

Queensborough Community College
The City University of New York

MINUTES
of the September 11, 2012
Academic Senate

Interim President Diane Call called the first regularly scheduled meeting of the Academic Senate to order at 3:24 p.m.

I. Attendance:

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

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

Reilly, Margaret	Larios, Liza	Harris, Eugene
Gray, Peter	Holden, Todd	
SG President Pro Tempore	SG, VP Evening	SG Treasurer

II. Consideration of minutes of the May 8, 2012:

- A **motion** was **made, seconded, and approved** with **two negative votes** from Senator Yuster and SG Administrative VP to approve the May 8, 2012 minutes as amended- adding Senator Ellis to the attendance roster and correcting the spelling of “*negotiations*.” (*Attachment A of the Sept 11, 2012 Agenda*).

III. Communications from:

Interim President Call: Interim President Call referred to her written report
(*Attachment B of the Sept 11, 2012 Agenda*)

- President Call began her report with an update on enrollment. There are seventy six new Faculty appointments this fall - including new and replacement lines - filled by 55 substitute faculty/CLTs and 21 new (regular) faculty appointments. Two hundred and fifty six faculty and CLTs have been hired since 2002 - representing a 44% increase in the number of full time faculty in the last ten years. President Call said goodbye to a number of faculty colleagues who retired this past year: Paul Azrak, Jay Mullin, Jim Valentino, Jeff Kurnit, Anne Marie Bourbon; Michael Brozinsky; Julia Ortiz Griffin; Dave McCauley; Donald Tsang; Dave McCauley; Marty Jacobs, and Antonio Verdes.
- President Call welcomed Dr. Regina Rochford who has been elected to serve as Chairperson of the Department of Basic Educational Skills, and she thanked Dr. Warsi for his past service to the department.
- President Call informed us that for the third year, students in our fall freshman academies who were within 3 credits of completing half of their degree in one calendar year were offered a summer scholarship for a QCC course to reach that Milestone. Seventy-six students took a QCC

54 summer course for free with very strong outcomes: 91% completion rate with an average GPA of
55 3.66. Congratulations to them, and to Dean Michele Cuomo for her coordination of this program
56 which is supported through the business partnership with our Barnes and Noble campus
57 bookstore.
58

- 59 • President Call congratulated colleagues in the Nursing Department who worked for over two
60 years to conduct their self-study and develop their written report to the accrediting agency. The
61 National League of Nursing Accreditation Commission awarded our Nursing Program the full
62 eight-year reaccreditation, with commendation for excellence in meeting all of its standards for
63 eight years. She also congratulated Maureen Wallace who led the initiative to achieve a joint
64 degree-nursing program.
65
- 66 • President Call reminded us that as of this summer, we officially welcomed our Department of
67 Engineering Technology colleagues - as the merger of ECET and METDD departments was
68 ratified at CUNY's Board of Trustee meeting of June 2012. The faculty – now 30 strong - are all
69 together in the Technology Building following a renovation of office suites. They are preparing for
70 their programs' reaccreditation by TAC of ABET in 2014.
71
- 72 • President Call congratulated the Buildings and Grounds staff for their accomplishments which
73 include: The Engineering Technology faculty offices; creation of office space for Speech
74 Communication and Theatre Arts faculty, new colleagues in English and Math, staff in ASAP,
75 CUNY Start, the Campus Learning Center and the addition of three classrooms through a
76 reconfiguration of existing space. In this last year, over 17,000 square feet have been “re-
77 purposed” for instructional and faculty/staff office spaces. The renovation of our Registrar Offices
78 and Welcome Center, the new multi-media facility in CETL for faculty development activities and
79 pedagogical research; and the renovation of our lecture halls: M-136, S-111, S-112, and LB-14.
80
- 81 • President Call thanked all those involved on the project to create a new dining area and cafeteria
82 in and adjacent to the Science Building Courtyard. This project required the support of our
83 Borough President Helen Marshall, our City Council -especially the Queens delegation - our
84 legislators in the NYS Senate and Assembly, the Mayor's Office and our University. At its
85 completion, the new facility will provide a beautiful dining space, which can seat 450 for formal
86 occasions, 500 for casual dining, a servery and cooking facilities. The project will renovate and
87 expand rest room facilities and an additional elevator for the Science Building.
88
- 89 • President Call reported that this semester, QCC launched a new identification card: the QCC
90 OneCard. It was distributed to new students and made available to returning students. The
91 OneCard will be offered to faculty and staff later this fall.
92
- 93 • President Call reminded us that as of August 27, QCC is now a tobacco free campus. This policy
94 applies to all CUNY campuses and is meant to promote better health in our students, faculty and
95 staff. If you need to smoke or use tobacco products, you will need to leave the campus. The
96 policy prohibits the use of tobacco products on all grounds and facilities, including indoor
97 locations and outdoor locations such as playing fields, entrances and exits to buildings and
98 parking lots. The policy applies to all tobacco products, including cigarettes, cigars, pipes, chew
99 tobacco and e-cigarettes.
100
- 101 • President Call congratulated Jerry Sitbon and Mike Metaxas from the Engineering Technology
102 Department – they created a new version of KIDCAR, Keyboard Initiated Camera Disabler Auto
103 Reactivator, and their patented device instructors can use to control the security cameras
104 monitoring equipment in smart rooms. Under their supervision, 100 units were built by Tech Fee
105 Interns this summer. Jerry and Mike also wrote an installation manual, a user's manual, and they
106 designed an operating instruction sheet for posting on every unit.
107

