

**Agenda**  
**Academic Senate Meeting**  
**Date: Tuesday, February 11, 2014**  
**Time: 3:10 p.m.**  
**Location: Room M-136**

- I. Attendance
- II. Consideration of minutes of the December 10, 2013 meeting (Attachment A)
- III. Communications from the Board of Trustees or any of its Committees
  - click here on [Board of Trustees](#) for current communications
- IV. Communications from:
  - President Diane B. Call – (Attachment B)
  - Senate Steering Committee Report – (Attachment C)
    - Resolution on Legislative Interference with Academic Institutions-**RESOLUTION**
    - Resolution on QCC-DOE Early College High School Program (B-Tech) -**RESOLUTION**
  - University Faculty Senate Minutes, UFS Plenary of December 10 , 2013 (Attachment D)
    - <http://www.cunyufs.org/> (for current communications)
    - For policies adopted by the Board of Trustees

Click on  
[http://policy.cuny.edu/manual\\_of\\_general\\_policy/#Navigation\\_Location](http://policy.cuny.edu/manual_of_general_policy/#Navigation_Location)
- V. List of Graduates for January 2014 (Attachment E)—**RESOLUTION**
- VI. Monthly Reports of Standing Committees of the Academic Senate
  - Committee on Awards and Scholarships (Attachment **F**)
  - Committee on Bylaws re Ceremonial Occasions (Attachment **G**) -**RESOLUTION**
  - Committee on Bylaws re reform of all Committees (Attachment **H**) –**RESOLUTION**
  - Committee on Committees Chairperson Letter of Support for Bylaws Reform of Committee Size-(Attachment I)
  - Committee on Committees –December 2013 (Attachment **J**) -**RESOLUTION**
  - Committee on Curriculum (Attachment **K**) -**RESOLUTION**
- VI. Old Business
- VII. New Business

Queensborough Community College  
The City University of New York

**MINUTES**  
**of the December 10, 2013**  
**Academic Senate**

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

**I. Attendance:**

57 votes were recorded at the time attendance was taken; 60 members of the Academic Senate cast votes during the meeting. (See the Voting Report below.)

**Absentees:**

Georgiana Albanese	Mangala Tawde	17
Georgina Colallilo	Paul Weiss	
Sasan Karimi	Eileen White	
Isabella Lizzul	Reuvain Zahavy	
Paul Marchese	Ngawang Yangki	
Jose Osorio	Chaojun Dong	
Dion Pincus	Latiffa Facey	
Andrea Salis	Benjamin Linsy	
Julian Stark		

**II. Consideration of minutes of the November 12, 2013:**

- A motion was made, seconded, and unanimously adopted to approve the November 12, 2013 minutes as presented (see *Attachment A of the December 10, 2013 Agenda*).

**III. Communications from President Call:** President Call referred to her written report (*Attachment B of the December 10, 2013 Agenda*)

- President Call provided the Academic Senate with an enrollment update, indicating that both Winter Session and Spring enrollment were underway. She said that although the College did not want to increase any further, we do want to hold on to current students. To that end, she said, the College retention rate is slightly up. She thanked departments for offering Winter Session courses for students and explained how the College is offering Winter Session Merit Scholarships for students who are within three or four credits of completing half of their degrees in one calendar year.
- President Call thanked the staff and faculty for their work on the Saturday, November 9 open house, which was well-attended.
- President Call acknowledged the successes of faculty who have won grants and other awards, especially those who will be honored at CUNY’s Annual Salute to Scholars Reception on December 11: Dr. Megan Elias (History), Dr. Sharon Ellerton (Biology), Dr. Nidhi Gadura (Biology), Dr. Urszula Golebiewska (Biology), Dr. Tirandai Hemraj-Benny (Chemistry), Dr. Susan McLaughlin (Biology), Dr. Andrea Salis (HPED) and Professor Aaron Slodounik (Art & Design).

- 45 • President Call said that the College was still accepting applications and working with faculty to  
46 prepare applications for PSC-CUNY Research Awards Program. She suggested that if anyone  
47 was interested at this point they should contact the Sponsored Programs office for assistance.  
48
- 49 • President Call congratulated students who won awards, including the annual Biomedical  
50 Research Conference for Minority Students (ABRCMS) held November 12-16 and also two  
51 students who won Grainger Tools for Tomorrow Scholarship awards.  
52
- 53 • In her report, President Call asked for help from faculty identifying students for the Phi Theta  
54 Kappa National Honor Society and acknowledged the work of Dr. Emily Tai and Dr. Paris  
55 Svoronos in leading that effort.  
56
- 57 • President Call mentioned two upcoming events: the Nursing Department's Candlelighting  
58 ceremony for recent graduates on January 8<sup>th</sup> and the Convocation of the College on Friday,  
59 January 24<sup>th</sup>, where she said the College would get to meet the new Provost and Senior Vice  
60 President for Academic Affairs, Dr. Michael Reiner.  
61
- 62 • President Call acknowledged Dr. Reiner, who was in attendance at the Academic Senate.  
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- 64 • President Call asked Dr. Birchfield to provide an update on the Early College Initiative. Dr.  
65 Birchfield described the process as very preliminary, with only some conference calls and an  
66 initial kickoff meeting having happened to date. She did provide the working name for the school,  
67 B-Tech, which underscores the focus on business and technology at the school. Dr. Birchfield  
68 indicated that a curriculum planning committee had been formed, including Dr. Birchfield, Dr.  
69 Francis and the Chairs of Business, Math, English and a representative of the SAP corporation.  
70 She also described the Steering Committee, which will include some QCC department  
71 chairpersons, but also representatives from SAP and the new high school principal. Dr. Birchfield  
72 said that they would be meeting to discuss which degrees might be offered, since the  
73 departments involved offer a number of different degrees.  
74
- 75 • President Call announced that retired Engineering Technology Professor Jackson Lum and his  
76 wife Muriel have established a \$100,000 endowed scholarship fund for the students in technology  
77 programs. She acknowledged Professor Lum who was in attendance at the Academic Senate  
78 and thanked the Department of Engineering Technology for hosting Professor Lum and his wife  
79 during their visit to the campus.  
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82 **IV. Senate Steering Committee Report:**

Chair Pecorino referred to his written report:  
(Attachment C of the December 10, 2013 Agenda)  
focusing on some of the following:

- 86 • Chair Pecorino described a project to increase the number of positions available for committees  
87 of the Academic Senate and he indicated that the proposals would be brought forward to the  
88 Senate in February 2014. This will include an increase in the number of spots available for  
89 service, but also instituting three year terms for service on committees, with overlapping terms.  
90
- 91 • Chair Pecorino described updates to the Academic Senate website. Major updates include:  
92 information about the charge of each committee; a space for candidates for the Senate to include  
93 a brief statement about themselves and/or their views.  
94
- 95 • Vice Chair Tai thanked the chairs of the committees of the Academic Senate for their work in  
96 assembling information about each committee for the website.  
97
- 98 • Chair Pecorino, in response to concerns about the ability of the committees to make quorum,  
99 discussed the idea that perhaps some work needed to be done to standardize committee  
100 meeting times, noting in the past that committees for the most part met on Tuesday afternoons.

101 Such stabilization of committee meeting times would most likely aid in student member  
 102 participation at committee meetings.  
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104 **V. Monthly Reports of Standing Committees of the Academic Senate**

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- 106 • Committee on Curriculum – December 2013 (Attachment E of the December 10, 2013  
 107 Agenda)

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109 The Committee on Curriculum has sent the following recommendations to the Academic Senate:  
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111 1. Changes in Courses

112 **DEPARTMENT OF ACADEMIC LITERACY**

113 **BE-205 Advanced Composition for ESL Students**

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<p><b>From:</b> BE-205 Advanced Composition for ESL Students  <b>Hours and Credits:</b> 3 class hours 1 recitation hour 1 laboratory hour 0 credit  <b>Prerequisite:</b> BE-201 and BE-203 (if required) or placement in BE-205.  <i>Pre- or co-requisite:</i> BE-226 or Exempt Reading.  <b>Course Description:</b> Designed for students who speak English as a second language and have had some experience in English composition, but who still require remedial work before taking content area courses. It is also the final course of the sequence for ESL students with serious writing deficiencies. Emphasis is on advanced grammar and organizing and writing a five-paragraph essay.</p>	<p><b>From:</b> BE-205 Advanced Composition for ESL Students  <b>Hours and Credits:</b> 3 class hours 1 recitation hour 1 laboratory hour 0 credit  <b>Prerequisite:</b> BE-201 and BE-203 (if required) or placement in BE-205.  <i>Pre- or co-requisite:</i> BE-226 or Exempt Reading. <u>Students may only enroll in this course two times. If students have not passed after taking this course twice, they will be advised to enroll in a CATW Writing Immersion Seminar.</u>  <b>Course Description:</b> Designed for students who speak English as a second language and have had some experience in English composition, but who still require remedial work before taking content area courses. It is also the final course of the sequence for ESL students with serious writing deficiencies. Emphasis is on advanced grammar and organizing and writing a five-paragraph essay.</p>
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117 Rationale: BE205 is an advanced composition course for English-Language Learners. At the end of this  
 118 course, the students are expected to pass the CUNY Aligned Test of Writing (CATW). However, since  
 119 many of the students in this class are unable to acquire the academic skills needed to pass this exam,  
 120 they become “multiple repeaters.” As a result, at the present 60% of the students in BE205 have taken  
 121 this course at least two or more times. In fact, some have taken the course as many as ten times. Thus,  
 122 the Department of Academic Literacy desires to limit students so that they can only take this course two  
 123 times. After they have failed this course twice, they will be required to participate in a CATW Immersion  
 124 Seminar that will be specifically designed to enhance their writing skills so that they can retake this  
 125 standardized exam and pass it.

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127 **BE-226 College Reading and Study Skills for ESL Students**

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<p><b>From:</b> BE-226 College Reading and Study Skills for ESL Students  <b>Hours:</b> 3 class hours 1 recitation hour 0 credit  <b>Prerequisite:</b> BE-225 or placement in BE-226.  <b>Description:</b> Designed for students who speak</p>	<p><b>To:</b> BE-226 College Reading and Study Skills for ESL Students  <b>Hours:</b> 3 class hours 1 recitation hour 0 credit  <b>Prerequisite:</b> BE-225 or placement in BE-226.  <u>Students may only enroll in this course two</u></p>
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<p>English as a second language who need to develop college level reading and study skills. It is also the second course of a two-semester sequence (with BE-225) for students with serious skill deficiencies in reading. Emphasis is placed on development of fluency, patterns of organization in text type material, vocabulary in context, note-taking skills, test-taking skills, library and reference techniques, and knowledge of English idioms.</p>	<p><u><i>times. If students have not passed after taking this course twice, they will be advised to enroll in a ACT Reading Immersion Seminar.</i></u>  <b>Description:</b> Designed for students who speak English as a second language who need to develop college level reading and study skills. It is also the second course of a two-semester sequence (with BE-225) for students with serious skill deficiencies in reading. Emphasis is placed on development of fluency, patterns of organization in text type material, vocabulary in context, note-taking skills, test-taking skills, library and reference techniques, and knowledge of English idioms.</p>
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129 Rationale: BE226 is an advanced reading course for English-Language Learners. At the end of this  
 130 course, the students are expected to pass the standardized ACT Reading Compass Exam. However,  
 131 since these students are English Language Learners, many are unable to acquire the academic skills  
 132 required to pass this exam. Thus, they become “multiple repeaters.” As a result, at the present 43% of  
 133 the students in BE226 have taken this course at least two or more times. In fact, some have taken the  
 134 course as many as ten times. Thus, the Department of Academic Literacy desires to permit students to  
 135 take this course only two times. After they have failed this course twice, they will be required to participate  
 136 in a Reading Immersion Seminar that will be specifically designed to enhance their reading skills so that  
 137 they retake the ACT Compass standardized exam and pass it.

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**BE-112 Composition Workshop**

<p><b>From:</b> BE-112 Composition Workshop  <b>Hours:</b> 3 class hours 1 recitation hour 0 credit  <b>Prerequisite:</b> BE-111 or placement in BE-112.  <i>Pre- or co-requisite: BE-122 or Exempt Reading.</i>  <b>Description:</b> For students with special writing problems who need intensified instruction, as determined by a standard skills assessment or placement test and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development, and grammar.</p>	<p><b>From:</b> BE-112 Composition Workshop  <b>Hours:</b> 3 class hours 1 recitation hour 0 credit  <b>Prerequisite:</b> BE-111 or placement in BE-112.  <i>Pre- or co-requisite: BE-122 or Exempt Reading.</i> <u><i>Students may only enroll in this course two times. If students have not passed after taking this course twice, they will be advised to enroll in a CATW Writing Immersion Seminar.</i></u>  <b>Description:</b> For students with special writing problems who need intensified instruction, as determined by a standard skills assessment or placement test and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development, and grammar.</p>
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 143 Rationale: BE 112 is an advanced composition course for students whose primary language is English.  
 144 At the end of this course, the students are expected to pass the CUNY Aligned Test of Writing (CATW).  
 145 However, since many of the students in this class are unable to acquire the academic skills needed to  
 146 pass this exam, they become “multiple repeaters.” As a result, at the present almost 40% of the  
 147 students in BE112 have taken this course at least two or more times. Thus, the Department of  
 148 Academic Literacy desires to limit students so that they can only take this course two times. After they  
 149 have failed this course twice, they will be required to participate in a Writing Immersion Seminar that will  
 150 be specifically designed to enhance their writing skills so that they can retake this standardized exam  
 151 and pass it.

152 **BE-122 College Reading**

<p><b>From:</b> BE-122 College Reading and Study Skills Improvement  <b>Hours:</b> 3 class hours 1 recitation hour 0 credit  <b>Prerequisite:</b> BE-121 or placement in BE-122.  <b>Description:</b> Workshop in college reading improvement to help develop reading skills and effective use of time in required college reading. Emphasis on organizing ideas, increasing speed, improving comprehension and interpretation, developing vocabulary, and reading to remember facts.</p>	<p>From: BE-122 College Reading and Study Skills Improvement  <b>Hours:</b> 3 class hours 1 recitation hour 0 credit  <b>Prerequisite:</b> BE-121 or placement in BE-122.  <u>Students may only enroll in this course two times. If students have not passed after taking this course twice, they will be advised to enroll in a ACT Reading Immersion Seminar.</u>  <b>Description:</b> Workshop in college reading improvement to help develop reading skills and effective use of time in required college reading. Emphasis on organizing ideas, increasing speed, improving comprehension and interpretation, developing vocabulary, and reading to remember facts.</p>
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 156 Rationale: BE122 is an advanced reading course for students whose primary language is English. At the  
 157 end of this course, the students are expected to pass the standardized ACT Reading Compass Exam.  
 158 However, many students are unable to acquire the academic skills required to pass this exam. Thus, they  
 159 become “multiple repeaters.” As a result, at the present 23% of the students in BE122 have taken this  
 160 course at least two or more times. In fact, some have taken the course as many as ten times. Thus the  
 161 Department of Academic Literacy desires to permit students to take this course two times. After they have  
 162 failed this course twice, they will be required to participate in a Reading Immersion Seminar that will be  
 163 specifically designed to enhance their reading skills so that they retake this standardized ACT Compass  
 164 exam and pass it.

- A motion was made, seconded, and adopted 57-0-1 to approve changes to BE205, BE226, BE112, and BE122 in the Department of Academic Literacy (*Attachment E of the December 10, 2013 Agenda*). Abstentions: Aithne Bialo-Padin

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 170 **DEPARTMENT OF BUSINESS**

171 **BU-916 Medical Coding and Billing I**

<p><b>From:</b>          BU-916 Medical Coding and Billing I  <b>[Prerequisites: BI-520 and either BI-403 or BU-903]</b></p>	<p><b>To:</b>          BU-916 Medical Coding and Billing I</p>
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 176 **Rationale:**

177 \*Please note: This is just a change in prerequisites; no changes are proposed in the Medical Office  
 178 Assistant A.A.S, the Medical Office Assistant Certificate or the Healthcare Office Administration:  
 179 Managing, Coding, and Billing Certificate curricula.

180 The prerequisites that are presently required in BU-916 are unnecessary for the following reasons:

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- 182 • The textbook used in this course includes an overview of medical terminology as well as overview  
 183 of anatomy and physiology. This textbook incorporates coding chapters which correlate directly  
 184 with the ICD-9, ICD-10 and CPT coding manuals. Students have the opportunity to look up any  
 185 medical terms with which they are unfamiliar prior to coming up with appropriate medical and  
 186 billing codes.
- 187
- 188 • This course is often desired by students who come to QCC with diverse employment and  
 189 educational backgrounds--some have employment experience in healthcare, some have  
 190 completed the associate, baccalaureate, or advanced degrees. By eliminating this course's  
 191 prerequisites, BU-916 will be available to be used as a free elective or as a business elective.
- 192
- 193 • Scheduling issues will become a lot more palatable, especially for evening students. Those  
 194 needing BU-916 often have difficulty with scheduling these prerequisites. They often wind up  
 195 with the need to take one of the prerequisites and BU-916 in their last semester.

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197 Prerequisite overrides are often granted so that students can complete their curricula and graduate.

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- 199 • A **motion** was **made, seconded, and adopted** 58-0-1 to **approve** changes to BU-916  
 200 Medical Coding and Billing I in the Department of Business (*Attachment E of the December*  
 201 *10, 2013 Agenda*).

