

QUEENSBOROUGH COMMUNITY COLLEGE  
CITY UNIVERSITY OF NEW YORK  
CURRICULUM COMMITTEE

**To:** Peter Bales, Academic Senate Steering Committee  
**From:** Lorena B. Ellis, Chairperson, Committee on Curriculum  
**Date:** May 31, 2016  
**Subject:** ANNUAL Report 2015-2016  
**CC:** C. Williams, College Archives

---

COMMITTEE MEMBERS

T. Bayer (Nursing)  
B. Bonous-Smit (Library)  
J. Carroll (Academic Literacy)  
L. B. Ellis (Chairperson, Foreign Languages and Literatures)  
D. Klarberg (Biological Sciences and Geology)  
L. Reesman (Ex-Officio, Office of Academic Affairs, President's Liaison)  
E. Tai (History, Senate Steering Committee Designee)  
E. Volchok (Business)  
P. Wallach (Mathematic, Committee Secretary, Chemistry)  
R. Yuster (Engineering Technology, COC Liaison)

Acknowledgements:

The Committee wishes to thank the President, Dr. Diane Bova Call, and the Office of Academic Affairs for a number of ways in which they have supported the work of the committee this year, including reassigned time for its Chair, technological means, and information, discussion and advice related to curricular matters.

The Chairperson of the Committee thanks the Committee members listed above, for their dedication and hard work during this academic year and for their useful critiques and constructive recommendations in the revision and updating of the Committee on Curriculum Guide. Especial gratitude goes to Edward Volchok for his valuable support on this project by designing the forms and editing the whole Guide, and Philip Pecorino, Parliamentarian and Professor of Philosophy, constant guidance; and David Moretti, Director of Web Services, for his suggestions in redesigning the Committee on Curriculum website and for his help in updating it. Assistance in the revision of the Committee on Curriculum Guide also provided by members of Communications and Marketing: Stephen Di Dio, Executive Director, Christina Kofron, Administrative Coordinator to the Executive Director; as well as support from the Academic Computer Center: Bruce Naples, Executive Director, and Denis Bejar, Academic Applications Manager, Blackboard & ePortfolio, was greatly appreciated. A special gratitude is due to Arthur Corradetti, Dean for Accreditation, Assessment and Institutional Effectiveness, to Paul Marchese, Provost and Vice President for Academic Affairs, Ann Tullio, Registrar, and Linda Reesman, Faculty Fellow and President's Liaison of the Committee on Curriculum who provided valuable resources and constant professional guidance.

Vice President Dr. Karen Steele, deserves a special word of gratitude. She has continued to share her vast curricular knowledge, guidance, and perfect support with the Curriculum Committee and with the faculty members and departmental Chairs preparing curricular proposals, in spite of her demanding agenda as Vice President for Strategic Planning, Assessment and Institutional Effectiveness. Her advice and thorough review of proposals have been essential to the work of the Curriculum Committee.

Meetings:

The Committee on Curriculum met on Tuesday afternoons, from 2:10 to 4:00 P.M. The committee met 19 times during the 2015-2016 academic year: September 1, and 29; October 20, and 27; November 24; December 1, 8, and, 15; January 5 and 12; February 2, 16, and 23; March 1, 15, and 29; April 5, 19, and 20; May 17, 2016. It concluded all matters on its agenda on the May 17, 2016 meeting.

## Recommendations:

Members of the Committee on Curriculum recommend that proposing departments consult and discuss with other department chair(s) when submitting new courses with similar interests. To avoid unnecessary delays or misunderstandings, representatives of the proposing departments should also be available to attend meetings to clarify questions of the Committee on Curriculum members when their submissions are being discussed. The Committee on Curriculum has begun work on the development of a video series to assist faculty in navigating proposal submission procedures, that we expect to complete in the fall, 2016 semester. To start this work a message will be sent to department chairs at the beginning of June 2016 to solicit input regarding areas they might wish these video(s) to address, including and not limited to reference links, Frequently Asked Questions, etc.

## Committee for 2016-2017:

For the next academic year (2016-2017), the Committee will have the following members:

T. Bayer (Nursing)  
J. Carroll (English Department ex-Academic Literacy)  
L. Ellis (Chairperson, Foreign Languages and Literature)  
T. Holden (Physics)  
J. Petersen (Biological Sciences and Geology)  
L. Reesman (Ex-Officio, President's Designee, Office of Academic Affairs)  
E. Tai (History)  
E. Volchok (Business)  
P. Wallach (Secretary, Mathematics and Computer Science)  
R. Yuster (Engineering Technology)

## Actions of the Committee

The committee took the following actions, all but 6 new history courses were approved by the Academic Senate during the 2015-2016 academic year:

1. CHANGES IN COURSES
2. CHANGES IN PROGRAMS
3. NEW CONCENTRATION IN A PROGRAM
4. NEW COURSES
5. DELETION OF COURSES
6. NEW PROGRAMS
7. MERGER OF PROGRAM (Special report: Merger Academic Literacy and English)
8. DELETION OF PROGRAMS
9. OTHER

## **1. CHANGES IN COURSES**

### **Department of Biological Sciences and Geology**

#### **FROM:**

BI-201 General Biology I

Structure of the cell and molecular basis of life. Classical and modern genetics and "molecular biology". Homeostasis-control mechanism, both intracellular and intercellular. A comparative study of organ systems with emphasis on the vertebrate, using laboratory dissection of selected animals.

#### **TO:**

BI-201 General Biology I

First semester of a one-year General Biology course for science majors. Evolution, structure of the cell, molecular basis of life, classical and modern genetics and molecular biology. Homeostatic control

mechanisms, both intracellular and intercellular.

**Rationale:**

a) Delete the last sentence.

Rationale: Dissection of the fetal pig was moved to the end of the second semester, General Biology II. First semester students lack sufficient knowledge (histology, anatomy, physiology, animal diversity etc.) and dissection skills to derive maximum benefit from the experience. The General Biology II students perform a number of dissections prior to the pig and they are knowledgeable about comparative anatomy.

b) Insert the following after prerequisites: First semester of a one-year General Biology course for science majors.

**Rationale:** Many students enroll in BI-201 unaware that it is a course for science majors and historically these students do poorly. The course will fulfill the lab science requirement for other students, but it is not recommended, since there are lab science courses designed for the non-scientist, which are less challenging and of more general interest. Making students aware of this fact will allow them to make informed decisions about course selection.

c) Insert evolution in the list of topics,: Evolution, structure of the cell, molecular basis of life, etc.

**Rationale:** "Nothing in Biology Makes Sense Except in the Light of Evolution". Darwinian evolution is the first topic covered.

d) Grammatical changes

Remove quotation marks around molecular biology

Rationale: Molecular biology was once a novel topic but now it's an integral part of all college biology courses. Combine sentences one & two. Replace Homeostasis-control mechanism with homeostatic control mechanisms.

**Rationale:** Improving grammar will improve readability.

## Department of Biological Sciences and Geology

**FROM:**

BI-461 General Microbiology

4 credits. 2 lectures plus a mandatory 4 hour laboratory per week.

Pre-requisite: ~~BI-202 or BI-302~~

**TO:**

BI-461 General Microbiology

Pre-requisite: BI-201

**Rationale:**

The change in the pre-requisite for the course is to make it compatible with the Public Health Program.

**FROM:**

BI-503 General Epidemiology

Pre-requisite: BI- 311 or BI-461, ~~or experience in microbiology.~~

3 class hours, 3 credits, ~~offered as needed~~

**Course Description:**

~~Principles, methodology, and statistics in epidemiological analysis of infectious and non-infectious diseases, incidence, distribution and control of disease in a population, mechanisms of transmission; environmental and genetic factors, classic examples (snow on cholera); contemporary problems.~~

**TO:**

BI-503 General Epidemiology

Pre-requisite: BI- 311 or BI-461

3 class hours, 3 credits

**Course Description:**

History, principles, and application of epidemiologic methods to analyze public health problems like infectious and non-infectious diseases; incidence, distribution and control of disease in a population; mechanisms of transmission; environmental, behavioral and genetic factors. Students will develop skills to read, interpret and evaluate health information from published epidemiologic studies. Course requirement includes conducting an epidemiological study on a research topic of interest.

**Rationale:**

The course description and syllabus have been updated to make it compatible with the proposed A.S and B.S. Public Health Program with Hunter College. The new description and syllabus better identifies the elements and principles of epidemiology as they pertain to the analysis of public health issues.  
Departmental approval: 12/22/2015

**FROM:**

BI-505 ~~The Environmental Health Professional~~  
1 credit hours, 1 credit. ~~Offered in Fall~~

**Course Description:**

~~A survey of the field of Environmental Health, including its history and traditional areas of concern such as air, water, waste management, and risk assessment. Other topics include degrees, certification, and environmental health agencies. Guest lectures, films, field trips, and seminars will be scheduled.~~

**TO:**

BI-505 Current Environmental Issues  
1 credit hour, 1 credit.

**Course Description:**

A survey of environmental problems as they pertain to both ecological stability and human health. Focus is on current areas of concern, including air and water pollution, infectious and chronic diseases, environmental, social and behavioral factors related to health. Course content will include seminars, field trips and online assignments. Other topics will include educational and career opportunities in these fields.

**Rationale:**

The course content has been updated to reflect the changes in the knowledge and new and emerging career options in the fields of Environmental Science and Public Health. The change will also allow the course to be compatible with the proposed A.S and B.S. Public Health Program with Hunter College.  
Departmental approval: 12/22/2015

**FROM:**

BI-520 ~~Public Health Science~~  
BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on CUNY ACT assessment test  
3 class hours, 3 laboratory hours (including field observations), 4 credits

**Course Description:**

A study of how society deals with health and disease; topics include major determinants of health and disease, community health, health care delivery systems and manpower. Selected exercises in physiology and anatomy provide background needed to understand major problems in environmental health and public health. Field observations at nearby community health, environmental and industrial facilities reinforce these concepts.

**TO:**

BI-520 Introduction to Public Health  
BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on CUNY ACT assessment test  
3 class hours, 3 laboratory hours (including field observations), 4 credits

**Rationale:**

The change in the course title is to distinguish it from the new Public Health Biology course. The change will

also allow the course to be compatible with the proposed A.S and B.S. Public Health Program with Hunter College.

Departmental approval: 12/22/2015

---

## Department of Business

### FROM:

#### **CIS-204 Web Design**

2 class hours 2 laboratory hours 3 credits

Pre-Requisites: ~~CIS-153 and MA-010 or satisfactory score on the Mathematics Placement Exam~~

### TO:

Pre-Requisites: CIS-102 and MA-010 or satisfactory score on the Mathematics Placement Exam

**Rationale:** When the CIS Program revisions were submitted to the Committee on Curriculum last year, the pre-requisite was erroneously noted as CIS-153 Microcomputer Operating Systems and Utility Software instead of CIS-152 Computer Programming for Business I. On further review, it has been determined that CIS-102 Programming Fundamentals for Business is the more appropriate pre-requisite for CIS-204.

### FROM:

#### **CIS-252 Application Development for Mobile Devices**

2 class hours 2 laboratory hours 3 credits

Pre-Requisites: ~~CIS-202 or 203~~

### TO:

Pre-Requisites: CIS-202 or 203 or permission of the Department

**Rationale:** CIS-252 Application Development for Mobile Devices applies not only to CIS majors but other qualified students as well. The Business Department will determine if a non-CIS student qualifies on the basis of academic standing and availability of enrollment.

### FROM:

#### **CIS-254 Data Security for Business**

2 class hours 2 laboratory hours 3 credits

Pre-Requisites: ~~CIS-204~~

### TO:

Pre-Requisites: CIS-201 or permission of the Department

**Rationale:** CIS-254 Data Security for Business applies not only to CIS majors but other qualified students as well. The Business Department will determine if a non-CIS student qualifies on the basis of academic standing and availability of enrollment.

### FROM:

#### **BU-203 Principles of Statistics**

4 class hours 3 credits

Pre-requisites: ~~MA-128 or MA-260~~ or MA-321 ~~or MA-440~~ (Students who have taken MA-240, which is no longer offered, have satisfied the mathematics prerequisite for BU-203)

### Course Description:

An introduction to statistical methods and statistical reasoning; nature and scope of statistical inquiries;

collection and presentation of data; descriptive methods with particular reference to frequency distributions, correlation, index numbers and time series analysis; elements of probability, sampling methods, sampling error and principles of estimation.

**TO:**

BU-203 Principles of Statistics

4 class hours 3 credits

Pre-requisites: MA-114 or MA-119 or MA-321 (*Students who have taken MA-240, which is no longer offered, have satisfied the mathematics prerequisite for BU-203.*)

**Course Description:**

An introduction to statistical methods and statistical reasoning; nature and scope of statistical inquiries; collection and presentation of data; descriptive methods with particular reference to frequency distributions, correlation, index numbers and time series analysis; elements of probability, sampling methods, sampling error and principles of estimation.

**Rationale:**

Faculty that teach BU-203 believe that MA-114 or MA-119 or MA-321 provide a sufficient basis for taking BU-203. In addition, students close to graduation often need MA-128, MA-260 or MA-440 and BU-203 in order to graduate and by requiring taking the Mathematics course and BU-203 in sequence instead of concurrently often delays graduation.

**FROM:**

**CIS-251 Analysis and Design of System Projects**

2 class hours, 2 laboratory hours, 3 credits

Pre-requisites: CIS-152, CIS-208 and MA-10 or satisfactory score on the Mathematics Placement Test.

**Course Description:**

Students use all previously learned data processing concepts and techniques in this laboratory course to design and implement a complete data processing application package for common business needs, such as payroll, inventory management, accounts receivable files, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Designs.

**TO:**

CIS-251 Analysis and Design of System Projects

2 class hours, 2 laboratory hours, 3 credits

Pre-requisites: CIS-152, CIS-153, CIS-208 and MA-10 or satisfactory score on the Mathematics Placement Test.

**Course Description:**

Students use all previously learned data processing concepts and techniques in this laboratory course to design and implement a complete data processing application package for common business needs, such as payroll, inventory management, accounts receivable files, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Designs.

**Rationale:**

When the CIS (Computer Information Systems) Program revisions were submitted to the Committee on Curriculum last year, one of the pre-requisites – CIS-153 Microcomputer Operating Systems and Utility Software – was inadvertently omitted.

## Engineering Technology

### FROM:

#### **ET575 Introduction to C++ Programming Design and Implementation**

Pre-requisites: ~~None~~

Co-requisites: ~~None~~

~~3 class hours/~~ 3 credits

### Course Description:

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

### TO:

ET575 Introduction to C++ Programming Design and Implementation

Pre-requisites: Prerequisite of MA-321 or co-requisite of MA-114 or MA119 or MA-440

Co-requisites: Prerequisite of MA-321 or co-requisite of MA-114 or MA119 or MA-440

2 class hours, 2 lab hours, 3 credits

### Course Description:

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

### Rationale:

Course contact hours are increased to be in line with to introductory programming classes at other colleges such as Queens College and City College. Both these colleges stipulate 3 credits with 2 hours lecture and 2 hours lab for their introductory programming classes. It will be difficult for our students to get transfer credit for this course if the course has fewer contact hours.

The lab outline is provided in the syllabus form.

A math requirement has been added because we have found that students who do not have sufficient math skills do poorly in this class. Presently the course has no requisites.

---

## Department of Foreign Languages

### FROM:

#### **LA-111 Elementary Arabic I**

4 class hours, 4 credits

Pre-requisites: ~~Placement by the Department of Foreign Languages and Literatures~~

**Course Description:**

~~This course is designed for students who have no previous background in Arabic. It focuses on the four essential language skills: listening, speaking, reading and writing. The alphabet, sound system, and basic greetings and expressions will be covered this semester. The main focus is on Modern Standard Arabic (MSA), although students are also trained to speak using spoken Arabic. Weekly attendance in the language laboratory is required.~~

**TO:**

LA-111 Elementary Arabic I  
4 class hours, 4 credits

**Course Description:**

This is an introduction to Arabic language and culture for students who wish to develop basic listening, speaking, reading and writing skills in Arabic, and explore aspects of culture in Arabic-speaking countries. The alphabet, sound system and Arabic orthography will be covered, as well as elementary greetings and expressions. Students learn Modern Standard Arabic (MSA) , with some exposure to colloquial Arabic forms. Weekly individual practice online or in the language laboratory is required.

**Rationale:**

The course description for LA-111 needs to be updated in order to: 1) indicate that the culture(s) of Arabic-speaking countries are introduced alongside the teaching of Arabic language; 2) “lab” exercises emphasizing listening and speaking activities can now be completed online and/or in the language laboratory; 3) the Department of Foreign Languages has adopted a new formulation of the prerequisite; 4) the expression “lecture hours” should be replaced by “class hours,” in use for all other languages.

**FROM:****LC-111 Elementary Chinese I**

4 class hours, 4 credits  
Pre-requisites: None

**Course Description:**

~~An introduction to Mandarin Chinese. Practice in the four language skills—listening, speaking, reading, and writing. Emphasis on pronunciation and conversation. Both the pinyin romanization system and characters will be introduced. This is the first semester of a two-semester course of beginning Chinese. Weekly attendance in the language laboratory is required.~~

**TO:**

LC-111 Elementary Chinese I  
4 class hours, 4 credits

**Course Description:**

This course is an introduction to Chinese language and culture designed for students who have not learned Mandarin at home. Students will develop basic listening, speaking, reading and writing skills in Mandarin, and explore aspects of culture in Chinese-speaking countries. Both the pinyin Romanization system and characters will be introduced. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LC-111 course description for Chinese language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) this course is not for heritage speakers of Mandarin; b) the four language skills are taught in the context of, and alongside, culture; c) “lab” exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online. It was decided to indicate that placement by Department of Foreign Languages is a prerequisite for LC-111.



**FROM:****LF-111 Elementary French I**

4 class hours, 4 credits

Pre-requisites: None

**Course Description:**

~~Elements of French grammar; learning to understand and speak the language. Intensive oral practice, as well as practice in writing simple compositions. Weekly attendance in the language laboratory is required.~~

**TO:**

LF-111 Elementary French I

4 class hours, 4 credits

**Course Description:**

This course is an introduction to French language and culture designed for students who have no previous background in French. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of French and Francophone cultures. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LF-111 course description for French language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) courses at the 111-level are for beginners only; b) the four language skills are taught in the context of, and alongside, culture; c) "lab" exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online. It was also decided to indicate that placement by the Department of Foreign languages is a prerequisite to LF-111.

**FROM:****LG-111 Elementary German I**

4 class hours, 4 credits

Pre-requisites: None

**Course Description:**

~~Students learn the elements of German grammar and learn to understand and speak the language. Intensive oral practice as well as an introduction to writing simple compositions. Weekly attendance in the language laboratory is required.~~

**TO:**

LG-111 Elementary German I

4 class hours, 4 credits

**Course Description:**

This course is an introduction to German language and culture designed for students who have no previous background in German. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of culture in German-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LG-111 course description for German language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) courses at the 111-level are for beginners only; b) the four language skills are taught in the context of, and alongside, culture; c) "lab" exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online. It was also decided to indicate that placement by the Department of Foreign Languages is a prerequisite to LG-111.

**FROM:**  
**LH-111 Elementary Hebrew I**

4 class hours, 4 credits  
Pre-requisites: None

**Course Description:**

~~Reading of elementary Hebrew prose, understanding the spoken language; oral expression and simple written composition. Weekly attendance in the language laboratory is required.~~

**TO:**

LH-111 Elementary Hebrew I  
4 class hours, 4 credits

**Course Description:**

This course is an introduction to Hebrew language and culture. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of Israel and Jewish culture. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LH-111 course description for Hebrew language was found to be outdated, and therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online. It was decided to indicate that placement by the Department of Foreign Languages is a prerequisite to LH-111.

**FROM:**  
**LI-111 Elementary Italian I**

4 class hours, 4 credits  
Pre-requisites: None

**Course Description:**

~~Introduction to reading, writing, and speaking the language; study of the grammar; oral practice. Weekly attendance in the Language Laboratory is required.~~

**TO:**

LI-111 Elementary Italian I  
4 class hours, 4 credits

**Course Description:**

This course is an introduction to Italian language and culture designed for students who have no previous background in standard Italian. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of Italian culture. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LI-111 course description for Italian language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) courses at the 111-level are for beginners only; b) the four language skills are taught in the context of, and alongside, culture; c) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online. It was also decided to indicate that placement by the Department of Foreign Languages is a prerequisite to LI-111.

**FROM:**  
**LS-111 Elementary Spanish I**

4 class hours, 4 credits  
Pre-requisites: None

**Course Description:**

~~Elements of Spanish grammar and orthography with emphasis on everyday practical vocabulary. Intensive aural-oral practice. Weekly attendance in the Language Laboratory is required.~~

**TO:**

LS-111 Elementary Spanish I  
4 class hours, 4 credits

**Course Description:**

This course is an introduction to Spanish language and culture designed for students who have no previous background in Spanish. Students will develop basic listening, speaking, reading and writing skills, and explore aspects of Spanish and Spanish-American cultures. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LS 214 course description for Spanish language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) courses at the 111-level are for beginners only; b) the four language skills are taught in the context of, and alongside, culture; c) "lab" exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online. It was also decided to indicate that placement by the Department of Foreign Languages is a prerequisite to LS-111.

**FROM:****LA-112 Elementary Arabic II**

4 ~~lecture~~ hours, 4 credits

Pre-requisites: ~~Placement by the Department of Foreign Languages~~

**Course Description:**

~~This is the second semester course for elementary Modern Standard Arabic. It focuses on the four essential language skills: listening, speaking, reading and writing. Students will continue studying the language through a communicative approach. They will also develop basic conversational and grammatical skills, and they will acquire additional insight into the cultural and social contexts of the Arabic-speaking world. Consistent emphasis is placed on authentic materials that are derived from the living cultural context. Weekly attendance in the language laboratory is required.~~

**TO:**

LA-112 Elementary Arabic II

4 class hours, 4 credits

Pre-requisites: LA-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

**Course Description:**

This course is the second half of a first-year course in Modern Standard Arabic. Emphasis is on the progressive development of listening, speaking, reading and writing skills, and learning basic grammatical constructs. Students continue to learn about cultural and social contexts of the Arabic-speaking world. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

The course description for LA-112 needs to be updated in order to: 1) indicate that the culture(s) of Arabic-speaking countries are introduced alongside the teaching of Arabic language; 2) "lab" exercises emphasizing listening and speaking activities can now be completed online and/or in the language laboratory; 3) the Department now uses a different formulation for the prerequisite to LA-112; 4) the expression "lecture hours" should be replaced by "class hours," the term in use for all other languages.

**FROM:****LC-112 Elementary Chinese II**

4 class hours, 4 credits

Pre-requisites: ~~LC-111 (or the equivalent), with a grade of C or better.~~

**Course Description:**

~~Continuation of LC-111. Further practice in the four language skills to help students develop simple, practical conversational skills in Mandarin. Weekly attendance in the language laboratory is required.~~

**TO:**

LC-112 Elementary Chinese II

4 class hours, 4 credits

Pre-requisites: LC-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

**Course Description:**

This course is the second half of a first-year course in Mandarin. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore the culture of Chinese-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LC-112 course description for Chinese language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LC-112.