- 108 • President Call gave an update on the new dual/joint degree program with John Jay in Forensic
109 Accounting, which is effective this fall.
- 110
- 111 • President Call reminded us that last year, QCC and The Kupferberg Holocaust Resource Center
112 and Archives were awarded a prestigious National Endowment for the Humanities grant, one of
113 six in the country awarded to a community college. Titled *Integrating Cultural Resources into the*
114 *Humanities Curriculum*, the project will offer a five year series of colloquia to engage faculty and
115 students in the Humanities. Colloquia themes will change annually based upon a competitive
116 proposal submission process among our faculty. In this the inaugural year, the theme is Human
117 Rights, Justice and Genocide under the direction of Dr. Sarah Danielsson from our History
118 Department. Dr. Danielsson has prepared a series of events directed to scholars, educators,
119 students and the community at large. The first of these events, at the City University Graduate
120 Center on September 7, 2012, was a great success.
- 121
- 122 • President Call gave an update **on the Periodic Review:**
 - 123 ○ This semester, preparations will begin for Queensborough Community College's Periodic
124 Review Report. This report, which is submitted five years after the decennial self-study
125 and evaluation team visit, is due to the Middle States Commission on Higher Education
126 on June 1, 2014. As a retrospective, current, and prospective analysis of the institution,
127 the report involves a two-year process of data gathering and analysis, writing and
128 revision, and campus review and discussion before final submission. The report provides
129 significant institutional progress and planning information to Middle States and assists it
130 to determine whether the institution remains in and can sustain compliance with
131 accreditation standards. The report is not a mini-self-study; the emphasis is on brevity in
132 providing the required information. As a follow-up to the self-study from 2009 and the
133 monitoring report that followed in 2010, the period review report will have to demonstrate
134 the continued implementation of comprehensive, integrated, and sustained processes to
135 assess institutional effectiveness and the achievement of institutional mission and goals.
136 The campus effort will be led by a faculty and an administrative co-chair overseeing a
137 small faculty committee responsible for writing and editing the report. The committee will
138 collect information from both teaching and non-teaching departments and discuss that
139 information with relevant college committees, including consultation with Senate
140 committees, and conduct focus groups prior to the presentation of the final draft report to
141 the college community.
 - 142 ○ President Call thanked Professor Glenn Burdi from the Business Department who has
143 agreed to co-lead this project and she thanked all his colleagues from the Business
144 Department.
- 145
- 146 • President Call welcomed Kevin J. Stevens, M.A.- Coordinator of Veterans Affairs.
- 147
- 148

149 President Call completed her report by reminding everyone to attend these upcoming events:

- 150
- 151 • The Office of Sponsored Programs is offering workshops on *How to Prepare a PSC-CUNY Grant*
152 *Application* for faculty who are considering this opportunity. Faculty are invited to attend the
153 workshop on either Wednesday, September 12 or Wednesday, September 26 from 1 to 3 in L-
154 117.
- 155
- 156 • Degree Completion Day will be held on Wednesday, October 3, 2012.
- 157
- 158 • The annual Celebration of Service for faculty and staff who have served at the College for 20, 30
159 and 40 years will be held on Thursday, October 18, 2012 in the Student Union.
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- 161 • The Fall Faculty Meeting will be held during club hours on Wednesday, November 7, 2012 in M-136.

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- President Call reminded all faculty to pay attention to the email regarding Early Alert. The first alert system is scheduled for September 10-14.
 - President Call concluded by reporting that major work this year will be on pathways and we will all need to work together to get through it.

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

170 (Attachment C of the Sept 11, 2012 Agenda) focusing on some of
171 the following:

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- Chair Tai congratulated Professor Rochford and welcomed her to the Academic Senate in her new role; she thanked Senator Jiliani Warsi for his leadership as prior Chair of the department; and welcomed Professor Aithne Bialo-Padin as a new Senator to the Academic Senate, who joins Professor Edmund Clingan, as Faculty-at-Large Senator from the Department of History.
 - Chair Tai reported that she would be meeting with the chairs of the Committees of the Academic Senate to discuss these and other matters on September 12, 2012. She acknowledged the work and dedication of all chairs of our committees of the Academic Senate, and thanked those chairs whose thoughtful reports are appended to this agenda for common review.
 - Chair Tai invited everyone to attend the UFS conference—*Pathways: We Do Have a Choice* on Friday, October 12, 2012 from 9:00 – 1 p.m at John Jay College.
 - Chair Tai indicated that she had been contacted by John Matteson, Distinguished Professor of English Literature at John Jay College of Criminal Justice, who is requesting the name of a faculty member who could act as a liaison to the Leon Levy Center for Biography (established 2008), which promotes the writing, study, and teaching of biography and looks to foster connections with biographers across disciplines (see their website at <http://web.gc.cuny.edu/lcb/>). Chair Tai indicated that she would be sending an email to faculty in the Humanities and Social Sciences, to ask for the name(s) of an appropriate faculty member.

194 VI. List of Graduates for June and August 2012 (Attachment E1 and E2)—**RESOLUTION**

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- A **motion** was **made, seconded,** and unanimously **approved** to approve the list of graduates for June and August 2012 (Attachment E1 and E2 of the Sept 11, 2012 Agenda).

199 VII. Monthly Reports of Standing Committees of the Academic Senate

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- Committee on Curriculum (Attachment F)—**RESOLUTION**

202 The Committee on Curriculum has acted to send the following recommendation to the Academic Senate.

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1. **New Courses**
 2. **Changes in Courses**

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NEW COURSES

209 **DEPARTMENT OF BIOLOGY (1)**

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211 **BI-425 Pathophysiology** 3 class hours; 3 credits

212 Prerequisites: BI 302 or 421

213
214 An introduction to the basic concepts of pathophysiology. Examination of the phenomena that produce
215 alterations in human physiologic function and the resulting human responses. Emphasis will be placed on
216 disease processes in the human body, including their primary and secondary effects, and their application
217 to clinical practice across the life span.