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205 **BU-111 Computer Applications in Accounting**

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<p><b><u>FROM</u></b>                  BU-111 COMPUTER APPLICATIONS IN ACCOUNTING                  3 class hours 2 laboratory hours 3 credits                  Prerequisite: BU-500 &amp; [BU-102, both] with the minimum grade of C. [The prerequisite of BU-102 may be waived for students in the Office Administration Assistant Certificate Program in the Accounting/Office Administration Option who have earned a minimum grade of C in BU-101].</p> <p>A review of business applications currently used to enhance the productivity of the accountant. The student is expected to be able to apply new tools, such as electronic spreadsheets, integrated accounting and data base management, to solve selected business problems through hands-on</p>	<p><b><u>TO</u></b>                  BU-111 COMPUTER APPLICATIONS IN ACCOUNTING                  3 class hours 2 laboratory hours 3 credits                  Prerequisite: BU-500 &amp; BU-101, both with the minimum grade of C. A review of business applications currently used to enhance the productivity of the accountant. The student is expected to be able to apply new tools, such as electronic spreadsheets, integrated accounting and data base management, to solve selected business problems through hands-on experience in a microcomputer laboratory.</p>
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experience in a microcomputer laboratory.	
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**RATIONALE**

A minimum grade of C in BU-101 will sufficiently prepare students for BU-111. The material covered in BU-101 is all that is needed for the integrated accounting software. The material covered in BU-102 is not part of the curriculum in BU-111. This will open this course to students right after they have completed BU-101 and the content is fresh in their memory.

- A **motion** was **made, seconded, and adopted** 60-0-1 to **approve** changes to BU-111 Computer Applications in Accounting in the Department of Business (*Attachment E of the December 10, 2013 Agenda*).

- BU-909 Cooperative Education in Business: Office Administration and Technology**
- BU-910 Cooperative Education Business: Management**
- BU-911 Cooperative Education in Business: Computer Information Systems**
- BU-912 Cooperative Education in Business: Accounting/Office Administration and Technology**

<p><b>From:</b>                  [BU-909 Cooperative Education in Business: Office Administration and Technology                  BU-910 Cooperative Education in Business: Management                  BU-911 Cooperative Education in Business: Computer Information Systems                  BU-912 Cooperative Education in Business: Accounting/Office Administration and Technology]</p> <p>Hours to be arranged; 3 credits</p> <p><b>Course Description:</b> [BU-909 Cooperative Education in Business: Office Administration and Technology] Open to matriculated business majors in certificate or degree programs [in Office Administration and Technology, Management, Computer Information Systems, Health Care Office Administration, Microsoft Office Applications Proficiency Preparation, and Accounting/Office.] Students planning to register for the internship should contact the business faculty</p>	<p><b>To:</b>  <u>BU-600 Business Internships</u></p> <p><u>Prerequisites: minimum 2.5 cumulative GPA, matriculated business major in degree or certificate curricula, or enrollment in the Medical Office Assistant A.A.S. or Medical Office Assistant Certificate curricula.</u></p> <p><u>A student is usually accepted as an intern only if the student is near the end of his/her curricula.</u></p> <p>Hours to be arranged; 3 credits</p> <p><b>Course Description:</b> BU-600 <u>Business Internships</u> Open to matriculated business majors in degree or certificate programs <u>and to students enrolled in the Medical Office Assistant A. A. S and the Medical Office Certificate curricula.</u> Students planning to register for the internship should contact the <u>Business Department Internship Faculty Coordinator</u> and should have a <u>minimum 2.5 cumulative GPA.</u> <u>Students are usually accepted as an interns only if they are near the end of</u></p>
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<p>coordinator in their area in the semester prior to registering. The cooperative education experience in business includes employment in a field [experience or internship] which supplements classroom [theory]. Students are placed with cooperative employers for a specified number of hours (minimum 135 hours). Students participate in seminars and submit a final paper related to the work experience. A written evaluation from the employer may be required. Students receive a grade of pass or fail.</p>	<p><u>their curricula.</u> The <u>internship</u> (cooperative) experience in business includes employment in a field that supplements classroom <u>learning</u>. Students will be assisted with their search for an internship and are required to work a minimum of 135 hours during the semester. Students participate in seminars and submit a final paper related to their work experience. A written evaluation from the employer may be required. Students receive a grade of pass or fail.</p>
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**Rationale:**

Replacing “cooperative” with “internship” in the course title makes it easier for the student body to understand the nature and purpose of the course.

BU-600 (Business Internships) is offered to students who have a minimum 2.5 cumulative GPA, matriculated as a business major in degree or certificate curricula or enrolled in the Medical Office Assistant A.A.S. or Medical Office Assistant Certificate curricula, and are nearing the end of their curricula. These requirements provide assurance to participating employers that QCC is sending well-trained, qualified students to their companies or professional establishments.

At the present time, the Business Department offers four separate internship courses—one for each of the areas in the Business Department which includes Accounting/Office Administration Technology, Management/Marketing, Computer Information Systems, and Office Administration and Technology. Running four separate internship courses (BU-909, 910, 911, 912) is cumbersome and unnecessarily tedious as it relates to enrollment issues. It is extremely difficult and usually impossible to run separate internship courses for different business majors. We consistently run two internship courses per semester with a maximum of 15 students in each course.

One internship course that welcomes all qualified business students is the best way to offer our very capable accounting, management/marketing, computer information systems, office administration and technology/medical office assistant students this opportunity. One internship course (with multiple sections) assures that no student will be denied an internship because the Business Department is unable to fill an entire section with students who have the same major.

In addition, all students enrolled in BU-600 (Business Internships) will be required to attend scheduled seminars and will have an opportunity to share their work experiences with students who are working in different aspects of the business world. Students must submit a final paper related to their work experience. A written evaluation from the employer may be required. Students receive a grade of pass or fail.

- A **motion was made, seconded, and adopted** 57-0-0 to **approve** changing BU-909, 910, 911 and 912 Business Cooperatives in Department of Business to BU-600 Business Internships (*Attachment E of the December 10, 2013 Agenda*).

**2. Program Revisions**

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**DEPARTMENT OF BUSINESS**

**Health Care Office Administration: Managing, Coding, and Billing – Certificate**

**From:**

<b>General Education Core Requirements</b>		<b>Credits</b>
EN-101 or EN-103	English Composition I Writing for the New Media	3

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**Requirements for the Major**

BI_520	Public Health Science	4
BU-850	Fundamentals of Microsoft Windows	1
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
[BU-909	Cooperative Education in Business	3]
[BU-914	Critical Issues in Health Care Administration	3]
BU-916	Medical Coding and Billing I	3
Two courses selected from the following (dependent on typing ability) BU-801 BU802 BU-812	Typewriting/Keyboarding I Typewriting/Keyboarding II Transcription and Dictation of Business Documents	4
Choose three credits: BI-150 BI-403 SS-640 HE-101 or HE-102 or CPR	Organization & Delivery of health Care Medical Terminology Medical Ethics Health Education CPR	3
<b>Total</b>		<b>30</b>

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**To:**

<b>General Education Core Requirements</b>		<b>Credits</b>
EN-101 or EN-103	English Composition I Writing for the New Media	3

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**Requirements for the Major**

BI_520	Public Health Science	4
BU-850	Fundamentals of Microsoft Windows	1
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3

<u>BU-917</u>	<u>Healthcare Information Management</u>	3
BU-916	Medical Coding and Billing I	3
Two courses selected from the following (dependent on typing ability) BU-801 BU802 BU-812	Typewriting/Keyboarding I Typewriting/Keyboarding II Transcription and Dictation of Business Documents	4
<u>Business Electives</u>		<u>3</u>
Choose three credits: BI-150 BI-403 SS-640 HE-101 or HE-102 or CPR	Organization & Delivery of health Care Medical Terminology Medical Ethics Health Education CPR	3
	<b>Total</b>	<b>30</b>

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<p><b>From:</b></p> <p>[BU-909 Cooperative Education in Business Office Administration and Technology 3 credits</p> <p>BU-914 Critical Issues in Health Care Administration]</p>	<p><b>To:</b></p> <p><u>Business Electives</u> 3 credits</p> <p><u>BU-917 Healthcare Information Management</u></p>
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**Rationale:**

BU-909 (Cooperative Education in Business Office Administration and Technology) is offered to students who have a minimum 2.5 cumulative GPA, are matriculated as a business major in degree or certificate curricula or are enrolled in the Medical Office Assistant A.A.S. or the Medical Office Assistant Certificate curricula, and are nearing the end of their curricula. These requirements provide assurance to participating employers that QCC is sending well-trained, qualified students to their companies or professional establishments.

However, not every student enrolled in the Health Care Office Administration Certificate can meet the above requirements, nor will every student enrolled in this curriculum benefit from a business internship. Students enrolled in this program have diverse employment and educational backgrounds. Some students have employment experience in healthcare, while others may have completed the associate, baccalaureate, or advanced degrees. Many of these students will be better served by substituting 3 credits of business electives that will contribute to their future career objectives instead of participating in a business internship.

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As a result of this change, BU-909 (Cooperative Education in Business Office Administration and Technology) can be used to fulfill the 3-credit business elective requirement in the Health Care Office

302 Administration Certificate; BU-909 (Cooperative Education in Business Office Administration and  
303 Technology) will no longer be listed as a requirement in the Health Care Office Administration: Managing,  
304 Coding, and Billing – Certificate.

305 BU-914 (Critical Issues in Health Care Administration) is no longer offered at Queensborough and has  
306 been replaced by BU-917 (Healthcare Information Management).

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308 **DEPARTMENT of ENGINEERING TECHNOLOGY**

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310 **Mechanical Engineering Technology (A.A.S.)**

311  
312 **SUMMARY OF CHANGES**

313  
314 The proposed changes to the MT curriculum will maintain the same number of credits and hours needed  
315 for graduation as in the existing MT curriculum. Furthermore, there are no changes to the general  
316 education and liberal arts and sciences course requirements.

317  
318 The Engineering Technology Department strives to keep all its curriculums up to date in order to provide  
319 our students with the best preparation for current jobs and for successful transfer to quality baccalaureate  
320 programs upon graduation. This proposal is in full compliance with the ETAC/ABET accreditation  
321 guidelines and will remove the shortcoming from the recent evaluation visit.

322  
323 **New Courses**

324  
325 1.) MT-101 Introduction to Engineering & Technology 3 Lab Hours/1 Credit

326  
327 **Rationale:**  
328 Students often come to Mechanical Engineering technology without a clear sense of the discipline or what  
329 it entails. Before a long-term commitment is made to study the material in-depth, it is wise to give a broad  
330 overview of the entire profession and other related disciplines. For those students who continue on in the  
331 major, this overview will give them a firm foundation in technical skills on which to build future studies.

332  
333 2.) MT-140 Engineering Analysis 3 Lab Hours/1 Credit

334  
335 **Rationale:**  
336 This course introduces students to a variety of topics, all of which will be studied in more detail in future  
337 courses. This course is designed to help them to see inter-relationships between various topics, and how  
338 the pieces fit together to form the entire discipline. Further, the course creates a bridge to help students  
339 transition from abstract mathematical reasoning to the type of physical problem solving common in  
340 engineering practice.

341  
342 3.) MT-523 Thermodynamics 3 Class hours/3 Credits

343  
344 **Rationale:**  
345 The curriculum currently contains a survey course (MT-513, Thermo-Fluid Systems). An excessive  
346 number of topics and limited time prevent an in-depth study of any particular topic. MT-523 (which will  
347 replace MT-513) focuses exclusively on thermodynamics in order to allow an in-depth study of the subject  
348 matter. This is also more aligned with other schools such as NYCCT and SUNY Farmingdale, which will  
349 allow for a more efficient transfer process. The fluid mechanics portion of the survey course will be  
350 proposed as a separate new course.

351  
352 4.) MT-525 Measurement Techniques in the Thermal Sciences 3 Lab hours/1 Credit

353  
354 **Rationale:**

355 This new course replaces a survey course (MT-514, Thermo-Fluid Systems Lab). The new course is  
356 focused on the use of laboratory equipment in practical settings and the application of this equipment to  
357 pursue and satisfy scientific curiosity. This will allow students to investigate the thermal sciences from a  
358 conceptual standpoint prior to undertaking a more formal study with the appropriate mathematical rigor.  
359 The course will be offered as an elective.

- A motion was made, seconded, and adopted 58-0-0 to approve MT-101, MT-140, MT-523, and MT-525 as new courses in Department of Engineering Technology (*Attachment E of the December 10, 2013 Agenda*).

### Course Revisions

#### From required courses to electives:

370 1.) MT-125 Metallurgy & Materials Laboratory 3 Lab Hours/1 Credit

#### **Rationale:**

372 MT-125, Metallurgy & Materials Lab, is being removed as a required course in order to make room for  
373 new courses to be added to the curriculum. MT-125 will continue to be offered as an elective course.

374 2.) MT-346 Strength of Materials Laboratory 3 Lab Hours/1 Credit

#### **Rationale:**

375 MT-346, Strength of Materials Lab, is being removed as a required course in order to make room for new  
376 courses to be added to the curriculum. MT-346 will continue to be offered as an elective course.

377 3.) MT-514 Thermo-Fluid Systems Laboratory 3 Lab Hours/1 Credit

#### **Rationale:**

378 MT-514, Thermo-Fluid Systems Lab, is being removed as a required course in order to make room for  
379 new courses to be added to the curriculum. MT-514 will be replaced by MT-525, Measurement  
380 Techniques in the Thermal Sciences, which will be offered as an elective course.

381 4.) MT-900 Cooperative Education/Design Projects 1 Class Hour/3 Credits

#### **Rationale:**

382 The Cooperative Education course is being removed as a required course, but will be offered as an  
383 elective course.

#### Other revisions:

384 **From:** MT-122 Manufacturing Processes 2 class hours 3 laboratory hours 3 credits

385 **[Prerequisites (and/or) co-requisites: none]**

386 Production techniques in manufacturing, including introduction to materials, gaging, machining, welding,  
387 casting and molding, forming and finishing processes. Laboratory practice in the use of hand tools,  
388 machine tools, and precision measuring instruments.

389 **To:** MT-122 Manufacturing Processes 2 class hours 3 laboratory hours 3 credits

390 **Prerequisite or Co-requisite: MT-111**

391 Production techniques in manufacturing, including introduction to materials, gaging, machining, welding,  
392 casting and molding, forming and finishing processes, are introduced. **[Laboratory practice] Techniques** in  
393 the use of hand tools, machine tools, and precision measuring instruments are employed in the lab.

411 **Rationale:**  
412 The prerequisite or co-requisite has been added to ensure that students taking this course will have the  
413 necessary background knowledge.  
414

415 **2.) From:** MT-293 Parametric Computer-Aided Design *1 lecture hour 2 recitation hours 3 laboratory hours*  
416 *3 credits*  
417

418 Use of mechanical design software to build parametric models of parts and assemblies. Students create  
419 parts using techniques such as extrude, revolve and sweep. Emphasis is on the concepts of design intent  
420 and scalability. Assemblies are created using appropriate geometric constraints. Theory of engineering  
421 graphics is covered so that appropriate working drawings can be created from the parametric models.  
422 Introduction to the theory and practice of basic engineering drawing and blueprint reading. Multi-view  
423 projection including sectional and auxiliary views. Principles of dimensioning.  
424

425 **To: From:** MT-293 Parametric Computer-Aided Design *1 lecture hour 2 recitation hours 3 laboratory*  
426 *hours 3 credits*

427 Prerequisite or Co-requisite: MT-111  
428

429 Use of mechanical design software to build parametric models of parts and assemblies. Students create  
430 parts using techniques such as extrude, revolve and sweep. Emphasis is on the concepts of design intent  
431 and scalability. Assemblies are created using appropriate geometric constraints. Theory of engineering  
432 graphics is covered so that appropriate working drawings can be created from the parametric models.  
433 Introduction to the theory and practice of basic engineering drawing and blueprint reading. Multi-view  
434 projection including sectional and auxiliary views. Principles of dimensioning.  
435

436 **Rationale:**

437 The prerequisite or co-requisite has been added in order to relate the subject matter to fundamentals of  
438 drafting and engineering graphics. The fundamentals of engineering graphics, which are introduced in  
439 MT-111, are expanded on and refined in this course.  
440

441 **3.) From:** MT-341 Applied Mechanics *3 class hours 3 credits*

442 *Prerequisite: [MA-114] with a grade of C or better*  
443

444 Vector treatment of the static equilibrium of particles and rigid bodies. Equivalent force and couple  
445 systems. Distributed force systems. Application of basic analytical techniques to mechanical devices and  
446 structures. Centroids, center of gravity, moments of inertia. Friction and impending motion.  
447

448 **To:** MT-341 Applied Mechanics *3 class hours 3 credits*

449 *Prerequisite: PH-201 with a grade of C or better*  
450

451 Vector treatment of the static equilibrium of particles and rigid bodies. Equivalent force and couple  
452 systems. Distributed force systems. Application of basic analytical techniques to mechanical devices and  
453 structures. Centroids, center of gravity, moments of inertia. Friction and impending motion.  
454

455 **Rationale:**

456 The pre-requisite has been changed in order to ensure that students are more familiar with the  
457 background knowledge that is necessary for success in this course. This will ensure that the instructor  
458 has the appropriate time available for an in-depth coverage of the subject matter.