**FROM:**

**LF-112 Elementary French II**

4 class hours, 4 credits

Pre-requisites: ~~LF-111 (or the equivalent), with a grade of C or better.~~

**Course Description:**

~~Continuation of LF-111. Weekly attendance in the language laboratory is required.~~

**TO:**

LF-112 Elementary French II

4 class hours, 4 credits

Pre-requisites: LF-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

**Course Description:**

This course is the second half of a first-year course in French. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore the culture of France and Francophone countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LF-112 course description for French language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LF-112.

**FROM:**

**LG-112 Elementary German II**

4 class hours, 4 credits

Pre-requisites: ~~LC-111 (or the equivalent), with a grade of C or better.~~

**Course Description:**

~~The study of basic German grammar is completed. Students learn to read easy German prose and express their ideas. Weekly attendance in the language laboratory is required.~~

**TO:**

LG-112 Elementary German II

4 class hours, 4 credits

Pre-requisites: LG-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

**Course Description:**

This course is the second half of a first-year course in German. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore the culture of German-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LG-112 course description for German language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LG-112.

**FROM:**

**LH-112 Elementary Hebrew II**

4 class hours, 4 credits

Pre-requisites: LH-111 (or the equivalent), with a grade of C or better.

**Course Description:**

~~Continuation of Hebrew I. Weekly attendance in the language laboratory is required.~~

**TO:**

LH-112 Elementary Hebrew II

4 class hours, 4 credits

Pre-requisites: LH-111 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

**Course Description:**

This course is the second half of a first-year course in Hebrew. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore Israel and Jewish culture. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LH-112 course descriptions for Hebrew language were found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises emphasizing listening comprehension and speaking can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LH-112.

**FROM:**

**LI-112 Elementary Italian II**

4 class hours, 4 credits

Pre-requisites: LI-111 (or the equivalent), with a grade of C or better.

**Course Description:**

~~Continuation of LI-111. Weekly attendance in the Language Laboratory is required.~~

**TO:**

LI-112 Elementary Italian II

4 class hours, 4 credits

Pre-requisites: LI-111 with a grade of “C” or higher, or placement by the Department of Foreign Languages and Literatures

**Course Description:**

This course is the second half of a first-year course in Italian. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore Italian culture. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LI-112 course description for Italian language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) “lab” exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LI-112

**FROM:**

**LS-112 Elementary Spanish II**

4 class hours, 4 credits

Pre-requisites: LS-111 (or the equivalent), with a grade of C or better.

**Course Description:**

~~Complete study of Spanish grammar with emphasis on everyday practical vocabulary. Weekly attendance in the Language Laboratory is required.~~

**TO:**

LS-112 Elementary Spanish II

4 class hours, 4 credits

Pre-requisites: LS-111 with a grade of “C” or higher, or placement by the Department of Foreign Languages and Literatures

**Course Description:**

This course is the second half of a first-year course in Spanish. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Students continue to explore Spanish and Spanish-American cultures. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LS-112 course description for Spanish language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) “lab” exercises emphasizing listening comprehension and speaking can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LS-112.

**FROM:**

**LA-213 Intermediate Arabic I**

Pre-requisites: Placement by the Department of Foreign Languages

3 lecture hours, 3 credits

**Course Description:**

~~Intermediate Arabic I is a third-semester course, continuing to develop listening, speaking, reading and writing in Modern Standard Arabic (MSA), and fostering acquaintance with colloquial variants of Arabic. The course builds vocabulary as well as knowledge of the Arabic grammar system and conventional Arabic usage within the context of assignments designed to familiarize students with everyday activities in the Arabic speaking world. Weekly attendance in the language laboratory is required.~~

**TO:**

LA-213 Intermediate Arabic I

Pre-requisites: LA-112 with a grade of “C” or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

Intermediate Arabic I continues to develop listening, speaking, reading and writing in Modern Standard Arabic (MSA), and to foster acquaintance with colloquial variants of Arabic. New vocabulary, idiomatic phrases and grammatical structures will be introduced within the context of assignments that familiarize students with everyday activities in the Arabic-speaking world. Weekly individual listening, speaking and viewing activities in the language laboratory or online are part of the course.

**Rationale:**

The course description for LA-213 needs to be updated in order to: 1) indicate that the culture(s) of Arabic-speaking countries are introduced alongside the teaching of Arabic language; 2) “lab” exercises emphasizing listening and speaking activities can now be completed online and/or in the language laboratory; 3) the Department of Foreign Languages has adopted a new formulation for the prerequisite; 4) the expressions “lecture hours” should be replaced by “class hours,” in use for all other languages.

**FROM:**

**LC-213 Intermediate Chinese I**

~~Pre-requisites: LC-112 or the equivalent, with a grade of C or better or permission of the Department~~  
3 class hours, 3 credits

**Course Description:**

~~This course will continue to develop students’ communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills—listening, speaking, reading, and writing. Content appropriate cultural information will be presented to promote the students’ understanding of the Chinese-speaking world. This is the first semester of a two-semester course of intermediate Chinese.~~

**TO:**

LC-213 Intermediate Chinese I

Pre-requisites: LC-112 with a grade of “C” or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course will continue to develop students’ communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Cultural material will be introduced at an appropriate level in order to foster students’ understanding and appreciation of the culture of Chinese-speaking countries. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LC 213 course description for Chinese language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) “lab” exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:**

**LF-213 Intermediate French I**

~~Pre-requisites: LF-112 or the equivalent, with a grade of C or better or permission of the Department~~  
3 class hours, 3 credits

**Course Description:**

~~Review of French grammar; selected readings in French literature studied and analyzed.~~

**TO:**

LF-213 Intermediate French I

Pre-requisites: LF-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course is for students who wish to strengthen and expand their vocabulary and knowledge of grammar, and improve their ability to converse on everyday subjects. Students will be exposed to contemporary social and cultural issues of the French-speaking world through film and multimedia. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LF 213 course description for French language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, French and Francophone culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:**

**LG-213 Intermediate German I**

Pre-requisites: LG-112 or the equivalent, with a grade of C or better or permission of the Department

3 class hours, 3 credits

**Course Description:**

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

**TO:**

LG-213 Intermediate German I

Pre-requisites: LG-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Cultural material will be introduced at an appropriate level in order to foster students' understanding and appreciation of the culture of German-speaking countries. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LG-213 course description for German language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:**

**LH-213 Intermediate Hebrew I**

Pre-requisites: LH-112 or the equivalent, with a grade of C or better or permission of the Department

3 class hours, 3 credits

**Course Description:**

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



**TO:**

LH-213 Intermediate Hebrew I

Pre-requisites: LH-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Cultural material will be introduced in order to broaden students' understanding and appreciation of Israel and Jewish culture. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LH 213 course descriptions for Hebrew language were found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite to LH-213.

**FROM:****LI-213 Intermediate Italian I**

Pre-requisites: ~~LI-112 or the equivalent, with a grade of C or better or permission of the Department~~

3 class hours, 3 credits

**Course Description:**

~~General review of grammar; readings and discussion in Italian.~~

**TO:**

LI-213 Intermediate Italian I

Pre-requisites: LI-112 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course provides an opportunity to acquire increased fluency in spoken Italian with an emphasis on natural, colloquial usage. New vocabulary, idiomatic phrases and grammatical structures will be introduced in a cultural context. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LI-213 course description for Italian language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:****LS-213 Intermediate Spanish I**

Pre-requisites: ~~L-112 or the equivalent, with a grade of C or better or permission of the Department~~

3 class hours, 3 credits

**Course Description:**

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

**TO:**

LS-213 Intermediate Spanish I

Pre-requisites: LS-112 with a grade of “C” or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course will continue to develop students’ communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Cultural material will be introduced in order to broaden students’ understanding and appreciation of Spanish-speaking cultures. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LS-213 course description for Spanish language was found to be outdated, therefore the Department of Foreign Languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) “lab” exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite

**FROM:**

**LC-214 Intermediate Chinese II**

Pre-requisites: LG213 or the equivalent, with a grade of C or better or permission of the Department

3 class hours, 3 credits

**Course Description:**

The focus of this course is to continue the improvement of oral communication skills, along with reading, writing and grammar. It is designed to help students expand their vocabulary, and to study more complex grammatical structures. Components of Chinese culture will be integrated through readings, discussions and realia.

**TO:**

LC-214 Intermediate Chinese II

Pre-requisites: LC-213 with a grade of “C” or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

The focus of this course is to continue the improvement of oral communication skills, along with reading, writing and grammar. It is designed to help students expand their vocabulary, and to study more complex grammatical structures. Components of Chinese culture will be integrated through readings, discussions and realia. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LC-214 course description for Chinese language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) “lab” exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:**

**LF-214 Intermediate French II**

Pre-requisites: LF213 or the equivalent, with a grade of C or better or permission of the Department

3 class hours, 3 credits

**Course Description:**

Intensive training in literary analysis through study of French works. Emphasis on French composition and

conversation.

**TO:**

LF-214 Intermediate French II

Pre-requisites: LF-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics relating to France and the Francophone world presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course. This course is appropriate for heritage speakers.

**Rationale:**

Upon review, the LF-214 course description for French language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:**

**LG-214 Intermediate German II**

Pre-requisites: ~~LG213 or the equivalent, with a grade of C or better or permission of the Department~~

3 class hours, 3 credits

**Course Description:**

~~Intensive training in literary analysis through study of German works. Emphasis on German composition and conversation.~~

**TO:**

LG-214 Intermediate German II

Pre-requisites: LG-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics of German-speaking countries presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LG-214 course description for German language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:**

**LH-214 Intermediate Hebrew II**

Pre-requisites: ~~LH213 or the equivalent, with a grade of C or better or permission of the Department~~

3 class hours, 3 credits

**Course Description:**

~~Compositions, readings, and discussion of the material covered in class. Short stories, poems, scenes from~~

~~plays, reports, and discussions in the language.~~

**TO:**

LH-214 Intermediate Hebrew II

Pre-requisites: LH-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics of Israel and Jewish culture presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking, and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LH 214 course description for Hebrew language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:**

**LI-214 Intermediate Italian II**

~~Pre-requisites: LI213 or the equivalent, with a grade of C or better or permission of the Department~~

~~3 class hours, 3 credits~~

**Course Description:**

~~Short stories, poems, scenes from plays, reports, and discussion in Italian~~

**TO:**

LI-214 Intermediate Italian II

Pre-requisites: LI-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course emphasizes reading and comprehension of authentic texts, including newspaper or magazine articles, and excerpts from contemporary literary works. More complex grammar and vocabulary are introduced through discussion of selected social and cultural issues presented in the reading material. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LI-214 course description for Italian language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:**

**LS-214 Intermediate Spanish II**

~~Pre-requisites: LS213 or the equivalent, with a grade of C or better or permission of the Department~~

~~3 class hours, 3 credits~~

**Course Description:**

~~Emphasis on written composition. Selections from Spanish and Spanish-American literature read and analyzed.~~

**TO:**

LS-214 Intermediate Spanish II

Pre-requisites: LS-213 with a grade of "C" or higher, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course emphasizes authentic texts, more complex grammar, and practice in oral and written expression. Social and historical topics of Spanish-speaking countries presented through literary texts, film and multimedia will form the basis for discussion and writing assignments. Weekly listening, speaking and viewing activities online or in the language laboratory are part of the course.

**Rationale:**

Upon review, the LS 214 course description for Spanish language was found to be outdated, therefore the Department of Foreign languages has decided to specify the following information: a) the four language skills are taught in the context of, and alongside, culture; b) "lab" exercises including listening comprehension, speaking and/or viewing film and multimedia can now be completed in the language laboratory or online; c) the Department now uses a different formulation for the prerequisite.

**FROM:****LF-401 French and Francophone Cultures Today**

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

3 hours 3 credits ~~Offered as needed~~

**Course Description:**

A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English.

**TO:**

LF-401 French and Francophone Cultures Today

Pre-requisites or Co-requisite: ENGL 101

3 class hours, 3 credits

**Course Description:**

A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English. This course does not fulfill the foreign language requirement.

**Rationale:**

The revision of LF 401 is made necessary because the amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with the culture course will enhance the students' ability to express their ideas in writing.

**FROM:****LG-401 The Culture of German-Speaking Countries Today**

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

3 hours 3 credits ~~Offered as needed~~

**Course Description:**

Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will read English translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. The course will be taught in English as WI.

**TO:**

LG-401 The Culture of German-Speaking Countries Today

Pre-requisite or Co-requisite: ENGL 101

3 class hours, 3 credits

**Course Description:**

Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will read English translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. This course will be taught in English. This course does not fulfill the foreign language requirement.

**Rationale:**

The revision of LG 401 is made necessary because the amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with the culture course will enhance the students' ability to express their ideas in writing.

**FROM:****LI-401 Italy Today**

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

3 hours 3 credits ~~Offered as needed~~

**Course Description:**

~~This course will focus on the ways Italy and Italian culture have changed in the past 50 years, and analyze the forces behind these changes. Different cultural aspects, such as politics, education, music and fashion will be taken into consideration. The course will be taught in English~~

**TO:****LI-401 Italian Culture through Film**

Pre-requisite or Co-requisite: ENGL 101

3 class hours, 3 credits

**Course Description:**

Students will be introduced to important themes of Italian culture by viewing and analyzing representative Italian films from the post-World War II era to the present. Topics examined include: the family, how World War II has shaped contemporary Italian culture, Italy as a country of emigrants and immigrants, and organized crime. This course will be conducted in English, and all films will have English subtitles. This course does not fulfill the foreign language requirement.

**Rationale:**

The revision of LI 401 is made necessary because the course as first formulated was found to lack focus and a clear way of organizing a vast subject. Students are naturally attracted to the film medium, but need to learn to interpret film just as they learn to interpret literary and other texts. The films have been chosen to convey a broad historical and social perspective on contemporary Italian culture, and to enable examination and discussion of key issues in Italian history and society.

**FROM:****LS-402 Latin American and Caribbean Cultures Today**

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

3 hours 3 credits

**Course Description:**

A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English.

**TO:**

LS-402 Latin American and Caribbean Cultures Today

Pre-requisites or Co-requisite: ENGL 101

3 class hours, 3 credits

**Course Description:**

A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English. This course does not fulfill the foreign language requirement.

**Rationale:**

The revision of LS 402 is made necessary because the amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with the culture course will enhance the students' ability to express their ideas in writing.

---

**Department of Health, Physical Education and Dance****FROM:****HE 103 Nutrition and Health**

1 hour lecture 3 hours laboratory 2 credits

~~This course covers the science of nutrition and its relationship to health, including nutritional needs and pathologies, functions and uses of various foods, factors influencing eating habits, food additives, food economics, and food sanitation.~~

**TO:****HE 103 Fundamentals of Human Nutrition**

1 hour lecture 3 hours laboratory 2 credits

Fundamentals of Human Nutrition provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. Nutrient requirements under varying conditions of growth will be explored as well as calculations and computations of nutrient composition of selected food groups, and diets.

**Rationale:** The revised title better aligns with the fields of dietetics and nutrition science. Many of the articulations require a science- based nutrition class. For example the BS in Nutrition and Food Science (NFS) from Hunter requires students to take courses in nutrition, food science, food service management, research methods, and community nutrition. Several 4 year CUNY colleges have this major and/ or concentration and this course will easily transfer.

---

**Department of History****All history courses****FROM:**

HI

**TO:**

HIST

**Rationale:**

The change in prefix from a two-letter prefix of HI to a four-letter prefix of HIST for all History courses was decided in order to conform with other departments that have already made this change to their course prefixes. This change will also conform with other CUNY colleges who have adopted this four-letter prefix

format.

**FROM:**

**H# 110 Introduction to Ancient Civilization**

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

3 hours; 3 credits

**Course Description:**

A historical survey of the development of ideas and institutions in Ancient China, India, the Near East, Greece, and Rome. Emphasis is on their political, economic, social, legal, religious, cultural, and intellectual achievements. Consultation of primary sources in translation.

**TO:**

**HIST** 110 Introduction to Ancient Civilization

**Co-requisite:** ENGLISH 101

3 hours; 3 credits

**Course Description:**

A historical survey of the development of ideas and institutions in Ancient China, India, the Near East, Greece, and Rome. Emphasis is on their political, economic, social, legal, religious, cultural, and intellectual achievements. Consultation of primary sources in translation.

**Rationale:** (for all 5 history courses)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

**FROM:**

**H# 111 Introduction to Medieval and Early Modern Western Civilization**

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

3 hours; 3 credits

**Course Description:**

The development of Western civilization from the beginning of the Middle Ages to the French Revolution; the major political, intellectual, religious, economic, and social movements which transformed Western civilization from a medieval to a modern society. Materials drawn from texts and original sources.

**TO:**

**HIST** 111 Introduction to Medieval and Early Modern Western Civilization

**Co-requisite:** ENGLISH 101

3 hours; 3 credits

**Course Description:**

The development of Western civilization from the beginning of the Middle Ages to the French Revolution; the major political, intellectual, religious, economic, and social movements which transformed Western civilization from a medieval to a modern society. Materials drawn from texts and original sources.

**Rationale:** (for all 5 history courses)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

**FROM:**

**H# 112 Introduction to Modern Western Civilization**

~~Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT~~



~~Assessment Test~~  
3 hours; 3 credits

**Course Description:**

The development of Western civilization from the French Revolution. Major political, economic, intellectual, social, and scientific forces considered. Focus is on the impact of major ideologies – including liberalism, socialism, and nationalism, as well as the emergence of totalitarianism. Readings include textual and original source material.

**TO:**

**HIST 112** Introduction to Modern Western Civilization

**Co-requisite:** ENGLISH 101

3 hours; 3 credits

**Course Description:**

The development of Western civilization from the French Revolution. Major political, economic, intellectual, social, and scientific forces considered. Focus is on the impact of major ideologies – including liberalism, socialism, and nationalism, as well as the emergence of totalitarianism. Readings include textual and original source material.

**Rationale:** (for all 5 history courses)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

**FROM:**

**H 127 Growth of American Civilization I: Colonial Period Through Reconstruction**

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

3 hours; 3 credits

**Course Description:**

The development of American civilization examined from its origins through the aftermath of the Civil War. Deals with vital political, economic, social, and cultural forces and institutions. The Revolutionary era, the Constitutional period, the Jacksonian, Civil War, and Reconstruction eras, and such developments as sectionalism, nationalism, and industrialization are surveyed. Readings include textual and original source materials.

**TO:**

**HIST 127 Growth of American Civilization I: Colonial Period Through Reconstruction**

**Co-requisite:** ENGLISH 101

3 hours; 3 credits

**Course Description:**

The development of American civilization examined from its origins through the aftermath of the Civil War. Deals with vital political, economic, social, and cultural forces and institutions. The Revolutionary era, the Constitutional period, the Jacksonian, Civil War, and Reconstruction eras, and such developments as sectionalism, nationalism, and industrialization are surveyed. Readings include textual and original source materials.

**Rationale:** (for all 5 history courses)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

**FROM:**

**H 128 Growth of American Civilization II: Reconstruction to the Present**

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

**Course Description:**

The development and growth of modern American civilization examined. Emphasis is on social, political, cultural, and economic forces that have shaped the nation, concentrating on both internal developments and the roots of American expansion abroad. Themes discussed include immigration, nativism, the changing role of women, the Great Depression, the New Deal, America's wars, the United States as a world leader, civil rights and the growth of popular cultures. Readings include textual and original source materials.

**TO:**

**HIST 128** Growth of American Civilization II: Reconstruction to the Present

**Co-requisite:** ENGLISH 101

3 hours; 3 credits

**Course Description:**

The development and growth of modern American civilization examined. Emphasis is on social, political, cultural, and economic forces that have shaped the nation, concentrating on both internal developments and the roots of American expansion abroad. Themes discussed include immigration, nativism, the changing role of women, the Great Depression, the New Deal, America's wars, the United States as a world leader, civil rights and the growth of popular cultures. Readings include textual and original source materials.