218
219 **Rationale:** This course is desired by students with interest in continuing from the A.S. to B.S. in nursing.
220 Many nursing programs are now requiring this course and an interest in Pathophysiology was also
221 expressed from the QCC Nursing department, in which the course may facilitate an easier transfer to
222 the B.S. nursing program at York College. Projected enrollment is 24 -30/semester, where courses
223 will be accessible for both day and evening students
224

225 • **A motion was made, seconded, and approved with one negative vote from SG**
226 **Administrative VP** to approve the new courses in Biology (*Attachment F of the Sept*
227 *11, 2012 Agenda*).
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230 DEPARTMENT OF CHEMISTRY (1)

231
232 **CH-106 Chemistry and the Arts**

233 3 class hours 2 laboratory hours 4 credits

234 Prerequisites: none

235
236 This course offers a general background in the application of Chemistry to Art. Topics include light
237 absorption and emission; the nature of color; additive and subtractive color mixing; chromatographic
238 separation of compounds; chemical properties, synthesis and use of dyes, paints and pigments; the
239 chemistry of art preservation and authentication of art objects; the hazards of chemicals used by artists;
240 and the principles of photography. Use of modern laboratory instrumentation will be used to examine the
241 properties of art materials.
242

243 **NOTES:** Successful completion of CH-106 satisfies the Life and Physical Sciences General Educations
244 Core Requirement. This course is required for students in programs offered by Gallery and Museum
245 Studies and for students in programs offered by Digital Arts and Design. This course is not open to
246 students who have completed CH-151, 152, 251, or 252.

247
248 **Rationale:** This course will be required by all Digital Arts and Design majors and for students in programs
249 offered by Gallery and Museum Studies and satisfies the Life and Physical Sciences General Education
250 Common Core Requirement.

251
252 • **A motion was made, seconded, and approved with two negative votes from SG**
253 **Administrative VP and SG VP for PT Students** to approve the new courses in
254 Chemistry (*Attachment F of the Sept 11, 2012 Agenda*).
255

256 DEPARTMENT OF ENGLISH (1)

257
258 **EN-230 Introduction to Literary Studies** 3 class hours, 1 recitation hour, 3 credits

259 Prerequisites: EN-101, EN-102

260
261 An inquiry into what it means to study literature, involving close reading and critical analysis of a

262 variety of prose fiction, drama, and poetry, and informed by an introduction to some of the theoretical
263 issues currently debated in literary studies and a consideration of how such issues have evolved
264 historically. In addition to works of literature, students will read critical and theoretical works, some of
265 which they will identify through their own research. This course combines a study of literature with
266 continued training in clear and effective writing.

267
268 **Rationale:** This course is required to be offered by the CUNY BOT Policy related to Pathways
269 initiatives. It is part of the program for English Majors. It replaces EN 213.

- 270
271 ○ **A motion was made for this course to be withdrawn at the request of the**
272 **Department Chair and accepted by the Chairperson of the Committee on**
273 **Curriculum.**

274 275 **DEPARTMENT OF ENGINEERING TECHNOLOGY (7)**

276
277 **ET 570 Creating Smartphone Apps** 3 Class Hours/3 Credits
278 Prerequisites: none

279
280 This course introduces the use and features of smartphones in modern life and how to create working
281 applications. Students will create apps using existing modules and building blocks. No prior programming
282 knowledge is necessary. After this initial experience, basics of the Java programming language will be
283 introduced along with a minimum of XML programming to introduce the student to the needs of more
284 advanced apps. Software development kits (SDK), along with the development environment will also be
285 covered. In addition, students will have the opportunity to distribute apps into the Marketplace

286
287 **Rationale:** Creating smartphone apps are not just for techies. Today, the best apps are as likely to be
288 originated by a techie as by someone with little technical background so this course will be viable in many
289 curricula. Smartphones, universally owned by our students, have become indispensable accessories in
290 their lives. Each phone is individualized by the number and type of apps selected. Every user has an
291 opinion on how their favorite app might be improved.

292
293 This course will teach our students the entire process of how an idea can be transformed into an app and
294 how the app enters the marketplace to be freely distributed or sold. The process can be fun and
295 intellectually rewarding and possibly a financial success. Soon not only phones, but computers will be
296 driven by apps. Windows 8, which will be released soon, will be “app driven” with a built in market place
297 to download all varieties of apps. Apps are now the new canvas for creative ideas and arts of all types
298 and dimensions.

299
300 Credits for this course can be used to satisfy the Scientific World Common Core requirement in all
301 programs with the CUNY Common Core or to satisfy the free elective requirements in any program
302 having such.

303
304
305 **ET 575 Introduction to C++ Programming Design and Implementation** 3 Lecture Hours, 3 credits
306 Prerequisites (and/or) co-requisites: none

307
308 This foundation course provides a general understanding of the use and development of computer
309 software applications in fields such as science, mathematics, and business using a high level computer
310 language. The course will concentrate on assessing the practical requirements of a software package and
311 developing applications in C++, which is a high level computer language that teaches the basic skills
312 necessary for implementing it in a variety of real world applications. Topics include the analysis and use
313 of concepts such as: primitive data types and their operators, basic I/O, control statements, decision
314 making, looping, subprograms, arrays, strings and computer ethics. Each student will have a computer
315 platform at his/her disposal from which he/she will design, develop, implement and test programs, while
316 evaluating the interactions between a user and the computer.

317
318 **Rationale :** This foundation course is more than just a computer programming experience with the
319 dominant computer language of the twenty first century “C++”. The proposed C++ course was
320 developed and designed to fulfill the computer literacy requirements for the senior colleges and for
321 those students wishing to make a smooth transition to studying Computer Science and Object
322 Oriented Programming. Students will use analytical reasoning and develop critical thinking skills by
323 solving computer programming problems in realistic situations. Students will submit their applications
324 and be provided with feedback based on their solutions and given the opportunity to modify and
325 resubmit their applications.

326 Students will apply written, oral and graphical arguments in both technical and nontechnical
327 environments to support their conclusions. Each student will be exposed to computing profession
328 ethics including the guarding against the privacy of confidential data and the protection of computer
329 resources against harmful programs i.e. malware. Students will identify ethical misbehavior or
330 situations and suggest appropriate courses of action.