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**From:**

**GENERAL EDUCATION CORE REQUIREMENTS**

			<b>Credits</b>
EN-101, 102	English Composition I, II	6	
MA-114❖	College Algebra & Trigonometry for Technical Students	4	
MA-128❖	Calculus for Technical and Business Students	4	
PH-201*, 202*	General Physics I, II	8	
SS- or HI-	Electives in Social Science§ or History§ (HI-100 series)	6	

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Sub-total28

**REQUIREMENTS FOR THE MAJOR**

MT-111	Technical Graphics	2	
MT-122	Manufacturing Processes	3	
MT-124§	Metallurgy and Materials	3	
[MT-125§	Metallurgy Laboratory	1]	
MT-161	Fundamentals of Computer Numerical Control	3	
MT-293	Parametric Computer-Aided Design	3	
MT-341	Applied Mechanics	3	
MT-345§	Strength of Materials	3	
[MT-346§	Strength of Materials Laboratory	1]	
MT-369	Computer Applications in Engineering Technology	3	
MT-491	Computer Controlled Manufacturing	2	
MT-492	Introduction to Virtual Automation	2	
[MT-513	Thermo-Fluid Systems	3]	
[MT-514§	Thermo-Fluid Systems Laboratory	1]	
[MT-900	Cooperative Education/Design Projects	3]	

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Sub-total36

**Total Credits Required**

**64**

**To:**

**GENERAL EDUCATION CORE REQUIREMENTS**

			<b>Credits</b>
EN-101, 102	English Composition I, II	6	
MA-114❖	College Algebra & Trigonometry for Technical Students	4	
MA-128❖	Calculus for Technical and Business Students	4	
PH-201*, 202*	General Physics I, II	8	
SS- or HI-	Electives in Social Science§ or History§ (HI-100 series)	6	

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Sub-total28

**REQUIREMENTS FOR THE MAJOR**

<u>MT-101</u>	<u>Introduction to Engineering &amp; Technology</u>	<u>1</u>	
MT-111	Technical Graphics	2	
MT-122	Manufacturing Processes	3	
MT-124§	Metallurgy and Materials	3	
MT-161	Fundamentals of Computer Numerical Control	3	
<u>MT-140</u>	<u>Engineering Analysis</u>	<u>1</u>	
MT-293	Parametric Computer-Aided Design	3	

515	MT-341	Applied Mechanics	3
516	MT-345§	Strength of Materials	3
517	MT-369	Computer Applications in Engineering Technology	3
518	MT-491	Computer-Controlled Manufacturing	2
519	MT-492	Introduction to Virtual Automation	2
520	<b>MT-523</b>	<b>Thermodynamics</b>	<b>3</b>

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522

**ELECTIVES**

524	<b>MT-xxx</b>	<b>MT Electives</b>	<b>4</b>
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Sub-total 36

**Total Credits Required**

**6**

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529

- A **motion** was **made**, **seconded**, and **adopted** 59-0-0 to **approve** changes in the Mechanical Engineering Technology (A.A.S.) program in Department of Engineering Technology (*Attachment E of the December 10, 2013 Agenda*).

533

**VII. Old Business**

NONE

536

**VIII. New Business**

Professor Tarasko, Chair of the Faculty Executive Committee, reminded the Academic Senate that ballots for the University Faculty Senate referendum on by-laws changes would be soon distributed to eligible voting members of the faculty.

541

The meeting was adjourned at 3:50 PM

543

Respectfully Submitted,

545

Joel Kuszai

546

Secretary, Steering Committee of the Academic Senate

547





**Report of the President  
to the  
Academic Senate**

**February 11, 2014**

**Enrollment update**

- After a busy recruitment and registration period, including a late surge in registration activity, we were able to meet our Spring 2014 enrollment goal for new and continuing students. This semester, we are pleased to welcome approximately 1000 new freshmen, 730 new transfers, and 1000 readmitted students. In addition, we welcomed back approximately 10,500 continuing students. Please join me in thanking the Department of Student Affairs, Finance & Administration, and Academic Affairs, whose staff members worked tirelessly these past few weeks to complete the Spring 2014 registration cycle.
- Looking ahead to the next academic year, while we did achieve our enrollment goals for FY 14, we are cognizant of the shrinking pool of high school graduates. We believe this is having an impact on the admissions processes of CUNY senior colleges and local private institutions who are heavily recruiting new students through advertising campaigns, extended admissions deadlines, and some adjustments in admissions criteria. These efforts may impact our ability to attract and enroll prospective students, negatively affecting our Fall 2014 enrollment and beyond. The Enrollment Management Team, led by Vice President Ellen Hartigan and Provost Michael Reiner, is examining demographic data to project enrollment patterns and develop strategies to maximize our ability to recruit and retain degree students.

**New faculty/staff**

- Please join me in welcoming seven new faculty colleagues who joined us this semester: from the English Department-- Ms. Alisa Cercone, Mr. Michael Dolan, Ms. Robin Ford, Mr. Benjamin Miller and Mr. John Yi. Professor Mi Seon Kim was appointed to the Department of the Library, and Professor Elizabeth Sutton joined the Nursing Department. It is noteworthy that of the 32 faculty hired from department searches this academic year, 50 % served in our adjunct faculty ranks, and were the successful candidates from the search process.

**Faculty/Staff honors and awards**

- The QCC Award for Excellence in Faculty Scholarship is awarded to tenured faculty, and recognizes a “sustained and distinguished record of scholarship or creative performance, evidenced by publications, professional presentations, and/or creative works.” The selection process is coordinated by OAA with three chairpersons serving on the committee. This year’s inductees include Dr. Edmund Clingan (History), Dr. Jeff Jankowski (Social Sciences-Psychology) and

Dr. Paul Marchese (Physics). A reception to honor our colleagues will be held on April 1st.

### **Student Honors/awards**

- Congratulations to Ms. Yueting Chen and Ms. Lida Ramos Arce, members of QCC's Lambda Sigma Chapter of the Phi Theta Kappa International Honor Society, who were recently named to the Phi Theta Kappa All New York Academic Team.
- As an incentive to complete their QCC degree in two years, Milestone grants were awarded to 27 QCC students to enroll in a 2014 Winter Session course at no charge. Over 100 students qualified, being within three to four credits of the half way mark in their degree program in one calendar year. This opportunity is modeled after our summer incentive Milestone grants, which have been offered for the last three years. Funding for these grants come from the QCC Fund, our foundation of donors (business and community leaders and alumni) who serve on this board to support the College, our students and our faculty.

### **Opportunities and Services for Students**

- The Carroll and Milton Petrie Foundation has awarded Queensborough Community College a three-year grant, up to \$100,000 per year, to provide one-time, emergency grants to students in good standing with short-term financial emergencies. This grant program will enable them to remain in school, rather than being forced to leave or drop-out due to a family or financial emergency. The goal is to increase the number of students who successfully complete college. A recent email was sent to the college community with an announcement of this grant program, along with an application for students to secure these funds. Ms. Veronica Lukas, Director of Student Financial Services, will serve as Grants Manager for this emergency grant program. Faculty and staff are asked to forward names of students with short-term financial emergencies to Ms. Lukas, and/or encourage the students to apply. Please view the College's scholarship webpage to learn more about this and other QCC/CUNY and external scholarship opportunities available to our students.
- In this 2013-2014 academic year (including the Summer and Winter sessions), the College awarded close to 200 merit scholarships for incoming and continuing students. The Fall 2014 Merit Scholarship application for continuing students will be posted online, and announced to currently enrolled students in the coming weeks. Please remind your students to check their Tigermail accounts for this important announcement.
- *2014 Student Government Elections* – Applications are currently available for students interested in running for positions in the QCC Student Government. Please encourage our students to consider running for office. Application packets are available in the Office of Student Activities, Student Union Lower Level. Please remind students that the deadline to obtain a packet is Friday, February 28, 2014.
- It is that time of the year again! QCC's Single Stop Office is providing free tax preparation for students. Those interested can stop by the Student Union

between now and April 15th. Please remind our students to visit the Single Stop Office (Library Building, Room 432A) for further details.

- Once again, thanks to the generosity of the QCC Auxiliary Enterprises Board and the Queensborough Student Association, sixteen QCC students will participate in the 2014 Salzburg Global Seminar Program, during our spring break, April 12-19, accompanied by Dr. Peter Bales, Associate Professor of Social Sciences and History, and Ms. Lampeto Efthymiou, Director of International Student Affairs.

## Grants Update

- In collaboration with CETL, The Office of Sponsored Programs will conduct a workshop for faculty on Wednesday, February 19, in support of applications to the upcoming Community College Collaborative Incentive Research Grants (C3IRG) Program. The C3IRG program supports the collaborative research efforts of faculty at CUNY Community Colleges. Presenters for the workshop are Dr. Avrom Caplan and Dr. Effie MacLachlan from the CUNY Office of the Vice Chancellor of Research. Proposals are due on Friday April 4, 2014. Please call Mary Mirabito and Amrish Sugrim-Singh (EXT 6357) for more information.
- As part of the New Faculty Orientation program held in January, OSP conducted a workshop for new faculty hired this fall and spring. The session focused on the grants application process and procedures, as well as OSP services and assistance available. A faculty interest survey was conducted which identified their research and program interests, their previous experience with external funding; and existing partnerships and collaborations which could facilitate proposal development. Faculty responses collected will be included in an internal database of resources coordinated by OPS. Other session activities included a tailored search of Funding Opportunities for New and Early Career Faculty of the PIVOT funding opportunity database, and all 28 new faculty were registered on the PIVOT system, to support faculty who seek funding opportunities for their research areas.
- *Congratulations to faculty and staff who have been awarded grants and honors:* Dr. Azita Mayeli, (Mathematics and Computer Science), received an Association for Women in Mathematics (AWM) Travel Grant to present her research at various mathematics-related conferences in 2014, including the American Mathematical Society's regional conference; Ms. Josephine Pantaleo, Academic Service Learning, (PI) and Dr. Meg Tarafdar, CETL, (co-PI) received a grant award of \$24,000 over three years from the Teagle Foundation, to build on a their work in which QCC partnered with six other community colleges, to explore "A Larger Vision for Student Learning: Education for Civic and Moral Responsibility"; Kathleen Wentrack, Art & Design, was selected for the CUNY Faculty Fellowship Publication Program to advance her project "Collaboration, Empowerment, and Change: Women's Art Collectives"; a study which focuses on Edelson, an artist included in major feminist art exhibitions and publications; Interim VP Denise Ward, Continuing Education, received \$20,000 from SAP America Inc. as part of CUNY's Early College Initiative. This project will provide

traditionally underserved students with academic programs that graduate students with high school diplomas, and the opportunity to earn college credits toward a QCC associate degree. The design of the high school curriculum will be developed with input from QCC faculty to help to better prepare middle grade students for the rigor of high school curriculum and college preparation.

- **Other Upcoming Deadlines/Opportunities for Grants:**

*The National Endowment for the Humanities (NEH) Landmarks of American History and Culture Program* is soliciting applications due on March 4, 2014. The program supports a series of one-week residence-based workshops that use historic sites to address central themes and issues in American history, government, literature, art, music, and related subjects in the humanities; *NEH* is also soliciting applications due on April 15, 2014 for its *Awards for Faculty at Hispanic-Serving Institutions Program*, which focuses on a wide range of humanities-based research projects. Eligible projects include pursuing research in primary and secondary materials; producing articles, monographs, books, digital materials, archaeological site reports, translations, editions, or other scholarly resources; and conducting basic research leading to the improvement of an existing undergraduate course or the achievement of institutional or community research goals. *The American College Counseling Association* announced two research award opportunities for 2014. The Grants are awarded to conduct research in the field of college mental health and are due on June 3, 2014.

## Progress Report on ECI

- The model of the early college initiative, cited again in President Obama's State of the Union, is the basis for the ECI in Business Technology. Work continues on this project by a number of QCC chairpersons and faculty, facilitated on our campus by Interim Vice president Denise Ward. Several QCC chairpersons serve on the Steering Committee, and eleven QCC faculty/chairpersons serve on the ECI High School Curriculum Committee.

The work of the ECI Steering Committee, Curriculum Planning Subcommittee, and Marketing Subcommittee kicked into high gear in January to meet the first critical deliverable: recruit 110 8th grade students by the end of March, and recruit seven high school teachers. Toward these goals, the work of the three committees was focused on:

- *Decision on the two AAS degrees that will be offered. They are our existing AAS in CSI in the Business Department and Internet Technology in the Engineering Technology Department.*
- *Development of a marketing strategy/campaign (funded by the DOE), including print and on-line strategies to recruit students and their parents. To that end, Stephen DiDio (QCC Executive Director of Communications and Marketing) Chair of the Marketing Planning Subcommittee, in conjunction with Hoa Tu, (HS Principal), and other members of the Curriculum Committee, have researched, vetted and contracted with a website designer, Edlio. Laura Bruno, (QCC Admissions Director) and Alice Doyle, (QCC Communications and Marketing) have joined the*

*committee. Marketing strategies planned include creation of a digital storyboard, use of social media, direct mail, open houses, networking, a 'day in the life' of an ECI student and teacher.*

- *Finalization of the mission and value statements of the ECI and name of the high school.*
  - *Curriculum committee also started its work on skills mapping by assembling job descriptions from technology companies that most closely correlate with careers in business technology solutions – for which our two existing degrees most closely prepare our students. The Curriculum Planning Subcommittee also extended its membership to include seven QCC faculty in addition to four chairpersons.*
- In response to questions posed by the Faculty Executive Committee, QCC members of the ECI Steering Committee, including four department chairpersons and several faculty, met with the FEC on January 8, 2014. The following Q and A summary reflects our discussions and responses at that meeting.

***Should not this development be subject to the action of the Academic Senate, the Policy making body of the College?***

We appreciate the Senate's interest in this early college initiative but this is not a College Policy - it is a Departmental initiative. Students will be under the same requirements as any other student in the College. They will be taking one of our currently offered degrees. Students will take a small number of courses as non-matriculated students while they are in high school. We currently do this through several early college initiative programs including College Now and grant programs such as Career Clusters, the 21st Century Community Learning Center and a Student Improvement Grant currently with Martin Van Buren high school. All of the above initiatives are administered and/or awarded by the Office of Continuing Education but all college courses offered in those initiatives are developed and taught by Queensborough's academic departments and faculty and have gone through the college's normal governance processes for curriculum approval. This new initiative involves degree programs offered by the Business Department and the Engineering Technology Department, in a collaboration with SAP and the new High School.

***In what way is the curriculum being organized and directed by academics? Who decides upon the course content, level of content and level of preparation needed?***

We are starting with the Business CIS (Computer Information Systems) Program and the Engineering Technology Internet Technology Program to give students a choice. Students will take the exact same courses as any other QCC student in these degree programs. Course content is defined in the course syllabus which is approved by the department chair and the department faculty. All courses will be taught by QCC faculty. The instructor will teach these courses in the same manner and at the same level that he or she teaches other courses. The project is being placed into the precollege activities when it is a 4 + 2 program that leads to an Associate Degree.

***How involved will the Office of Academic Affairs and members of the academic departments be?***

The Office of Academic Affairs oversees all Academic Departments as well as the Office of Continuing Education and Workforce Development. Academic Affairs will be heavily involved in the same way that that office is involved in any other program. There are currently ten (10) QCC faculty (including four Chairpersons) serving as members of the Curriculum Planning Subcommittee of the B-Tech Early College Initiative. The program will be implemented by the departments, which report to Academic Affairs. Academic Affairs will be involved just like it has been involved in the Verizon Program.

This is not a 4+2 program. It is a fully integrated high school and college curriculum – meaning students will take some QCC college courses as non-matriculated students while they are completing their high school degree and will earn both high school and college credit for some of the college courses offered. Dual credit enrollment is a nationally recognized framework leading to significant success of students in college retention and graduation rates and also in grade attainment. Please see the Community College Research Council (CCRC) report, What we know about Dual Enrollment Programs at <http://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf> In the QCC collaborative initiatives cited above, in fiscal year 2014, we are offering dual credit programming to 3,846 high school students in 20% of Queens high schools.

***What is the net budget devoted to QCC's involvement with the school? Where will this money come from?***

The funding for this initiative is coming from a SAP grant for planning purposes, from a DOE/SED grant, and from a standing agreement that CUNY has with the DOE to establish all the early college schools. The allocation of the funding for the DOE and QCC is being determined but all college tuition and associated expenses will be supported by the funding. Additional grants are being written for future cash flows.

***Where will the QCC Courses be taught - on campus or the high school? Will QCC faculty be teaching them? Will the faculty be observed by QCC faculty? Will they be members of the PSC and CUNY or DOE?***

The majority of courses will be taught at QCC. We hope to bus students to QCC. However, some courses may be taught at the high school. All QCC courses will be taught by QCC faculty and faculty will be observed as with any other accredited course of the college.

***Is it a 4 + 2 or will students take college courses before getting their high school degree? Will students be admitted to a QCC program prior to getting their high school degree?***

This is not a 4+2 program. As stated above, it is an integrated curriculum where students will take some college courses before they graduate high school. It will work in a similar way that College Now, Career Clusters and 21st CCLC work. Students will enroll as non-matriculated students until such time as they complete their high school degree. They must meet all the required pre-requisite attainments before enrolling in

QCC college courses. They will be enrolled in either the CIS or Internet Technology Program.

***What policies will apply to the QCC Courses taught? DOE or QCC and CUNY? Policies such as Academic Integrity, probation, dismissal, grade policy.***

All current QCC policies like Academic Integrity, probation, dismissal, grades, etc. will apply.

***Every few years the academic programs are reviewed by either the academic affairs and or by external accreditation agencies. Who is going to review these programs? DOE ? ABET? CSBCS? QCC?***

The academic programs offered will be reviewed in many ways. They will be reviewed as part of the Academic Affairs 5 year program review process. For example, when we perform the Program Review of the Telecommunications Technology Program, we include a review of the Verizon Program (which is also Telecommunications Technology: Corporate Specific). Data is supplied separately. The B-Tech high school will be subject to review by NYSED as any other NYCDOE high school is and CUNY will be monitoring the initiative outcomes.