**Rationale:** (for all 5 history courses)

The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

<p><b>FROM:</b>  <b>H1 123 Recent American Civilization</b>  Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test  3 hours; 3 credits  Course description: remains the same</p>	<p><b>TO:</b>  <b>HIST 123 Recent American Civilization</b>  <b>Prerequisite or Co-requisite:</b> ENGLISH 101  3 hours; 3 credits  Course description: remains the same</p>
<p><b>FROM:</b>  <b>H1 132 World History Since 1500</b>  Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test  3 hours; 3 credits  Course description: remains the same</p>	<p><b>TO:</b>  <b>HIST 132 World History Since 1500</b>  <b>Prerequisite or Co-requisite:</b> ENGLISH 101  3 hours; 3 credits  Course description: remains the same</p>
<p><b>H1 133 Introduction to Modern East Asian Civilization</b>  Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test  3 hours; 3 credits  Course description: remains the same</p>	<p><b>HIST 133 Introduction to Modern East Asian Civilization</b>  <b>Prerequisite or Co-requisite:</b> ENGLISH 101  3 hours; 3 credits  Course description: remains the same</p>
<p><b>H1 135 History of New York State</b>  Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test  3 hours; 3 credits  Course description: remains the same</p>	<p><b>HIST 135 History of New York State</b>  <b>Prerequisite or Co-requisite:</b> ENGLISH 101  3 hours; 3 credits  Course description: remains the same</p>
<p><b>H1 136 African-American History</b>  Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT</p>	<p><b>HIST 136 African-American History</b>  <b>Prerequisite or Co-requisite:</b> ENGLISH 101  3 hours; 3 credits</p>

<p>Assessment Test 3 hours; 3 credits Course description: remains the same</p>	<p>Course description: remains the same</p>
<p><b>H1 140 Latin American History I: Ancient Times to Independence (1500 b.c. to 1825)</b> <del>Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> 3 hours; 3 credits Course description: remains the same</p>	<p><b>HIST 140 Latin American History I: Ancient Times to Independence (1500 b.c. to 1825)</b> <u>Prerequisite or Co-requisite: ENGLISH 101</u> 3 hours; 3 credits Course description: remains the same</p>
<p><b>H1 141 Latin American Story II: Independence to the Present</b> <del>Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> 3 hours; 3 credits Course description: remains the same</p>	<p><b>HIST 141 Latin American History II: Independence to the Present</b> <u>Prerequisite or Co-requisite: ENGLISH 101</u> 3 hours; 3 credits Course description: remains the same</p>
<p><b>H1 154 History and Health Care</b> <del>Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> 3 hours; 3 credits Course description: remains the same</p>	<p><b>HIST154 History and Health Care</b> <u>Prerequisite or Co-requisite: ENGLISH 101</u> 3 hours; 3 credits Course description: remains the same</p>
<p><b>H1 178, 179 Special Topics in History</b> <del>Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> 3 hours; 3 credits Course description: remains the same</p>	<p><b>HIST 178, 179 Special Topics in History</b> <u>Prerequisite or Co-requisite: ENGLISH 101</u> 3 hours; 3 credits Course description: remains the same</p>
<p><b>H1 193 Introduction to the History of Borderlands</b> <del>Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> 3 hours; 3 credits Course description: remains the same</p>	<p><b>HIST 193 Introduction to the History of Borderlands</b> <u>Prerequisite or Co-requisite: ENGLISH 101</u> 3 hours; 3 credits Course description: remains the same</p>
<p><b>FROM:</b> <b>HIST-186: Introduction to Legal History I: The Ancient World through the Early Modern Period</b> <del>Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>	<p><b>TO:</b> HIST-186: Introduction to Legal History I: The Ancient World through the Early Modern Period Pre-requisites: <u>Prerequisite or</u> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>
<p><b>HIST-187: Introduction to Legal History II: The Enlightenment through the Present</b> <del>Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>	<p>HIST-187: Introduction to Legal History II: The Enlightenment through the Present Pre-requisites: <u>Prerequisite or</u> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>
<p><b>HIST-281: History of Nationalism and the Politics</b></p>	<p>HIST-281: History of Nationalism and the Politics of</p>

<p><b>of Identity</b>  Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del>  Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>	<p>Identity  Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>
<p><b>HIST-292: History of Fascism, Nazism, and Communism.</b>  Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del>  Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>	<p>HIST-292: History of Fascism, Nazism, and Communism.  Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>
<p><b>HIST-292: History of Fascism, Nazism, and Communism.</b>  Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del>  Co-requisite: English 101  3 class hours; 3 credits.  Course description: remains the same</p>	<p>HIST-292: History of Fascism, Nazism, and Communism.  Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>
<p><b>HIST-252 History of Medieval and Early Modern Spain</b>  Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del>  Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>	<p>HIST-252 History of Medieval and Early Modern Spain  Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>
<p><b>HIST-205 History of the First World War: 1914-1918</b>  Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del>  Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>	<p>HIST-205 History of the First World War: 1914-1918  Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>
<p><b>HIST-242 History of Modern Japan: 1868-1989</b>  Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del>  Co-requisite: English 101  3 class hours; 3 credit  Course description: remains the same</p>	<p>HIST-242 History of Modern Japan: 1868-1989  Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101  3 class hours; 3 credits  Course description: remains the same</p>
<p><b>HIST-227 British History since 1688</b>  Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment</del></p>	<p>HIST-227 British History since 1688  Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101</p>

<p>Test: Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>	<p>3 class hours; 3 credits Course description: remains the same</p>
<p><b>HIST 211 History of Early Christianity:</b> Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>	<p>HIST 211 History of Early Christianity Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>
<p><b>HIST 236 History of Germany</b> Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>	<p>HIST 236 History of Germany Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>
<p><b>HIST 208 History of the Romans and Their Empire</b> Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>	<p>HIST 208 History of the Romans and Their Empire Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>
<p><b>HIST 238 History of Russia</b> Pre-requisites: <del>BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.</del> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>	<p>HIST 238 History of Russia Pre-requisites: <b>Prerequisite or</b> Co-requisite: English 101 3 class hours; 3 credits Course description: remains the same</p>
<p><b>FROM:</b> <b>HI 113 Europe and the World since 1945</b> 3 class hours; 3 credits Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same</p>	<p><b>TO:</b> HIST 222 Europe and the World since 1945 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p><b>HI 118 Ancient Greek history</b> 3 hours; 3 credits Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same</p>	<p>HIST 218 Ancient Greek history 3 class hours; 3 credits Pre-requisite <u>or</u> co-requisite ENGL 101 Course description: remains the same</p>
<p><b>HI 125 Immigration and Ethnic groups in the US</b> 3 class hours; 3 credits Offered in Spring Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-</del></p>	<p>HIST 276 Immigration and Ethnic groups in the US 3 class hours; 3 credits Offered in Spring Pre-requisite <u>or</u> co-requisite ENGL 101</p>

205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same	Course description: remains the same
<b>HI 126 Women in America</b> 3 class hours; 3 credits Offered in Fall Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same	HIST 226 Women in America 3 class hours; 3 credits Offered in Fall Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
<b>HI129 Recent American Civilization</b> 3 class hours; 3 credits Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same	HIST 239 Recent American Civilization 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
<b>HI144 Modern Economic History</b> 3 class hours; 3 credits Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same	HIST 244 Modern Economic History 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
<b>HI 153 Western War and Warfare: from Gunpowder to Desert Storm</b> 3 class hours; 3 credits Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same	HIST 253 Western War and Warfare: from Gunpowder to Desert Storm 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
<b>HI 165 The European Renaissance</b> 3 class hours; 3 credits Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same	HIST 265 The European Renaissance 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
<b>HI173 Barbarians, from the Roman Empire to the Early Modern World</b> 3 class hours; 3 credits Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same	HIST 209 Barbarians, from the Roman Empire to the Early Modern World 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
<b>HI177 Greek and Roman Mythology</b> 3 class hours; 3 credits Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same	HIST 250 Greek and Roman Mythology 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same
<b>HI 181 History of the Second World War</b> 3 class hours; 3 credits Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del> Course description: remains the same	HIST 206 History of the Second World War 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same

<p><b>HI185 The Holocaust</b>  3 class hours; 3 credits  Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del>  Course description: remains the same</p>	<p>HIST 290 The Holocaust  3 class hours; 3 credits  Pre-requisite <u>or co-requisite ENGL 101</u>  Course description: remains the same</p>
<p><b>HI 191 History of Genocide in the Twentieth Century</b>  3 class hours; 3 credits  Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del>  Course description: remains the same</p>	<p>HIST 291 History of Genocide in the Twentieth Century  3 class hours; 3 credits  Pre-requisite <u>or co-requisite ENGL 101</u>  Course description: remains the same</p>
<p><b>HI195 Judaism, Christianity, and Islam</b>  3 class hours; 3 credits Offered in Fall  Pre-requisite: <del>BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test</del>  Course description: remains the same</p>	<p>HIST 295 Judaism, Christianity, and Islam Pre-  3 class hours; 3 credits  Pre-requisite <u>or co-requisite ENGL 101</u>  Course description: remains the same</p>
<p><b>Rationale:</b>  The history department has come to the conclusion that students would be better served if certain history electives were designated at the 200-level. It would indicate that, while there is no history prerequisite, the student should expect these courses to be dealing more intensely with specific topics, as opposed to the 100-level courses, which are broader overviews of longer developments in history. The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.</p>	

## Department of Nursing

### FROM:

#### **NU 101 Safe and Effective Nursing Care of Client Level I**

3 class hours 12 clinical laboratory hours 7 credits

~~NU 101 provides the student with the theoretical basis and practical application of nursing concepts underlying the practice of safe and effective nursing care -- across the life cycle -- with a focus on the aging population. Primary emphasis is placed on meeting the client's basic self-care needs. Communication techniques (written and oral), legal/ethical parameters of healthcare, basic pharmacology, cultural considerations and teaching-learning principles are described and utilized with individuals and small groups. The nursing process, as a problem-solving tool, provides the basis of patient care. Students learn basic assessment skills for individual clients. Critical thinking techniques, necessary for diagnosing and treating human responses to actual or potential health problems are utilized. Clinical experiences in the college laboratories, hospitals, nursing homes and community settings provide the basis for the development of professional behaviors.~~

#### **Note: Admission to evening clinical sequence (NU-101) will be in the Fall semester only.**

*Students may repeat only one nursing course (NU-101, NU-102, NU-201 or NU-202) in the Clinical Program. However, a repeat of NU-101 will require an approval from the Nursing Department Appeals Committee. This includes students who withdrew from a course after the first day, for any reason, and students who completed the course with a grade below passing.*

### TO:

NU 101 Safe and Effective Nursing Care Level I

3 class hours 12 clinical laboratory hours 7 credits

NU 101 establishes the foundation for evidence-based practice by providing an introduction to the professional nursing role and responsibilities. The eight core competencies used as a framework that is congruent with the national health care goals are: professionalism, safety, assessment, patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement and informatics. Students will be introduced to the nursing process which will guide them in the development of the knowledge, skills and attitudes necessary to perform the role of a professional nurse, with an emphasis on the aging population. Significant components of the course include effective communication; basic physical assessment; basic pharmacology; nutrition; peri-operative care; principles of teaching/learning and infection control; and health promotion. A variety of teaching methodologies are used to facilitate the diverse learning needs of nursing students utilizing classroom and clinical experiences.

**FROM:**

**NU 102 Safe and Effective Nursing Care of Client Level II**

5 class hours 12 clinical laboratory hours 9 credits

~~NU 102 provides the student with the theoretical basis and application of nursing concepts underlying the safe and effective practice of nursing as it relates to self-care needs – across the life cycle – with a focus on the adult and pediatric client. Psychosocial, end-of-life, spiritual and cultural aspects of care are included. Teaching-learning principles are utilized for clients across the life span. Relevant therapeutic nutrition, pharmacology and holistic healing modalities are presented. Students continue to develop communication and assessment skills as well as critical thinking strategies. Professional practice is further developed utilizing evidenced-based research. Clinical experiences take place in the college laboratories, hospitals and community settings.~~

**TO:**

NU 102 Safe and Effective Nursing Care Level II

5 class hours 12 clinical laboratory hours 9 credits

NU 102 is designed to augment the fundamental principles for developing and implementing plans of care that improve outcomes for adult patients. The patient history, assessment, socio-cultural factors and best practices will be incorporated into the treatment plan. Utilizing the nursing process, students will integrate foundational knowledge and skills into the clinical practice. Practicum experiences will expose students to electronic documentation, collaborative care, medication administration and a variety of disease processes in a diverse patient population. Significant components of the course include care of the patient with sepsis, alterations in fluids and electrolytes, as well as cardiac, endocrine, gastro-intestinal and respiratory systems.

Pharmacological and nutritional interventions will be integrated into the coursework. Various methodologies will be used to support the development of the eight core competencies.

**FROM:**

**NU 201 Safe and Effective Nursing Care of Client Level III**

~~NU 201 provides the student with the theoretical basis and application of nursing concepts underlying the practice of nursing as it relates to self-care needs – across the life cycle – with a focus on assisting adults and families to achieve and maintain an optimal level of health and wellness. Related therapeutic nutrition and pharmacology continue as a focus of practice. Refinement of assessment, teaching-learning, communication and critical thinking strategies continues. Development of professional accountability continues with emphasis on writing and evidenced-based research. Learning experiences are provided in the college laboratory, acute care, maternal-child, and community health care settings.~~

**TO:**

NU 201 Safe and Effective Nursing Care Level III

NU 201 prepares students to provide comprehensive care to the child-bearing family with an emphasis on men's, women's and children's health care needs. The student will utilize evidence-based knowledge and critical thinking skills to apply concepts of family dynamics, socioeconomic issues, health and wellness, and cultural implications of health care. Risk reduction and disease prevention will be incorporated into nursing care. Significant components of the course include complex cardiac, oncological, genitourinary and gynecological disorders. Assessment and intervention in child and partner abuse will be addressed. Development of professional accountability continues, with an emphasis on writing, evidence-based research



and leadership skills. The role of the nurse as a patient advocate and collaborative member of the interdisciplinary team continues. Students will continue to enhance the application of the eight core competencies in a variety of clinical health care settings. This course fulfills a Writing Intensive requirement.

**FROM:**

**NU 202 Safe and Effective Nursing Care of Client Level IV (change of title and course description)**

5 class hours 12 clinical laboratory hours 9 credits

~~NU 202 provides the student with the knowledge and skills needed to manage safe and effective care of clients across the life cycle with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of clients in acute care and community settings utilizing evidenced-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Interdisciplinary communication and collaboration are emphasized. Teaching and learning practices are implemented for the elderly client in community centers. Professional behaviors related to healthcare policy, finance and regulation, and policy formation are introduced. Clinical experiences are provided in college laboratories, hospitals and community settings with the inclusion of a mental health and community health experience.~~

**TO:**

NU 202 Safe and Effective Nursing Care Level IV

5 class hours 12 clinical laboratory hours 9 credits

NU 202 provides the student with the knowledge and skills needed to manage patients with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of patients in acute care and community settings utilizing evidence-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Collaboration and interdisciplinary communication continue to be emphasized. Professional behaviors related to healthcare policy, financial regulations, and policy formation are discussed. Significant components of the course include multisystem failure, autoimmune and immune disorders, eating and childhood disorders, major psychiatric disorders, disaster preparedness, and population health. Advanced application of the eight core competencies are integrated into nursing practice.

The following rationale applies to all (4) course revisions above.

**Rationale:**

We are updating the language to reflect the current health care system. Course descriptions were made more specific. Content was shifted to allow the curriculum to progress more effectively and align with the health care needs of our population.

---

**Department of Physics**

**FROM:**

**PH-111 Space, Astronomy and Our Universe**

~~2.25 class hours 0.75 lab hours/3 credits~~

Co-requisites: ~~None~~

**Course Description:**

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

**TO:**

PH-111 Space, Astronomy and Our Universe

3 class hours, 3 credits

Co-requisites: PH-112

**Course Description:**

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

**Rationale:**

It has been observed that students taking PH-112 perform much better in PH-111. The Physics Department strongly feels that the students are better served when PH-111 is taken in conjunction with PH-112. The material in PH111 will be better covered in the lecture with the extra time.

Departmental approval: 11/18/2015.

---

**Department of Speech Communication and Theater Arts****FROM:**

SP ~~230~~ Video Production

2 class hours, 2 lab hours, 3 credits

Pre-requisites/Co-requisites: BE-112 or BE-205 & BE-122 or BE-226

**Course Description:**

Video Production I is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films ~~and videos~~ in class as well as additional assigned readings.

**TO:**

SP 130 Video Production I

2 class hours, 2 lab hours, 3 credits

Pre-requisites/Co-requisites: BE-112 or BE-205 & BE-122 or BE-226

**Course Description:**

Video Production I is an introductory class in the creation and aesthetics of digital video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short group and solo projects. This class will also have screenings of various short films in class as well as additional assigned readings.

**Rationale:**

The number change from level 200 to level 100 makes it clear that the course is an introductory level course. The course will become a pre-requisite to a new course, SP 230 Video Production II, and will be offered each semester and enrollment will still be capped at 16 as this number corresponds to available work-stations in the Media Lab.

---

## 2. CHANGES IN PROGRAMS

Visual and Performing Arts - Associate in Science (A.S.) Degree – Concentrations in Art and Design, Dance, Music, Theatre Arts

**The following title changes are proposed in the QCC/Visual and Performing Arts A.S. Program:**

**Program:** Visual and Performing Arts - Associate in Science (A.S.) Degree – Concentrations in Art and Design, Dance, Music, Theatre Arts

**Program Code:** 81303

**HEGIS:** 5610

**Effective:** Fall 2016

### SUMMARY OF CHANGES

<u>FROM:</u> <del>Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del>	<u>TO:</u> <u>Associate in Science (A.S.) Degree in Art with concentrations in Art and Design or Art History</u>
<u>FROM:</u> <del>Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del>	<u>TO:</u> <u>Associate in Science (A.S.) Degree in Dance</u>
<u>FROM:</u> <del>Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del>	<u>TO:</u> <u>Associate in Science Degree (A.S.) in Music</u>
<u>FROM:</u> <del>Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del>	<u>TO:</u> <u>Associate in Science (A.S.) Degree in Theatre with concentrations in Acting or Technical Theatre</u>

Changes in curricular requirements: None

Changes in General Education Core Requirements: None

<b>FROM:</b> <del>Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del>	<b>TO:</b> <u>The Associate in Science (A.S.) Degree in Art with concentrations in Art and Design and Art History</u>
<p><del>REQUIREMENTS FOR THE A.S. DEGREE</del>  <del>COMMON CORE REQUIREMENTS</del>  <del>REQUIRED CORE 1A:</del>  <del>English Composition I, II Take EN101 &amp; 102</del>  <del>6</del>  <del>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B)</del>  <del>3</del>  <del>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)</del> 3  <del>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues</del></p>	<p><u>REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Art with concentrations in Art and Design and Art History</u>  <u>COMMON CORE REQUIREMENTS</u>  <u>REQUIRED CORE 1A:</u>  <u>English Composition I, II Take EN101 &amp; 102</u>  <u>6</u>  <u>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B)</u>  <u>3</u>  <u>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)</u> 3</p>

(select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C <sup>1</sup> : Creative Expression (select one from 2C <sup>1</sup> ) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course <sup>2</sup> ) 3 Sub-total 30	(select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C <sup>1</sup> : Creative Expression (select one from 2C <sup>1</sup> ) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course <sup>2</sup> ) 3 Sub-total 30
MAJOR All students in the <del>Visual and Performing Arts A.S. Degree Program</del> must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements. Sub-total 21-23	MAJOR All students <u>majoring in the Associate in Science (A.S.) Degree in Art</u> must complete one of the concentrations: Art & Design or Art History. Sub-total 21-23
ADDITIONAL MAJOR REQUIREMENTS SP-211 <sup>3</sup> Speech Communication <sup>3</sup> 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science <sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 Sub-total 5-7	ADDITIONAL MAJOR REQUIREMENTS SP-211 <sup>3</sup> Speech Communication <sup>3</sup> 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science <sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 Sub-total 5-7
ELECTIVES Free Electives 0-3 Sub-total 0-3	ELECTIVES Free Electives 0-3 Sub-total 0-3
Total Credits Required 60	Total Credits Required 60
1 Recommended: <del>select from area different from concentration (ARTH-100—ARTH-128 including ARTH-202 &amp; ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).</del> 2 Recommended: select course from 2C in <del>concentration</del> discipline. 3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2)	1 Recommended: DAN-111, MU-110, MU-120, SP-471, SP-472, or TH-111. 2 Recommended: select an additional course from 2C in <u>major</u> discipline: <u>ARTH-100—ARTH-128, ARTH-202 or ARTH-225.</u> 3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement of</u> SP-211 and are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following

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

<p><b>CONCENTRATIONS</b>  Courses may be selected from the following categories to fulfill the 21-23 credit concentration in the Fine and Performing Arts</p>	
<p><b>ART AND DESIGN CONCENTRATION</b> – Students select 21-23 credits in consultation with a departmental adviser as follows:  <i>Six (6) credits from:</i>  ARTH-100 Introductory Survey of Art  ARTH-101 History of Art I  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-202 History of Art II    <i>14-20 credits from:</i>  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-128 History of African Arts  ARTH-150 Art Administration  ARTS-121 Two-Dimensional Design  ARTS-122 Three-Dimensional Design:  Introduction to Sculpture  ARTS-130 Art for Teachers of Children I  ARTS-131 Art for Teachers of Children II  ARTS-132 Introduction to Art Therapy  ARTS-141 Introduction to Photography  ARTS-151 Drawing I  ARTS-161 Painting I  ARTS-182 Sculpture  ARTS-186 Ceramics I  ARTS-191 Introduction to Video Art  ARTS-192 Web-Animation  ARTH-225 History of Graphic Design  ARTH-251 Art Curating  ARTH-252 Art Institutions and the Business of Art  ARTS-221 Color Theory  ARTS-242 Advanced Photographic Skills</p>	<p><u>Associate in Science (A.S.) Degree in Art</u>  <b>ART AND DESIGN CONCENTRATION</b> – Students select 21-23 credits in consultation with a departmental adviser as follows:  <i>Six (6) credits from:</i>  ARTH-100 Introductory Survey of Art  ARTH-101 History of Art I  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-202 History of Art II    <i>14-20 credits from:</i>  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-128 History of African Arts  ARTH-150 Art Administration  ARTS-121 Two-Dimensional Design  ARTS-122 Three-Dimensional Design:  Introduction to Sculpture  ARTS-130 Art for Teachers of Children I  ARTS-131 Art for Teachers of Children II  ARTS-132 Introduction to Art Therapy  ARTS-141 Introduction to Photography  ARTS-151 Drawing I  ARTS-161 Painting I  ARTS-182 Sculpture  ARTS-186 Ceramics I  ARTS-191 Introduction to Video Art  ARTS-192 Web-Animation  ARTH-225 History of Graphic Design  ARTH-251 Art Curating  ARTH-252 Art Institutions and the Business of Art  ARTS-221 Color Theory  ARTS-242 Advanced Photographic Skills</p>

<p>ARTS-243 Digital Photography  ARTS-252 Drawing II  ARTS-253 Illustration  ARTS-262 Painting II  ARTS-263 Painting III  ARTS-270 Printmaking: Relief and Stencil  ARTS-271 Printmaking: Intaglio  ARTS-286 Ceramics II  ARTS-290 Advertising Design and Layout  ARTS-291 Electronic Imaging  ARTS-292 Design for Desktop Publishing  ARTS-293 Design for Motion Graphics  ARTH-380 Gallery Internship I  ARTH-381 Gallery Internship II  ARTS-343 Large Format and Studio Photography  ARTS-344 Photography as Fine Art  ARTS-345 Creating The Documentary Image  ARTS-346 Color Photography  ARTS-348 Photographing People  ARTS-349 Illustration and Fashion Photography  ARTS-380 Artist Apprentice Internship I  ARTS-381 Artist Apprentice Internship II  ARTS-382 Special Problems in Studio Art I  ARTS-383 Special Problems in Studio Art II  ARTS-390 Portfolio Project in Studio Art</p>	<p>ARTS-243 Digital Photography  ARTS-252 Drawing II  ARTS-253 Illustration  ARTS-262 Painting II  ARTS-263 Painting III  ARTS-270 Printmaking: Relief and Stencil  ARTS-271 Printmaking: Intaglio  ARTS-286 Ceramics II  ARTS-290 Advertising Design and Layout  ARTS-291 Electronic Imaging  ARTS-292 Design for Desktop Publishing  ARTS-293 Design for Motion Graphics  ARTH-380 Gallery Internship I  ARTH-381 Gallery Internship II  ARTS-343 Large Format and Studio Photography  ARTS-344 Photography as Fine Art  ARTS-345 Creating The Documentary Image  ARTS-346 Color Photography  ARTS-348 Photographing People  ARTS-349 Illustration and Fashion Photography  ARTS-380 Artist Apprentice Internship I  ARTS-381 Artist Apprentice Internship II  ARTS-382 Special Problems in Studio Art I  ARTS-383 Special Problems in Studio Art II  ARTS-390 Portfolio Project in Studio Art</p>
--	--

<p>ART HISTORY CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:  <i>The following courses are required (6 credits):</i>  ARTH-101 History of Art I  ARTH-202 History of Art II  14-20 credits from1:  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-128 History of African Arts  ARTH-150 Art Administration  ARTH-251 Art Curating  ARTH-252 Art Institutions and the Business of Art  1 One studio art course may be substituted for an art history course in consultation with a departmental advisor.</p>	<p><u>Associate in Science (A.S.) Degree in Art</u>  ART HISTORY CONCENTRATION – Students select 21-23 credits in consultation with a departmental adviser as follows:  <i>The following courses are required (6 credits):</i>  ARTH-101 History of Art I  ARTH-202 History of Art II  14-20 credits from1:  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-128 History of African Arts  ARTH-150 Art Administration  ARTH-251 Art Curating  ARTH-252 Art Institutions and the Business of Art  1 One studio art course may be substituted for an art history course in consultation with a departmental advisor.</p>
--	--