331
332 Credits for this course can be used to satisfy the Scientific World Common Core requirement in all
333 programs with the CUNY Common Core or to satisfy the free elective requirements in any program
334 having such.

335
336
337 **ET 821 Computers in the Modern Society** 3 Class Hours/3 Credits

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

339
340 This course examines the impact of computers on modern life by looking at how they work, what they do,
341 where they can be used, what they are capable of, what happens when they fail, and how they are used –
342 and misused. Among the many topics included are gaming, entertainment, communications and social
343 networking, encryption and cryptography, data security, piracy and copyright, governmental regulation
344 and related issues. Class demonstrations are used to illustrate the major points.

345
346 **Rationale:** At a time when almost every student carries a small yet powerful computer in his pocket (in
347 the form of a smartphone), it behooves us to try to put the computer's utility into focus. This course
348 shows students how this modern invention affects not just their lives, but the world around us, and
349 tries to point out not just the good that they do, but also the bad that they can do.

350
351 The course examines how computers are used today, and the impact they have on society in general, as
352 well as on us as individuals. It looks at computers from both the inside and the outside - the inside or
353 technical viewpoint (how computers work, what they can and cannot do, how they can be used and
354 abused, and how this affects various industries), and the outside or societal viewpoint (how individuals,
355 corporations, industry, and government deal with these abilities.) The point is to reconcile what the
356 computer can do with what it should do.

357
358 Credits for this course can be used to satisfy the Scientific World Common Core requirement in all
359 programs with the CUNY Common Core or to satisfy the free elective requirements in any program
360 having such.

361
362 **ET 830 Technology and Society** 3 Class Hours/3 Credits

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

364
365 This course explores the effects of technology and engineering design in areas such as robotics,
366 computers, internet, and energy sources on the past, present, and future of society. Topics include the
367 21st century emerging technologies as they relate to education, the environment, economy, industry, and
368 social issues. Students are also introduced to the concepts of the development and use of robotics,
369 computers, internet, and energy sources, along with the societal impact of such technologies

370

371 **Rationale:** Technology provides an understanding, and an appreciation for the world around us. Society
372 also controls technology through the choices it makes. The course is designed to enable students to
373 pursue three objectives:

- 374 1. To understand the central role of science and technology in contemporary society.
375 2. To examine how science and technology reflect their social, political, philosophical, economic and
376 cultural contexts.
377 3. To explore the human, ethical and policy implications of current and emerging technologies.

378 This course studies the cultural, economic, and political impacts of scientific innovation.

379
380 Credits for this course can be used to satisfy the Scientific World Common Core requirement in all
381 programs with the CUNY Common Core or to satisfy the free elective requirements in any program
382 having such.

383
384
385 **ET 841 The Science of Energy and Power in the Modern World** 3 Class Hours/3 Credits
386 Prerequisites (and/or) co-requisites: none

387
388 This course examines the science and technology of energy and how humans use it on a daily basis.
389 Topics include: importance of energy in modern society; how energy is used in food production, materials,
390 manufacturing, transportation, communications, lighting, heating and cooling ; the relationship between
391 various forms of energy and greenhouse gases; individual and societal conservation methods and their
392 economical and environmental impact; the laws of thermodynamics and equations relating energy, work
393 and power; the electrical grid and elementary home and auto wiring; the pn junction and active and
394 passive solar technology; wind, hydro, wave, geo and ocean thermal renewable energy schemes; the fuel
395 cell and the new generation of electromechanical propulsion; Law of Conservation of Energy.

396
397 **Rationale:** Energy, like food and water, is a necessity of life. Most people aren't even aware that the
398 availability of water and food are also heavily energy dependent. That makes understanding energy
399 of top importance. Understanding what energy is, and how we use and consume it daily are important
400 steps to teaching students conservation.

401
402 The way we acquire energy is getting more complex every year in terms of the technology, environmental
403 impact and geopolitical wrangling. As fossil fuels become depleted, we will need to rely on renewable
404 energy technologies. Renewable technologies have many scientific, technological, economic and
405 environmental tradeoffs, so a good understanding of all the renewable energy technologies can make the
406 educated student save lots of money over a lifetime

407
408 Credits for this course can be used to satisfy the Scientific World Common Core requirement in all
409 programs with the CUNY Common Core or to satisfy the free elective requirements in any program
410 having such.

411
412
413 **ET 843 The Role of Energy in Society** 3 Class Hours/3 Credits
414 Prerequisites (and/or) co-requisites: none

415
416 This course deals with the history of energy use and the societal changes that have resulted from these
417 developments. Contemporary usage, resources, distribution, as well as the current and future impact on
418 the quality of life for individuals and society are considered. Energy extracted from fossil fuels to other
419 current and future forms of renewable energy are discussed along with their economic and environmental
420 impact. The geopolitics of energy use around the world will be studied along with the role played by

421 major industries in energy sourcing. Finally, students will consider the optimal choices regarding our
422 energy future to affect the best long-term social, economic and environmental results.

423
424
425 **Rationale:** Not a day goes by today when the New York Times does not have an important article related
426 to energy and how it may affect us in some way. Energy sources, delivery, and how and who are using it
427 constitute the most important subjects today since it affects all nation's power, wealth and well being.

428
429 This course will prepare the student to better understand how energy and power impact their daily life.
430 The politics of fossil fuel and all forms of renewable and nuclear energy will be addressed by this course.
431 Upon completion of this course a student will be able to understand and more importantly play an active
432 role in shaping this nations very important energy future. Following the correct long-term rather than
433 expedient course can make a great difference for our future well-being.

434
435 Credits for this course can be used to satisfy the Scientific World Common Core requirement in all
436 programs with the CUNY Common Core or to satisfy the free elective requirements in any program
437 having such.