***If a student wishes to change their curriculum and opt out of this program, will their credits be transferable? Will students and their parents be fully informed?***

If students opt out of the program they would either have to transfer to another high school or if they are at QCC transfer to another curriculum or college. Courses taken would apply to the transfer in the same way they currently apply. Parents will be fully informed of the program and will need to approve students' enrollment into B-Tech. (Students begin in 9th grade). We will follow all FERPA guidelines.

***Is this new "degree" as transferable as the other current AAS degrees (within and outside of CUNY)?***

This is not a new degree. Students will be pursuing our current AAS Degree Program in CIS or in Internet Technology.

***What if a QCC student would like to enroll in the "new" program just for the AAS related courses would he/she be able to?***

Since these are existing courses in existing curricula at the college, any QCC student can enroll.

***Will QCC or the DOE approve graduates and confer the AAS degrees?***

Graduation approval and conferral of the QCC degrees will follow the normal procedure for all QCC graduates. The NYCDOE would approve and confer the high school degrees. Please Note: In the future, there may be consideration of a new Business Technology AAS degree program. Development and approval of such a program would follow all the standing Governance procedures, and the program would be available to all QCC students.

## **Campus Events**

- Currently on display at the QCC Art Gallery is an extraordinary exhibit: *Power and Ritual, The Amadou Njoya Collection*, featuring prized objects from Cameroon that display power, age, strength and the cultural traditions practiced throughout the region. The exhibit runs through March 9th.
- As part of the College's National Endowment for the Humanities grant, a panel presentation, entitled "Being 'Other' in America" will be held on Wednesday, February 19th. Scheduled speakers include Dr. Rose-Marie Aikas (Social Sciences—Criminal Justice), Jordan Schneider and Jessica Rogers, (Department of English), New York City Council Member, Daniel Dromm, and Dr. Genny Beemyn from UMass Amherst. Also, as part of the NEH symposia, Dr. Megan Elias (History) will lecture on "Jewish Community Cookbooks" on Wednesday, March 5th. Both events will be held in the KHRCA from 12:10 to 2 p.m.
- The annual "Etiquette in Action: A Business Dining Experience" for QCC Students sponsored by our Office of Career Services will be held Thursday, March 6, 2014 at 4:00 p.m. in the Oakland Dining Room. To reserve a seat at the event, interested students should visit the Office of Career Services (Library Building, Room 429). Note, space is limited to the first 50 registrants.
- Newly Tenured Faculty will be celebrated at a reception sponsored by The Office of Academic Affairs on Tuesday, March 11 at 4:30 p.m. in the Oakland Dining Room. This year, 23 colleagues, from 13 academic departments will be honored as awardees of tenure/CCE.



**STEERING COMMITTEE OF THE ACADEMIC SENATE  
QUEENSBOROUGH COMMUNITY COLLEGE, CUNY  
MONTHLY REPORT  
February 11, 2014**

**1. Senate Matters: Composition and Membership**

All positions in the Academic Senate are filled. Tian Ren replacing Matthew Lau as Faculty-at-large member.

**2. Committee Matters: Composition and Membership**

All positions on the Academic Senate Committees are filled. Student attendance is less than desired. Remedies are being planned to improve on student attendance. Committees are attempting to fix their meeting times and that should assist student participation.

**3. Committee Matters:**

The Committee on Committees and the Steering Committee have now completed a proposal to restructure the Standing Committees of the Academic Senate and sent it to the Committee on Bylaws and to relate the new committees to the new MIDDLE STATES ASSOCIATION Standards for Excellence. The Committee on Bylaws has acted and a resolution is in the current report of the Committee on Bylaws

**Objectives** include:

- To facilitate the operation of a comprehensive institutional approach to assessment via shared governance and institutional structures
- To accommodate the Middle States Association Review Process with least disruption.
- To provide more opportunities for faculty service to the College by increasing the size of committees
- Providing Staggered terms to insure continuity (faculty members are in multiples of three with 3 year terms)
- Each year most of the committees would involve itself in the annual assessment of those areas under its purview. They would make recommendations as to what they think would improve the assessment process.

**Timeline:**

PHASE I : Increase the number of positions

Draft of the Proposal December 2013

Approval by the Senate February 2014

PHASE II : Realignment of Committees with Middle States Criteria for Excellence

Draft of Proposal June 2014

PHASE III: Restructuring: Removal of committees, creation of new Committees

Draft of the Proposal December 2014

## Approval by the Senate February 2015

### 4. University and College Wide Matters with Direct Bearing on the Senate

#### A. The University Faculty Senate

The University Faculty Senate of The City University Of New York did not meet in November.

#### B. The CUNY BOT met on November 25, 2013 and took several actions. Available here:

[http://policy.cuny.edu/board\\_meeting\\_calendars/2013/upcoming\\_11-25\\_draft/pdf/#Navigation\\_Location](http://policy.cuny.edu/board_meeting_calendars/2013/upcoming_11-25_draft/pdf/#Navigation_Location)

Of particular possible interest are these:

#### C. **CUNY BOT Committee on Faculty, Staff and Administration met on November 4, 2013** and took

several actions. [http://policy.cuny.edu/board\\_committee\\_documents/faculty\\_staff\\_and\\_administration/summaries/2013/11-04/pdf/#Navigation\\_Location](http://policy.cuny.edu/board_committee_documents/faculty_staff_and_administration/summaries/2013/11-04/pdf/#Navigation_Location)

Of interest at QCC:

2. Appointment of Denise Ward as Interim Vice President of Pre-College, Continuing Education, and Workforce Development at Queensborough Community College (I-C-2)

5. Appointment of Karen B. Steele as Interim Vice President for Strategic Planning, Assessment & Institutional Effectiveness at Queensborough Community College (I-C-5)

### 5. Actions of the Steering Committee

#### A. Revision and reconstruction of the Academic Senate website

- An area (blog) has been created to report on activities of the Committees of the Academic Senate and the Senate itself. <http://www.qcc.cuny.edu/governance/academicSenate/as-blogs/news-and-views.html>
- An area has been created to allow candidates for election to seats in the Senate to state their principles and positions for the electorate. <http://www.qcc.cuny.edu/governance/academicSenate/CandidatesforSenateMembership.html>
- A page has been created for descriptions of the Standing Committees and what potential faculty and staff members should know about them. [http://www.qcc.cuny.edu/governance/academicSenate/What\\_Faculty\\_need\\_to\\_know.html](http://www.qcc.cuny.edu/governance/academicSenate/What_Faculty_need_to_know.html)
- A page has been created for descriptions of the Standing Committees and what potential student members should know about them. [http://www.qcc.cuny.edu/governance/academicSenate/What\\_Students\\_need\\_to\\_know.html](http://www.qcc.cuny.edu/governance/academicSenate/What_Students_need_to_know.html)

#### B. Recording of Votes

In order to comply with the Open Meetings Law and the need for a quorum in order to conduct official business, starting with the meeting in December of 2013 when matters are put to a vote in the Academic Senate there will be the options to vote in the affirmative or negative and all other members eligible to vote who are in attendance and not voting either yeah or nay will be recorded as abstaining which would be an accurate rendering of what they are doing. The Open Meetings Law requires a

report to the Public on how each member of the body who was present acted on matters put to a vote. Further, Robert's Rules of Order 11<sup>th</sup> Edition

“...To “abstain” means not to vote at all, and a member who makes no response if “abstentions” are called for abstains just as much as one who responds to that effect...” (p.45)

“ Although it is the duty of every member who has an opinion on a question to express it by his vote, he can abstain, since he cannot be compelled to vote. By the same token, when an office or a position is to be filled by number of members, as is the case of a committee, or a position on a board, a member may partially abstain by voting for less than for those for whom he is entitled to vote...”(p. 407)

If the Senate wishes to consider other options this should be brought up during the Senate meeting or to the attention of the Steering Committee. The principles challenges to be met are those who are elected to the Senate and do not attend and those who attend but do not participate in the voting. Compliance with the Open Meetings Law on the recording of votes will be met by the insertion of the entire voting record for each meeting at the end of the minutes.

## **6. Resolutions presented by the Steering Committee for the consideration and disposition by the Academic Senate**

### **A. On Governmental Interference with Free Speech and Academic Freedom at New York Colleges and Universities**

Whereas, the CUNY Board of Trustees and CUNY Chancellery have affirmed Academic Freedom at CUNY, and

whereas, Queensborough Community College respects, upholds and is committed to academic freedom, and

whereas, bill was introduced in the New York State Legislature that would penalize institutions by reducing state aid to universities that do not condemn an academic boycott of Israel, and

whereas, there have been concerns that external pressures might be placed upon faculty and/or academic institutions with regard to positions taken on current issues that would compromise Academic Freedom;

therefore, be it resolved that the Academic Senate of Queensborough Community College strongly affirms Academic Freedom for our faculty and our institution and condemns attempts to weaken such by agencies external to the institution.

#### **RATIONALE:**

The City University Faculty Senate Executive Committee in December issued a [statement](#) that in part opposed such [outside political pressures and threats](#) being placed upon academic institutions related to the position of individual faculty members and scholarly organizations on current issues of international politics, specifically in connection with recent resolutions such as endorsed by the American Studies Association and the Modern Language Association. We submit that, whatever position individual faculty might adopt relative to these resolutions, academic institutions and their faculty should remain free from such external pressures and threats to the exercise and expression of

their academic judgments and academic freedom. **A letter** was sent to CUNY Interim Chancellor William Kelly, imploring him “to take immediate action to terminate any and all association with this organization”, the ASA, to which he made a **public response at the end of December**.

### **B. Resolution on QCC-DOE Early College High School Program (B-Tech)**

Whereas, as per Article III, Section I of its bylaws, the Academic Senate, as the policy making body of the College, has purview over:

The establishment and location of new units of the College (3)

The formulation of the policy relating to the admission and retention of students, subject to the guidelines of the Board of Trustees, and curriculum, awarding of College credits, and granting of degrees. (5) other areas affecting the welfare of the institution (7)

and

whereas, the proposed Department of Education of New York City and CUNY Queensborough Community College Early College High School project touches upon all these areas;

therefore, be it resolved that :

(1) The Academic Senate provides its approval for the College to be initially involved in this project to develop a program with the NYC Department of Education and,

(2) Representatives of the Academic Senate and/or relevant committees of the Academic Senate will be included in the program development process;

(3) A final description of the participation of the College in the Early College High School project be submitted to the Academic Senate for review and consideration;

(4) A comprehensive annual progress report and assessment, prepared by the College administration, will be submitted for review by the members of the Committee on Curriculum of the Academic Senate annually.

#### **RATIONALE:**

The Early College High School project portends a significant development and change in the nature of the Queensborough Community College. While our college has maintained an array of partnerships with institutions of secondary education (through College Now and other initiatives) and the private sector (the partnership with Verizon, for example), Queensborough’s involvement in the Early College Initiative (website at <http://www.earlycolleges.org/>) breaks new ground for our institution, representing a simultaneous partnership with the CUNY Central Office, the Department of Education, and a private sector corporation. Many faculty members have important questions about the direction of this initiative, relative to curricular content, instructional delivery, and the future of students who would attend Queensborough in the course of their involvement with this program. The Academic Senate wishes to insure that these students receive an education consistent with Queensborough’s educational mission and the talents of its dedicated faculty. For this reason, we have already proposed that representatives of faculty governance be officially included in the process of curriculum development and program review from this ground-breaking program’s inception, and throughout its operation.

## 7. Shared Governance Discussions and the Academic Senate

In our readiness to entertain discussion of all other college-related matters, we wish to remind all members of Queensborough's faculty that all meetings of the Academic Senate are open to the public as per the 2006 Perez decision on Open Meetings Law, as noted in Article I, Section 3, b of the Bylaws of the Academic Senate:

*Meetings of the Academic Senate shall be subject to the Open Meetings Law and the Freedom of Information Law. Under the Open Meetings Law, the public has the right to attend any meeting of a public body. Any time a quorum of a public body gathers to discuss business, the meeting must be held in public, subject to the right to convene an executive session under certain limited circumstances. Non-members must conform to the usual requirements of parliamentary procedure; the Parliamentarian will interpret and enforce the rules which include that no non-member of the body may speak without the permission of the body.*

As always, we pledge to recognize any member of faculty who wishes to contribute to our dialogue.

**Report to QCC Academic Senate  
On UFS Plenary Meeting**

**DATE:** January 27, 2014

**TO:** QCC Academic Senate

**FROM:** QCC Faculty Representative to CUNY UFS, Barbara Rome

**SUBJECT:**

**The 379th Plenary Session of The University Faculty Senate of  
The City University Of New York  
Tuesday, December 10, 2013, 6:30 p.m.  
The Graduate Center, 365 Fifth Avenue  
Room 9204/5/6**

UFS Chair Terrence Martell called the meeting to order at approximately 6:30 p.m. in Room 9204/5/6 at the CUNY Graduate School and University Center.

**I. Approval of the Agenda**

The agenda was approved by voice vote.

**II. Approval of the Minutes for October 22, 2013**

The minutes were approved as distributed by voice vote.

**III Reports**

**A. Representatives to Board Committees**

- a. Faculty Staff Administration Domestic Violence Policy Amendment  
Director of campus security will discuss with employee how to proceed with orders of protection to protect employee (see proposed revision to policy attached) CUNY complies with order of protections
- b. Fiscal no new business

**B. Standing Committees (Mid-year)**

- a. **Academic Freedom: Proposed Policy on Expressive Conduct**  
solicited comments across the board and a second draft was done general concession that the document was too broad at Nov 26<sup>th</sup> meeting document revised again and asking for additional input. The second item was the Assessment Tool discussion but nothing finalized and will be put on next agenda.
- b. **Libraries and Information Technology:** Committee's charges are to monitor effectiveness of CUNY library system and information technology meet 3 times this semester. Institutional Repository-embrace open access concept was part of resolution formed in past, looking into different ideas about which is the best one. Specific mandates review NYS regents 2020 and compare to CUNY master plan in addition Science Forward Proposal exam how hybrid/mooks can be used to open up chronically closed classes and textbooks. Pilot programs Breaking the log Jam/Science Forward/Virtual lab/Open Textbook. CUNY Data center is outdated and have problems plan to develop new Data Center on Hudson Street. Textbook initiative to save money for students on textbooks.

- c. **Status of the Faculty:** Concerns: Adjunct and part-time faculty extent to which different campuses are treating adjuncts and departments may invite adjuncts to departments meeting importance to have departments make invitations open to them but not obligatory to them, also workload, class cap size, quality of life concerns, P&P mechanism to evaluate campuses and college presidents and how faculty are involved in the process especially the process. Working to streamline the process CUNY wide.
  - d. **Student Affaire: Best Practices for Supporting Student/Faculty** (see attached report from committee chair)
- C. Special Committees**
- a. **Budget Advisory: Budget Request Priorities per faculty questionnaire** Eight campuses submitted responses consistently the top two items: more full time faculty needed and more time for research. PMP Cheryl Littman met with committee. While Kelly is Chancellor would like to change the PMP has asked all of the Presidents for 5 key things that they would like to measure.
- D. Chair**
- a. 2 new trustees appt
  - b. the process for selecting a new chancellor is on tract
  - c. Conference last Friday The Future of Doctoral Education (see attachment)

## **V Old Business**

The meeting was adjourned at 8:17 pm.