<p>FROM:  <del>Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre A</del></p>	<p>TO:  <u>The Associate in Science (A.S.) Degree in Dance</u></p>
<p>REQUIREMENTS FOR-THE <del>A.S. DEGREE</del></p> <p>COMMON CORE REQUIREMENTS  REQUIRED CORE 1A:</p>	<p>REQUIREMENTS FOR THE <u>Associate in Science (A.S.) Degree in Dance</u></p> <p>COMMON CORE REQUIREMENTS  REQUIRED CORE 1A:</p>

<p>English Composition I, II Take EN101 &amp; 102 6</p> <p>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3</p> <p>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p> <p>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3</p> <p>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3</p> <p>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3</p> <p>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3</p> <p>FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3</p> <p>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3</p> <p style="text-align: right;">Sub-total 30</p>	<p>English Composition I, II Take EN101 &amp; 102 6</p> <p>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3</p> <p>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p> <p>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3</p> <p>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3</p> <p>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3</p> <p>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3</p> <p>FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3</p> <p>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3</p> <p style="text-align: right;">Sub-total 30</p>
<p>MAJOR All students in the <del>Visual and Performing Arts A.S. Degree Program</del> must complete one of the concentrations: Art &amp; Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.</p> <p style="text-align: right;">Sub-total 21-</p> <p>23</p>	<p>MAJOR All students <u>majoring in the Associate in Science (A.S.) Degree in Dance</u> must complete 21-23 credits in Dance major electives as outlined below.</p> <p style="text-align: right;">Sub-total</p> <p>21-23</p>
<p>ADDITIONAL MAJOR REQUIREMENTS</p> <p>SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3</p> <p>HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series 1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p> <p style="text-align: right;">Sub-total 5-7</p>	<p>ADDITIONAL MAJOR REQUIREMENTS</p> <p>SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3</p> <p>HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series 1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p> <p style="text-align: right;">Sub-total 5-7</p>
<p>ELECTIVES</p> <p>Free Electives 0-3</p> <p style="text-align: right;">Sub-total 0-3</p>	<p>ELECTIVES</p> <p>Free Electives 0-3</p> <p style="text-align: right;">Sub-total 0-3</p>
Total Credits Required 60	Total Credits Required 60
<p>1 Recommended: <del>select from area different from concentration</del> (ARTH-100—ARTH-128 including ARTH-202 &amp; ARTH-225, or DAN-444, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).</p> <p>2 Recommended: select course from 2C</p>	<p>1 Recommended: ARTH-100—ARTH-128, ARTH-202, ARTH-225, MU-110, MU-120, SP-471, SP-472, or TH-111).</p> <p>2 Recommended: select <u>an additional course</u> from 2C in <u>major discipline</u>: DAN-111.</p> <p>3 Students who <u>elect</u> SP211 as part of the</p>

<p>in <del>concentration</del>-discipline.  3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.  4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.  All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>	<p>Common Core have <u>satisfied the degree requirement of SP-211</u> and are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.  4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.  All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>
--	---

<p><b>CONCENTRATIONS</b>  <del>Courses may be selected from the following categories to fulfill the 21-23 credit concentration in the Fine and Performing Arts</del></p>	
<p><b>DANCE CONCENTRATION</b> – Students select 21-23 credits  In consultation with a departmental adviser as follows:</p> <p>DAN 110 Foundations of Dance Movement (3 cr)</p> <p>Two courses in Modern Dance technique (4cr) (level determined by placement class)  Select from DAN 124, 125, 126, 127, 220, 221 or 222</p> <p>Two courses in Ballet technique (4cr) (level determined by placement class)  Select from DAN 134, 135, 136, 137, 230, 231 or 232</p> <p>DAN 249 Modern Dance Improvisation (2cr)</p> <p>DAN 251 Choreography I(2cr)</p> <p>Two courses in Repertory or Workshop (4-6 cr)  Select from DAN 160, 161 260, 261 or 262 (audition required for 260, 261, 262)</p> <p>One course from Modern Dance or Ballet technique: (2cr)  Select from DAN 125, 126, 127, 220, 221, 222</p>	<p><b>DANCE MAJOR</b> - Students select 21-23 credits  In consultation with a departmental adviser as follows:</p> <p>DAN 110 Foundations of Dance Movement (3 cr)</p> <p>Two courses in Modern Dance technique (4cr) (level determined by placement class)  Select from DAN 124, 125, 126, 127, 220, 221 or 222</p> <p>Two courses in Ballet technique (4cr) (level determined by placement class)  Select from DAN 134, 135, 136, 137, 230, 231 or 232</p> <p>DAN 249 Modern Dance Improvisation (2cr)</p> <p>DAN 251 Choreography I (2cr)</p> <p>Two courses in Repertory or Workshop (4-6 cr)  Select from DAN 160, 161 260, 261 or 262 (audition required for 260, 261, 262)</p> <p>One course from Modern Dance or Ballet technique: (2cr)  Select from DAN 125, 126, 127, 220, 221, 222</p>



135, 136, 137, 230, 231 or 232	135, 136, 137, 230, 231 or 232
Technique elective: (0-2cr) Select from Modern Dance (DAN 125, 126, 127, 220, 221, 222), Ballet (135, 136, 137, 230, 231, 232), African/ Afro-Caribbean Dance DAN 103), Advanced Beginning Jazz Dance (140), Contact Improvisation (DAN 252) or Special Topics in Modern Dance (DAN 270, 271, 272)	Technique elective: (0-2cr) Select from Modern Dance (DAN 125, 126, 127, 220, 221, 222), Ballet (135, 136, 137, 230, 231, 232), African/ Afro-Caribbean Dance DAN 103), Advanced Beginning Jazz Dance (140), Contact Improvisation (DAN 252) or Special Topics in Modern Dance (DAN 270, 271, 272)
Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).	Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).

FROM: <del>Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Art</del>	TO: <u>The Associate in Science (A.S.) Degree in Theatre with concentrations in Acting or Technical Theatre</u>
REQUIREMENTS FOR THE <del>A.S. DEGREE</del>	REQUIREMENTS FOR THE <u>Associate in Science (A.S.) Degree in Theatre with concentrations in Acting or Technical Theatre</u>
COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102 6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C <sup>1</sup> : Creative Expression (select one from 2C <sup>1</sup> ) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course <sup>2</sup> ) 3 Sub-total 30	COMMON CORE REQUIREMENTS REQUIRED CORE 1A: English Composition I, II Take EN101 & 102 6 REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C <sup>1</sup> : Creative Expression (select one from 2C <sup>1</sup> ) 3 FLEXIBLE CORE 2D: Individual & Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course <sup>2</sup> ) 3 Sub-total 30
MAJOR <del>All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art &amp; Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.</del>	MAJOR <u>All students majoring in the Associate in Science (A.S.) Degree in Theatre must complete 21-23 credits in Theatre requirements and electives as outlined below.</u> Sub-total 21-23

Sub-total	21-23		
<p>ADDITIONAL MAJOR REQUIREMENTS</p> <p>SP-211<sup>3</sup>      Speech Communication<sup>3</sup> 3</p> <p>HE-101      Intro. to Health Education or HE-102      Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series 1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p> <p style="text-align: right;">Sub-total      5-7</p>		<p>ADDITIONAL MAJOR REQUIREMENTS</p> <p>SP-211<sup>3</sup>      Speech Communication<sup>3</sup> 3</p> <p>HE-101      Intro. to Health Education or HE-102      Health Behavior &amp; Society 1-2</p> <p>One course in PE-400 or PE-500 series or DAN-100 series      1</p> <p>Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p> <p style="text-align: right;">Sub-total      5-7</p>	
ELECTIVES		ELECTIVES	
Free Electives	0-3	Free Electives	0-3
Sub-total	0-3	Sub-total	0-3
Total Credits Required 60		Total Credits Required 60	
<p>1 Recommended: <del>select from area different from concentration</del> (ARTH-100—ARTH-128 including ARTH-202 &amp; ARTH-225, or DAN-111, or MU-110, or MU-120, or <del>SP-471, or SP-472, or TH-111</del>).</p> <p>2 Recommended: select course from 2C in <del>concentration</del> discipline.</p> <p>3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.</p> <p>All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>		<p>1 Recommended: ARTH-100—ARTH-128, ARTH-202 , ARTH-225, DAN-111, MU-110, or MU-120.</p> <p>2 Recommended: select an <u>additional</u> course from 2C in <u>major</u> discipline; <u>SP-471, SP-472, or TH-111</u>.</p> <p>3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement of SP211</u> and are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.</p> <p>All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>	
<p><b>THEATRE ARTS CONCENTRATION –</b> Students <del>select</del> 21-23 credits in consultation with a departmental adviser as follows: The following courses are required (12 credits): TH-121 Introduction to Acting for the Major                     TH-151 Voice and Movement for the Actor</p>		<p><b>THEATRE MAJOR –</b> Students <u>complete</u> 21-23 credits in consultation with a departmental adviser as follows: The following courses are required (12 credits): TH-121 Introduction to Acting for the Major                     TH-151 Voice and Movement for the Actor</p>	

<p>TH-131 Stagecraft I  TH-132 Practicum in Stagecraft I  TH-111 Introduction to Theatre</p> <p>One of the following courses (3 Credits):  TH-221 Acting II  TH-231 Stagecraft II  TH-152 Standard Speech for Stage,  Film, Television &amp; Digital Media</p> <p>The remaining 6-8 credits may be selected from any courses in the Department of Speech Communication and Theatre Arts, including those above not already taken.</p> <p>EN-302 Readings in Drama  SP-230 Video Production I  SP-321 Oral Performance for the Actor and Speaker  TH-134 Stage Makeup  TH-135 Costume Construction  TH-232 Practicum in Stagecraft II  TH-122 Actors Workshop I  TH-222 Actors Workshop II  TH-235 Stage Management  TH-133 Theatre Production and Design I  TH-233 Theatre Production and Design II  SP-274 Introduction to Electronic Media  SP-275 Media Criticism  SP-471 American Film History I  SP-472 American Film History II</p>	<p>TH-131 Stagecraft I  TH-132 Practicum in Stagecraft I  TH-111 Introduction to Theatre</p> <p>One of the following courses (3 Credits):  TH-221 Acting II  TH-231 Stagecraft II  TH-152 Standard Speech for Stage,  Film, Television &amp; Digital Media</p> <p>The remaining 6-8 credits may be selected from any courses in the Department of Speech Communication and Theatre Arts, including those above not already taken.</p> <p>EN-302 Readings in Drama  SP-230 Video Production I  SP-321 Oral Performance for the Actor and Speaker  TH-134 Stage Makeup  TH-135 Costume Construction  TH-232 Practicum in Stagecraft II  TH-122 Actors Workshop I  TH-222 Actors Workshop II  TH-235 Stage Management  TH-133 Theatre Production and Design I  TH-233 Theatre Production and Design II  SP-274 Introduction to Electronic Media  SP-275 Media Criticism  SP-471 American Film History I  SP-472 American Film History II</p>
---	---

<p>FROM:  <del>Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del></p>	<p>TO:  <u>Associate of Science (A.S.) Degree in Music</u></p>
<p>REQUIREMENTS FOR THE <del>A.S. DEGREE</del></p>	<p>REQUIREMENTS FOR THE <u>Associate of Science (A.S.) Degree in Music</u></p>
<p>COMMON CORE REQUIREMENTS  REQUIRED CORE 1A:  English Composition I, II Take EN101 &amp; 102  6  REQUIRED CORE 1B: Mathematical &amp;  Quantitative Reasoning (select one from 1B)  3  REQUIRED CORE 1C: Life and Physical Sciences  (select one from 1C) 3  FLEXIBLE CORE 2A: World Cultures &amp; Global  Issues  (select one from 2A) 3  FLEXIBLE CORE 2B: U.S. Experience &amp; Its  Diversity  (select one from 2B) 3  FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression  (select one from 2C<sup>1</sup>) 3  FLEXIBLE CORE 2D: Individual &amp; Society</p>	<p>COMMON CORE REQUIREMENTS  REQUIRED CORE 1A:  English Composition I, II Take EN101 &amp; 102  6  REQUIRED CORE 1B: Mathematical &amp;  Quantitative Reasoning (select one from 1B)  3  REQUIRED CORE 1C: Life and Physical Sciences  (select one from 1C) 3  FLEXIBLE CORE 2A: World Cultures &amp; Global  Issues  (select one from 2A) 3  FLEXIBLE CORE 2B: U.S. Experience &amp; Its  Diversity  (select one from 2B) 3  FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression  (select one from 2C<sup>1</sup>) 3  FLEXIBLE CORE 2D: Individual &amp; Society</p>

(select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course <sup>2</sup> ) 3 Sub-total 30	(select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course <sup>2</sup> ) 3 Sub-total 30
MAJOR All students in the <del>Visual and Performing Arts A.S. Degree Program</del> must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements. Sub-total 21-23	MAJOR All students <u>majoring in the Associate of Science (A.S.) Degree in Music</u> must complete 21-23 credits in Music courses as outlined below. Sub-total 21-23
ADDITIONAL MAJOR REQUIREMENTS SP-211 <sup>3</sup> Speech Communication <sup>3</sup> 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science <sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 Sub-total 5-7	ADDITIONAL MAJOR REQUIREMENTS SP-211 <sup>3</sup> Speech Communication <sup>3</sup> 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science <sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1 Sub-total 5-7
ELECTIVES Free Electives 0-3 Sub-total 0-3	ELECTIVES Free Electives 0-3 Sub-total 0-3
Total Credits Required 60	Total Credits Required 60
1 Recommended: <del>select from area different from concentration (ARTH-100—ARTH-128, including ARTH-202 &amp; ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).</del> 2 Recommended: select course from 2C in concentration discipline. 3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-	1 Recommended: ARTH-100—ARTH-128, ARTH-202, ARTH-225, DAN-111, SP-471, SP-472, or TH-111). 2 Recommended: select an <u>additional</u> course from 2C in <u>major</u> discipline; MU-110, MU-120. 3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement of</u> SP-211 and are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101,

<p>120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>	<p>GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>
<p><b>MUSIC CONCENTRATION</b> – Students select 20-26 credits in consultation with a departmental advisor as indicated below.</p> <p><i>The following courses are required:</i></p> <ul style="list-style-type: none"> <li>MU-110 Introduction to Music or</li> <li>MU-120 Survey of Western Music</li> <li>MU-241 Music Theory and Keyboard Harmony I and</li> <li>MU-242 Music Theory and Keyboard Harmony II or</li> <li>MU-231 Jazz Theory I and</li> <li>MU-232 Jazz Theory II</li> <li>MU-211 Sight Reading and Ear Training I</li> <li>MU-212 Sight Reading and Ear Training II</li> <li>MU-312 Piano II</li> </ul> <p><i>Two credits selected from the: MU-400 series</i></p> <p>The remaining 6-12 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU-208, 209, 210, and 261. Please note that MU-208 replaces MU-205 and MU-311, and MU-209 replaces MU-206 and MU-207.</p>	<p><b>MUSIC MAJOR</b>– Students select 20-26 credits in consultation with a departmental advisor as indicated below.</p> <p><i>The following courses are required:</i></p> <ul style="list-style-type: none"> <li>MU-110 Introduction to Music or</li> <li>MU-120 Survey of Western Music</li> <li>MU-241 Music Theory and Keyboard Harmony I and</li> <li>MU-242 Music Theory and Keyboard Harmony II or</li> <li>MU-231 Jazz Theory I and</li> <li>MU-232 Jazz Theory II</li> <li>MU-211 Sight Reading and Ear Training I</li> <li>MU-212 Sight Reading and Ear Training II</li> <li>MU-312 Piano II</li> </ul> <p><i>Two credits selected from the: MU-400 series</i></p> <p>The remaining 6-12 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU-208, 209, 210, and 261. Please note that MU-208 replaces MU-205 and MU-311, and MU-209 replaces MU-206 and MU-207.</p>

**Academic Program Revision Proposal  
A.S. Degree in Visual and Performing Arts**

**Rationale:** The National Association of Arts Accreditation, from which each of the four academic departments sponsoring the Visual and Performing Arts degree program seeks accreditation, has rigorous standards relative to curriculum and degree designation. The response from the National Association of Schools of Theatre to the report submitted by Speech Communication and Theatre Arts recommends that the degree title be changed. According to the agency’s specific standards for degree title clarity, “Visual and Performing Arts” is considered ambiguous, suggesting two concentrations rather than four. In anticipation of the reports to be submitted by the other three departments seeking accreditation, all four departments have voted on and approved a curricular modification that will split off the four concentrations into separate degree programs. This is considered a curricular modification by NYSED and has already been discussed with CUNY OAA. The four academic departments are agreed that obtaining accreditation under four separate degree programs represents a major advancement of the “four arts” at the college, strengthening each program individually and providing students with educational opportunities considerably enhanced by nationally recognized accreditation.

Dates of Votes of approval for a title change by departmental faculty:  
 Dept. of Speech Communication and Theatre Arts – 5/6/2015;  
 Dept. of Art and Design – 5/12/2015;  
 Dept. of Health Related Sciences -5/20/2015;  
 Dept. of Music – 5/21/2015.

**VAPA Visual & Performing Arts**

(Change in title only)

(As the State of New York does not register concentrations, the titles of the new degrees need to be adjusted to the titles approved by the State of New York.)

Departmental approval: approval date March, 31, 2016

**The following title changes are proposed in the QCC/Visual and Performing Arts A.S. Program:**

**Program:** Visual and Performing Arts - Associate in Science (A.S.) Degree – Concentrations in Art and Design, Dance, Music, Theatre Arts

**Program Code:** 81303

**HEGIS:** 5610

**Effective:** Fall 2016

**SUMMARY OF CHANGES**

<p><b>FROM:</b> Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</p>	<p><b>TO:</b> <u>Associate in Science (A.S.) Degree in Art</u></p>
<p><b>FROM:</b> Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</p>	<p><b>TO:</b> <u>Associate in Science (A.S.) Degree in Dance</u></p>
<p><b>FROM:</b> Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</p>	<p><b>TO:</b> <u>Associate in Science Degree (A.S.) in Music</u></p>
<p><b>FROM:</b> Associate of Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</p>	<p><b>TO:</b> <u>Associate in Science (A.S.) Degree in Theatre</u></p>
<p>Changes in curricular requirements: None</p>	
<p>Changes in General Education Core Requirements: None</p>	
<p><b>FROM:</b> Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</p>	<p><b>TO:</b> The <u>Associate in Science (A.S.) Degree in Art</u></p>
<p><b>REQUIREMENTS FOR THE A.S. DEGREE</b>  <b>COMMON CORE REQUIREMENTS</b>  <b>REQUIRED CORE 1A:</b>                  English Composition I, II Take EN101 &amp; 102                  6  <b>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B)</b>                  3  <b>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)</b>                  3  <b>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A)</b>                  3  <b>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B)</b>                  3  <b>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>)</b>                  3  <b>FLEXIBLE CORE 2D: Individual &amp; Society</b></p>	<p><b>REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Art</b>  <b>COMMON CORE REQUIREMENTS</b>  <b>REQUIRED CORE 1A:</b>                  English Composition I, II Take EN101 &amp; 102                  6  <b>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B)</b>                  3  <b>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)</b>                  3  <b>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A)</b>                  3  <b>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B)</b>                  3  <b>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>)</b>                  3</p>

(select one from 2D)	3	FLEXIBLE CORE 2D: Individual & Society	
FLEXIBLE CORE 2E: Scientific World		(select one from 2D)	3
(select one from 2E)	3	FLEXIBLE CORE 2E: Scientific World	
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:		(select one from 2E)	3
(select one course <sup>2</sup> )	<u>3</u>	FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E:	
<b>Sub-total</b>	30	(select one course <sup>2</sup> )	<u>3</u>
		<b>Sub-total</b>	30
<b>MAJOR</b>		<b>MAJOR</b>	
All students in the <del>Visual and Performing Arts A.S. Degree Program</del> must complete one of the concentrations: <del>Art &amp; Design, Art History, Dance, Music, or Theatre Arts</del> (see details following pages) to complete the degree requirements.		All students <u>majoring in the Associate in Science (A.S.) Degree in Art</u> must complete one of the concentrations: Art & Design or Art History.	
<b>Sub-total</b>	21-23	<b>Sub-total</b>	21-23
<b>ADDITIONAL MAJOR REQUIREMENTS</b>		<b>ADDITIONAL MAJOR REQUIREMENTS</b>	
SP-211 <sup>3</sup> Speech Communication <sup>3</sup>	3	SP-211 <sup>3</sup> Speech Communication <sup>3</sup>	3
HE-101 Intro. to Health Education or		HE-101 Intro. to Health Education or	
HE-102 Health Behavior & Society	1-2	HE-102 Health Behavior & Society	1-2
One course in PE-400 or PE-500 series or DAN-100 series	1	One course in PE-400 or PE-500 series or DAN-100 series	1
Laboratory Science <sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112	0-1	Laboratory Science <sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112	0-1
<b>Sub-total</b>	5-7	<b>Sub-total</b>	5-7
<b>Total Credits Required</b>	60	<b>ELECTIVES</b>	
		Free Electives	0-3
<b>Total Credits Required</b>	60	<b>Sub-total</b>	0-3
		<b>Total Credits Required</b>	60
1 Recommended: <del>select from area different from concentration</del> (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).		1 Recommended: DAN-111, MU-110, MU-120, SP-471, SP-472, or TH-111.	
2 Recommended: select course from 2C in <del>concentration</del> discipline.		2 Recommended: select an additional course from 2C in <u>major discipline: ARTH-100—ARTH-128, ARTH-202 or ARTH-225.</u>	
3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.		3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement of</u> SP-211 and are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.	
4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221,		4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221,	