438
439 **ET 880 Science and Technology In Modern Life** 3 Class Hours/3 Credits

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

441
442 Basic scientific principles that underlie and enable the conveniences and necessities we take for granted
443 in our modern society will be introduced and studied. The science and technology underlying the
444 electrical grid, power generation, automobile, aircraft, television, cell phones, solid state electronics, cat
445 scans, MRI, molecular medicine, DNA, fission and fusion, LED lighting, photovoltaics, nano-materials,
446 stem cells, heat pumps, fuel cells, artificial intelligence, robotics, GPS, WiFi, internet, sonar, radar,
447 microprocessor and the PC.

448
449
450 **Rationale:** The concept of a liberal arts education dates to the Hellenistic period where a term was
451 coined to represent the breadth of knowledge an educated citizen should exemplify. For 2 millennia, it has
452 more or less included language, history, mathematics, arts and sciences. Late last century and now in
453 this century, educators have been trying to broaden the scope of knowledge represented by the
454 traditional liberal arts definition. Knowledge has exploded in the last century. Recent technology has
455 profoundly changed the way we live and behave. To be intellectually comfortable and to have the sense
456 of being in control of our lives in the midst of ubiquitous technology requires a rethinking of what a person
457 needs to know today to be considered both well-educated and prepared to deal with the world.

458
459 Currently students are not required to take a course that will teach them about the technology they take
460 for granted every day, like cell phones and television. ET880 represents the type of course all college
461 students worldwide need to take today to better understand the world around them and to help them
462 navigate better and healthier lives.

463
464 Credits for this course can be used to satisfy the Scientific World Common Core requirement in all
465 programs with the CUNY Common Core or to satisfy the free elective requirements in any program
466 having such.

467
468 • **A motion was made, seconded, and approved with two abstention votes from**
469 **Senator Kolios and Senator Bialo-Padin** to approve the new courses in ET
470 (*Attachment F of the Sept 11, 2012 Agenda*).

471
472 **DEPARTMENT of HEALTH , PHYSICAL EDUCATION and DANCE (3)**

473
474 **HE-114 Foundations of Health Promotion and Disease Prevention** 3 class hours, 3 credits

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

476

477 This foundation course will provide perspectives on health promotion and disease prevention. This course
478 will introduce students to different, social, political, cultural and economic dimensions of health and
479 illness. Students will examine the meaning of health and illness and how they vary culturally and
480 historically. Students will also learn of the health promotion professions (health education, dietetics,
481 cardiac rehab, exercise physiologist...) and an overview of the skills and models commonly utilized by
482 such professionals.

483

484 **Rationale:** This course will provide students of health education with a historical overview of the
485 influences that have stimulated the increased societal interest in health promotion and disease
486 prevention. This class is different and unique because key historical developments in the evolution of
487 health promotion and disease prevention will be examined. In order to become a certified health educator
488 specialist (C.H.E.S) - an understanding of such key historical events in the health field and an
489 understanding of the broader model of health promotion and disease prevention is necessary.

490

491 Credits for this course can be used to satisfy the II B (U.S. Experience in its Diversity) Common Core
492 requirement in all programs with the CUNY Common Core or to satisfy the requirement for HE-114 in the
493 AA (LA1) Program with concentrations in Nutrition or Health Promotion and Disease Prevention or to
494 satisfy the free elective requirements in any program having such.

495

496

497 **PE 815 Foundations of Physical Education** 3 class hours, 3 credits

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

499

500 This course introduces the discipline of physical education teacher education (PETE) to the future
501 practitioner, providing theory, issues, and methods of current physical education practices as well as
502 opportunities to observe these practices in K-12 schools.

503

504 **Rationale:** An introductory course in Physical Education is the centerpiece of most beginning level
505 Physical Education Teacher Education programs. Not only does it introduce the subject in detail, it allows
506 students to explore the current issues and philosophies of the profession, observe PE teaching and
507 organization in the field, demonstrate understanding of the basic components of lesson planning, content
508 standards and assessment, and practice teaching.

509

510 This course is intended to be included in the concentration of the AA (LA1) program in Physical Education
511 and available to students majoring in Physical Education and Childhood Education.

512

513 **PE 825 Introduction to Exercise Science** 3 class hours, 3 credits

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

515

516 A comprehensive review of the field of exercise science including: scope of practice, career opportunities,
517 critical issues, foundations of exercise physiology and biomechanics, and behavioral and social
518 dimensions of exercise. In-class lectures will be augmented with performance lab work, multi-media
519 presentations, guest professionals, and opportunities to observe practices in the field.

520

521 **Rationale:** An introduction to exercise science course would be a foundations course for any student
522 pursuing a degree in the health sciences such as exercise physiology, athletic training, health promotion,
523 physical therapy, physical education, sports medicine, cardiac rehabilitation, etc.

524

525 This course is intended to be included in the concentration of the AA program in Exercise Science and
526 offered to students majoring in Exercise Science, Physical Education and Health Promotion.

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- A motion was made, seconded, and approved with one negative vote from Senator Kolios and two abstention votes from VP Steele and SG Administrative VP to approve the new courses in HPED (Attachment F of the Sept 11, 2012 Agenda).

534 **DEPARTMENT OF PHYSICS (1)**

535 **PH-111 Space, Astronomy, and our Universe** 2 hours lecture, 1 hour recitation, 2 hours lab, 3 credits

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

537

538 "Space, Astronomy, and our Universe" discusses topics related to space and astronomy, beginning with our planet and our Moon, and extending to stars, galaxies, and the Universe as a whole. This course will explore physical processes and laws that govern the motion and evolution of all objects in the Universe, including meteors, asteroids, planets, and stars.

541

542 Rationale: The course will satisfy a lab science common core course.

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- A motion was made for this course to be withdrawn at the request of the Department Chair and accepted by the Chairperson of the Committee on Curriculum.