**Queensborough Community College**  
**January 2014 Graduates**

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First Name	Last Name	Acad Plan
Ryan	Abdullah	BT-AS
Samson	Abdurachmanov	BT-AS
Osnat	Abjierov	LA-AA
Laura	Acosta	LA-AA
Nicolette	Adler	BW-CERT
Carol-Ann	Afflick	HS-AS
Shirley	Aguilar	LA-AA
Andrea	Agurto	FA-AS
Arash	Ahnood	PE-AS
Ahoefa	Aklassou	HS-AS
Tajme	Alam	LA-AA
Claire	Albrecht	BT-AS
Almira	Ali	HS-AS
Kris	Ali	LA-AA
Deborah	Alicea	BT-AS
Princess	Allsop	LA-AA
Steven	Almonte	LA-AA
Cartier	Alonzo	LA-AA
Urwa	Alseadi	LA-AA
Alberto	Alzate	LS-AS
Elizabeth	Amigon	BM-AAS
Nevanie	Amoroso	BT-AS
Kolade	Amusan	CJ-AS
Khadija	Anderson	LA-AA
Jonathon	Andjelovic	LA-AA
Samia	Anjum	MA-AAS
Fatima	Anwar	LA-AA
Ralph	Aponte	LA-AA
Amanda	Aracena	CJ-AS
Maunykah	Arcelin	NH-AAS
Catherine	Ardila	DA-AAS
Hemwattie	Arjune	MA-AAS
Matthew	Armstrong	LA-AA
Evgenia	Aronov	HS-AS
Priscilla	Arroyo	LA-AA
Alicia	Ashby	DA-AAS



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Sheikh	Athar	CJ-AS
Sabrina	Aumuller	LA-AA
Linn Htet	Aung	DA-AAS
Cinthya	Aviles	LA-AA
Matthew	Avram	BS-AAS
Mohammad	Aziz	LA-AA
Jessica	Baccalie	LA-AA
Tonika	Bacchus	LA-AA
Song	Back	NS-AAS
Sean	Bahadur	LS-AS
Samuel	Baik	BT-AS
Shanice	Bailey	BT-AS
Diane	Barbarito	NS-AAS
Esther	Barzvi	NS-AAS
Raymond	Batista	BT-AS
Michelle	Becerra	LE-AA
Jeong Ah	Bechtel	NS-AAS
Nathan	Behar	LA-AA
Patrick	Benjamin	LA-AA
Jazmyn	Bernard	LA-AA
Pirjetta	Besil	HS-AS
Sandhya	Bhagirathee	LA-AA
Gaitree	Bhimull	CJ-AS
Barbara	Bielecka-Stec	NH-AAS
Blessing	Black	CJ-AS
Josephine	Bonanno	LA-AA
Theresa	Boone-Smith	NH-AAS
Alyssa	Booth	LA-AA
Markella	Bourekas	LA-AA
Michael	Bowen	DD-AAS
Jordan	Bowman	LA-AA
Gisette	Bravo	LA-AA
Jones King	Bulatao	CJ-AS
Euchar	Cabral	LA-AA
Christian	Cabrera	CJ-AS
Natali	Cabrera	LA-AA
Samantha	Cadet	LA-AA
John	Calixte	LA-AA
Carl	Campos	LA-AA
Cristian	Campos	BT-AS
Fernando	Candia	BT-AS
Laura	Caraballo	MA-AAS
Adam	Carballido	LA-AA

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Jhon	Cardona	NS-AAS
Omar	Carrillo	BT-AS
Melissa	Carrion	BT-AS
Patrick	Carroll	LA-AA
Samantha	Carroll	FA-AS
Arhianna	Castro	BT-AS
Khongorzul	Castro	NH-AAS
Stefani	Castro	BT-AS
Eric	Cecco	CJ-AS
Edissa	Cerda	BT-AS
Andy	Ceron	DD-AAS
Angela	Cerro	BT-AS
Maria	Cespe	FA-AS
Vladimir	Chacon	CJ-AS
Joanna	Chan	HS-AS
Kimberly	Chang	LA-AA
Chieh-Meng	Chen	CT-AAS
Davis	Chen	BT-AS
Huai	Chen	LS-AS
Huizhen	Chen	PE-AS
Nana	Chen	BT-AS
Raymond	Chen	BT-AS
Sophia	Chen	LS-AS
Wei	Chen	BT-AS
Ying	Chen	BT-AS
Yue Ting	Chen	LS-AS
Yvonne	Chen	HS-AS
Lin Ho Kathy	Cheng	HS-AS
Suikee	Cheng	BM-AAS
Yat Yuk	Cheng	BT-AS
Manting	Cheung	DA-AAS
Samuel	Cheung	BT-AS
Richard	Cho	DA-AAS
Tenzin	Choekyi	NS-AAS
Tsun Wai	Choi	BY-AS
Doud	Choudhury	BT-AS
Sean	Chowdhury	LS-AS
Angus	Chu	BT-AS
Pak Lun	Chum	LA-AA
Thomas	Chung	BT-AS
Kalilah	Clarke	LS-AS
Lisbeth	Collado	LA-AA
Luis	Colon Gonzalez	LA-AA

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Timothy	Coney	EM-AAS
James	Conroy	LA-AA
Andrea	Cordoba	BT-AS
Dennis	Corpeno	LA-AA
Annette	Costantini	BM-AAS
Akesha	Coy	CJ-AS
Keia	Crayton	ME-AAS
Alexander	Crombez	LA-AA
Derek	Cruz	ME-AAS
Jordani	Cruz	LA-AA
Maleni	Cruz	BT-AS
Xavier	Curtis	CJ-AS
Bobby	Davis	CJ-AS
Julia	Davydov	LA-AA
Gene	Decamp	CJ-AS
Arthur	Delalla	LA-AA
Edwar	Delarosa	NS-AAS
Paul	Delavera	CJ-AS
Maite	Delmonte	CJ-AS
Stephanie Ann	Delosreyes	DD-AAS
Nicole	Di Benedetto	LA-AA
Cristina	Di Maria	NS-AAS
Kristi	Diaz	BM-AAS
Lauren	Diaz	LA-AA
Rubi	Diaz	LA-AA
Thomas	Dietz	CJ-AS
Samantha	Disalvo	HS-AS
Jennifer	Disanto	LA-AA
Maria Carmina	Domingo	NS-AAS
Omar	Doran	BT-AS
Steve	Dourountoudakis	LA-AA
Shaolin	Drayton	HS-AS
Xiaomeng	Du	NH-AAS
Stacey	Duarte	BT-AS
Elvisa	Duraku	LA-AA
Enrique	Duran	LA-AA
John	Duran	LA-AA
Walter	Eldridge	CT-AAS
Kara	Eppich	BT-AS
Lissy	Espinal	HS-AS
Maryashley	Espinal	CJ-AS
Steven	Espinosa	LA-AA
Marilyn	Estrada	LA-AA

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Carmen	Estremera	NH-AAS
Jazmine	Evelyn	BT-AS
Sakor	Farcarthy	DP-AAS
Sheila	Ferguson	LA-AA
Jeremy	Fernandez	LA-AA
Joshua	Fernandez	LA-AA
Clara	Ferrara	LA-AA
Felipe	Ferreira	NS-AAS
Yomayra	Ferreira	LA-AA
Laura	Fertile	BC-CERT
Kristen	Finnegan	NS-AAS
Danielle	Fleming	LA-AA
Cristina	Flores	BH-CERT
Amy S.	Fong	FA-AS
Denise	Forero	LA-AA
Bernard J	Fortin	FA-AS
Thomas	Fox	LA-AA
Maria	Franco	BT-AS
Keana	Francois	LA-AA
Joseph	Fuchs	BT-AS
Erika	Fuentes	LA-AA
Gloria	Galarza	NS-AAS
Andres	Gamez	LA-AA
Juliany	Garcia	HS-AS
Odemaris	Garcia	BT-AS
Viviana	Garcia	BT-AS
Rodrigo Jose	Garcia Jaramillo	DA-AAS
Joanne	Geem	LA-AA
Romy-Farah	Gerard	HS-AS
Leena	Ghiasi	BM-AAS
Eugenie	Ginti	NS-AAS
Zachary	Gobin	LA-AA
Yuri	Gomez	LA-AA
Glorimar	Gonzales	LA-AA
Jessica	Gonzalez	LA-AA
Yadira	Gooding	LA-AA
Diana	Gordillo	HS-AS
N'ikki	Gorib	CJ-AS
Dianna	Goursahab	LA-AA
Kaydian	Grant	HS-AS
Michelle	Greenberg	LA-AA
Steven	Greenslade	CT-AAS
Yomaira	Guaman	DD-AAS

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Otilia	Guevara	CJ-AS
Lewis	Gurgis	FA-AS
Khaliyfah	Guthrie	LA-AA
Benny	Guzman	CJ-AS
Denise	Hairston	FA-AS
Khaled	Hamid	BT-AS
Adesh	Hariprashad	BT-AS
Irma	Harris	BA-AAS
Enam	Hasan	HS-AS
Mohammad Tanim	Hassan	BT-AS
Arpit	Hathie	LA-AA
Franklin	Hayes	BM-AAS
Li Na	He	LA-AA
Cosbert	Henry	LA-AA
Hayden	Henry	ET-AAS
Melbourne	Henry	HS-AS
Janeka	Hepburn	LA-AA
Benjamin	Herman	FA-AS
Aisayma	Hernandez	FA-AS
Edwardo	Hernandez	CJ-AS
Luis	Hernandez	LS-AS
Steven	Hernandez	LA-AA
Elizabeth	Hershkowitz	NS-AAS
Gasha	Hewitt	NH-AAS
Edna	Hicks	LA-AA
Rohan	Hing	BA-AAS
Gursharanjit	Hothi	LS-AS
Jinyi	Hu	BT-AS
William	Huazhco	PL-AAS
Roberta	Hudgins	LE-AA
Steve	Huerfano	PE-AS
Nimatu	Hughes	LA-AA
Ashley	lafrate	BM-AAS
Jenifer	Iciano	NS-AAS
Sahrish	Ilyas	BA-AAS
Cindy	Ip	BT-AS
Faisal	Islam	BT-AS
Junaedul	Islam	LA-AA
Ashley	Jackson	LA-AA
Nickolas	Jackson	NS-AAS
Surinder	Jakhu	LA-AA
Shade	James	CJ-AS
Maryam	Jee	BT-AS

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Kamal	Jewnandan	DD-AAS
Adriana	Jimenez	FA-AS
Carlos	Jimenez	NS-AAS
Damian	Johnson	HS-AS
Henry	Johnson	ET-AAS
Junior	Jones	NS-AAS
Gabrielle	Jonke	LA-AA
Michael	Joseph	CJ-AS
Daniel	Josephs	DA-AAS
David	Juarez	DA-AAS
Athanasia	Kalaitzidis	EM-AAS
Jake	Kalbfeld	BT-AS
Panagiota	Kalogeropoulos	LA-AA
Aishe	Kaneev	NH-AAS
Sean	Kang	PL-AAS
Veronica	Kanhai	HS-AS
Athena	Karaboulis	LA-AA
Yaffa	Katayeva	LA-AA
Stephanie	Katechis	CJ-AS
Jasbir	Kaur	LE-AA
Jasmeet	Kaur	NS-AAS
Mandeep	Kaur	NH-AAS
Rajinder	Kaur	MA-AAS
Stephanie	Keane	NH-AAS
Craig	Keelty	PE-AS
Peta-Gaye	Kelly	LA-AA
Paylun	Khachatryan	MO-CERT
Adnan	Khan	TC-AAS
Faisal	Khan	BD-CERT
Haseena	Khan	BT-AS
Sadaf	Khan	LA-AA
Aavinash	Khandi	DA-AAS
Ellen	Kim	LA-AA
James	Kim	FA-AS
Minkyung	Kim	HS-AS
Na Hyun	Kim	PE-AS
Peter	Kim	CJ-AS
Woorie	Kim	LA-AA
Avi	Klein	NS-AAS
Andrea	Ko	NS-AAS
Long Ni	Ko	CJ-AS
Piotr	Kochan	LA-AA
Hannah	Kohn	DA-AAS

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Vitore	Kola	LA-AA
Daniel	Krauss	CT-AAS
Iwona	Kruk	BM-AAS
Felix	Kurniawan	LA-AA
Jisun	Kwon	BT-AS
Christene	Lachman	CJ-AS
Patrick	Lacruz	CJ-AS
Chun Hon	Lai	BT-AS
Kam	Lam	CJ-AS
Concetta	Lapuma	LA-AA
Princessa	Lauture	NS-AAS
Jeffrey	Lawrence	ME-AAS
Joseph	Lawrence	EM-AAS
Yvette	Lawrence	HS-AS
Richard	Lawson	MA-AAS
Catherine	Ledesma	CJ-AS
Edward	Lee	LA-AA
Yolanda	Lee	DA-AAS
France	Legerme	LA-AA
Juan Carlos	Leon	CJ-AS
Monica	Leon	DA-AAS
Ho Yin	Leung	CJ-AS
Sinying Tracy	Leung	FA-AS
Chun	Li	LE-AA
Dan	Li	BT-AS
Xinchun	Li	LA-AA
Kai	Liang	LA-AA
Wai	Liew	LS-AS
Di	Lin	LE-AA
Gongda	Lin	BT-AS
Jian Fei	Lin	BT-AS
Li Li	Lin	BT-AS
Xiao Ya	Lin	FA-AS
Xing	Lin	PE-AS
David	Listhrop	CJ-AS
Boyu	Liu	DD-AAS
David	Liu	LA-AA
Huanxin	Liu	BT-AS
Nicholas	Loccisano	CJ-AS
Alexis	Logothetis	BT-AS
Franchesko	Lopez	LA-AA
Kevin	Lopez	BM-AAS
Jose	Lopezmacias	CJ-AS

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Catriel	Lopreto	LA-AA
Shanna	Lord	LS-AS
Thomas	Lorenz	CJ-AS
Fred	Louisjean	HS-AS
Emma	Lovence	BM-AAS
Miguel	Lozada	LA-AA
Jin	Lu	LA-AA
Timothy	Luciano	NS-AAS
Stacy	Lumba	LA-AA
Carlin	Lungu	LS-AS
Edison	Macias	DP-AAS
Ralph	Mack	BM-AAS
Jolanta	Malaczek	LA-AA
Mathew	Malicdan	EM-AAS
Murtaza	Malik	BA-AAS
Leon	Mangey	BT-AS
Mahendra	Manohar	LS-AS
Sa-hara	Maragh	LA-AA
Danielle	Marans	CJ-AS
Blase	Marchese	LA-AA
Francine	Marchetti	LA-AA
Josephine	Marino	NS-AAS
Marie-j	Mars	LA-AA
Joshua	Marte	BT-AS
Kimberly	Martinez	FA-AS
Nathaly	Martinez	LA-AA
Taras	Martiniouk	LA-AA
Matthew	Martocci	BT-AS
Plinio	Mateo	BT-AS
Devica	Matuknath	NH-AAS
Helana	Mayan	HS-AS
Clariza	Mayo	LS-AS
Dayne	Mcdonald	LA-AA
Joshua	Mcsorley	EM-AAS
Karina	Medina	LA-AA
Luis	Medina	EM-AAS
Donald	Mei	BT-AS
Paola	Mejia	LA-AA
Serena	Mejia	NH-AAS
Christopher	Melbourne	HS-AS
Jessica	Membreno	DD-AAS
Jorge	Mena	HS-AS
Nelson	Mendez	CT-AAS



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Valeria	Menendez	BT-AS
Mary	Metayer	LA-AA
Jinsha	Miao	BT-AS
Anthony	Miele	LA-AA
Gina	Mieses	LA-AA
Arnold	Mohammed	ET-AAS
Michelle	Moheban	LA-AA
Awilda	Montero	LA-AA
Janeth	Montoya	CJ-AS
Sally	Moolchan	BA-AAS
Juan	Morales	LA-AA
Linda	Morales	MA-AAS
Moises	Morales	ME-AAS
Esmeralda	Moranchel	LA-AA
Hugo	Morel	CJ-AS
Kay	Morgan	BT-AS
Genevieve	Moro	LA-AA
Enrique	Moscol	BM-AAS
Panayiotis	Moutopoulos	HS-AS
Cristian	Muenala Castro	BT-AS
Angelo	Mula	LS-AS
Lindita	Muratovic	LE-AA
Karina	Murillo	LA-AA
Katherine	Murillo	LS-AS
Yongyeon	Na	LA-AA
Giunauth	Naraine	CT-AAS
Kirishna	Navaratnam	CJ-AS
Maricia	Newton	LA-AA
Daphnee	Nicolas	BA-AAS
Lawrence	Nicolas	LA-AA
Lisa	Niebling	BM-AAS
Jonathan	Nieves	BT-AS
Martino	Nikolovski	CT-AAS
Jeremy	Niland	ET-AAS
Rafael	Nowak	CJ-AS
Nick	Ntzelves	LA-AA
Lucia	Nunez	HS-AS
Christopher	O'Brien	LA-AA
Victor	Ocasio	BT-AS
Joanne	Ochoa	DP-AAS
Gloria	Odaba	LE-AA
Jennifer	Ofosu-Adade	HS-AS
Minna	Oh	LA-AA

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Fiyifoluwa	Ojugbele	LS-AS
Lizbeth	Olivares	BT-AS
Sherlyn	Olivo	LA-AA
Juan	Olivos	BT-AS
Chinwe	Oluonye	BA-AAS
Enitan	Onabolu	LA-AA
Dana	Ordon	LA-AA
Christopher	Orellana	BT-AS
Sandra	Ortega	LA-AA
Kaitlyn	Ortiz	LA-AA
Sara	Ortiz	FA-AS
Francis	Ottaviano	LA-AA
Jessica	Ottley	LA-AA
Lisa	Oudai	BM-AAS
Meena	Pacheco	MO-CERT
Jung Sun	Paek	LS-AS
Amanda	Pahlad	NS-AAS
Quynta-Zsa	Paige	LA-AA
James	Pak	LA-AA
Matthew	Palermo	LA-AA
Daniel	Papa	BT-AS
Kristina	Papa	LA-AA
Stelianos	Papadopoulos	LA-AA
Eunji	Park	LS-AS
Ji Young	Park	NS-AAS
Aanal	Patel	LA-AA
Rachna	Patel	NH-AAS
Kimberly	Pazmino	LA-AA
Manqiao	Peng	HS-AS
Yaritza	Perdomo	LA-AA
Harry	Persaud	BT-AS
Naazneen	Persaud	LE-AA
Michelle	Pestano	BT-AS
Coryse	Phillip	DA-AAS
Danny	Piedra	LA-AA
Jude	Pierre	ET-AAS
Beth	Pincus	LA-AA
Astrid	Pineda	HS-AS
Nicholas	Pisacano	LA-AA
Valencia	Polite	MO-CERT
Krisjan	Polonia	LA-AA
Julia	Pontorno	LA-AA
Franz	Poppe	LA-AA