<p>SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>	<p>DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>
<p><b>CONCENTRATIONS</b>  Courses may be selected from the following categories to fulfill the 21-23 credit concentration in the Fine and Performing Arts</p>	<p><u>Associate in Science (A.S.) Degree in Art</u></p>
<p><b>AND DESIGN CONCENTRATION</b> – Students select 21-23 credits in consultation with a departmental adviser as follows:  <b>Six (6) credits from:</b>  ARTH-100 Introductory Survey of Art  ARTH-101 History of Art I  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-202 History of Art II</p> <p><b>14-20 credits from:</b>  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-128 History of African Arts  ARTH-150 Art Administration  ARTS-121 Two-Dimensional Design  ARTS-122 Three-Dimensional Design: Introduction to Sculpture  ARTS-130 Art for Teachers of Children I  ARTS-131 Art for Teachers of Children II  ARTS-132 Introduction to Art Therapy  ARTS-141 Introduction to Photography  ARTS-151 Drawing I  ARTS-161 Painting I  ARTS-182 Sculpture  ARTS-186 Ceramics I  ARTS-191 Introduction to Video Art  ARTS-192 Web-Animation  ARTH-225 History of Graphic Design  ARTH-251 Art Curating  ARTH-252 Art Institutions and the Business of Art  ARTS-221 Color Theory  ARTS-242 Advanced Photographic Skills  ARTS-243 Digital Photography  ARTS-252 Drawing II  ARTS-253 Illustration  ARTS-262 Painting II  ARTS-263 Painting III</p>	<p><b>ART AND DESIGN CONCENTRATION</b> – Students select 21-23 credits in consultation with a departmental adviser as follows:  <b>Six (6) credits from:</b>  ARTH-100 Introductory Survey of Art  ARTH-101 History of Art I  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-202 History of Art II</p> <p><b>14-20 credits from:</b>  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-128 History of African Arts  ARTH-150 Art Administration  ARTS-121 Two-Dimensional Design  ARTS-122 Three-Dimensional Design: Introduction to Sculpture  ARTS-130 Art for Teachers of Children I  ARTS-131 Art for Teachers of Children II  ARTS-132 Introduction to Art Therapy  ARTS-141 Introduction to Photography  ARTS-151 Drawing I  ARTS-161 Painting I  ARTS-182 Sculpture  ARTS-186 Ceramics I  ARTS-191 Introduction to Video Art  ARTS-192 Web-Animation  ARTH-225 History of Graphic Design  ARTH-251 Art Curating  ARTH-252 Art Institutions and the Business of Art  ARTS-221 Color Theory  ARTS-242 Advanced Photographic Skills  ARTS-243 Digital Photography  ARTS-252 Drawing II  ARTS-253 Illustration  ARTS-262 Painting II  ARTS-263 Painting III</p>



<p>ARTS-270 Printmaking: Relief and Stencil  ARTS-271 Printmaking: Intaglio  ARTS-286 Ceramics II  ARTS-290 Advertising Design and Layout  ARTS-291 Electronic Imaging  ARTS-292 Design for Desktop Publishing  ARTS-293 Design for Motion Graphics  ARTH-380 Gallery Internship I  ARTH-381 Gallery Internship II  ARTS-343 Large Format and Studio Photography  ARTS-344 Photography as Fine Art  ARTS-345 Creating The Documentary Image  ARTS-346 Color Photography  ARTS-348 Photographing People  ARTS-349 Illustration and Fashion Photography  ARTS-380 Artist Apprentice Internship I  ARTS-381 Artist Apprentice Internship II  ARTS-382 Special Problems in Studio Art I  ARTS-383 Special Problems in Studio Art II  ARTS-390 Portfolio Project in Studio Art</p>	<p>ARTS-270 Printmaking: Relief and Stencil  ARTS-271 Printmaking: Intaglio  ARTS-286 Ceramics II  ARTS-290 Advertising Design and Layout  ARTS-291 Electronic Imaging  ARTS-292 Design for Desktop Publishing  ARTS-293 Design for Motion Graphics  ARTH-380 Gallery Internship I  ARTH-381 Gallery Internship II  ARTS-343 Large Format and Studio Photography  ARTS-344 Photography as Fine Art  ARTS-345 Creating The Documentary Image  ARTS-346 Color Photography  ARTS-348 Photographing People  ARTS-349 Illustration and Fashion Photography  ARTS-380 Artist Apprentice Internship I  ARTS-381 Artist Apprentice Internship II  ARTS-382 Special Problems in Studio Art I  ARTS-383 Special Problems in Studio Art II  ARTS-390 Portfolio Project in Studio Art</p>
<p><b>ART HISTORY CONCENTRATION</b> – Students select 21-23 credits in consultation with a departmental adviser as follows:  <i>The following courses are required (6 credits):</i>  ARTH-101 History of Art I  ARTH-202 History of Art II  <b>14-20 credits from1:</b>  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-128 History of African Arts  ARTH-150 Art Administration  ARTH-251 Art Curating  ARTH-252 Art Institutions and the Business of Art  <i>1 One studio art course may be substituted for an art history course in consultation with a departmental advisor.</i></p>	<p><b>ART HISTORY CONCENTRATION</b> – Students select 21-23 credits in consultation with a departmental adviser as follows:  <i>The following courses are required (6 credits):</i>  ARTH-101 History of Art I  ARTH-202 History of Art II  <b>14-20 credits from1:</b>  ARTH-115 Modern Art  ARTH-116 American Art  ARTH-117 History of Photography  ARTH-120 Contemporary Art  ARTH-126 History of Asian Art  ARTH-128 History of African Arts  ARTH-150 Art Administration  ARTH-251 Art Curating  ARTH-252 Art Institutions and the Business of Art  <i>1 One studio art course may be substituted for an art history course in consultation with a departmental advisor.</i></p>
<p><b>OM:</b> Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</p>	<p><b>TO:</b> The Associate in Science (A.S.) Degree in Dance</p>
<p><u>REQUIREMENTS FOR THE A.S. DEGREE</u>  COMMON CORE REQUIREMENTS  REQUIRED CORE 1A:  English Composition I, II Take EN101 &amp; 102  6  REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B)  3  REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p>	<p><u>REQUIREMENTS FOR THE Associate in Science (A.S.) Degree in Dance</u>  COMMON CORE REQUIREMENTS  REQUIRED CORE 1A:  English Composition I, II Take EN101 &amp; 102  6  REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B)  3  REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3</p>

FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)	3	FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B)	3	FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B)	3
FLEXIBLE CORE 2C <sup>1</sup> : Creative Expression (select one from 2C <sup>1</sup> )	3	FLEXIBLE CORE 2C <sup>1</sup> : Creative Expression (select one from 2C <sup>1</sup> )	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3	FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3
FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3	FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course <sup>2</sup> )	<u>3</u>	FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course <sup>2</sup> )	<u>3</u>
<b>Sub-total</b>	<b>30</b>	<b>Sub-total</b>	<b>30</b>
<b>MAJOR</b> All students in the <del>Visual and Performing Arts A.S. Degree Program</del> must complete one of the concentrations: Art & Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.		<b>MAJOR</b> All students <u>majoring in the Associate in Science (A.S.) Degree in Dance</u> must complete <u>21-23 credits in Dance major electives as outlined below.</u>	
<b>Sub-total</b>	21-23	<b>Sub-total</b>	21-23
<b>ADDITIONAL MAJOR REQUIREMENTS</b> SP-211 <sup>3</sup> Speech Communication <sup>3</sup> 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science <sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1		<b>ADDITIONAL MAJOR REQUIREMENTS</b> SP-211 <sup>3</sup> Speech Communication <sup>3</sup> 3 HE-101 Intro. to Health Education or HE-102 Health Behavior & Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science <sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1	
<b>Sub-total</b>	5-7	<b>Sub-total</b>	5-7
<b>ELECTIVES</b> Free Electives	0-3	<b>ELECTIVES</b> Free Electives	0-3
<b>Sub-total</b>	0-3	<b>Sub-total</b>	0-3
<b>Total Credits Required</b>	<b>60</b>	<b>Total Credits Required</b>	<b>60</b>
1 Recommended: <del>select from area different from concentration</del> (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225, <del>or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111).</del>		1 Recommended: ARTH-100—ARTH-128, ARTH-202, ARTH-225, MU-110, MU-120, SP-471, SP-472, or TH-111).	
2 Recommended: <del>select course from 2C in concentration-discipline.</del>		2 Recommended: <u>select an additional course from 2C in major discipline: DAN-111.</u>	
3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.		3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement of</u> SP-211 and are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.	
4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.		4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement.	

<p>All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements. Sections of the following courses denoted as “WI” may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>	<p>All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements. Sections of the following courses denoted as “WI” may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>
<p><b>CONCENTRATIONS</b>  <del>ourses may be selected from the following categories to fulfill the 21-23 credit concentration in the Fine and Performing Arts</del></p>	
<p><b>DANCE CONCENTRATION</b> – Students select 21-23 credits  In consultation with a departmental adviser as follows:</p> <p>DAN 110 Foundations of Dance Movement (3 cr)</p> <p>Two courses in Modern Dance technique (4cr)  (level determined by placement class)  Select from DAN 124, 125, 126, 127, 220, 221 or 222</p> <p>Two courses in Ballet technique (4cr)  (level determined by placement class)  Select from DAN 134, 135, 136, 137, 230, 231 or 232</p> <p>DAN 249 Modern Dance Improvisation (2cr)</p> <p>DAN 251 Choreography I(2cr)</p> <p>Two courses in Repertory or Workshop (4-6 cr)  Select from DAN 160, 161 260, 261 or 262  (audition required for 260, 261, 262)</p> <p>One course from Modern Dance or Ballet technique: (2cr)  Select from DAN 125, 126, 127, 220, 221, 222  135, 136, 137, 230, 231 or 232</p> <p>Technique elective: (0-2cr)  Select from Modern Dance (DAN 125, 126, 127, 220, 221, 222),  Ballet (135, 136, 137, 230, 231, 232),  African/ Afro-Caribbean Dance DAN 103),  Advanced Beginning Jazz Dance (140),</p>	<p><b>DANCE MAJOR</b> - Students select 21-23 credits  In consultation with a departmental adviser as follows:</p> <p>DAN 110 Foundations of Dance Movement (3 cr)</p> <p>Two courses in Modern Dance technique (4cr)  (level determined by placement class)  Select from DAN 124, 125, 126, 127, 220, 221 or 222</p> <p>Two courses in Ballet technique (4cr)  (level determined by placement class)  Select from DAN 134, 135, 136, 137, 230, 231 or 232</p> <p>DAN 249 Modern Dance Improvisation (2cr)</p> <p>DAN 251 Choreography I (2cr)</p> <p>Two courses in Repertory or Workshop (4-6 cr)  Select from DAN 160, 161 260, 261 or 262  (audition required for 260, 261, 262)</p> <p>One course from Modern Dance or Ballet technique: (2cr)  Select from DAN 125, 126, 127, 220, 221, 222  135, 136, 137, 230, 231 or 232</p> <p>Technique elective: (0-2cr)  Select from Modern Dance (DAN 125, 126, 127, 220, 221, 222),  Ballet (135, 136, 137, 230, 231, 232),  African/ Afro-Caribbean Dance DAN 103),</p>

<p>Contact Improvisation (DAN 252) or Special Topics in Modern Dance (DAN 270, 271, 272)</p> <p>Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).</p>	<p>Advanced Beginning Jazz Dance (140), Contact Improvisation (DAN 252) or Special Topics in Modern Dance (DAN 270, 271, 272)</p> <p>Note: Students are recommended to take DAN 111 as part of the Flexible Core (see note 2 above).</p>
<p><b>FROM:</b> <del>Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del></p>	<p><b>TO:</b> <u>The Associate in Science (A.S.) Degree in Theatre</u></p>
<p><b>REQUIREMENTS FOR THE <del>A.S. DEGREE</del></b></p> <p><b>COMMON CORE REQUIREMENTS</b> REQUIRED CORE 1A: English Composition I, II Take EN101 &amp; 102 6 REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3 FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3 <b>Sub-total</b> 30</p> <p><b>MAJOR</b> All students in the <del>Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art &amp; Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.</del></p> <p><b>Sub-total</b> 21-23</p> <p><b>ADDITIONAL MAJOR REQUIREMENTS</b> SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3 HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p>	<p><b>REQUIREMENTS FOR THE <u>Associate in Science (A.S.) Degree in Theatre</u></b></p> <p><b>COMMON CORE REQUIREMENTS</b> REQUIRED CORE 1A: English Composition I, II Take EN101 &amp; 102 6 REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B) 3 REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C) 3 FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A) 3 FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B) 3 FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>) 3 FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D) 3 FLEXIBLE CORE 2E: Scientific World (select one from 2E) 3 FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>) 3 <b>Sub-total</b> 30</p> <p><b>MAJOR</b> All students majoring in the <u>Associate in Science (A.S.) Degree in Theatre must complete 21-23 credits in Theatre requirements and electives as outlined below.</u></p> <p><b>Sub-total</b> 21-23</p> <p><b>ADDITIONAL MAJOR REQUIREMENTS</b> SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3 HE-101 Intro. to Health Education or HE-102 Health Behavior &amp; Society 1-2 One course in PE-400 or PE-500 series or DAN-100 series 1 Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112 0-1</p>

<b>Sub-total</b> 5-7  <b>ELECTIVES</b> Free Electives 0-3  <b>Sub-total</b>  <b>Total Credits Required</b> 60  1 Recommended: <del>select from area different from concentration</del> (ARTH-100—ARTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111). 2 Recommended: select course from 2C in <del>concentration</del> discipline. 3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements. Sections of the following courses denoted as “WI” may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110	<b>Sub-total</b> 5-7  <b>ELECTIVES</b> Free Electives 0-3  <b>Sub-total</b> 0-3  <b>Total Credits Required</b> 60  1 Recommended: ARTH-100—ARTH-128, ARTH-202, ARTH-225, DAN-111, MU-110, or MU-120. 2 Recommended: select an <u>additional</u> course from 2C in <u>major</u> discipline: SP-471, SP-472, or TH-111. 3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement of</u> SP-211 and are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. 4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements. Sections of the following courses denoted as “WI” may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110
<b>THEATRE ARTS CONCENTRATION –</b> Students <del>select</del> 21-23 credits in consultation with a departmental adviser as follows: <b>The following courses are required (12 credits):</b> TH-121 Introduction to Acting for the Major TH-151 Voice and Movement for the Actor TH-131 Stagecraft I TH-132 Practicum in Stagecraft I TH-111 Introduction to Theatre <b>One of the following courses (3 Credits):</b> TH-221 Acting II TH-231 Stagecraft II TH-152 Standard Speech for Stage, Film, Television & Digital Media <b>The remaining 6-8 credits may be selected from any courses in the Department of Speech Communication and Theatre Arts, including those above not already taken.</b> EN-302 Readings in Drama	<b>THEATRE MAJOR –</b> Students <u>complete</u> 21-23 credits in consultation with a departmental adviser as follows: <b>The following courses are required (12 credits):</b> TH-121 Introduction to Acting for the Major TH-151 Voice and Movement for the Actor TH-131 Stagecraft I TH-132 Practicum in Stagecraft I TH-111 Introduction to Theatre <b>One of the following courses (3 Credits):</b> TH-221 Acting II TH-231 Stagecraft II TH-152 Standard Speech for Stage, Film, Television & Digital Media <b>The remaining 6-8 credits may be selected from any courses in the Department of Speech Communication and Theatre Arts, including those above not already taken.</b> EN-302 Readings in Drama SP-230 Video Production I

<p>SP-230 Video Production I  SP-321 Oral Performance for the Actor and Speaker  TH-134 Stage Makeup  TH-135 Costume Construction  TH-232 Practicum in Stagecraft II  TH-122 Actors Workshop I  TH-222 Actors Workshop II  TH-235 Stage Management  TH-133 Theatre Production and Design I  TH-233 Theatre Production and Design II  SP-274 Introduction to Electronic Media  SP-275 Media Criticism  SP-471 American Film History I  SP-472 American Film History II</p>	<p>SP-321 Oral Performance for the Actor and Speaker  TH-134 Stage Makeup  TH-135 Costume Construction  TH-232 Practicum in Stagecraft II  TH-122 Actors Workshop I  TH-222 Actors Workshop II  TH-235 Stage Management  TH-133 Theatre Production and Design I  TH-233 Theatre Production and Design II  SP-274 Introduction to Electronic Media  SP-275 Media Criticism  SP-471 American Film History I  SP-472 American Film History II</p>
<p><b>FROM:</b> <del>Associate in Science in Visual and Performing Arts (FA-AS) with Concentrations in: Art and Design, Art History, Dance, Music and Theatre Arts</del></p>	<p><b>TO:</b> <u>Associate of Science (A.S.) Degree in Music</u></p>
<p><b>REQUIREMENTS FOR THE A.S. DEGREE</b>  <b>COMMON CORE REQUIREMENTS</b>  <b>REQUIRED CORE 1A:</b>  English Composition I, II Take EN101 &amp; 102 6  <b>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B)</b> 3  <b>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)</b> 3  <b>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A)</b> 3  <b>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B)</b> 3  <b>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>)</b> 3  <b>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D)</b> 3  <b>FLEXIBLE CORE 2E: Scientific World (select one from 2E)</b> 3  <b>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>)</b> 3  <p style="text-align: right;"><b>Sub-total</b> 30</p> <p><b>MAJOR</b>  All students in the <del>Visual and Performing Arts A.S. Degree Program</del> must complete one of the concentrations: Art &amp; Design, Art History, Dance, Music, or Theatre Arts (see details following pages) to complete the degree requirements.</p> <p style="text-align: right;"><b>Sub-total</b> 21-23</p> <p><b>ADDITIONAL MAJOR REQUIREMENTS</b>  SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3  HE-101 Intro. to Health Education or  HE-102 Health Behavior &amp; Society 1-2  One course in PE-400 or PE-500 series or DAN-100 series 1  Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH111,</p> </p>	<p><b>REQUIREMENTS FOR THE <u>Associate of Science (A.S.) Degree in Music</u></b>  <b>COMMON CORE REQUIREMENTS</b>  <b>REQUIRED CORE 1A:</b>  English Composition I, II Take EN101 &amp; 102 6  <b>REQUIRED CORE 1B: Mathematical &amp; Quantitative Reasoning (select one from 1B)</b> 3  <b>REQUIRED CORE 1C: Life and Physical Sciences (select one from 1C)</b> 3  <b>FLEXIBLE CORE 2A: World Cultures &amp; Global Issues (select one from 2A)</b> 3  <b>FLEXIBLE CORE 2B: U.S. Experience &amp; Its Diversity (select one from 2B)</b> 3  <b>FLEXIBLE CORE 2C<sup>1</sup>: Creative Expression (select one from 2C<sup>1</sup>)</b> 3  <b>FLEXIBLE CORE 2D: Individual &amp; Society (select one from 2D)</b> 3  <b>FLEXIBLE CORE 2E: Scientific World (select one from 2E)</b> 3  <b>FLEXIBLE CORE 2A, 2B, 2C, 2D or 2E: (select one course<sup>2</sup>)</b> 3  <p style="text-align: right;"><b>Sub-total</b> 30</p> <p><b>MAJOR</b>  All students <u>majoring in the Associate of Science (A.S.) Degree in Music</u> must complete 21-23 credits in Music courses as outlined below.</p> <p style="text-align: right;"><b>Sub-total</b> 21-23</p> <p><b>ADDITIONAL MAJOR REQUIREMENTS</b>  SP-211<sup>3</sup> Speech Communication<sup>3</sup> 3  HE-101 Intro. to Health Education or  HE-102 Health Behavior &amp; Society 1-2  One course in PE-400 or PE-500 series or DAN-100 series 1  Laboratory Science<sup>4</sup> BI-132, BI-171, CH-102, CH111,</p> </p>

CH-121 ET-842, PH-112	0-1	CH-121 ET-842, PH-112	0-1
<b>Sub-total</b>	5-7	<b>Sub-total</b>	5-7
<b>ELECTIVES</b>		<b>ELECTIVES</b>	
Free Electives	0-3	Free Electives	0-3
<b>Sub-total</b>	0-3	<b>Sub-total</b>	0-3
<b>Total Credits Required</b>	60	<b>Total Credits Required</b>	60
<p>1 Recommended: <del>select from area different from concentration</del> (ARTH-100—ARTH-128, including ARTH-202 &amp; ARTH-225, or DAN-111, or <del>MU-110, or MU-120, or SP-471, or SP-472, or TH-111</del>).</p> <p>2 Recommended: select course from 2C in concentration discipline.</p> <p>3 Students who <del>have taken</del> SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>		<p>1 Recommended: ARTH-100—ARTH-128, ARTH-202, ARTH-225, DAN-111, SP-471, SP-472, or TH-111).</p> <p>2 Recommended: select <u>an additional</u> course from 2C in <u>major</u> discipline: <u>MU-110, MU-120</u>.</p> <p>3 Students who <u>elect</u> SP211 as part of the Common Core have <u>satisfied the degree requirement of</u> SP-211 and are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course.</p> <p>4 Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements. Sections of the following courses denoted as "WI" may be taken to partially satisfy the Writing Intensive Requirement: ARTH-100, ARTH-101, ARTH-120, ARTH-202; MU-110; SP-142, SP-433, SP-275, SP-434, TH-111, TH-120, TH-221, DAN-111, BI-140, BI-202, GE-101, GE-125, CH-101, CH-102, CH-110, CH-111; MA-301, MA-321; ECON-101, ECON-102, SOCY-101, SOCY-230, SOCY-275, PLSC-101, PLSC-180, PSYC-101, PSYC-220, PHIL-101, PHIL-130, PHIL-140; HI-110, HI-111, HI-112, HI-127, HI-128; LF-401, LG-401, LI-401, LS-402; HE-102; PH-110</p>	
<p><b>MUSIC CONCENTRATION</b> – Students select 20-26 credits in consultation with a departmental advisor as indicated below.</p> <p><b>The following courses are required:</b>  MU-110 Introduction to Music or  MU-120 Survey of Western Music  MU-241 Music Theory and Keyboard Harmony I and  MU-242 Music Theory and Keyboard Harmony II or  MU-231 Jazz Theory I and  MU-232 Jazz Theory II  MU-211 Sight Reading and Ear Training I  MU-212 Sight Reading and Ear Training II  MU-312 Piano II</p> <p><b>Two credits selected from the: MU-400 series</b>  The remaining 6-12 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU-208, 209, 210, and 261. Please note that MU-208 replaces MU-205 and MU-311, and MU-209 replaces MU-206 and MU-207.</p>		<p><b>MUSIC MAJOR</b>– Students select 20-26 credits in consultation with a departmental advisor as indicated below.</p> <p><b>The following courses are required:</b>  MU-110 Introduction to Music or  MU-120 Survey of Western Music  MU-241 Music Theory and Keyboard Harmony I and  MU-242 Music Theory and Keyboard Harmony II or  MU-231 Jazz Theory I and  MU-232 Jazz Theory II  MU-211 Sight Reading and Ear Training I  MU-212 Sight Reading and Ear Training II  MU-312 Piano II</p> <p><b>Two credits selected from the: MU-400 series</b>  The remaining 6-12 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU-208, 209, 210, and 261. Please note that MU-208 replaces MU-205 and MU-311, and MU-209 replaces MU-206 and MU-207.</p>	

**Academic Program Revision Proposal  
A.S. Degree in Visual and Performing Arts**

**Rationale:** The National Association of Arts Accreditation, from which each of the four academic departments sponsoring the Visual and Performing Arts degree program seeks accreditation, has rigorous standards relative to curriculum and degree designation. The response from the National Association of Schools of Theatre to the report submitted by Speech Communication and Theatre Arts recommends that the degree title be changed. According to the agency's specific standards for degree title clarity, "Visual and Performing Arts" is considered ambiguous, suggesting two concentrations rather than four. In anticipation of the reports to be submitted by the other three departments seeking accreditation, all four departments have voted on and approved a curricular modification that will split off the four concentrations into separate degree programs. This is considered a curricular modification by NYSED and has already been discussed with CUNY OAA. The four academic departments are agreed that obtaining accreditation under four separate degree programs represents a major advancement of the "four arts" at the college, strengthening each program individually and providing students with educational opportunities considerably enhanced by nationally recognized accreditation.