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550 **DEPARTMENT OF SPEECH and THEATRE ARTS (1)**

551

552 **SP 230 Video Production I** 2 class hours, 2 lab hours, 3 credits

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554 Prerequisites or Corequisites: BE112 OR BE205 & BE122 OR BE226

555

556 Video Production I is an introductory class in the creation and aesthetics of video production with lecture and lab sections where students will critically examine, analyze and create the visual, auditory and narrative components of digital media. Students will apply concepts from lectures as they learn basic techniques of practical media production incorporating mediums such as photography, video, and audio. Students will utilize computer-based video editing, audio and imaging programs to create a variety of short narrative and documentary projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.

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RATIONALE:

Video Production I will be a course designed for those students who desire to gain practical experience in video and audio production as well as further their understanding of culture and media. This course will also serve those students who will be continuing their study of media at four-year institutions. Media and Journalism-related majors are some of the most popular majors nationwide and this course of study operates at peak enrollment at other institutions in the CUNY system at both 2-year and 4-year institutions. This course would be the beginning of the development a degree program in Media Studies within the Visual and Performing Arts Academy, which would put Queensborough in a unique position as the only public institution in the immediate area to offer this type of program. The course also has great potential as an inter-disciplinary elective as digital design and implementation skills are a necessity in majors such as business and computer science. The New Media Technology and Music Program have also expressed interest in this course as an elective for their students. The additional lab hour will reflect the amount of work involved in preparing class assignments in the Media Lab. The course will be offered each semester and enrollment will be capped at 16 as this number corresponds to available work-stations in the Media Lab.

- A motion was made, seconded, and approved with one negative vote from SG Administrative VP to approve the new courses in Speech(Attachment F of the Sept 11, 2012 Agenda).

1. Changes in Courses

DEPARTMENT of FOREIGN LANGUAGES and LITERATURE (9)

LF-213 Intermediate French I

From: LF-213 Intermediate French I 3 class hours 3 credits

General review of grammar, readings and discussion in French

TO: FREN 213 Intermediate French I 3 class hours, 3 credits

This third-semester course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Level-appropriate cultural information will be presented to promote the students' understanding of the French-speaking world.

Rationale: It fulfills a graduation requirement for the Associate degree in Liberal Arts and Sciences as well as the QCC/John Jay Dual/Joint Criminal Justice A.S./B.A. Program. It fulfills the Flexible Core requirement in World Cultures and Global Issues. It will be offered every semester.

Rationale. The revision of the course description reflects more accurately the learning objectives that align with the CUNY Pathways learning outcomes under II.A. World Cultures and Global Issues. The prerequisite has been rewritten for more accuracy and clarity.

LF 214 Intermediate French I

From: LF-214 Intermediate French I 3 class hours 3 credits

General review of grammar, readings and discussion in French]

TO: FREN 214 Intermediate French I

3 class hours, 3 credits

The focus of this fourth-semester course is to continue improving students' oral communication skills, along with reading, writing and grammar. Students will expand their vocabulary and study more complex grammatical structures. Aspects of French-speaking cultures will be integrated through readings, films, discussions and Internet-related activities.

Rationale: It fulfills a graduation requirement for the Associate degree in Liberal Arts and Sciences as well as the QCC/John Jay Dual/Joint Criminal Justice A.S./B.A. Program. It fulfills the Flexible Core requirement in World Cultures and Global Issues. It will be offered every semester.

The revision of the course description reflects more accurately the learning objectives that align with the CUNY Pathways learning outcomes under II.A. World Cultures and Global Issues. The prerequisite has been rewritten for more accuracy and clarity.

LG 213 Intermediate German I

From: [LG-213 Intermediate German I 3 class hours 3 credits

Intensive review of German grammar through Practice of the phonological and grammatical structure of German orally and in writing. Selected readings in contemporary German prose.]

To: GERM 213 Intermediate German I 3 class hours, 3 credits

This third-semester course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Level-appropriate cultural information will be presented to promote students' understanding of German speaking countries.

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Rationale: It fulfills a graduation requirement for the Associate degree in Liberal Arts and Sciences as well as the QCC/John Jay Dual/Joint Criminal Justice A.S./B.A. Program. The revision of the course description reflects more accurately the learning objectives that align with the CUNY Pathways learning outcomes under II.A. World Cultures and Global Issues. The prerequisite has been rewritten for more accuracy and clarity. . It will be offered every semester.

LG 401 Cultures of German Speaking Countries Today

From: LG-401 [Students will be exposed to and discuss cultural developments in German-Speaking including their role the European Union. They will read English translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture.] Students will also attend cultural events in New York City.]

To:GERM 401 In this course, students will examine literary and other texts and media from cultures in the German-speaking countries, including film, art, music, and performance. Through discussion of selected cultural artifacts and issues related to art, history, politics and traditions, students will analyze the distinguishing features of these cultures. As an integral part of the course, students will be expected to conduct research on selected topics. Students will also attend cultural events in New York City. The course will be taught in English as WI.

Rationale: It is a Writing Intensive course and fulfills a graduation requirement. The revision of the course description reflects more accurately the learning objectives which align with the CUNY Pathways learning outcomes under II.D. Individual and Society.

LH 213 Intermediate Hebrew

From: LH-213 Intermediate Hebrew I 3 class hours 3 credits

General review of grammar covered in Hebrew I (LH-111) and Hebrew II (LH-112); readings, short stories, reports, and discussions in the language.

To; HEBR 213 Intermediate Hebrew I 3 class hours, 3 credits

This third-semester course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Level-appropriate cultural information will be presented to promote students' understanding of Jewish culture

Rationale. The revision of the course description reflects more accurately the learning objectives that align with the CUNY Pathways learning outcomes under II.A. World Cultures and Global Issues. The prerequisite has been rewritten for more accuracy and clarity.

LI 213 Intermediate Italian I

From: LI-213 Intermediate Italian I 3 class hours 3 credits

General review of grammar, readings and discussion in Italian]

To: ITAL 213 Intermediate Italian I 3 class hours, 3 credits

This third-semester course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Level-appropriate cultural information will be presented to promote students' understanding of Italian civilization.