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Alexandra	Pospelova	NH-AAS
Starleisha	Potter	LA-AA
Diana	Poveda	HS-AS
Samra	Qadeer	LA-AA
Nasreen	Quadri	BT-AS
Shirley	Quinde	HS-AS
Aref	Rahman	BT-AS
Tenille	Rajkumarsingh	LE-AA
Laura	Ramirez	BT-AS
Yuleyni	Ramirez	LA-AA
Vidya	Ramjewan	LA-AA
Robin	Ramkissoon	BT-AS
Kharishma	Rampersaud	MA-AAS
Jovielyn	Ramroop	MA-AAS
Pamela	Ramsewak	LA-AA
Melissa	Ramsundar	CJ-AS
Sadaf	Ramzan	DP-AAS
Vince	Randazzo	BT-AS
Jessica	Rappaport	FA-AS
Michael	Rappold	HS-AS
Rawnok	Rayeka	BY-AS
Christine	Raymond	NS-AAS
Zain	Raza	BA-AAS
Ryan	Reardon	BT-AS
Shannon	Reid	LA-AA
Lenecia	Remekie	BA-AAS
Gregory	Renaud	FA-AS
Marie	Rene-Nicolas	HS-AS
Nabil	Rihani	PE-AS
Jennifer	Rios-Watts	NH-AAS
Cathleen	Rivera	LA-AA
Daniel	Rivera	LA-AA
Jonathan	Rivera	CJ-AS
Josette	Rivera	HS-AS
Jessalyn	Rivera-Rios	CJ-AS
Christian	Rivoira	HS-AS
Chelses	Robertson	CJ-AS
Kareen	Robinson	NH-AAS
Alvin	Rodriguez	CJ-AS
Mayelin	Rodriguez	LE-AA
Nicholas	Rodriguez	CJ-AS
Oriana	Rodriguez	LA-AA
Stephanie	Rodriguez	CJ-AS

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Veronica	Rodriguez	LA-AA
Wilson	Rodriguez	CJ-AS
Anel	Rojas	LA-AA
Diana	Roldan	LA-AA
Marlene	Roman	LA-AA
Michael	Romero	DD-AAS
Robinson	Rondon	LA-AA
Angel	Rosario	LS-AS
Danny	Ruiz	ET-AAS
John	Ryan	ME-AAS
Eun Ji	Ryu	LA-AA
Adam	Saifer	LA-AA
Gilbert	Salas	DP-AAS
David	Salcedo	BT-AS
Brittney	Salisbury	LA-AA
Arkiatou	Samake	BT-AS
Ashley	Samet	LA-AA
Ashley	Sanchez	BT-AS
Julieth	Sanchez	HS-AS
Michael	Sanchez	CJ-AS
Diego	Santa	ET-AAS
Louis	Santos	LS-AS
Noor	Sardar	HS-AS
Shaun	Saunders	CT-AAS
Adriana	Sawtell	LA-AA
Biju	Scaria	LA-AA
Jooah	Seo	LS-AS
Kangwon	Seo	LA-AA
Yeonjoo	Seong	BT-AS
Gretess	Septimo	CJ-AS
Christal	Serrano	LA-AA
Chandane	Seth	CJ-AS
Tanveer	Shah	DP-AAS
Xumin	Shen	MA-AAS
Karen	Shih	FA-AS
Daniel	Shokunbi	CT-AAS
Fereshta	Siddiqi	LA-AA
Navisha	Siewsankar	MO-CERT
Erik	Siguenza	DA-AAS
Adrianna	Sikula	LS-AS
Adrianna	Sikula	NS-AAS
Jonathan	Silva	LA-AA
Balkar	Singh	LA-AA

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Bryon	Singh	ET-AAS
Dev	Singh	CT-AAS
Jasdip	Singh	BT-AS
Kevin	Singh	CT-AAS
Orin	Singh	HS-AS
Parwinder	Singh	PE-AS
Pritpal	Singh	CJ-AS
Sandip	Singh	LA-AA
Joel	Singleton	CT-AAS
Alex	Small	BY-AS
Roger	Smith	LA-AA
Russell	Smith	LS-AS
Linda	Solano	FA-AS
Damaris	Solis	LA-AA
Brian	Song	CJ-AS
Geohaira	Sosa	LA-AA
Hiroaki	Sotooka	DA-AAS
Tashiana	Stoner	BA-AAS
Mixail	Stouraitis	LA-AA
Geneva	Subtyl	LA-AA
Lok Ting	Suen	BT-AS
Kevin	Suh	LA-AA
Adrian	Sukhnandan	BA-AAS
Mya	Swe	HS-AS
Robert	Swiatek	PE-AS
Shahrukh	Syed	ME-AAS
Sara	Tahir	BT-AS
Sukhvinder	Tak	CJ-AS
Rao Xu	Tang	HS-AS
Xi	Tang	BT-AS
Hamza	Tanveer	CJ-AS
Jorge	Taveras	BT-AS
Jason	Tom	BT-AS
Vicki	Torossian	CJ-AS
Harry	Torres	BT-AS
Jose	Torres	DP-AAS
Ariana	Torto	BS-AAS
Cristina	Trinidad	LA-AA
Chung	Tsai	BT-AS
Chung Him	Tse	LS-AS
Neelawatie	Tulsie	LA-AA
Amanda	Tuohy	LA-AA
Sidra	Tyndale	HS-AS

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Shahnaj	Uddin	LA-AA
Jay	Um	BT-AS
Maria	Urban	LA-AA
Monique	Uriarte	NS-AAS
Daiana	Usma	LA-AA
Mario	Valbuena	DP-AAS
Carlos	Valencia	LA-AA
Jamella	Valgean	CJ-AS
Rosa	Valle	LA-AA
Maria-Elena	Vanuska	NS-AAS
Daniela	Varcasia	LA-AA
Milton	Vargas	DA-AAS
Kimberly	Vargulic	NH-AAS
Brian	Velez	LS-AS
Isaac	Velez	LA-AA
Katherine	Vides	LS-AS
Alexander	Vila	LA-AA
Freddy	Villamarin	LA-AA
Jillian	Waknin	CJ-AS
Amanda	Walker	LA-AA
Alyssa	Wang	LA-AA
Edmond	Wang	BT-AS
Marlon	Webster	CJ-AS
Sheva	Wiesel	NH-AAS
Kindell	Williams	CJ-AS
Leandra	Williams	BW-CERT
Iga	Wolotowski	NS-AAS
Lihui	Wongsha	FA-AS
Dionna	Wright	CJ-AS
Jiamei	Wu	LA-AA
Sam	Wu	CJ-AS
Jersey	Xu	BT-AS
Xianhui	Xu	BA-AAS
Cyndia	Yacinthe	LA-AA
Tamara	Yakubova	LA-AA
Derui	Yang	LS-AS
Kojo	Yankson	NS-AAS
Yiben	Ye	BT-AS
Hyeonji	Yeo	HS-AS
Yamisha	Young	BT-AS
Sheharyar	Yousaf	CT-AAS
Aliya	Zaffarullah	CJ-AS
Iqra	Zahid	MA-AAS

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Christina	Zarella	LA-AA
Shaden	Zatar	BT-AS
Crystal	Zayas	LA-AA
Jin	Zhang	MA-AAS
Shuwen	Zhang	HS-AS
Su	Zhang	PE-AS
Tao	Zhang	BT-AS
Yandan	Zhao	BA-AAS
Jie Ling	Zhao Huang	BT-AS
Ying	Zheng	BT-AS
Alan	Zhou	PE-AS
Chao	Zhu	HS-AS
Hong	Zhuang	BT-AS
Cecibell	Zurita	LA-AA



**ACADEMIC SENATE**

**To:** Dr. Philip Pecorino, Chair of the Steering Committee of the Academic Senate

**From:** Dr. Sharon Lall-Ramnarine, Chair of the Awards and Scholarships Committee

**Date:** December 9, 2013

**Subject:** Monthly Report - \$100K Endowment in Scholarship funds from Professor Emeritus of the ECET Department

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The Awards and Scholarships Committee is pleased to make this announcement that we have recently been informed by Vice President Zins of this wonderful gift to our college. Professor Emeritus Jackson Lum of the Electrical and Computer Engineering department (ECET) and his wife, Muriel Lum have given a gift of \$100K to establish an endowment within the QCC Fund, Inc. to generate funds for annual awards and scholarships for QCC students in the ECET programs.

According to the Invest in CUNY campaign office FY 2014 Naming Opportunities Guidelines (page 6): *All naming requests must involve a thorough review by the campus to ensure appropriateness and be supported by evidence that the honoree or donor meets the highest values and societal standards.*

As such, Vice President Zins has notified the awards and Scholarships committee and we wanted to notify you of this gift. It is planned that the resolution will be submitted to CUNY by January 7<sup>th</sup> to meet the deadlines for the February 24<sup>th</sup> Board of Trustees meeting. The Awards and Scholarships Committee is currently reviewing additional details about the donor and endowment in order to approve this as a named scholarship.



**QUEENSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**

**ACADEMIC SENATE**

**COMMITTEE ON BYLAWS**

To: Dr. Joel Kuszai, Secretary, Academic Senate Steering Committee  
From: Dr. Tian Ren, Chair, Committee on Bylaws  
Subject: Proposal to Remove the Academic Senate Committee on Ceremonial Occasions  
Date: November 25, 2013

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The Committee on Bylaws would like to recommend the following bylaws change.

**Proposal to remove the Academic Senate Committee on Ceremonial Occasions**

Whereas the current charge of the Committee on Ceremonial Occasions is:

- a. Be consulted on matters pertaining to ceremonial occasions.
- b. Report and recommend to the Academic Senate on matters pertaining to ceremonial occasions.

Whereas, on May 14, 2013 the Academic Senate voted not to designate any ceremonial occasions of the College,

Whereas, the Committee on Ceremonial Occasions has no event with which it can exercise its charge and no support from the Academic Senate to have an event designated by policy as a ceremonial occasion of the College,

Be it resolved that the Committee on Ceremonial Occasions be removed as a standing committee of the Academic Senate and Article VII, Section 15 of the Academic Senate Bylaws be removed.

**QUEENSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**

**ACADEMIC SENATE**

**COMMITTEE ON BYLAWS**

To: Dr. Joel Kuszai, Secretary, Academic Senate Steering Committee  
From: Dr. Tian Ren, Chair, Committee on Bylaws  
Subject: Revision to Bylaws of the Academic Senate on the Size and Terms for Faculty and Instructional Staff on the Standing Committees  
Date: December 16, 2013

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The Committee on Bylaws has voted to send the following bylaws changes to the Academic Senate for consideration.

**PROPOSED REVISION TO BYLAWS of the ACADEMIC SENATE  
on the Size and terms for Faculty and Instructional Staff on the Standing  
Committees**

Whereas, there is a need to provide more opportunities for College Service for faculty by means of membership on Standing Committees of the Academic Senate and

Whereas, there is a need to provide for continuity of service on Standing Committees of the Academic Senate,

Therefore, be it resolved that the following amendments be approved by the Academic Senate,

**NOTE:** ~~removed text~~ new text

**Article VII. COMMITTEES**

**Section 1. Eligibility**

- a. All persons eligible to vote as defined in Article VI of these bylaws and in addition all full-time faculty serving in their initial two (2) years shall be eligible to serve on Academic Senate Committees, except that persons on leave of any type shall be ineligible to serve on Senate committees during the period of their leaves.

- b. To be eligible to serve on a committee, students must be matriculated, possess a 2.0 index or better, and have completed at least 24 credits, of which a maximum of 9 may be equated credits. The names of students appointed to Senate committees shall be submitted to the Committee on Committees for transmittal to the Senate; the students' term of membership shall begin at the conclusion of the Senate meeting at which the name is reported. Student members may not serve on more than one committee.
- c. There shall be no ex-officio members of any standing or special Academic Senate committee except as provided in these Bylaws Senate **as with the Designees of the President and Steering Committee on Standing Committees** or upon designation by the Academic Senate **as with the Committee on Budget Allocation.**

## Section 2. Organization

The Academic Senate may establish such standing and ad hoc committees as it determines. Each committee shall elect a chairperson, secretary, and such other officers as may be appropriate.

- a. Special Committees:  
Special committees may be created by action of the Academic Senate for specific purposes. Special committees shall be elected by the Senate.
- b. Sub-Committees  
Any committee of the Academic Senate, standing or special, may establish subcommittees for specific purposes. Members of such a subcommittee need not be members of the parent committee. The establishment and membership, consonant with Article VII, Section 1a, of each subcommittee shall be reported to the Senate.
  - 1. The subcommittee shall be appointed for a specific time with a life of not more than one (1) calendar year from the date of creation subject to renewal.
  - 2. There shall be one (1) student, designated by Student Government, from among the student members of the committee, to represent each of the committees on which there is student participation. If the student is not a designated senator, he/she may attend meetings of the Academic Senate, and shall have speaking privileges without vote when his/her committee report is under discussion.
  - 3. The President and the Chairperson of the Steering Committee, or their designees, shall be ex-officio members, without vote, on all standing committees.
  - 4. Any member of the **instructional staff College community** may be present and request permission to speak at a meeting of an Academic Senate committee.
- c. Meetings of Committees, Subcommittees and Special Committees The public has the right to attend any meeting of **standing** committees and subcommittees and special **committees that might send matters to the Academic Senate.** Any time a quorum of any such committee gathers to discuss business, the meeting must be held in public, subject to the right to convene an executive session under certain limited circumstances. In addition, there must be prior notice of the meeting; the business of the meeting must be recorded in written minutes; and a record must be obtained of the final vote of each member of the committee on all matters on which a vote is formally taken. Non-members must conform to the usual requirements of parliamentary procedure; the Parliamentarian will interpret and enforce the rules which include that no non-members of the body may speak without the permission of the body.
- d. **Standing Committees of the Academic Senate shall have faculty and instructional staff members in a total number that is a multiple of three.**

- e. **Faculty and instructional staff members on Standing Committees of the Academic Senate shall be elected to three year terms. The terms shall be staggered with one third elected each year.**
- f. **In the Spring of 2014 , faculty and instructional staff members on Standing Committees of the Academic Senate will be elected one third each to terms of one , two and three years.**

**Section 3. Committees' Jurisdiction.**

- a. The primary function of an Academic Senate committee shall be: to study the subjects referred to it by these bylaws or by the specific action of the Senate; to formulate appropriate policies thereon; and to propose such policies to the Senate for action. Every Academic Senate committee shall maintain a continuing review of College policy in its area.
- b. Members of the Academic Senate standing committees shall function from the date of election until the first day of the Fall Semester following their election. During the changeover period from the April Senate meeting to the first day of the following Fall Semester, the various committees shall consist of members of both the retiring committees and the new committees. A quorum shall consist of a majority of the committee size as of the first day of the Fall Semester. Those who will constitute the new committee shall elect one chairperson before the last day of classes of the semester in which the committee is elected. The new chairperson shall serve beginning the first day of the Fall Semester; the retiring chairperson shall be responsible for the preparation and submission of the annual report as stipulated in Article VII, Section 7b, of these Bylaws.

**Section 4. Nomination and Election.**

- a. Nomination to all standing committees except the Committee on Committees shall be made by the Committee on Committees and shall be circulated to the members of the instructional staff at least two weeks prior to the election. Additional nominations may be made by a petition to be signed by seven (7) members of the instructional staff, and submitted to the Chairperson of the Committee on Committees at least one week prior to the election.
- b. All standing committees shall be elected at the April Academic Senate meeting except as herein provided. The preparation of ballots, the appointment of tellers, and the conduct of the election shall be the duty of the Chairperson of the Committee on Committees.
- c. Election to committees shall be by secret ballot. A majority of the votes cast shall be necessary for election to a committee. In the event that a candidate does not receive a majority, additional nominations from the floor are permissible.
- d. Student members shall be eligible according to Article VII, Section 1b, of these Bylaws at the beginning of the Fall semester. In the case of the Publications Committee, the three (3) editors of the major student publications — the student newspaper, the student literary magazine, and the yearbook — would be committee members.

**Section 5. Vacancies.**

- a. Vacancies on all committees other than the Committee on Committees shall be filled through appointment by the Committee on Committees for the unexpired term.
- b. Vacancies on the Committee on Committees shall be filled for the unexpired term by an election of the Academic Senate.

- c. Vacancies of students shall be filled by appointment by the Executive Committee of the Student Government Association.

**Section 6. Officers.**

Except as otherwise hereinafter provided, each committee shall elect its own officers from among the members of the committee by secret ballot at its first meeting. If the chairperson of a committee is not designated by these Bylaws, the member whose name comes first in alphabetical order, shall, within ten days of the committee's creation, call the organization meeting of the newly elected committee.

**Section 7. Reports.**

- a. All committee reports requiring Senate action shall be circulated to all members of the Senate at least one week prior to Academic Senate meetings.
- b. Each standing committee shall distribute to the members of the instructional staff an annual written report and a copy filed with the Secretary of the Academic Senate prior to the first Senate meeting in September. The Secretary shall inform the Academic Senate of the names of the committees which have not filed such reports.
- c. Ad hoc and special committees of the Academic Senate shall make annual reports to the Academic Senate.
- d. There shall be an annual review of all ad hoc and special committees of the Academic Senate.

**Section 8. Committee on Committees.**

1. Organization

- a. The Committee on Committees shall consist of nine (9) persons. These persons shall be voting faculty as defined in Article IV of the Bylaws of the Faculty.
- b. Only one member from any department may serve at any time on the Committee on Committees. In an election where more than one member from a department is elected, the person having the most votes shall be eligible to serve. The other will then be automatically deemed ineligible. In the case of a tie, a run-off will be conducted. A hiatus equal to the number of years of service must exist between terms for a person re-elected to the Committee on Committees.
- c. Nominations and elections for the Committee on Committees shall be conducted directly from the floor at the duly convened May meeting of the Senate except in the case of the first Senate body.
- d. Except as provided in paragraphs (1), (2), and (3) of this subsection d, the term of office of each member of the Committee on Committees shall be three years commencing from the time of his or her election. For the first committee, however, the members shall be elected and serve as follows:
  - 1. The nine (9) individuals receiving the greatest number of votes shall be deemed elected;
  - 2. Of the nine (9) individuals elected to the committee, the three (3) receiving the greatest number of votes shall serve for a term of three (3) years; the three (3) receiving the next three (3) highest number of votes shall serve for a term of two (2) years; and the three (3) receiving the fewest number of votes shall serve for a term of one (1) year.