**Dates of Votes of approval for a title change by departmental faculty:**

Dept. of Speech Communication and Theatre Arts – 5/6/2015;  
 Dept. of Art and Design – 5/12/2015;  
 Dept. of Health Related Sciences -5/20/2015;  
 Dept. of Music – 5/21/2015.

**Department of Business**

**Revisions: Certificate Program**

Here is the information to include in a proposal to revise an existing degree or certificate program:  
**Departmental approval October 7, 2015**

- |  |  |            |             |
|--|--|------------|-------------|
| 1. <b>Program Name:</b>                                    | Computer Information Systems – Certificate Program   |            |             |
| 2. <b>Program Code:</b>                                    | 79418  |            |             |
| 3. <b>HEGIS number:</b>                                    | 5101   |            |             |
| 4. <b>Date approved by the department</b>                  | 10   | 7          | 2015        |
|  | <b>Month</b>   | <b>Day</b> | <b>Year</b> |
| 5. <b>Date the changes will be effective (if approved)</b> | 08   | 25         | 2016        |
|  | <b>Month</b>   | <b>Day</b> | <b>Year</b> |
| 6.   | <b>All text or items that will be deleted or changed should be marked with a <del>strikethrough</del>.</b> |            |             |
| 7.   | <b>All new text, courses, credits, etc. should be marked by <u>underlining</u>.</b>                        |            |             |
| 8.   | <b>All text or items that will be deleted or changed should be marked with a <del>strikethrough</del>.</b> |            |             |
| 9.   | <b>Show the whole set o program requirements in a From/To format (see example below)</b>                   |            |             |

From:		To:	
Computer Information Systems – Certificate Program		Computer Information Systems – Certificate Program	
<b>Core Requirements</b>	Credits	<b>Core Requirements</b>	Credits
Required Core:1 A: English Composition I: ENGL-101	3	Required Core:1 A: English Composition I: ENGL-101	3



Flexible Core: 2A, 2B, 2C, 2D, or 2E: Liberal Arts and Sciences Electives (select two courses)	6	Flexible Core: 2A, 2B, 2C, 2D, or 2E: Liberal Arts and Sciences Electives (select two courses)	6
Subtotal	9	Subtotal	9
<b>Requirements for the Major</b>		<b>Requirements for Major</b>	
CIS-101 (formerly BU-500) Introduction to Microcomputer Applications	3	CIS-101 (formerly BU-500) Introduction to Microcomputer Applications	3
CIS-152 (formerly BU-520) Computer Programming for Business I	3	<u>CIS-102 Computer Programming Fundamentals for Business</u>	<u>3</u>
BU-509 Projects in Data Processing	3	<u>CIS-153 (formerly BU-532) Microcomputer Operating Systems and Utility Software</u>	<u>3</u>
		<u>CIS-206 (formerly BU-530) Spreadsheet Business Applications</u>	<u>3</u>
		<u>CIS-208 (formerly BU-508) Database Management Systems</u>	<u>3</u>
Subtotal	9	<u>Subtotal</u>	<u>15</u>
<b>Options (choose A or B)</b>		<b>Electives (select 2 courses from the following)</b>	
<b>OPTION A – COMPUTER PROGRAMMING</b>		<u>CIS-152 (formerly BU-520) Computer Programming for Business I</u>	<u>3</u>
BU-502 COBOL Programming	3	<u>CIS-201 (formerly BU-534) Local Area Network Management</u>	<u>3</u>
BU-504 Systems Analysis and Design with Business Applications	3	<u>CIS-204 (formerly BU-524) Web Design</u>	<u>3</u>
CIS-202 (formerly BU-522) Computer Programming for Business II	3	<u>CIS-251 Analysis and Design of Systems Projects</u>	<u>3</u>
CIS-153 (formerly BU-532) Microcomputer Operating Systems and Utility Software	3		
Subtotal	12	<u>Subtotal</u>	<u>6</u>
<b>Option B – MICROCOMPUTER APPLICATIONS SOFTWARE</b>			
CIS-208 (formerly BU-508) Database Management Systems	3		
CIS-206 (formerly BU-530) Spreadsheet Business Applications	3		
CIS-153 (formerly BU-532) Microcomputer Operating Systems and Utility Software	3		

BU-859 Desktop Publishing (Software)	3		
Subtotal	42		
Total	60	Total	60

**10. Write a Rationale for all the changes**

The Computer Information Systems (CIS) program was recently updated and revised. The revised CIS program was approved by the Academic Senate in May 2015. The previous program provided CIS majors with a choice of two tracks – Microcomputer Applications Software or Computer Programming. The revised program no longer provides for separate tracks. Creating a single track for CIS majors enables a more extensive set of required core courses which will better prepare our students for employment and/or college transfer. The revisions to existing courses in the revised CIS Program reflected changes to technology and industry directions. The CIS Certificate is being updated to reflect the changes in the recently approved CIS program.

**11. Write a Summary for all the changes**

The Computer Information Systems Certificate program is now one track and requires more courses in the major. In addition, it reflects the revised courses and course numbering of the CIS courses. All the Computer Information Systems courses have been given a new prefix: CIS (formerly BU).

**12. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.**

None. [All course revisions and new courses were approved when revising the A.A.S. in Computer Information Systems which was approved by the Academic Senate May 2015.]

Courses new to the Certificate program:  
CIS-102 (replaced BU-502 which was not originally required in the Certificate program.)

**13. If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.**

BU-502 is replaced with CIS-102.

BU-509 and BU-504 is replaced with CIS-251 (a new course which combines topics from the two previous courses).

BU-522 is now CIS-202 but is no longer required in the CIS Certificate program but is still offered A.A.S. in Computer Information Systems in the Business Department.

BU-859 is no longer required in the CIS Certificate program but is still offered in the A.A.S. in Office Administration and Technology program in the Business Department.

**14. Explain briefly how students currently in the program will be able to complete the requirements**

There are only a few students in the certificate program. If a student needs a course no longer offered in the original certificate program, they should go the Business Department for a course substitution.

\* \* \*

## Environmental Science program

Environmental Science program (now separated from the Environmental Health/Science program).  
Departmental approval 12/22/15.

1. <b>Program Name:</b>	Environmental Science			
2. <b>Program Code:</b>	37858			
3. <b>HEGIS number:</b>	5408			
4. <b>Date the changes will be effective (if approved)</b>	5	2	2016	
	<b>Month</b>	<b>Day</b>	<b>Year</b>	
5.	<b>All text or items that will be deleted or changed should be marked with a <u>strikethrough</u>.</b>			
6.	<b>All new text, courses, credits, etc. should be marked by <u>underlining</u>.</b>			
7.	<b>Show the whole set o program requirements in a From/To format (see example below)</b>			

From:		To:	
Common Core	Credits	Common Core	Credits
<u>REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)</u>	6	<u>REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)</u>	6
<u>REQUIRED CORE: I. B: Mathematical &amp; Quantitative Reasoning (Required: MA 440)*</u>	4	<u>REQUIRED CORE: I. B: Mathematical &amp; Quantitative Reasoning (Required: MA 440)*</u>	4
<u>REQUIRED CORE: I. C: Life &amp; Physical Sciences (Required: BI 201)*</u>	4	<u>REQUIRED CORE: I. C: Life &amp; Physical Sciences (Required: BI 201)*</u>	4
<u>FLEXIBLE CORE: II. A: World Cultures &amp; Global Issues</u>	3	<u>FLEXIBLE CORE: II. A: World Cultures &amp; Global Issues</u>	3
<u>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)</u>	3	<u>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)</u>	3
<u>FLEXIBLE CORE: II. C: Creative Expression (Select one course)</u>	3	<u>FLEXIBLE CORE: II. C: Creative Expression (Select one course)</u>	3
<u>FLEXIBLE CORE: II. D: Individual &amp; Society (Select one course)</u>	3	<u>FLEXIBLE CORE: II. D: Individual &amp; Society (Select one course)</u>	3
<u>FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*</u>	4.5	<u>FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*</u>	4.5
<u>FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)*</u>	4.5	<u>FLEXIBLE CORE: II: A, B, C, D or E (Required: CH 152)*</u>	4.5
<b>Subtotal</b>	<b>35</b>	<b>Subtotal</b>	<b>35</b>
Major		Major	
BI-461 General Microbiology	4	BI-461 General Microbiology	4
BI-202 General Biology II	4	BI-202 General Biology II	4
BI 480 Environmental Science	4	BI 480 Environmental Science	4
BI-160 Ecology	4	BI-160 Ecology	4
GE-101 Physical Geology	4	GE-101 Physical Geology	4
<b>Subtotal</b>	<b>32</b>	<b>Subtotal</b>	<b>20</b>
Advised Electives	5	Advised Electives	5
<b>Total Credits Required:</b>	<b>60</b>	<b>Total Credits Required:</b>	<b>60</b>

Advised Electives May Include		Advised Electives May Include	
BI-505 Current Trends in Environmental Health and Environmental Science	1	BI-505 Current Environmental Issues	1
BI-554 Research Laboratory Internship	2	BI-554 Research Laboratory Internship	2
CH-110/111 Chemistry and the Environment/lab	4	CH-110/111 Chemistry and the Environment/lab	4
ET-840 Energy for a Green Society	4	ET-840 Energy for a Green Society	4
ET-841 The Science of Energy and Power in the Modern World	3	ET-841 The Science of Energy and Power in the Modern World	3
<del>ET-842 Energy Production and Conservation</del>	<del>1 (co Req ET-841)</del>		
ET-843 The Role of Energy in Society	3	ET-843 The Role of Energy in Society	3
GE-102 Historical Geology	4	GE-102 Historical Geology	4
HE-110 Cardiopulmonary Resuscitation	1	HE-110 Cardiopulmonary Resuscitation	1
MA-336 Computer-Assisted Statistics	3	MA-336 Computer-Assisted Statistics	3
MA-441 Analytic Geometry and Calculus	4	MA-441 Analytic Geometry and Calculus	4
PH-120/121 Introduction to Meteorology/lab	4	PH-120/121 Introduction to Meteorology/lab	4
PH-124 Global Warming	3	PH-124 Global Warming	3

**8. Write a Rationale for all the changes**

The BI-505 course has been revised and renamed to include topics relevant to Environmental Science  
The ET-841 course is an elective that can be taken without the lab component  
ET-842 is a lab with ET-841 as co-requisite; these two courses together are equivalent to ET-840 (which is already listed as an advised elective)

**9. Write a Summary for all the changes**

The Environmental Science program has been approved by NYSED as a separate tract (previously submitted as a dual tract with Environmental Health). The program outlined above is the same as what had been submitted as part of the dual tract except for the minor changes in advised electives.  
BI-505 has been revised as a seminar series that will include topics relevant to Environmental Science. The ET advised electives as proposed will allow students to choose either a 3 credit course without a lab (ET-841) or an equivalent 4-credit course with a lab component (ET-840). Since students who wish to take this course with a lab can enroll in ET-840, it is not necessary to offer ET-842.

**10. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.**

BI-505 course revision has already been approved by QCC Curriculum Committee

**11. If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.**

No Biology courses have been deleted from the program

**12. Explain briefly how students currently in the program will be able to complete the requirements**

Environmental Science is a new program-as such students will fulfill the revised requirements as they enroll in the program

**Engineering Technology**

This revision was unanimously approved at our January 27, 2016 Department Meeting. The Department of Engineering Technology recommends the following curriculum revision to the Computerized Architectural and Industrial Design Program. These changes serve to update the program, and are in response to our recent QCC Program Review. The revision was previously approved by the Academic Senate Curriculum Committee and by the Academic Senate at its April, 2015 meeting. Two tracks were originally approved: Track 1 was for Architectural Design and track 2 was for Construction Management. However, the New York State Education Department feels that these should be separate programs. The curriculum revision proposal that follows revises the Computerized Architectural and Industrial Design Program into a single A.A.S. degree program in Architectural Technology. The Construction Management program may be considered at a later date.

Here is the information to include in a proposal to revise an existing degree or certificate program:

- |  |  |            |             |  |
|--|--|------------|-------------|--|
| 1. <b>Program Name:</b>                                    | <del>Computerized Architectural and Industrial Design</del> <u>Architectural Technology</u>                |            |             |  |
| 2. <b>Program Code:</b>                                    | UAPC 0919 Day 3919 Evening / NYSE Code 01531   |            |             |  |
| 3. <b>HEGIS number:</b>                                    | 5303   |            |             |  |
| 4. <b>Date the changes will be effective (if approved)</b> | September  | 1          | 2016        |  |
|  | <b>Month</b>   | <b>Day</b> | <b>Year</b> |  |
| 5.   | <b>All text or items that will be deleted or changed should be marked with a <del>strikethrough</del>.</b> |            |             |  |
| 6.   | <b>All new text, courses, credits, etc. should be marked by <u>underlining</u>.</b>                        |            |             |  |
| 7.   | <b>Show the whole set o program requirements in a From/To format (see example below)</b>                   |            |             |  |

From:		To:	
<del>Computerized Architectural and Industrial Design</del>		<u>Architectural Technology</u>	
Common Core	Credits	Common Core	Credits
Required Core 1A EN-101,102 English Composition I, II	6	Required Core 1A EN-101,102 English Composition I, II	6
Required Core 1B MA-114 College Algebra and Trigonometry	4	Required Core 1B MA-114 College Algebra and Trigonometry	4
Required Core 1C PH-201 General Physics I	4	Required Core 1C PH-201 General Physics I	4
Flexible Core 2A, 2B, 2D, or 2E Social Science or History Elective (2 Courses)	6	Flexible Core 2A, 2B, 2D, or 2E Social Science or History Elective (2 Courses)	6
Subtotal	20	Subtotal	20
Major		Major	
<del>MT-111 Technical Graphics</del>	2	<u>ARCH-119 Visualization I</u>	2

<del>MT-124 Metallurgy and Materials</del>	3	<u>ARCH-113 Building Technology I</u>	3
<del>MT-212 Technical Descriptive Geometry</del>	3	<u>ARCH-129 Visualization II</u>	2
<del>MT-219 Surveying and Layouts</del>	3	<u>ARCH-125 Surveying &amp; Site Planning</u>	3
<del>MT-341 Applied Mechanics</del>	3	<u>ARCH-121 Architectural Design II</u>	4
<del>MT-345 Strength of Materials</del>	3	<u>MT-341 Applied Mechanics</u>	3
<del>MT-369 Computer Applications in Engineering Technology</del>	3	<u>MT-345 Strength of Materials</u>	3
<del>MT-453 Piping Systems</del>	3	<u>ARCH-237 Environmental Systems</u>	3
<del>MT-454 Fundamentals of HVAC Systems</del>	2	<u>TECH-100 Intro to Engineering &amp; Technology</u>	1
<del>MT-481 Architectural Design I</del>	3	<u>ARCH-111 Architectural Design I</u>	3
<del>MT-482 Structural Drafting and Design</del>	3	<u>ARCH-248 Structures I</u>	3
<del>MT-484 Construction Methods</del>	3	<u>ARCH-123 Building Technology II</u>	3
<del>MT-488 Computer Aided Design I</del>	3	<u>ARCH-231 Architectural Design III</u>	4
<del>MT-489 Computer Aided Design II</del>	3	<u>ARCH-241 Adv. Architectural Modeling</u>	3
Sub-total	40		40
Total	60	Total	60

**8. Write a Rationale for all the changes**

The Department of Engineering Technology recommends this curriculum revision to the Computerized Architectural and Industrial Design Program. These changes serve to update the program, and are in response to our recent QCC Program Review and a response from the New York State Education Department to our previous submittal. These revisions were unanimously approved at our January 27, 2016 Department Meeting.

The current Computerized Architectural & Industrial Design program was designed in the early 1980's when personal computers were a relatively new phenomena and the task of drafting still comprised a significant portion of the workforce. Since that time, the landscape of the Architectural workplace has changed significantly. Computers have not only become ubiquitous, but are also accompanied by a variety of specialized application software that is highly mature. Further, the workforce has consolidated such that a particular individual will no longer be solely a drafter. Workers are now tasked with an increasing amount of design work, while still being required to perform drafting duties.

**9. Write a Summary for all the changes**

MT-219 Surveying & Layouts is renamed ARCH-125 Surveying and Site Planning.  
 MT-481 Architectural Design I is revised to be ARCH-111 Architectural Design I.  
 MT-482 Structural Drafting & Design is revised to be ARCH-248 Structures I.  
 MT-484 Construction Methods is revised to be ARCH-123 Building Technology II.  
 MT-489 Computer Aided Design II is revised to be ARCH-241 Adv. Architectural Modeling.  
 MT-453 Piping Systems is revised to be ARCH-237 Environmental Systems. ARCH-237 combines the essentials of MT-453 and MT-454 and adds new material for relevance.  
 MT-124 Metallurgy and Materials is revised to be ARCH-113 Building Technology I.  
 MT-488 Computer Aided Design I is revised to be ARCH-231 Architectural Design III.

MT-111 Technical Graphics is revised to be ARCH-119 Visualization I.  
 MT-212 Descriptive Geometry is revised to be ARCH-129 Visualization II.  
 MT-368 Computer Applications in Engineering Technology is revised to be ARCH-121 Architectural Design II.  
 MT-100 Introduction to Engineering & Technology is renamed TECH-100 Introduction to Engineering & Technology.

10. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.

**Note:** There are no new or revised courses. All courses and course revisions were previously Approved by the Curriculum Committee and the Academic Senate.

11. If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.

MT-454 Fundamentals of HVAC Systems (1 class hour, 4 lab hours, 2 credits) will continue to be offered by the department.

12. Explain briefly how students currently in the program will be able to complete the requirements

ARCH courses will be used as equivalent courses for MT courses. If a course is not offered the student will be given a substitute course.

### Program revision for the A.S. in Engineering Science

HEGIS: 5609

NYSED Code: 01521

Effective: Upon approval

From: <b>A.S. in Engineering Science</b>		To: <b>A.S. in Engineering Science</b>	
<b>Common Core</b>	<b>Credits</b>	<b>Common Core</b>	<b>Credits</b>
<u>REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)</u>	6	<u>REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL102)</u>	6
<u>REQUIRED CORE: I. B: Mathematical &amp; Quantitative Reasoning (Required: MA 441)</u>	4	<u>REQUIRED CORE: I. B: Mathematical &amp; Quantitative Reasoning (Required: MA 441)</u>	4
<u>REQUIRED CORE: I. C: Life &amp; Physical Sciences (Required: CH 151)</u>	4	<u>REQUIRED CORE: I. C: Life &amp; Physical Sciences (Required: CH 151)</u>	4.5
<u>FLEXIBLE CORE: II. A: World Cultures &amp; Global Issues (Select one course from II.A)</u>	3	<u>FLEXIBLE CORE: II. A: World Cultures &amp; Global Issues (Select one course from II.A)</u>	3
<u>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course from II.B)</u>	3	<u>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course from II.B)</u>	3
<u>FLEXIBLE CORE: II. C: Creative Expression (Select one course from II.C)</u>	3	<u>FLEXIBLE CORE: II. C: Creative Expression (Select one course from II.C)</u>	3
<u>FLEXIBLE CORE: II. D: Individual &amp; Society (Select one course from II.D)</u>	3	<u>FLEXIBLE CORE: II. D: Individual &amp; Society (Select one course from II.D)</u>	3
<u>FLEXIBLE CORE: II. E: Scientific World (Required: PH 411)</u>	3.5	<u>FLEXIBLE CORE: II. E: Scientific World (Required: PH 411)</u>	3.5
<u>FLEXIBLE CORE: II: A, B, C, D or E (Required: PH 412)</u>	3	<u>FLEXIBLE CORE: II: A, B, C, D or E (Required: PH 412)</u>	3
<b>Subtotal</b>		<b>Subtotal</b>	
<i>* Students are required to take STEM 32.5* variants in I.B, I.C, and II.E; if students</i>		<i>* Students are required to take STEM 33* variants in I.B, I.C, and II.E; if students</i>	

<p>do not take STEM variants in common core, they will have to take additional credits to complete their degree requirements.</p>	<p>do not take STEM variants in common core, they will have to take additional credits to complete their degree requirements.</p>
<p><b>Major</b></p>	<p><b>Major</b></p>
<p>MA 442 and 443 Analytical Geometry II and III 8</p>	<p>MA 442 and 443 Analytical Geometry II and III 8</p>
<p>MA 451 Differential Equations 4</p>	<p>MA 451 Differential Equations 4</p>
<p>PH 413 Calculus Physics III 3.5</p>	<p>PH 413 Calculus Physics III 3.5</p>
<p>EE 101 Engineering Design I 1</p>	<p>EE 101 Engineering Design I 1</p>
<p>EE 204 Electric Circuits 3</p>	<p>EE 204 Electric Circuits 3</p>
<p>EE 103 Computer-aided Analysis for Electrical Engineers 2</p>	<p>EE 103 Computer-aided Analysis for Electrical Engineers 2</p>
<p>Computer programming options (select one): PH 240 Computerized Physical Measurement using Graphical Programming <del>OR ET-810 Digital Computation Fundamentals</del> OR ET 505 Introduction to C++ Object Oriented Programming OR CS 101 Algorithmic Problem solving I 3</p>	<p>Computer programming options (select one): PH 240 Computerized Physical Measurement using Graphical Programming <u>OR ET 575 Introduction to C++ Programming Design and Implementation</u> OR ET 505 Introduction to C++ Object Oriented Programming OR CS 101 Algorithmic Problem solving I 3-4</p>
<p><b>Subtotal 24.5</b></p>	<p><b>Subtotal <u>24.5 - 25.5</u></b></p>
<p><b>Engineering Concentrations</b></p>	<p><b>Engineering Advised Electives</b></p>
<p><i>Chemical Engin.:</i> CH 152, Gen. Chem. II; CH 251, Organic Chem. I; CH 252, Org. Chem. II</p>	<p><u><b>Students may select from any of the following courses:</b></u></p>
<p><i>Civil Engin.:</i> PH 416, Thermodynamics; MT 345, Strength of Materials; MA 461, Linear Algebra</p>	<p><i>Chemical Engin.:</i> CH 152, Gen. Chem. II; CH 251, Organic Chem. I; CH 252, Org. Chem. II</p>
<p><i>Electrical Engin.:</i> EE 205, Linear Systems Analysis; PH 416, Thermodynamics; CH 152, Gen. Chem. II; ET 540, Digital Computer Theory I</p>	<p><i>Civil Engin.:</i> PH 416, Thermodynamics; MT 345, Strength of Materials; MA 461, Linear Algebra</p>
<p><i>Mechanical Engin.:</i> MT 293, Parametric Computer-aided Design Drafting; PH 416, Thermodynamics; PH 440, Modern Physics; MA 461, Linear Algebra; CH 152, Gen. Chem. II</p>	<p><i>Electrical Engin.:</i> EE 205, Linear Systems Analysis; PH 416, Thermodynamics; CH 152, Gen. Chem. II; ET 540, Digital Computer Theory I</p>
<p><b>Subtotal 8</b></p>	<p><b>Subtotal <u>6.5-7.5</u></b></p>
<p><b>TOTAL CREDITS REQUIRED 65</b></p>	<p><b>TOTAL CREDITS REQUIRED 65</b></p>

**Rationale:** Most of the changes are corrections. Credit subtotals have been corrected to reflect actual course credits. ET-810 is no longer offered so ET-575 Introduction to C++ Programming Design and Implementation has been added as a Computer Programming option. The term *Engineering Concentrations* has been changed to Engineering Advised Electives, to reflect the intent of the previous program revision. This allows students greater choice for better alignment with individual baccalaureate programs.