Rationale. The revision of the course description reflects more accurately the learning objectives that align with the CUNY Pathways learning outcomes under II.A. World Cultures and Global Issues. The prerequisite has been rewritten for more accuracy and clarity.

LS 213 Intermediate Spanish I

From: LS-213 Intermediate Spanish I 3 class hours 3 credits

Review of Spanish grammar with intensive aural-oral practice, through the use of videotapes and selected readings.

691 **To: SPAN 213 Intermediate Spanish I** 3 class hours, 3 credits
692 This third-semester course will continue to develop students' communicative competence through the study of
693 grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and
694 writing. Level-appropriate cultural information will be presented to promote students' understanding of the Spanish-
695 speaking world.

696
697 **Rationale.** The revision of the course description reflects more accurately the learning objectives that
698 align with the CUNY Pathways learning outcomes under II.A. World Cultures and Global Issues. The
699 prerequisite has been rewritten for more accuracy and clarity.

700
701 **LS 214 Intermediate Spanish II**

702
703 **From: LS-214 Intermediate Spanish II** 3 class hours 3 credits
704 Emphasis on written composition. Selections from Spanish and Spanish-American literature read and analyzed.

705 **To: SPAN 214 Intermediate Spanish II** 3 class hours, 3 credits
706 The focus of this fourth-semester course is to continue improving students' oral communication skills,
707 along with reading,
708 writing and grammar. Students will expand their vocabulary and study more complex grammatical
709 structures. Aspects of
710 Spanish-speaking cultures will be integrated through readings, films, discussions and Internet-related
711 activities.

712
713 **Rationale.** The revision of the course description reflects more accurately the learning objectives that
714 align with the CUNY Pathways learning outcomes under II.A. World Cultures and Global Issues. The
715 prerequisite has been rewritten for more accuracy and clarity.

716
717 **LS 402 Latin American and Caribbean Cultures**

718
719 **FROM :LS 402 Latin American and Caribbean Cultures** A journey into contemporary Latin American
720 and Caribbean Cultures through the reading and discussion of politics, customs, art, music and cinema.
721 The course will be taught in English

722 **To: SPAN 402 Latin American and Caribbean Cultures** In this course, students will examine literary
723 and other texts and media from Latin American and Caribbean cultures, including film, art, music, and
724 performance. Through discussion of selected cultural artifacts and issues related to art, history, politics
725 and traditions, students will analyze the distinguishing features of these cultures. As an integral part of the
726 course, students will be expected to conduct research on selected topics. Students will also attend cultural
727 events in New York City. The course will be taught in English as WI.

728 **Rationale:** The revision of the course description reflects more accurately the learning objectives which
729 align with the CUNY Pathways learning outcomes under II.D. Individual and Society.

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732 • **A motion was made, seconded, and approved with three negative votes from Senator**
733 **Kolios, Senator Clingan and Senator Bialo-Padin and one abstention from Senator Rogers**
734 **to approve the changes in courses in Foreign Languages (Attachment F of the Sept 11, 2012**
735 **Agenda)**

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739 **DEPARTMENT of MATHEMATICS and COMPUTER SCIENCE (3)**

740
741 **MA 301 Foundations of Mathematics**
742 **Change in title:**

743 **From: [Foundations of Mathematics]** 3 Class Hours 3 Credits

744 **To: Mathematics for the Liberal Arts** 3 Class Hours 3 Credits

745

746 **Rationale:** The new title is more appropriate for the purpose and content of the course.

747

748 Change in Course description for the College Catalog:

749 **From:** [Designed to provide students with the mathematical literacy that is necessary to understand
750 contemporary issues in today's technological society. Students will obtain hands-on-experience in solving
751 realistic problems in discrete mathematics, exponential modeling, statistics and probability. Graphing
752 calculators will be used throughout the course.]

753 **To:** Designed to provide students with an understanding of how mathematics relates to the humanities,
754 social and natural sciences. Students will obtain experience in solving realistic questions and applications
755 using discrete mathematics, modeling, statistics and probability.

756

757 **Rationale:** The description differentiates this course from MA-321 which is more computational in
758 substance. This course places stress on the connections between mathematics and the other arts and
759 sciences.

760

761 Change in Prerequisites and/or co-requisites:

762 **From:** MA-010 OR MA-013 OR SATISFACTORY SCORE ON [CMAT OR COMPASS EXAMS]

763 **To:** MA-010 OR MA-013 OR SATISFACTORY SCORE ON THE MATHEMATICS PLACEMENT
764 TEST

765

766 **Rationale:** CMAT is obsolete. This wording more easily allows changes to testing procedures.

767

768 **MA 303 NUMBER SYSTEMS** Hours: 3 Class Hours 1 Recitation Hour 3 Credits

769

770 Change in Prerequisites and/or co-requisites:

771 **FROM: Pre-requisite:** MA-120 or permission of the Department.

772 **TO: Pre-requisite:** MA-119 (with a grade of C or better) or permission of the Department.

773

774 Change in Course description for the College Catalog:

775 **FROM:** This course is designed to instruct students in areas of mathematics that are related to the
776 elementary school curriculum, to clear up common misunderstandings of mathematical concepts, and to
777 use current computer technologies with the concepts developed in the course as tools for solving
778 problems. Topics covered will be chosen from numeration systems, number theory, mathematical
779 systems, statistics and geometry. Recommended for future teachers.

780 **TO:** This course is designed to instruct students in areas of mathematics that are related to the elementary
781 school curriculum, to enhance understanding of fundamental concepts, and to use current computer
782 technologies with the concepts developed in the course as tools for solving problems. Topics covered will
783 be chosen from numeration systems, number theory, mathematical systems, statistics and geometry.
784 Recommended for future teachers.

785

786 **Rationale:** The new description will allow the course to be given to a wider range of students.