3. A person elected to fill an unexpired term shall serve only to the end of the term to which he/she was elected to complete.
2. The Committee on Committees shall:
  - a. Prepare a list of committees, their structures and functions for adoption by the Academic Senate.
  - b. Present to the Senate a slate of all nominations to standing committees, including those nominated by petition.
  - c. Fill all vacancies on standing committees other than the Committee on Committees which occur between annual elections and report all such actions to the Senate at the meeting immediately following such action.
  - d. Conduct the election of members at large to the Academic Senate as provided hereinafter.
  - e. Conduct any other election as requested by the Steering Committee or the Faculty Executive Committee.
  - f. Review and report on the operations of all of the committees of the Academic Senate.
  - g. Advise and provide assistance to committees in the mechanics of committee operations.
  - h. Designate a member(s) of the Committee on Committees as liaison(s) with Academic Senate committees.
  - i. Receive and report on suggestions to establish or terminate committees of the Academic Senate.

**Section 9. The Committee on Academic Development.**

The Committee on Academic Development shall consist of ~~three (3)~~ **nine (9)** members of the instructional staff and two (2) students.

The Committee on Academic Development shall:

- a. Arrange for the presentation of lectures, seminars, workshops, and exhibits to specifically include effectiveness of instruction.
- b. Review, evaluate, and report to the Academic Senate on the system of student evaluation of faculty.
- c. Consult with the departments concerned, regarding specific programs being planned.
- d. Consult with the Director of External Affairs, the Director of the Performing Arts Center and the Vice President of Institutional Advancement regarding scheduling of events.
- e. Oversee and promote activities beneficial to elective programs such as the CUNY – BA/BS, International Studies, and Honors programs.

**Section 10. The Committee on Admissions**

The Committee on Admissions shall consist of ~~five (5)~~ **six (6)** members of the instructional staff and three (3) student members who shall participate and vote only on matters of policy.

The Committee on Admissions shall:

- a. Formulate and recommend to the Academic Senate matriculation standards governing entrance of students to the various curricula and programs at Queensborough Community College.

- b. Formulate and recommend to the Academic Senate matriculation standards governing re-entrance of students to the various curricula and programs at Queensborough Community College.
- c. Consider appeals for matriculation and make decisions in accordance with Board of Trustees policies.

**Section 11. Committee on Assessment and Institutional Effectiveness**

The Committee on Assessment and Institutional Effectiveness shall consist of **seven (7) nine (9)** members of the faculty and eligible staff, reflecting, where possible, a balanced representation of faculty from varied programs and curricula, with no more than one representative from any given department; and two (2) students.

The Committee on Assessment and Institutional Effectiveness shall:

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

**Section 12. The Committee on Awards and Scholarships**

The Committee on Awards and Scholarships shall consist of **three (3) six (6)** members of the instructional staff and one (1) student.

The Committee on Awards and Scholarships shall:

- a. Evaluate and recommend to the Academic Senate criteria and selection procedures for recipients of awards and scholarships.
- b. Select and recommend to the Academic Senate recipients for College awards and scholarships for all currently enrolled students and mid-year graduates.
- c. Assist departments and coordinate administration of awards and scholarships.
- d. Receive data on all awards and scholarships granted in the College and report the data to the Academic Senate.

**Section 13. The Committee on Budget Advisement**

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

The Committee on Budget Advisement shall:

- a. Meet, on at least a bi-annual basis, with the College's chief officer for Finance and Administration to discuss college budgetary matters;
- b. Serve in an advisory capacity to the President on matters of the College budget in its entirety including the Resource Allocation Process;

- c. Hold any college budget documents circulated in meetings as confidential;
- d. Report to the College Advisory Planning Committee (CAPC) and the Academic Senate concerning budgetary conditions, and any recommendations regarding the budget and/or the budget allocation process at Queensborough Community College

**Section 14. The Committee on Bylaws**

The Committee on Bylaws shall consist of ~~five (5)~~ **six (6)** members of the instructional staff and one (1) student.

The Committee on Bylaws shall:

- a. Consider and recommend to the Academic Senate new bylaws and amendments to the Bylaws of the Academic Senate.
- b. Consider and recommend to the Academic Senate new bylaws and amendments to the existing Bylaws of the Board of Trustees.
- c. Consider and inform the Academic Senate of changes in the Bylaws of the Board of Trustees.
- d. Advise the Academic Senate regarding the application of the Bylaws.
- e. Upon the request of the Executive Committee of the Faculty, consider and recommend to the faculty new bylaws and amendments to the Bylaws of the Faculty.

**Section 15. The Committee on Ceremonial Occasions**

~~The Committee on Ceremonial Occasions shall consist of three (3) members of the instructional staff and one (1) student.~~

~~The Committee on Ceremonial Occasions shall:~~

- ~~a. Be consulted on matters pertaining to ceremonial occasions.~~
- ~~b. Report and recommend to the Academic Senate on matters pertaining to ceremonial occasions.~~

**Section ~~14~~ 15. Committee on Computer Resources**

The Committee on Computer Resources shall consist of ~~seven (7)~~ **nine (9)** members of the instructional staff and three (3) students.

The Committee on Computer Resources shall:

- a. Report to the Academic Senate on the developments, problems and policies related to all computer resources and computer related activities at the College (i.e. registration, faculty research, library, use of local and remote computers, educational uses, etc.)
- b. Make recommendations to the Academic Senate on matters involving the present and future utilization of these resources and related policies.
- c. Survey and inform the College community about utilization and new developments related to computer technology at the College (i.e. committee newsletter, web site, etc.).
- d. Act as a general advisory group on computer resources, training, academic web site and general educational use of technology.
- e. Provide liaison members to committees concerned with computer and information technology.

**Section ~~17~~ 16. The Committee on Continuing Education**

The Committee on Continuing Education shall consist of ~~three (3)~~ **six (6)** members of the instructional staff and one (1) student.



The Committee on Continuing Education shall:

- a. Report and recommend to the Academic Senate on services and facilities available to the Continuing Education programs.
- b. Serve as a mechanism for articulation between the Continuing Education instructional staff and students, and the Academic Senate.
- c. Consider and evaluate proposals received from faculty, students, and the community regarding policies pertaining to Continuing Education.
- d. Recommend to the Director of Continuing Education proposals and policies which would enhance the operation of the Continuing Education Program.

**Section ~~18~~ 17. The Committee on Course and Standing**

The Committee on Course and Standing shall consist of nine (9) members of the instructional staff and, in accordance with the Governance Plan, there shall be two (2) student members who shall participate and vote only on matters of policy.

The Committee on Course and Standing shall:

- a. Formulate and recommend to the Academic Senate policies pertaining to the academic standards of Queensborough Community College including scholastic requirements for graduation, retention standards, probationary limits, and the grading system.
- b. Consider individual student appeals, interpret, and in some cases, waive existing College policies.

**Section ~~19~~ 18. The Committee on Curriculum**

The Committee on Curriculum shall consist of ~~seven (7)~~ **nine (9)** members of the instructional staff and two (2) students.

The Committee on Curriculum shall:

- a. Consider and recommend to the Academic Senate new curricula and courses.
- b. Consider and recommend to the Academic Senate changes in established curricula and course credits or hours.
- c. Consider and recommend to the Academic Senate graduation requirements for new curricula and changes in graduation requirements for existing curricula.

**Section ~~20~~ 19. The Committee on eLearning**

The Committee on Distance Education shall consist of ~~seven (7)~~ **nine (9)** faculty members and two (2) students. All faculty and students should be familiar with online instruction. Faculty shall come from different departments so as to be representative of the wide range of disciplines and degree programs at the college.

The Committee on Distance Education shall:

- a. Report and make recommendations to the Academic Senate on all matters related to Distance Education, in particular, concerning policies and procedures related to the development of, support for and offering of programs, degrees and classes;
- b. Work on the assessment process and criteria related to the Distance Education program of the College and report findings to the Academic Senate;
- c. Serve as an advisory body for all matters related to Distance Education.

**Section ~~21~~ 20. Committee on Environment, Quality of Life and Disability Issues**

The Committee on Environment, Quality of Life and Disability Issues shall consist of ~~five (5)~~ **nine (9)** members of the instructional staff and two (2) students.

The Committee on Environment, Quality of Life and Disability Issues shall:

- a. Through a process that involves the administration, formulate and recommend to the Academic Senate policies and practices pertaining to the College environment in matters of health, safety, security, maintenance and allocation of facilities;
- b. Evaluate and report to the Academic Senate on the administrative response to problems in the College environment;
- c. Receive all proposals concerning naming and renaming campus facilities and make appropriate recommendations to the Academic Senate;
- d. Review and report on College Master Plan regarding facilities and the campus environment;
- e. Review the assessment of the campus with regard to services for students with disabilities and disability issues as the assessment relates and pertains to the campus environment and campus facilities and make appropriate recommendations to the Academic Senate.

**Section ~~22~~ 21. The Committee on Cultural and Archival Resources**

The Committee on Cultural and Archival Resources shall consist of ~~ten~~ **fourteen (14)** members. The ~~seven (7)~~ **eleven (11)** voting members of the committee shall be: ~~five (5)~~ **nine (9)** members of the instructional staff; two (2) students. The nonvoting members of the committee shall be the Director of the QCC Art Gallery, the Director of the Queensborough Performing Arts Center (QPAC), and the Director of the Kupferberg Holocaust Resource Center & Archives. In the event of a tie vote, the director(s) of the institution(s) shall have a vote on matters pertaining to their area of concern.

The Committee on Cultural and Archival Resources shall:

- a. Serve as a liaison between the QCC Art Gallery, Queensborough Performing Arts Center (QPAC) and Kupferberg Holocaust Resource Center & Archives, and the campus community
- b. Report to Academic Senate concerning activities, acquisitions, and facility updates at the QCC Art Gallery, Queensborough Performing Arts Center (QPAC), and Kupferberg Holocaust Resource Center & Archives
- c. Recommend involvement of the campus community in the QCC Art Gallery, Queensborough Performing Arts Center (QPAC), and Kupferberg Holocaust Resource Center & Archives
- d. Advocate for pedagogy that utilizes the resources of the QCC Art Gallery, Queensborough Performing Arts Center (QPAC), and Kupferberg Holocaust Resource Center & Archives

**Section ~~23~~ 22. The Committee on the Library**

The Committee on the Library shall consist of ~~three (3)~~ **six (6)** members of the instructional staff and one (1) student.

The Committee on Library shall:

- a. Report and recommend to the Academic Senate on matters pertaining to the Library of Queensborough Community College.
- b. Serve as an advisory group.

**Section 24-23. The Committee on Publications**

The Committee on Publications shall consist of ~~three (3)~~ **six (6)** members of the instructional staff and four (4) students. Three of the student members (the three (3) editors of the major student publications – the student newspaper, the student literary magazine and the year book) may vote only on issues pertaining to the student publications each represents; the fourth student member votes on all issues.

The Committee on Publications shall:

- a. Recommend to the Academic Senate policies and procedures pertaining to College publications.
- b. Receive information on all publications associated with the College or bearing the College name, and report this information to the Academic Senate.
- c. Serve as an advisory group for publications associated with the College.
- d. Serve as an editorial board for the Queensborough Community College Newsletter, Community Calendar, faculty handbooks, and other publications of this nature.

**Section 25-24. The Committee on Student Activities**

The Committee on Student Activities shall consist of ~~three (3)~~ **six (6)** members of the instructional staff and three (3) students.

The Committee on Student Activities shall:

- a. Report to the Academic Senate on policy matters relative to student activities.
- b. Act as an advisory group to any student group seeking faculty assistance.
- c. Assist the Director of Student Activities, other administrators, and faculty involved in student activities.
- d. Participate in the implementation of Article VII, Section B, Part 2, of the Governance Plan which states: “The Faculty and student body shall share equally the responsibility and the power to establish, subject to the approval of the Board, more detailed rules of conduct and regulations in conformity with the general requirements of this article.”

**Section 26-25. The Committee on Vendor Services**

The Committee on Vendor Services shall consist of ~~five (5)~~ **six (6)** members of the instructional staff and two (2) students.

The Committee on Vendor Services shall:

- a. Receive and evaluate the report of the Auxiliary Enterprise Board on vendor services and recommend to the Academic Senate on matters pertaining to the services and facilities of all vendors to the College, including the Bookstore and Food Services, on an annual basis;
- b. Consider and evaluate suggestions and complaints regarding the service and facilities of all vendors to the College, including the Bookstore and Food Services, sending them on to the Auxiliary Enterprise Board;
- c. Review the College’s assessment of the manner of selection of and the contractual arrangements with all vendors to the College, including the Bookstore and Food Services and make recommendations.

**Section 27-26. The Committee on Writing in the Disciplines/Writing Across the Curriculum (WID/WAC)**

The Committee on WID/WAC shall consist of the director or one co-director of the WID/WAC Program, ~~five (5)~~ ~~three (3)~~ **nine(9)** faculty members from different departments who have participated in WID/WAC professional development and one (1) student.

The Committee on WID/WAC shall:

- a. Oversee and make recommendations to the Academic Senate related to the WID/WAC program;
- b. Review and make recommendations to the WID/WAC Director(s) concerning the WID/WAC Professional Development Program;
- c. Consult with the Committee on Course and Standing on waiver requests from students on any writing intensive (WI) degree requirements that the Committee on Course and Standing may be called upon to decide;
- d. Make the final decision on the designation and recertification of any course or section as WI;
- e. Coordinate with the Curriculum Committee on issues concerning curriculum.

**MEMORANDUM**

December 17, 2013

From: Edward Volchok, Chair of the Committee on Committees

To: The Steering Committee of the Academic Senate - Dr. Philip Pecorino, Dr. Emily Tai, and Dr. Joel Kuszai

**Resolution to Expand the Number of Members on Senate Committees**

I am sending this note to express my support for the Steering Committee's resolution to increase the number of members on standing committees of the Academic Senate.

I support this resolution for the following reasons:

1. **Increasing Committee Membership:** The demand for seats on standing committees of the Academic Senate outstrips supply. Passing this resolution will provide faculty and instructional staff more opportunities for service to our college.
2. **Term Rotation:** The second part of this resolution will provide continuity on the standing committees by having one-third of the committee members' terms expire each year.



EV

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

**Report to the Academic Senate**

November 22, 2013

From: Dr. Edward Volchok, Chairperson of the Committee on Committees

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

cc: Mr. David Moretti, Dr. Philip Pecorino, Prof. Jeffrey Schwartz, Dr. Cheryl Spencer, Dr. Emily Tai, and Prof. Constance Williams,

**Monthly Report of the Committee on Committees for December 2013**

This report details the Committee on Committees' activities in November 2013.

**Changes in the Standing Committee Rosters**

Whenever vacancies on committees become available the members of the Committee on Committees vote via e-mail to appoint new members. Here are the changes that the CoC were made aware of, voted on, and approved:

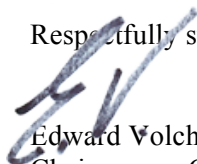
**Committee on Publications**

Dr. Joan Petersen of the Department of Biological Sciences and Geology was elected to fill a vacancy on this committee.

The membership of this committee is now:

<b>Name</b>	<b>Rank</b>	<b>Department</b>	<b>Role</b>
Mangra, Danny	Assistant Professor	Engineering Technology	
Madrigal, Jose Luis	Associate Professor	Foreign Languages	
Petersen, Joan	Associate Professor	Biological Sciences	
Boccio, Dona	Professor	Mathematics & Computer Sci.	CoC Designee
Pecorino, Phillip A	Professor	Social Sciences	Steering C. Designee
Di Dio, Stephen	Ex. Dir. of Communications & Marketing		President's Liaison
Editor newspaper			Student C. Rep.
Editor magazine			Student C. Rep.
Editor year book			Student C. Rep.
Kauffman, Jolie			Student C. Rep.

Respectfully submitted,



Edward Volchok, PhD  
Chairperson, Committee on Committees

**QUEENSBOROUGH COMMUNITY COLLEGE  
CITY UNIVERSITY OF NEW YORK  
CURRICULUM COMMITTEE**

**To:** Philip Pecorino, Academic Senate Steering Committee  
**From:** Aránzazu Borrachero, Chairperson, Committee on Curriculum  
**Date:** January 10, 2014

**Subject: Monthly Report**

The Committee on Curriculum has sent the following recommendations to the Academic Senate:

1. Program Deletions
2. Course Revisions
3. Program Revisions

**1. PROGRAM DELETIONS**

**DEPARTMENT OF ART AND DESIGN**

**Certificate in Photography**

**Rationale:** The enrollment in the Photography Certificate program has been declining for the past few years. Student FTEs have recently been in the single digits. Many students are part-time. Enrollment has slipped from 16 total students in fall 2007 to 8 in fall 2012. Of the 8 students enrolled in the program in 2012, only half were full-time. Significantly, 5 of the 8 students fall between the ages of 30 and 44, indicating a shifting demographic for the program's student base from a younger, more traditional first-degree student to an older student more likely to already have earned a previous degree. In addition, the commercial photography world is being transformed by rapidly evolving technology. This evolution includes the increasing obsolescence of traditional analog photography in favor of newer digital and online technologies, as well as a shrinking professional job market, a phenomenon directly related to these technological changes and a concomitant, culture-wide lowering of standards for aesthetic excellence. The program once served a student cohort seeking full-time employment in the field, but more recently the emphasis of the program has switched to technical and aesthetic training as opposed to job-specific skills. Finally, the continuing viability of the Certificate has been undermined by recent mandates of the Jobs Linkage Law (NYS Education Law Section 6304), which requires an advisory board of industry professionals and other active associations with the presumed, but never-existent "Photography Industry", requirements that are today unreasonable if not impossible to meet, and the small enrollment to justify. In light of these realities the Department of Art & Design voted at its November meeting to eliminate the Certificate in Photography. We would propose to allow students presently enrolled to complete the Certificate, but that no new students be enrolled. All photography courses will continue to be offered under the existing Art and Design concentration in the VAPA—A.S. degree program. Those interested in taking specific courses to enhance their photography skills can still take them on a non-matriculated basis.