### 3. NEW CONCENTRATION IN A PROGRAM

#### History Department

Here is the information to include in a proposal to add a new concentration to an existing-degree program.

1. Program Name: Liberal Arts and Sciences A.A. degree, History Concentration
2. Program Code: 01522
3. HEGIS number: 5649
4. Date approved by the department:
 

5	4	2016
Month	Day	Year
5. Date the changes will be effective (if approved):
 

1	1	2017
Month	Day	Year
6. All text or items that will be deleted or changed should be marked with a ~~strickethrough~~.
7. All new text, courses, credits, etc. should be marked by underlining.
8. All text or items that will be deleted or changed should be marked with a ~~strickethrough~~.
9. Show the whole set o program requirements in a From/To format (see example below)

From:	To:																						
Liberal Arts and Sciences A.A. degree – (there are currently 15 concentrations)	Liberal Arts and Sciences A.A. degree, History concentration (this concentration will be added to the current list of concentrations)																						
Common Core	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Common Core</th> <th style="width: 20%;">Credits</th> </tr> </thead> <tbody> <tr> <td>REQUIRED CORE: 1. A: English Composition I, II Take ENGL 101 &amp; 102</td> <td style="text-align: center;">6</td> </tr> <tr> <td>REQUIRED CORE: 1. B: Mathematical &amp; Quantitative Reasoning Required</td> <td style="text-align: center;">3</td> </tr> <tr> <td>REQUIRED CORE: 1. C: Life &amp; Physical Sciences Required:</td> <td style="text-align: center;">3</td> </tr> <tr> <td>FLEXIBLE CORE: II. A: World Cultures &amp; Global Issues (Select one course)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity:</td> <td style="text-align: center;">3</td> </tr> <tr> <td>FLEXIBLE CORE: II. C: Creative Expression (Select one course)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>FLEXIBLE CORE: II. D: Individual &amp; Society:</td> <td style="text-align: center;">3</td> </tr> <tr> <td>FLEXIBLE CORE: II. E: Scientific World</td> <td style="text-align: center;">3</td> </tr> <tr> <td>FLEXIBLE CORE: II: A, B, C, D or E (Select one course)</td> <td style="text-align: center;">3</td> </tr> <tr> <td><b>Subtotal</b></td> <td style="text-align: center;"><b>30-34<sup>1</sup></b></td> </tr> </tbody> </table>	Common Core	Credits	REQUIRED CORE: 1. A: English Composition I, II Take ENGL 101 & 102	6	REQUIRED CORE: 1. B: Mathematical & Quantitative Reasoning Required	3	REQUIRED CORE: 1. C: Life & Physical Sciences Required:	3	FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3	FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity:	3	FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3	FLEXIBLE CORE: II. D: Individual & Society:	3	FLEXIBLE CORE: II. E: Scientific World	3	FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3	<b>Subtotal</b>	<b>30-34<sup>1</sup></b>
Common Core	Credits																						
REQUIRED CORE: 1. A: English Composition I, II Take ENGL 101 & 102	6																						
REQUIRED CORE: 1. B: Mathematical & Quantitative Reasoning Required	3																						
REQUIRED CORE: 1. C: Life & Physical Sciences Required:	3																						
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3																						
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity:	3																						
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3																						
FLEXIBLE CORE: II. D: Individual & Society:	3																						
FLEXIBLE CORE: II. E: Scientific World	3																						
FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3																						
<b>Subtotal</b>	<b>30-34<sup>1</sup></b>																						
Major	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Major</th> <th style="width: 20%;">Credits</th> </tr> </thead> <tbody> <tr> <td>Two Foreign language Courses (Two sequential courses required)</td> <td style="text-align: center;">6</td> </tr> </tbody> </table>	Major	Credits	Two Foreign language Courses (Two sequential courses required)	6																		
Major	Credits																						
Two Foreign language Courses (Two sequential courses required)	6																						

<sup>1</sup> The credit range accounts for those students who opt to take STEM Variants in 1B, 1C, 2E, and the additional course in the flexible core.

	One History course from HIST-110, HIST-111, HIST-112 (if already taken in common core, one course from HIST-200 series is recommended; if two History courses have been taken in common core, one additional course from HIST-200 series is recommended).	3
	SP-211 (if already taken in common core, one Social Science course from Anthropology, CRIM-101 or CRIM-102, Economics, Sociology, Political Science, or Psychology is recommended)	3
	One English course from ENGL-200 series	3
	One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.	0-1
	History Concentration: Choose three courses from HIST100 and/or HIST 200 series	8-9
	Additional Liberal Arts (one course from HIST-200 series recommended)	0-3
Subtotal	Subtotal	26-28
Additional Major Requirements	HE-101 Introduction to Health Education or HE-102 Health Behavior & Society	1-2
	Two courses in Phys. Ed. or Dance from PE-400 or PE-500 series or DAN-100 series	2
Subtotal		3-4
Total	Total	60

10. Write a Rationale for all the changes

In preparation for a Dual/Joint in History with Queens College, currently under development, a history concentration in the Liberal Arts and Sciences A.A. degree is recommended. The history concentration will prepare students for majoring in history at a four-year institution.

11. Write a Summary for all the changes

This program adds a History concentration to existing concentrations in the Liberal Arts and Sciences curriculum. No changes need to be made to current curricula or concentrations to accommodate this new concentration. Students will be able to choose additional credits in History to strengthen their History course experiences before transferring to a four-year college.

12. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.

No new courses (besides those already submitted to curriculum committee) are needed.

13. If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.

No courses are to be deleted

14. Explain briefly how students currently in the program will be able to complete the requirements

#### 4. NEW COURSES

##### Department of Biology

###### **BI-521 Public Health Biology**

**Pre-requisites:** General Biology 1, BI-201  
3 class hours, 3 credits

###### **Course Description:**

This course is a general survey of basic scientific and biomedical concepts of modern public health problems and explores mechanisms and models of the major categories of disease. It offers biological perspective on public health issues including infectious diseases, vaccines, genetic illnesses, neoplastic processes and environmental illnesses. The course content provides an overview of the biological mechanisms of disease prevention and progression and the current research related to public health problems.

###### **Rationale:**

The course will satisfy the major's elective for QCC students in the proposed A.S and B.S. Public Health Program with Hunter College. This is a foundation course that provides an overview of biological principles associated with disease distribution.

Departmental approval: 12/22/2015

---

##### Department of Chemistry

###### **CH 116: Introduction to Nanoscience Lecture**

3 hours; 3 credits

###### **Course Description:**

This course, which consists of lecture and laboratory components, is an introduction to nanoscience chemistry and its technological applications in our society. The synthesis of nanomaterials, the tools used to characterize these materials, and the societal impacts of nanomaterials and nanotechnology, such as ethical, legal and environmental implications, will be studied.

**Note:** Successful completion of CH-116 lecture satisfies the Life and Physical Sciences General Education Core Requirement. Students are strongly encouraged to take CH-117 lab while taking CH-116 lecture to satisfy the laboratory science requirement for graduation and improve the chances of transfer to other colleges. This course may not be used as part of the Science or Mathematics Concentration required for the A.S. in Liberal Arts and Sciences curriculum.

###### **Rationale:**

Nanoscience is an emerging and exciting field. This course will provide students with the basic background knowledge to be able to function in an ever increasing nano-scale world. There is an increased interest in educating undergraduates about this growing discipline. Students will be introduced to the latest developments that are occurring in academia as well as in industry. Students will have the unique opportunity to obtain hands-on experience in using a Scanning Electron Microscope, not common at most community colleges. An industry speaker will also visit to present latest developments. This course is currently being offered at City College and similar courses are also currently being implemented at the other CUNY community colleges. It is expected that students who take this course will have improved writing and presentation skills and will be able to perform effective literature studies, as noted already for students at Bronx and Hostos CC.

**CH-117: Introduction to Nanoscience Laboratory****Co-requisite:** CH-116: Introduction to Nanoscience Lecture

3 hours; 1 credit

**Course Description:**

This laboratory course complements CH-116 (Introduction of Nanoscience Lecture) and provides basic knowledge of nanoscience chemistry. Students will synthesize nanomaterials such as nanoparticles, and analyze these materials by various microscopic methods. Various applications of nanomaterials will also be studied.

**Note:** Students are strongly encouraged to take CH-117 lab while taking CH-116 lecture to satisfy the laboratory science requirement for graduation and improve the chances of transfer to other colleges. This course may not be used as part of the Science or Mathematics Concentration required for the A.S. in Liberal Arts and Sciences curriculum.

**Rationale:**

This course will provide students with the essential hands-on experience to complement the CH 116 Introduction to Nanoscience Lecture course. Students will have the unique experience in utilizing modern instrumentations such as the Atomic Force Microscope and Scanning Electron Microscope to study nanomaterials. There is an increased interest in educating undergraduates about this growing discipline.

---

**Department of Engineering Technology****ET-580 Object Oriented Programming****Pre-requisites:** ET-575 Introduction to C++ Programming Design and Implementation

3 hours, 3 credits

**Course Description:**

This course covers object-oriented programming principles and techniques using C++. Topics include pointers, classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features.

**Rationale:**

Object Oriented programming is a programming style that is associated with the concept of objects, having data fields and related member functions. Objects are instances of classes and are used to interact amongst each other to create applications. Instance means, the object of class on which we are currently working. C++ can be said to be as C language with classes. In C++ everything revolves around object of class, which have their methods & data members. This course will help students master all techniques of software development in the C++ Programming Language and demonstrate these techniques by the solution of a variety of problems spanning the breadth of the language.

**ET-585 - Computer Architecture****Pre-requisite or Co-Requisite:** English 101

3 hours, 3 credits

**Course Description:**

The course covers the basic principles of computer organization, operation and performance. It also deals with embedded systems, peripheral devices, memory management, and processor family evolution patterns.

**Rationale:**

This course provides a strong foundation for students to understand modern computer system architecture and to apply these understandings and principles to future computer designs.

It is structured around the three primary building blocks of general-purpose computing systems: processors, memories, and networks. It will prepare the students for jobs in the computer science and computer engineering industry and can act as a spring board to more advance level courses.

---

## **Department of English**

### **ENGL 265 The Immigrant Experience in Literature**

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

Prerequisites: ENGL 102

#### **Course description:**

This course offers a study of the Immigrant Experience through a variety of genres, including memoirs, poetry, novels, short stories, plays, primary sources, film and children's literature, in order to gain a better understanding of the unfolding, meaning, significance, and impact of the immigrant experience. Students will study texts about US Immigration in their respective social contexts through the lens of a variety of writers, scholars and artists.

**Rationale:** This course has been offered every semester as a Special Topics for the past six years and it enrolled every time. Given that many of Queensborough Community College students are either immigrants, children of immigrants, or have family members or relatives who are immigrants, it should be converted into a regular course. Queens is the most ethnically diverse county in the nation, thus, this course has great appeal and is a perfect match for the student community. Using a theme with which they are already familiar, they will not only learn and write about the experiences of others, but also share and write about their own experiences. This course promotes the inclusion of high impact practices. Offering it as a regular class will facilitate students' ability to transfer by making the course description readily available within CUNY in TIPPS and in the catalog for reference to outside institutions. Also, CUNY First does not permit to list special topics under

### **205 - Literary History**

Pre-requisite: English 102

4 class hours, 4 credits

#### **Course Description:**

An exploration of how literary artists and their creations have responded to earlier writers, and how such responses have historically impacted literature in English. Students will also enhance their analytical and interpretative skills through writing about literary traditions, genres, periods, and movements. Readings include representative genre texts from at least two national literatures and historical periods.

#### **Rationale:**

This course offers a critical framework for understanding literary history and the way it has shaped literary studies, exploring the resonances and disjunctions between literary movements and traditions, as well as their corresponding historical contexts. By identifying these patterns in a diverse array of texts, genres and literary periods, students will be able to draw on new and prior knowledge as a means to hone their critical reading and writing skills. This course differentiates itself from traditional literary survey courses, as it offers both narrower and deeper focus on genre, national literatures, and historical periods. This course articulates with Queens College, ENGL 242: Literary History, a four-hour course within QC's English major, thus making transfer to Queens highly efficient and attractive to students (see Item 19). Offering ENGL 205 as a regular class will further facilitate students' ability to transfer by making the course description readily available within CUNY in TIPPS and in the catalog for reference to outside institutions.

### **ENGL 206 – Genre**

Pre-requisite: English 102

4 class hours, 4 credits

**Course Description:**

Broadly defined, genre refers to different forms of literary expression, such as fiction, poetry, and drama, but genres are also a reflection of cultural contexts and traditions. In this course, students will focus on different definitions of genre; issues of form, style, and content; and how ideas about genre change over time. Readings will include texts from at least two genres and two national literatures as well as material from before and after 1800.

**Rationale:**

This course will offer a critical framework for understanding genre and the way it has framed literary studies, teaching broad areas of genre such as fiction, poetry, drama, or film, and highlighting other modes such as horror and romance, or fantasy and myth. By recognizing prior expectations and familiar patterns within a diverse array of texts (including genre theory and criticism), students will be able to draw on past learning as a means to engage and/or revise assumptions to enrich critical thinking and writing skills. This course articulates with Queens College ENGL 243: Genre, a four-hour course within QC's English major, thus making transfer to Queens highly efficient and attractive to students (see item 19). Offering ENGL 206 as a regular class will further facilitate students' ability to transfer by making the course description readily available within CUNY in TIPPS and in the catalog for reference to outside institutions.

**ENGL 220 - Introduction to Creative Writing**

Pre-requisite: English 102

4 class hours, 4 credits

**Course Description:**

A workshop class that introduces writers to the elements of poetry, fiction, drama, and creative nonfiction. Students explore through their own writing and reading of published writers the conventions of each genre, the interrelationships between them, the diversity of expression possible in each. Students will engage with in-class writing exercises, group writing, workshop critique, technique-specific practices, reading and group discussion with the aim of creating a collection of creative work in several genres.

**Rationale:**

Most four-year colleges with CUNY have a sophomore-level Introduction to Creative Writing class, followed by genre specific writing courses. QCC currently offers fiction and poetry writing classes (ENGL 221 and 222) for both introductory students and more advanced students, combined. Creating an introductory level creative writing course would better serve both new and advanced writing students, allowing deeper exploration of genres for advanced students. Such a course would allow English major and concentration students better preparation for transfer, particularly if they are considering a creative writing emphasis after transfer from QCC.

---

**Department of Foreign Languages****LC-322 Introduction to Chinese Linguistics**

Pre-requisite: Placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

**Course Description:**

This course introduces the basic linguistic structure, history and variation of Mandarin Chinese to undergraduate students who already have prior knowledge of Chinese. Linguistic topics include: phonetics, phonology, morphology and etymology, as well as syntax, semantics and pragmatics of modern Chinese. Individual and group projects will complement lectures, readings and discussions.

**Rationale:**

Queensborough Community College has a growing population of Chinese students from China, Taiwan, Malaysia and other regions of Asia. This course serves advanced-level Chinese students who would like to continue to broaden their knowledge of Chinese language and linguistics. For students who take Chinese to

fulfill their language requirement, this course can serve as either the first or second course of the required language classes. Students can also take this course as an elective.

### **LF-217 French for Business and the Professions**

Pre-requisite: A grade of "C" or higher in LF 213, or placement by the Department of Foreign Languages and Literatures

3 class hours, 3 credits

#### **Course Description:**

A course with emphasis on learning how business is conducted in French, for students interested in working in any business or professional capacity. Students will create conversations in formal (business) settings, acquire business vocabulary and related grammar, write a CV and cover letter, and create a marketing campaign. Fundamental work-related cultural differences of English-and French-speaking countries will be discussed. Students will also complete an oral presentation on a business, technology or economic issue in a French-speaking country. Weekly individual listening or viewing assignments online or in the language laboratory are part of the course.

#### **Rationale:**

This course is intended to serve heritage and non-heritage speakers of French who would like to prepare to use French in a business or professional setting. Grammar, vocabulary and pragmatics will be treated at the intermediate level, and will focus on practical situations calling for an oral or written response, for example: a job interview, or writing a business letter. Students will be assigned to view videos and research topics relating to cultural and economic topics in several French-speaking countries.

Starting in Fall 2016, heritage/native speakers of French will be placed into either LF 213 or LF 214/217, depending on their level. Students who take LF 213 will be able to choose between LF 214 and LF 217 for the second half of their language requirement. Students who start in LF 214 will take LF 217 for the second half of their language requirement, and students who take LF 217 first, may take LF 214 second. LF 214 and LF 217 will be offered in alternating semesters. The vocabulary and grammar material presented in the two courses will not be the same.

---

## **Department of History**

### **HIST-186: Introduction to Legal History I: The Ancient World through the Early Modern Period**

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

Co-requisite: English 101

3 class hours; 3 credits

#### **Course Description:**

This course examines the ideological, intellectual, and practical development of laws, legal theory, and justice systems in various societies from the Ancient World to the Early Modern period. Using primary and secondary sources, the course discusses the historical context in which legal theory and practice developed and flourished, as well the global impacts of the spread of European legal systems during the Age of Exploration.

#### **Rationale:**

This is an entry level elective course that provides students with knowledge of the function and evolution of law, legal concepts, and justice systems from the Ancient World through the Early Modern period. Legal history, as a field, is important not only as a basis for understanding many of the documents of governance and negotiation that are studied as sources for historical events and processes, but as a means to better prepare students for professional specialization in various aspects of law and criminal justice. The history of law is also useful as an approach to understanding ethical and historical problems, how societies define

acceptable and unacceptable behavior, how and what they choose to punish, and how of these concepts change over time as societies develop. A course on Legal History will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

### **HIST-187: Introduction to Legal History II: The Enlightenment through the Present**

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

Co-requisite: English 101

3 class hours; 3 credits

#### **Course Description:**

This course examines the ideological, intellectual, and practical development of laws, legal theory, and justice systems in various countries and internationally from the Enlightenment through the present. The course discusses the historical context in which these legal theory and practice developed and flourished, as well the global impacts of the development of International Law and International Courts in the wake of the Second World War and Decolonization.

#### **Rationale:**

This is an entry level elective course that provides students with an understanding of the function and evolution of law, legal concepts, and justice systems from the Enlightenment through the present. Legal history, as a field, is important not only as a basis for understanding many of the documents of governance and negotiation that are studied as sources for historical events and processes, but as a means to better prepare students for professional specialization in various aspects of law and criminal justice. The Enlightenment and the Napoleonic wars drastically changed the European approach to justice, as did the War Crimes Tribunals after the Second World War so a study of the legal changes from the Enlightenment through the present is an excellent window into evolving concepts of human rights and justice. A course on Legal History will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

### **HIST-281: History of Nationalism and the Politics of Identity**

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

Co-requisite: English 101

3 class hours; 3 credits

#### **Course Description:**

This course examines the ideological and intellectual histories of the rise of the Nation-State, Nationalism, and Identity concepts such as the "race" concept. The course discusses the historical context in which these ideologies developed and flourished, as well as the global impact of the rise of these new forms of identity and the ways in which these identities have been politicized for various purposes.

#### **Rationale:**

This is an entry level elective course that provides students with knowledge of the rise of nationalism and the nation-state in a global context in the nineteenth century. The history of Nationalism has had an enormous impact on global phenomena with compelling interest in ethical and historical problems. A course on the history of Nationalism and the Politics of Identity will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.



**HIST-292: History of Fascism, Nazism, and Communism.**

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

Co-requisite: English 101

3 class hours; 3 credits

**Course Description:**

This course examines the ideological and intellectual histories of the most impactful totalitarian ideologies and political practices of the twentieth century: Fascism in Italy, Nazism in Germany, and Communism in Soviet Russia and China. The course discusses the historical context in which these ideologies developed and flourished, as well the global impacts of the regimes that practiced them in the twentieth century.

**Rationale:**

This is an entry level elective course that provides students with a knowledge of totalitarian regimes in a global context in the twentieth century. The history of Fascism, Nazism, and Communism are recognized for their impact on global phenomena with compelling interest in ethical and historical problems. A course on the history of Fascism, Nazism and Communism will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century.

**HIST-252 History of Medieval and Early Modern Spain**

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

Co-requisite: English 101

3 class hours; 3 credits

**Course Description:**

A study of the historical development of the Iberian Peninsula (modern Spain and Portugal) from the time of the Visigothic invasions to the end of the Habsburg dynasty. The course examines the political, military, social, economic, and cultural events and currents that shaped the character of Spanish institutions. The historical development of Spain will be examined within the larger context of European and world history.

**Rationale:**

This entry-level elective course will provide the students with the knowledge and understanding of a region and a period in time that contributed in great measure to the development of Western civilization and European world hegemony. Spain during this period provides a great example of the interaction of different cultures and the establishment of global connections. The course will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering specific geographic settings across different time periods.

**HIST-205 History of the First World War I: 1914-1918**

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

Co-requisite: English 101

3 class hours; 3 credits

**Course Description:**

This course examines the history and impact of this seminal catastrophe of the twentieth century: the First World War, 1914-1918. This course examines the history, as well as cultural, ideological and intellectual impact of the war. It focuses on Europe, Asia, the Middle East and the United States as well as on the

revolutions that were caused by the war. The course discusses the historical context in which the war was fought and ended as well as how it impacted the history of the decades to follow the events of 1914-1918.

**Rationale:**

This is an entry level elective course that provides students with knowledge of the First World War in a global context in the twentieth century. The history of this war is recognized for its impact on global phenomena with compelling interest as ethical and historical problems. A course on the history of First World War will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century.

**HIST-242 History of Modern Japan: 1868-1989**

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

Co-requisite: English 101

3 class hours; 3 credits

**Course Description:**

This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1868 and 1989. The course focuses on modern Japan's role in East Asia and the world as well as on the economic, political, and social impacts that were caused by developments that took place there. Discussions include the historical context in which modern Japan was created and in which way its historical developments impacted the world

**Rationale:**

This is an entry level course that produces students with knowledge of Modern Japan in a global context in the nineteenth and twentieth century. The history of this country is studied for its impact on global phenomena with compelling interest as social and historical problems. A course on the history of Modern Japan will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century.

**HIST-227 British History since 1688**

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

Co-requisite: English 101

3 class hours; 3 credits

**Course Description:**

This course provides a survey of British history from the Glorious Revolution of 1688 to today. Topics will include the development of parliamentary supremacy over the monarchy, the political, social and cultural interconnections between the English, Scots and Irish, the Industrial Revolution, the rise and fall of the British Empire, the impact of two world wars and the development of the postwar welfare state.