787

788 **MA 315 Topics in Mathematics**

789

790 Change in Course description for the College Catalog:

791 **From:** [Topics, emphasizing the nature of proof and problem-solving, include Euclidean and non-
792 Euclidean geometries, abstract algebraic systems, number theory, graph theory, and mathematical logic.]
793

794 **To:** Topics emphasizing a fundamental understanding of mathematical concepts and problem
795 solving may include ratio, proportion, number theory, concepts in mathematics from a historical
796 point of view, logic, advanced topics in mathematics.
797

798 **Rationale:** The new description will allow the course to be given to a wider range of students.
799

800 Change in Prerequisites and/or co-requisites:

801 **From:** [MA-301 or MA 303]

802 **To:** MA-301 or MA-303 or permission of the department
803

804 **Rationale:** The new description will allow the course to be given to a wider range of students.
805

- 806 • A motion was made, seconded, and approved with two negative votes from SG President
807 and SG Executive VP and one abstention from SG Administrative VP, to approve the
808 changes in courses in Mathematics and Computer Science (*Attachment F of the Sept 11, 2012*
809 *Agenda*)
810
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813 DEPARTMENT of PHYSICS (4)

814 **PH-120 Introduction to Meteorology** 3 class hours, 3 credits
815 Prerequisites & Co-req: None
816

817 Change in Course Description:
818

819 FROM: Introduces students to Meteorology and Atmospheric Sciences. The course presents
820 basic scientific principles and how they apply to atmosphere and ocean. [Fulfills the science
821 requirement without lab (or with lab when taken in conjunction with PH-121)]

822 TO: Introduces students to Meteorology and Atmospheric Sciences. The course presents basic scientific
823 principles and how they apply to atmosphere and ocean.
824

825 **Rationale:** The catalog description needs to be changed so as to be consistent with the Pathways 2E
826 requirement.
827

828 PH-201 General Physics I

829 Change in Hours or credits:
830

831 **From:** 3 lecture hours, 2 lab hours, 4 credits

832 Prerequisites: MA-114 or MA-120 or the equivalent, or satisfactory score on the
833 Mathematics Placement Test (Level II MA-120)
834

835 **To:** 3 lecture hours, 1 recitation hour, 2 lab hours, 4 credits

836 Prerequisites: MA-114 or MA-120 or the equivalent, or satisfactory score on the
837 Mathematics Placement Test (Level II MA-120)
838

839 **Rationale:** The addition of 1 recitation hour will match its equivalent course at City Tech such that QCC
840 students will receive the same number of contact hours. City Tech PH1433 has a 6-hr 4-credit structure.
841 Additional use of computational software such as Matlab in PH-201 will strengthen our students'
842 preparation. NY City Tech is the CUNY college that offers the bachelor of technology degree.
843 Technology students who transfer to 4 year technology programs overwhelmingly transfer to City Tech.
844

845 **PH 202 General Physics I**

846
847 Change in Hours or credits

848 **From:** 3 lecture hours, 2 lab hours, 4 credits

849 Prerequisites: PH-201 (with a grade of C or better)

850 **To:** 3 lecture hours, 1 recitation hour, 2 lab hours, 4 credits

851 Prerequisites: PH-201 (with a grade of C or better)

852

853 **Rationale** – The addition of 1 recitation hour will match its equivalent course at City Tech such that QCC
854 students will receive the same number of contact hours. City Tech PH1434 has a 6-hr 4-credit structure.
855 Additional use of computational software such as Matlab in PH-202 will strengthen our students'
856 preparation. NY City Tech is the CUNY college that offers the bachelor of technology degree.
857 Technology students who transfer to 4 year technology programs overwhelmingly transfer to City Tech.
858

859 **PH-240 Computerized Physical Measurement Using Graphical Programming**

860

861 Change in Prerequisites and/or co-requisites:

862 **From:** **PH-240 Computerized Physical Measurement Using Graphical Programming**

863 2 lecture hours, 3 lab hours, 3 credits

864 Prerequisites: [Permission of the department based on one laboratory science or
865 technology; MA-114, MA-120 or the equivalent; ET-501, PH-303, BU-500 or the
866 equivalent]

867 **To:** **PH-240 Computerized Physical Measurement Using Graphical Programming**

868 2 lecture hours, 3 lab hours, 3 credits

869 Prerequisites: MA-440 or the equivalent

870

871 **Rationale:** There is no longer a need to require a formal computer course to ensure students have some
872 computer experience as all come to the college with computer experience. While it is helpful if students
873 have experience with making measurements in a laboratory setting, it is not necessary for success in the
874 course, so the laboratory course requirement is being dropped. The mathematics level of the course is
875 extremely challenging for students without better math preparation, so increasing the prerequisite level of
876 mathematics will make it easier for students to be successful in the course.
877

- 878 • A motion was made, seconded, and approved with one negative vote from **SG Executive**
879 **VP and one abstention from SG Administrative VP** to approve the changes in courses in
880 Physics (*Attachment F of the Sept 11, 2012 Agenda*)
881

882

883 **DEPARTMENT of SOCIAL SCIENCES (3)**

884

885 The changes in the following Social Science course prefixes were approved.

886 From: -- T

887 **SS901 à UBST101**

888 **SS902 à UBST201 (because of the UBST101 pre-req)**

889 **SS911a UBST102**

890

891 **Rationale:** All courses in the department are having their prefix code changed using 4 letter prefixes
892 common throughout CUNY. Other courses have been previously changed. These were omitted in
893 previous listing.

894

895 • A **motion** was **made, seconded,** and **unanimously approved** to approve the changes in
896 courses in Social Sciences (*Attachment F of the Sept 11, 2012 Agenda*)

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900 • Senator Pecorino reported on the recitation hours at QCC. There are 75 QCC Courses with
901 recitation hours that will need further discussion.

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905 **The meeting was adjourned at 4:15 PM**

906

907 **Respectfully Submitted,**

908

909 **Lana Zinger EdD, CHES, R.D. (Secretary)**

910 **Steering Committee of the Academic Senate**

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912