**2. Course Revisions**

**DEPARTMENT OF ART AND DESIGN**

**Note:** Detailed changes for each course have been omitted from this report because of their length. They are available upon request from the Committee on Curriculum.

<p><b>From: AR-230 Sculpture</b>  <i>4 studio hours [2] credits Prerequisite: AR-122</i></p>	<p><b>TO: AR-230 Sculpture</b>  <i>4 studio hours 3 credits Prerequisite: AR-122</i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-231 Ceramics II</b>  <i>4 studio hours 2 credits</i></p>	<p><b>AR-231 Ceramics II</b>  <i>4 studio hours 2 credits</i></p>

	(additional material included in the syllabus)
<b>AR-232 Ceramics II2</b> 4 studio hours [2] credits Prerequisite: AR-231	<b>AR-232 Ceramics II2</b> 4 studio hours 3 credits Prerequisite: AR-231  (additional material included in the syllabus)
<b>AR-253 Illustration</b> 4 studio hours [2] credits Offered as needed Prerequisite: AR-251.	<b>AR-253 Illustration</b> 4 studio hours 3 credits Offered as needed Prerequisite: AR-251.  (additional material included in the syllabus)
<b>AR-252 Drawing II</b> 4 studio hours [2] credits Offered as needed Prerequisite: AR-251, or permission of the Department	<b>AR-252 Drawing II</b> 4 studio hours 3 credits Offered as needed Prerequisite: AR-251, or permission of the Department  (additional material included in the syllabus)
<b>AR-261 Painting I</b> 4 studio hours [2] credits	<b>AR-261 Painting I</b> 4 studio hours 3 credits  (additional material included in the syllabus)
<b>AR-262 Painting II</b> 4 studio hours [2] credits Prerequisite: AR-121 and AR-261	<b>AR-262 Painting II</b> 4 studio hours 3 credits Prerequisite: AR-121 and AR- 261  ( additional material included in the syllabus)
<b>AR-263 Painting III</b> 4 studio hours [2] credits Prerequisite: AR-262,	<b>AR-263 Painting III</b> 4 studio hours 3 credits Prerequisite: AR-262  (additional material included in the syllabus)
<b>AR-271, 272 Art for Teachers of Children</b> 4 studio hours [2] credits	<b>AR-271, 272 Art for Teachers of Children</b> 4 studio hours 3 credits  (additional material included in the syllabus)
<b>AR-280 Introduction to Art Therapy</b> 1 class hour 2 studio hours [2] credits Offered in Spring Prerequisite: BE-112 (or BE-205) and BE-122 (or BE- 226), or satisfactory score on the CUNY/ACT Assessment Test.	<b>AR-280 Introduction to Art Therapy</b> 1 class hour 2 studio hours 3 credits Offered in Spring Prerequisite: BE-112 (or BE-205) and BE-122 (or BE- 226), or satisfactory score on the CUNY/ACT Assessment Test.  (additional material included in the syllabus)
<b>AR-461 Introduction to Photography</b> 4 studio hours [2] credits	<b>AR-461 Introduction to Photography</b> 4 studio hours 3 credits  (additional material included in the syllabus)
<b>AR-462 Advanced Photographic Skills</b> 4 studio hours [2] credits Prerequisite: AR-461, or permission of the Dept. on review of portfolio	<b>AR-462 Advanced Photographic Skills</b> 4 studio hours 3 credits Prerequisite: AR-461, or permission of the Dept. on review of portfolio



<p><b>AR-462 Advanced Photographic Skills</b>  <i>4 studio hours [2] credits</i>  <i>Prerequisite: AR-461, or permission of the Dept. on review of portfolio</i></p>	<p><b>AR-462 Advanced Photographic Skills</b>  <i>4 studio hours 3 credits</i>  <i>Prerequisite: AR-461, or permission of the Dept. on review of portfolio</i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-463 Large Format and Studio Photography</b>  <i>4 studio hours [2] credits Offered as needed.</i>  <i>Prerequisite: [AR-121, and 462 or 474]</i></p>	<p><b>AR-463 Large Format and Studio Photography</b>  <i>4 studio hours 3 credits Offered as needed.</i>  <i>Prerequisite: <u>AR-121 and 462</u></i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-464 Photography as Fine Art</b>  <i>4 studio hours [2] credits Offered as needed.</i>  <i>Prerequisite: [AR-121, and 462 or 474]</i></p>	<p><b>AR-464 Photography as Fine Art</b>  <i>4 studio hours 3 credits Offered as needed.</i>  <i>Prerequisite: <u>AR-121 and 462</u></i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-465 Creating the Documentary Image</b>  <i>4 studio hours [2] credits Offered as needed.</i>  <i>Prerequisite: [AR-121, and 462 or 474]</i></p>	<p><b>AR-465 Creating the Documentary Image</b>  <i>4 studio hours 3 credits Offered as needed.</i>  <i>Prerequisite: <u>AR-121 and 462</u></i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-466 Color Photography</b>  <i>4 studio hours [2] credits Offered as needed.</i>  <i>Prerequisite: [AR-121, and 462 or 474]</i></p>	<p><b>AR-466 Color Photography</b>  <i>4 studio hours 3 credits Offered as needed.</i>  <i>Prerequisite: <u>AR-121 and 462</u></i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-468 Photographing People</b>  <i>4 studio hours [2] credits Offered as needed.</i>  <i>Prerequisite: AR-462 [or 474].</i></p>	<p><b>AR-468 Photographing People</b>  <i>4 studio hours 3 credits Offered as needed.</i>  <i>Prerequisite: AR-462</i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-473 Electronic Imaging</b>  <i>4 studio hours [2] credits Prerequisite or corequisite: AR-121</i></p>	<p><b>AR-473 Electronic Imaging</b>  <i>4 studio hours 3 credits Prerequisite or corequisite: AR-121</i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-474 Digital Photography</b>  <i>4 studio hours [2] credits.</i>  <i>Prerequisite: AR-473.</i></p>	<p><b>AR-474 Digital Photography</b>  <i>4 studio hours 3 credits.</i>  <i>Prerequisite: AR-461.</i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-480/481 Special Problems in Studio Art</b>  <i>4 studio hours [2] credits Offered as needed</i>  <i>Prerequisite: 6 credits in elected art discipline and approval of the Department</i></p>	<p><b>AR-480/481 Special Problems in Studio Art</b>  <i>4 studio hours 3 credits Offered as needed</i>  <i>Prerequisite: 6 credits in elected art discipline and approval of the Department</i></p> <p>(additional material included in the syllabus)</p>
<p><b>AR-510 Printmaking: Relief and Stencil</b></p>	<p><b>AR-510 Printmaking: Relief and Stencil</b></p>

<p><b>AR-511 Printmaking: Intaglio</b>  <i>4 studio hours [2] credits Prerequisite or corequisite: AR-121, or AR-251, or AR-261</i></p>	<p><b>AR-511 Printmaking: Intaglio</b>  <i>4 studio hours 3 credits Prerequisite or corequisite: AR-121, or AR-251, or AR-261</i>                       (additional material included in the syllabus)</p>
<p><b>AR-512 Printmaking II</b>  <i>4 studio hours [2] credits Prerequisite AR-510</i></p>	<p><b>AR-512 Printmaking II</b>  <i>4 studio hours 3 credits Prerequisite AR-510</i>                       (additional material included in the syllabus)</p>
<p><b>AR-541 Advertising Design and Layout</b>  <i>4 studio hours [2] credits Prerequisite or corequisite: AR-121</i></p>	<p><b>AR-541 Advertising Design and Layout</b>  <i>4 studio hours 3 credits Prerequisite or corequisite: AR-121</i>                       (additional material included in the syllabus)</p>
<p><b>AR-543 Design for Desktop Publishing</b>  <i>4 studio hours [2] credits Prerequisite: AR-541 Offered as needed</i></p>	<p><b>AR-543 Design for Desktop Publishing</b>  <i>4 studio hours 3 credits Prerequisite: AR-541 Offered as needed</i>                       (additional material included in the syllabus)</p>
<p><b>AR-544 Design for Motion Graphics</b>  <i>4 studio hours [2] credits Prerequisite: AR-541 Offered as needed</i></p>	<p><b>AR-544 Design for Motion Graphics</b>  <i>4 studio hours 3 credits Prerequisite: AR-541 Offered as needed</i>                       (additional material included in the syllabus)</p>
<p><b>AR-483 Portfolio Project in Studio Art</b>  <i>[4 studio hours 2 credits offered as needed Prerequisite: 6 credits in elected art discipline and approval of the Department]</i></p>	<p><b>AR-483 Portfolio Project in Studio Art</b>  <i><b>Independent Study; 1 credit:</b>                      2 studio hours 1 credit offered as needed Prerequisite: 9 credits in elected art discipline and approval of the Department</i>                      (additional material included in the syllabus)</p>

**SUMMARY OF CHANGES AND RATIONALE**

**LE**

**RATIONALE for 2 to 3 credit changes:**

In fall of 2012 the department hired a consultant from NASAD (National Association of Schools of Art and Design) to evaluate the possibility of gaining accreditation for the art and design program. The consultant noted that “Foundation courses are three credits and meet for three hours and 50 minutes once a week. Studio art courses are two credits—unusual—but in compliance with four hours of studio time per week. Nonetheless, the institution is urged to move all studio classes to 3 credits... The three credits are fairly standard for studio classes and would enable students to transfer these credits more readily. It would necessitate a reconfiguration of curricula but would make Queensborough Community College students more able to transfer. The consultant’s review of typical transfer institutions for QCC students (Queens College, School of Visual Arts, Hunter College, Purchase College, SUNY) indicated that all of these institutions (and most others) use three-credit standards for most art courses.”

When studio courses were first offered at QCC they were, as were all studio art courses within, and many outside CUNY—both 4 year and 2-year institutions—4-hours/2 credits. Over the years, various units of CUNY as well as private institutions have increased the credits to 3 while leaving the contact hours the same.

At Queensborough we resisted this trend as long as possible, and so of necessity our students had to take additional courses to fulfill their credit requirements. At the same time we made sure that the rigor of our 2-credit/4 hours studio classes would be the pedagogical equal of, if not superior to, the course content of normatively similar courses at other units that were granting 3 credits for the same material, so our students would be prepared for transfer. Many years ago, however, we began to encounter the very serious and concerning problem that QCC students who transferred to 4-year colleges within CUNY were denied credit for the studio courses they took at QCC because at the transfer college the administration and department only considered the credits and not the learning content or syllabi of the course, and since the credits **we** awarded were less than what **they** awarded they simplistically and unjustifiably concluded that so too was the learning less rigorous, and made our students take those

employing that flawed equation. So, bowing to CUNY *realpolitik*, and to try and reduce some of the needless expense and redundancy for our graduates, we upgraded several of our most commonly-taken courses, AR-121 (2-Dimensional Design) AR-148 (Color Theory), etc. to 3 credits thereby allowing for a smooth transfer of students' credits at least for these classes. As new studio courses were introduced over the years they were designed for transferability from the outset and allocated 3 credits for 4 studio contact hours.

However, as noted by the NASAD consultant, this has now led to a checkerboard of studio courses at QCC where some 4-hour studio classes are worth 3 credits and others only 2, making the transfer of credits within and without CUNY, unpredictable, inconsistent, and most importantly all too often grossly unfair to the student who has done the work, but receives no appropriate college transfer credit. We are therefore proposing to change all remaining 2-credit/4 hour studio art classes to 3-credits/4 hours. The course scope and workload of these courses will be increased where necessary to justify the additional credit. This generally will include additional projects and a broadening of content. We have attached the revised syllabi for each course.

To further enhance the drawing, painting, design and printmaking course offerings (**AR-512 AR-541, AR-511, AR-510, AR-263, AR-262, AR-261, AR-253, AR-252**), the Department of Art and Design will acquire an additional painting/drawing studio over the summer of 2014. At present all our studios are scheduled during the week. The additional studio will allow for "Open Studio Hours" where the students can work for significant blocks of time on their projects. These projects are often too large and cumbersome to transport back and forth to school, so this additional opportunity and availability of work time outside of class will be pedagogically invaluable and will figure into the adjusted syllabi and expectations of student performance in the re-credited courses.

### **RATIONALE for 2 to 1 credit change for AR-483-Portfolio Project in Studio Art:**

AR-483 was developed specifically to prepare students for transfer to four-year art programs that require a portfolio review for admission. Often the transfer college itself requires a second portfolio review before allowing their own students to continue into their Junior and Senior years. AR-483 is an Independent Study course that allows students to work with a faculty member of their choice in their field of concentration to develop a portfolio of work that will allow them to pass that second level review. Initially it was thought that the scope of the class might be broader to include general discussions and projects that looked at the different career needs of Queensborough students, but as we pursue accreditation and the required transfer agreements with other colleges, it has become clear that a more narrowly focused class would be of greater benefit to our students. Additionally, if the all the studio courses will now be 3 credits, the several art programs we offer will have to divest themselves of the credit differential; restructuring AR-483 and reducing it by one credit helps to relieve that pressure.

### **3. Program Revisions**

#### **DEPARTMENT OF ART AND DESIGN-AAS in Digital Art and Design (DAD)**

**Note: Detailed changes for each course have been omitted from this report because of their length. They are available upon request from the Committee on Curriculum.**

**Rationale:** One program in the Department of Art and Design will be directly affected by the changes listed above: Digital Art and Design (DAD). The Art and Design concentration VAPA will not be affected and will not have to be modified. Students will still be required to fulfill 20-26 credits in their major, however at 3 credits for all the studio courses they will simply have to take fewer courses to fulfill that credit requirement than they would have when those classes were 2 credits.

#### **FROM: AAS in Digital Art and Design**

#### **GENERAL EDUCATION CORE REQUIREMENTS**

	<b>Credits</b>
EN 101 English Composition	3
EN 102 English Composition II	3
MA 321 Mathematics in Contemporary Society	3
CH 103 or CH 106 Chemistry in the Arts (STEM or non-STEM)	3 – 4
Social Science Elective	3
History Elective (Choose from HI 100 Series)	3
Humanities Elective	3
<b>Sub-total</b>	<b>21 - 22</b>

#### **REQUIREMENTS FOR THE MAJOR**

AR 121 Two Dimensional Design	3
AR 122 Three Dimensional Design	3

[AR 148	Color Theory	3 ]
[AR 251	Drawing 1	3 ]
Art History Elective (Choose from: AR 310,311,313,315,316,317,318 or 320)		3
AR 325	History of Graphic Design	3
AR 461	Introduction to Photography	[2]
AR 473	Electronic Imaging	[2]
AR 541	Advertising Design and Layout	[2]
AR 543	Design for Desktop Publishing	[2]
AR 544	Design for Motion Graphics	[2]
AR 642	Web Animation	3
ET 710	Web Technology: Building and Maintaining Websites	4
CH 104	Chem in the Arts Lab (not required if CH 106 taken)	0 – 1
<b>Sub-total</b>		<b>35 – 36</b>

**Electives**

[ Free Electives (AR 253, 903 and 905 are strongly recommended) 3 ]

**Total Credits Required for the AAS in Digital Art and Design Program..... 60**

All students must complete 2 WI designated classes to fulfill degree requirements.

**TO: AAS in Digital Art and Design**

**GENERAL EDUCATION CORE REQUIREMENTS**

	<b>Credits</b>
EN 101 English Composition	3
EN 102 English Composition II	3
MA 321 Mathematics in Contemporary Society	3
CH 103 or CH 106 Chemistry in the Arts (STEM or non-STEM)	3 – 4
Social Science Elective	3
History Elective (Choose from HI 100 Series)	3
Humanities Elective	3
<b>Sub-total</b>	<b>21 - 22</b>

**REQUIREMENTS FOR THE MAJOR**

AR 121 Two Dimensional Design	3
AR 122 Three Dimensional Design	3
<u>AR 251 OR AR 148: Choose either Drawing 1 or Color Theory</u>	<u>3</u>
Art History Elective (Choose from: AR 310,311,313,315,316,317,318 or 320)	3
AR 325 History of Graphic Design	3
AR 461 Introduction to Photography	[2]
AR 473 Electronic Imaging	[2]
AR 541 Advertising Design and Layout	[2]
AR 543 Design for Desktop Publishing	[2]
AR 544 Design for Motion Graphics	[2]
AR 642 Web Animation	3
ET 710 Web Technology: Building and Maintaining Websites	4
CH 104 Chem in the Arts Lab (not required if CH 106 taken)	0 – 1
<b>Sub-total</b>	<b>37 - 38</b>

**Electives**

Free Elective (Portfolio independent study AR 483 strongly recommended) 1

**Total Credits Required for the AAS in Digital Art and Design Program..... 60**

All students must complete 2 WI designated classes to fulfill degree requirements.