appropriate orientation so that they understand the requirements for online courses *before* they register and have the basic skills needed to succeed in online courses, and 2) Appropriate support while they are enrolled in online courses.
 - b. Such support for faculty entails appropriate assistance in the development, management, assessment, and continuing review of courses using distance education technologies.

- A motion was made, seconded, and approved to approve resolution #1. (Attachment I of the May 11, 2010 Agenda). There were two negative votes from Senators Stuart Asser and Ann Tullio, and three abstentions from Senators David Klarberg, Anthony Kolios, and Jonathan Shakhmoroff.

2. Affirm the right of academic departments alone to:
Determine which courses should have fully or partly online sections,
Determine which faculty members are eligible to teach online courses, and
Establish prerequisites for students to meet before taking online courses; such prerequisites would undergo review by the Curriculum Committee and the Academic Senate.

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- A motion was made, seconded, and approved to approve resolution #2. (Attachment I of the May 11, 2010 Agenda). There were two negative votes from Senators Jonas Falik and Margaret Reilly, and one abstention from Senator Oliver Baguldy.

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3. Direct the College Personnel & Budget Committee—when making decisions regarding reappointment, tenure, and promotion—to recognize the contributions made by faculty who:
 - a. Develop and teach online courses
 - b. Publish research on online learning and teaching
 - c. Publish and disseminate materials related to online course instruction

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- A motion was made, seconded, and approved to approve resolution #3. (Attachment I of the May 11, 2010 Agenda). There were four negative votes from Senators Stuart Asser, Jonas Falik, Bob Rogers and Gilmar Visoni.

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4. Provide adjunct faculty teaching online courses the same support provided to full-time faculty.

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- A motion was made, seconded, and approved to approve resolution #4 with amendment that adjunct be provided with the same support as full-time faculty.. (Attachment I of the May 11, 2010 Agenda). There was one negative vote from Senator Stuart Asser and two abstentions from Senators Paul Weiss and Oliver Baguldy.

714 IX. Old Business

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- Assessment Handbook (Attachment K) - RESOLUTION

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- Dr Arthur Corradetti began by mentioning that he had attended the UFS meeting, and highlighted that several speakers were critical about the rigor Assessment process as it relates to Academic freedom. Dr. Corradetti thanked everyone for their input in making the Assessment Handbook a reality, and that the handbook should serve as a guideline. Moreover, it is a tool that will refine or make more explicit much of what has been used over the years, and can also serve for course level assessment.

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- A motion was made, seconded, and approved to approve the Assessment Handbook. (Attachment K of the May 11, 2010 Agenda). There were no negative votes, and one abstention from Senator Rana Ghafari.

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President Marti indicated that when the Middle States team conducted their exit presentation, he was very disturbed that the team did not see the extent of the level of assessment conducted at QCC. President Marti however accepted that they had the right to convey that Assessment was lacking. Nevertheless, President Marti indicated that he was determined that the College would comply and in the end serve as a model for the Middle States, and the University.

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President Marti further affirmed that the team led by Dr. Arthur Corradetti has demonstrated that Assessment has begun, and that it is everyone's responsibility. Additionally, every course at QCC has to have a form of Assessment in place.

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President Marti commended everyone for the manner in which the process was handled in ensuring that the mechanisms are in place. He cautioned, however, that the Handbook is the creation of the faculty and staff at Queensborough and that it can be changed at any time.

Dean Corradetti introduced the new Assessment website at QCC.cuny.edu/assessment/, and demonstrated how to gain access. He indicated that the handbook is available in a pdf. format, and will ultimately be more interactive.

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The meeting was adjourned at 4:45PM

Respectfully Submitted,
Barbara Blake-Campbell, RN, PhD.
Secretary,
Steering Committee of the Academic Senate.