**Rationale:**

At one point a course on British History was in the college catalog but it was removed when there was no interest from the faculty in offering the course. For the past several years, Dr. Kenneth Pearl, a specialist in Modern Britain, has taught the British History survey as a "Special Topics" course. Based on his continued interest in teaching the topic and strong student interest, the department would like to reintroduce the course into our list of offerings. This is an entry level elective course. The study of Modern British History covers many issues that are of great significance for today's undergraduate. The democratization of British politics, the evolution of British law, the rise and decline of the British Empire and Britain's involvement in two world wars have all had an impact not just for those living within the British Isles but also globally.

**HIST 211 History of Early Christianity**

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

Co-requisite: English 101

3 class hours; 3 credits

**Course Description:**

This course examines the origins of Christianity, from the life and death of the historical Jesus in the first century to the Christianization of the Roman world in the fourth and fifth centuries. The course discusses the historical context of the development of and acceptance, or rejection, of major Christian beliefs, as well as the effects of Roman persecution and ultimately acceptance of Christianity and the effects of Christianity on Roman culture and society.

**Rationale:**

This is an entry level course that gives students an in-depth knowledge of the history of Christianity from its beginning to the year 500. Christianity is one of the major world religions, and through this course students will understand the founding, fundamental ideas, and spread throughout the Roman world of the religion. A course on the history of early Christianity will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. The course was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

**HIST 236 History of Germany**

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

Co-requisite: English 101

3 class hours; 3 credits

**Course Description:**

A history of the German-speaking areas of central Europe with special focus on the time period since 1870. Topics include the first unification, the two world wars, Nazism, the Holocaust, and the contemporary Federal Republic.

**Rationale:**

This is an entry level elective course that provides students with a knowledge of the fourth-largest economy in the world and the dominant nation within the European Union. The course will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. The course is part of a series of courses covering global issues of the modern world. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

**HIST 208 History of the Romans and Their Empire**

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

Co-requisite: English 101

3 class hours; 3 credits

**Course Description:**

This course will survey some of the major developments and problems in Roman history, with particular emphasis on the period between the third century BCE and the second century CE. Although the course will

cover a diverse array of topics, ranging from social and demographic history to slavery, many of the lectures and discussions will concentrate on the way in which the development and articulation of Roman imperial power affected general historical trends over this period.

**Rationale:**

This is an entry level elective course that both expands the History Department's offerings to accommodate the Dual/Joint degree program with Queens College (in development), and provides a context in which students can develop skills relevant to historical analysis (chiefly, skills pertaining to research, note-taking, and textual analysis). Thus, the first goal of the course is to acquaint students with current trends in historical thinking about the Roman world, while the second is to introduce them to the practicalities of producing historical analysis – both by exploring how historians approach and analyze evidence from the past, and by examining how historians draw conclusions on the basis of this material.

**HIST 238 History of Russia**

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

Co-requisite: English 101

3 class hours; 3 credits

**Course Description:**

A history of the Russian state in modern times with special emphasis on the revolutionary and Soviet periods. Topics include the rise of Russian power, imperial government, Lenin, the two world wars, Stalin, Soviet economic development and decay, the collapse of the Soviet Union, and post-Soviet Russia.

**Rationale:**

This is an entry level elective course that provides students with the complex history of this important country, which was the other superpower in the Cold War and remains one of the most powerful nations in the world. The course will help fulfill the college mission of promoting intellectual inquiry and global awareness among. The course enables students to develop research, note-taking, and textual interpretation skills. The course is of a series of courses covering global issues of the modern world. It was developed to expand the history offerings to accommodate the new Dual/Joint program in development with Queens College.

**HIST 207 History of the Greeks and the Persians**

**Co-Requisite:** English 101

3 hours; 3 credits

**Course Description:**

This course examines through comparison the history of two of the most influential civilizations in world history: the ancient Greeks and Persians. Discussions of the historical context will address how these civilizations developed and flourished, as well as the global impact of the achievements and ideas of these civilizations that are still to be felt today in many regions around the world.

**Rationale:**

This is an entry level elective course that provides students with knowledge of the origins of Western civilization and their dependence on earlier Eastern traditions. A course on the history of the Greeks and the Persians will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. This course was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College

**HIST-247: "History of the Modern Middle East, 1795-2011**

Pre-requisite or Co-Requisite: English 101

3 hours, 3 credits

**Course Description:**

This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1795 and 2011. The course focuses on the Modern Middle East's role in the world as well as on the economic, political, and social impacts that were caused by developments that took place there. The course discusses the historical context in which the Modern Middle East developed and in which ways it has impacted on the world.

**Rationale:**

This is an entry level elective course that provides students with knowledge of the Modern Middle East in a global context in the nineteenth and twentieth century. The history of this country is studied for its impact on global phenomena with compelling interest as social and historical problems. A course on the history of the Modern Middle East will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

History courses approved by the committee on curriculum on March 15, 2016, but **not** approved at the April 12, 2016 senate nor at May 10, 2016 senate: **HIST-204, HIST-263, HIST-223, HIST-203, HIST-212, HIST-219**

**HIST-203 Economic History of the Ancient World**

Pre-requisite or Co-Requisite: English 101

3 hours, 3 credits

**Course Description:**

This course offers an introduction to key problems in the economic history of the ancient Greek and Roman worlds. The course emphasizes the connections between individuals' economic strategies and the social, political, and economic institutions in which those individuals were embedded; it does so by exploring how factors like gender, slavery, and sociability affected trade, manufacture, and agriculture. The course also examines key questions of performance: to what extent could the economies of the ancient world generate intensive growth, and who benefitted from any resultant gains?

**Rationale:**

This is an entry-level elective course. This course both expands the History Department's offerings to accommodate the Dual/Joint degree program with Queens College (in development), and provides a context in which students can develop skills relevant to historical analysis (chiefly, skills pertaining to research, note-taking, and textual analysis). Thus, the first goal of the course is to acquaint students with current trends in historical thinking about the economic history of the ancient world, while the second is to introduce them to the practicalities of producing historical analysis – both by exploring how historians approach and analyze evidence from the past, and by examining how historians draw conclusions on the basis of this material.

**HIST-204 Topics in Slavery**

Pre-requisite or Co-Requisite: English 101

3 hours, 3 credits

**Course Description:**

This course explores slavery in its social, cultural, and economic contexts. Each semester may focus on different time periods. The problems to be investigated include the origins and development of chattel slavery in these societies; the impact of slave systems on the socio-economic structures and cultures of their host societies; the effort of slaves to exercise agency through accommodation of resistance; and the role and frequency of manumission in various societies.

**Rationale:**

This is an entry level elective course that both expands the History Department's offerings to accommodate the Dual/Joint degree program with Queens College (in development), and provides a context in which students can develop skills relevant to historical analysis (chiefly, skills pertaining to research, note-taking, and textual analysis). Thus, the first goal of the course is to acquaint students with current trends in historical

thinking about slavery, while the second is to introduce them to the practicalities of producing historical analysis – both by exploring how historians approach and analyze evidence from the past, and by examining how historians draw conclusions on the basis of this material.

### **HIST-212 History of Piracy and the Sea**

Pre-requisite or Co-Requisite: English 101

3 hours, 3 credits

#### **Course Description:**

This course surveys the maritime history of the world by focusing on the history of maritime theft, or piracy, as a means to investigate the history of sea-borne trade; maritime aggression; littoral communities; and international law. Course readings will draw from a range of primary sources, including narrative histories; legal texts; and works of fiction, as well as selected readings from scholarly writing on the history of overseas trade, exploration, piracy, maritime warfare; and maritime law.

#### **Rationale:**

This is an entry-level elective course that provides students with a knowledge of the history of piracy and its relationship to maritime history from ancient times to the present. The study of piracy incorporates a consideration of history of maritime trade; the history of warfare and aggression; the history of littoral and seafaring communities; the history of slavery; and the history of international law. Piracy and maritime history are documented by a rich range of narrative, literary and legal texts that provide challenging and engaging opportunities for students to engage in the analysis of complex texts. A course on the history of piracy and the sea will thus help fulfill the college mission of promoting intellectual inquiry and global awareness among students. This course will also enable students to develop research, note-taking, and textual interpretation skills. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College

### **HIST-219 History of the Mediterranean**

Pre-requisite or Co-Requisite: English 101

3 hours, 3 credits

#### **Course Description:**

This course surveys the history of Mediterranean society from ancient times to the present. Among topics to be included will be: geo-political; environmental and cultural diversity around the Mediterranean; war, commercial, political and religious rivalries; religious and ethnic traditions; social practices; and slavery. Special attention will be dedicated to primary source documents, and historiography.

#### **Rationale:**

This is an entry level elective course that provides students with a knowledge of the history of the Mediterranean, and how the study of the Mediterranean has shaped a more general scholarly understanding of European history. The history of the Mediterranean is understood as a point of origin, contact, and conflict between the three monotheistic faiths of western European society. This course will offer an introduction to the history of their interactions from a political, economic, social and cultural perspective. A course on the history of the Mediterranean will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College

### **HIST-223 History of the Cold War**

Pre-requisite or Co-Requisite: English 101

3 hours, 3 credits

#### **Course Description:**

This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1945 and 1991. It will focus on Europe, Asia, the Middle East and the United States as well as on the economic, political, and social impacts that were caused by the Cold War. The course discusses the historical

context in which the Cold War was fought and ended.

**Rationale:**

This is an entry level elective course that provides students with knowledge of the Cold War in a global context in the twentieth century. The history of this war is recognized for its impact on global phenomena with compelling interest as ethical and historical problems. A course on the history of Cold War will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

**HIST-247: “History of the Modern Middle East, 1795-2011**

Pre-requisite or Co-Requisite: English 101

3 hours, 3 credits

**Course Description:**

This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1795 and 2011. The course focuses on the Modern Middle East’s role in the world as well as on the economic, political, and social impacts that were caused by developments that took place there. The course discusses the historical context in which the Modern Middle East developed and in which ways it has impacted on the world.

**Rationale:**

This is an entry level elective course that provides students with knowledge of the Modern Middle East in a global context in the nineteenth and twentieth century. The history of this country is studied for its impact on global phenomena with compelling interest as social and historical problems. A course on the history of the Modern Middle East will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills. The course was developed as part of a series of courses covering global issues of the twentieth century. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

**HIST-263 History of American Cities**

Pre-requisite or Co-Requisite: English 101

3 hours, 3 credits

**Course Description:**

This course examines the development of America’s cities and suburbs from the Civil War through the present. The course looks at the dramatic transformation of the United States from predominantly rural society to a majority urban nation and its consequences. This includes the challenges of population growth and slum development, the influence of federal and municipal government on urban and suburban development, racial and class segregation, the evolution of urban cultures, the threat of ‘violence’ and ‘disorder,’ and in the last four decades, the impact of deindustrialization, globalization, and gentrification. Readings are a combination of primary sources and historical monographs.

**Rationale:**

This is an entry level course that produces students who understand the development of America’s cities and suburbs from the late nineteenth century to the present. The course enables students to develop research, note-taking, and textual interpretation skills. On a broader level, the course situates the urban environment in an historical context, providing students with an awareness of the urban legal, spatial, and economic structures navigate on a daily basis. When students leave the classroom, they will enter workplaces, rent or buy property, and engage in leisure activities within the very urban environment examined during this course. It was developed to expand the history department offerings to accommodate the new Dual/Joint program in development with Queens College.

**Department of Speech and Theatre**

(new "experimental" course)

SP-230 Video Production II

**Pre-requisites:** SP-130 Video Production I

2 class hours; 2 lab hours; 3 credits

**Course Description:**

Video Production II is an intermediate level class in the media production. Students will learn single camera set up, lighting and audio for remote production for interviews and narrative as well as advancing skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct shoots, and edit their own projects in the class.

**Rationale:**

Digital Media Field Production will be an upper-level course designed as the second in a series of foundational courses in Media Arts Production within the department of Speech and Theatre. Student demand for a follow up course to our elective media production course that has been running for several years has been high as has the demand for a major in this area of study. The course will be capped at 16 as that is the number of computer stations in the Media Arts Centre. The course will be offered every spring semester.

Departmental approval: 11/09/2015

---

**Department of Social Sciences**

PHIL-148 Public Health Ethics

3 class hours; 3 credits

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

**Course Description:**

A consideration of the ethical implications of modern health research and practice. Topics include professional versus universal ethics, the rights of current and future generations, Public Health measures, truth and information in science, and public health policy.

**Rationale:**

Needed as part of an articulation agreement with Senior CUNY Colleges as part of the Public Health Degree Program.

---

**5. COURSE DELETIONS****Department of History**

HI 120 American Civilization 1 3 credits, 3 hours

**Rationale**

The courses is a duplication HI 127.



HI 211 American Civilization 1

3 credits, 3 hours

**Rationale**

The courses is a duplication HI 127.

HI 121 American Civilization 2

3 credits, 3 hours

**Rationale**

The courses is a duplication HI 128.

HI 221 American Civilization 2

3 credits, 3 hours

**Rationale**

The courses is a duplication HI 128.

HI 123 American Civilization 3

3 credits, 3 hours

**Rationale**

The courses is a duplication HI 129.

HI 213 American Civilization 3

3 credits, 3 hours

**Rationale**

The courses is a duplication HI 129.

HI 220 History and Health Care

3 credits, 3 hours

**Rationale**

The courses is a duplication HI 154.

HI 210 A History of Modern Israel

3 credits, 3 hours

**Rationale**

The courses is a duplication HI 190.

HI 150 Revolution if Modern Times

3 credits, 3 hours

**Rationale**

The courses is a duplication HI 350.

HI 410 The Negro in American History

3 credits, 3 hours

**Rationale**

The courses are duplication of HI 350

---

**6. NEW PROGRAM**

**Public Health Program**

QUEENSBOROUGH COMMUNITY COLLEGE  
OF  
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN PUBLIC HEALTH  
LEADING TO THE

ASSOCIATE IN SCIENCES DEGREE

EFFECTIVE FALL 2016

CO-SPONSORED BY THE DEPARTMENTS OF  
BIOLOGICAL SCIENCES AND GEOLOGY AND  
HEALTH, PHYSICAL EDUCATION AND DANCE

APPROVED BY  
QUEENSBOROUGH COMMUNITY COLLEGE ACADEMIC SENATE  
date of approval

College Representative: Provost and Vice President for Academic Affairs,  
Paul Marchese  
Contact: Provost and Vice President for Academic Affairs,  
Paul Marchese  
Telephone: (718) (631-6344)  
Fax: (718) (281-5684)  
Email: [pmarchese@qcc.cuny.edu](mailto:pmarchese@qcc.cuny.edu)  
Provost's Signature: \_\_\_\_\_

Provost's Name: \_\_\_\_\_

**TABLE OF CONTENTS**

ABSTRACT ..... 3

PURPOSE AND GOALS ..... 3

NEED AND JUSTIFICATION..... 3

STUDENTS..... 6

    A. *Interest/Demand* ..... 6

    B. *Enrollment Projections* ..... 7

    C. *Admission Requirements* ..... 7

CURRICULUM ..... 8

COST ASSESMENT..... 9

    A. *Faculty*..... 9

    B. *Facilities and Equipment*..... 10

APPENDICES ..... 12

    A. *Table 1a Undergraduate Program Schedule* ..... 12

    B. *Articulation with Hunter College*..... 13

    C. *Table 2 Faculty and Table 3 Part-Time Faculty*..... 21

**ABSTRACT**

Queensborough Community College (QCC) of the City University of New York (CUNY) proposes an Associate in Science (A.S.) degree in Public Health. This program will become part of the continuum in public health education within the CUNY School of Public Health. The program will have articulations agreements with CUNY B.S. degree programs in Public Health and Community Health that are accredited by the Council on Education for Public Health (CEPH). The curriculum will consist of public health coursework including lower division biology, statistics, public health education, and general education foundational courses. This will prepare student graduates of the program for transfer into the upper division degree programs in Public Health without any loss of credit upon completion of the requisite 60 credits at QCC.

**PURPOSE AND GOALS**

QCC proposes to offer an Associate in Science (A.S.) degree in Public Health. This degree will enable students to transfer to upper division baccalaureate degree programs in Public Health and to enter the public health career fields. The goals of the program are to: (1) prepare students for further studies in public health; (2) fulfill the current and growing job needs in public health; and (3) will create a sustainable partnership between QCC and Hunter College and be a part of the CUNY Public Health Workforce Preparation Project - a model for the continuum of public health education from community colleges to graduate education. The proposed program will also build on the strength of existing QCC programs and will utilize faculty expertise to update existing courses and develop new curricula.

The QCC Public Health Program will equip students with the knowledge and skills required to succeed as Public Health Workers in the modern Public Health work environment.

#### NEED AND JUSTIFICATION

Excerpts from *Preparing the Public Health Workforce for the New York Metropolitan Region, the City University of New York Public Health Workforce Project*, June 2014:

Public health and related fields are among the fastest growing employment sectors in the New York region and nationally, with an estimated 250,000 new workers needed nationally by 2020 (<http://www.asph.org/UserFiles/PHWFShortage0208.pdf>). More than 25 percent of public health workers have retired in the past decade and only 20 percent of the current workforce has formal training in public health. According to the Bureau of Labor Statistics, national employment of health education specialists and community health professionals is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people about health habits and behaviors and utilization of available health care services (<http://www.bls.gov/ooH/community-and-social-service/health-educators.htm>).

CUNY has a unique opportunity to become a nationally recognized ASPPH demonstration project for a continuum of public health education that is influenced by the educational needs of public health workforce. In the coming decades, having the right public health workforce can help New York take on some of its most urgent health, economic and social problems. A public health workforce of the right size and with the right skills can help to:

- Ensure that the region's growing aging population receives the services needed to maintain health, wellness and community ties, avoid institutionalization and prevent premature deaths;
- Leverage new investments in health care provided by the Patient Protection and Affordable Care Act and the state's Medicaid redesign to advance prevention and reduce unnecessary and costly health care utilization;
- Mitigate the persistent socioeconomic inequalities in health generated by the region's high levels of inequalities in wealth and income;
- Integrate the million new people – many immigrants from other nations – expected to be added into the region's population in the next two decades and link them to the health and social services they will need;
- Promote the lifestyles, environments and policies that support health and prevent costly and preventable illnesses, injuries and premature deaths
- Provide new entry-level jobs and opportunities for career advancement for the region's workforce, including those hardest hit by the 2008 recession.

Dynamic changes in the health conditions and health technologies require new skills for the 21<sup>st</sup> century public health professionals. These changes include:

- Rise of chronic diseases, demanding new skills in prevention and disease management;
- New threats to well-being and safety from natural disasters, climate change and terrorism calling for new skills in mitigation, disaster preparedness and emergency response;
- Emergence of new information and communication technologies that enable better coordination of services, more comprehensive surveillance of emerging health problems, and the capacity to evaluate services more systematically; and
- New evidence and expert consensus on the influence of social factors on health, requiring expansion of public health interventions from ones most focused on individual behavior to a more balanced portfolio of individual, community, and organizational and policy interventions.

Public health professionals are defined as all those responsible for providing the essential services of public health regardless of the organization in which they work. Table 1 lists the 10 essential services that public health professionals provide.

Table 1 Essential Services of Public Health Workers
<ol style="list-style-type: none"> <li>1. Monitor health status to identify community health problems.</li> <li>2. Diagnose and investigate health problems and health hazards in the community.</li> <li>3. Inform, educate, and empower people about public health issues.</li> <li>4. Mobilize community partnerships to identify and solve health issues.</li> <li>5. Develop policies and programs that support individual and community health efforts.</li> <li>6. Enforce laws and regulations that protect health and ensure safety.</li> <li>7. Link people to needed personal health services and ensure the provision of health care when otherwise unavailable.</li> <li>8. Ensure a competent public health and personal health care workforce.</li> <li>9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services.</li> <li>10. Conduct research for new insights and innovative solutions to health problems.</li> </ol>

Shown in Table 2 below, the public health workforce in New York City includes workers in a wide variety of job titles distributed among several major sectors of our economy.

Table 2 Public Health Workforce in NYC			
Sector	Number of Jobs (in thousands) (November 2013)	% of all jobs in NYC	Selected types of job titles
Health care and social assistance	643.3	16	Community health professional, health education specialist, patient navigator, program manager
Government	542.5	13.4	Public health sanitarian, public health nurse, public health epidemiologist
Professional, Scientific and Technical Services	361.2	9	Public health faculty, research scientist
Accommodation and food services	306.1	7.6	Nutritionist, dietitian
Educational Services	214.8	5.3	Health education teacher, school nurse
Other Services	178.0	4.4	Outreach worker
All other sectors	1,786.2	44.3	
Total Jobs	4,032.1	100	

Several converging factors make this the opportune time for CUNY to pursue a continuum of public health education: (1) the recommendations of the *ASPPH Task Force on the Future of Public Health Education* provides a blue print for a continuum of public health education that is reflective of the public health workforce needs among other relevant concerns; (2) emerging trends in public health and the *Affordable Care Act* represent strong opportunities for which CUNY is uniquely positioned; and (3) the commitment and support of CUNY and the partner institutions to create a unified approach to public health education within the university. Additionally, in recognition of the fact that the CEPH, the accrediting body for programs in public health, is implementing a requirement that undergraduate programs in public health be accredited.

The SPH is focusing on four key themes that reflect the critical public health challenges that will guide its research, education and service activities:

- Contribute to healthier, sustainable cities
- Promote healthy aging through the lifespan
- Prevent complex chronic diseases and improve their management
- Eliminate health disparities and advance health equality

A large segment of the current workforce has not received a formal education and as a large percentage is reaching retirement age there is opportunity to replace those retiring with a better trained generation. With the retirement of individuals without formal educational training in public health, those with A.S. and B.S. degrees will be prepared to replace them and thereby respond to the need.

### Employment Trends

According to the NYC Labor Market Information Service 2015 Public Health: Industry Demand Profile for Queensborough Community College, “there were 845 advertisements for Bachelor’s degree candidates making up 63 percent of all public-health related ads during the same four-month period. (Thirty-nine of the ads were for individuals with a high school diploma or the equivalent. The remaining 34% of the ads were seeking candidates with masters or doctoral degrees.)”

Hospitals were the largest advertisers with 208 ads, followed by colleges and universities (109), specialty hospitals (55), doctor’s offices (48), and dialysis centers (46). The highest volume employers were HHC, Memorial-Sloan Kettering, Stony Brook University, Rutgers, and NYU Langone. Over the past four years, Conance, Merck, and Mt. Sinai also have been high volume advertisers for public health candidates with Bachelor’s degrees.

### STUDENTS

#### A. Interest/Demand

A survey of student interest in a public health degree program at QCC was administered through SurveyMonkey to students enrolled in Biology, Health and Physical Education courses in fall 2015. One-hundred and eighteen (118) students responded. The survey described the Public Health program and briefly asked students to respond to questions that included, “If QCC offered an Associate degree in Public Health, would you be interested?” Over 73 percent (73.45%) of respondents answered “yes” and 26.55% answered “no”. In a follow-up question, the students were asked to indicate their level of interest in majoring in Public Health. Forty-six percent (46%) answered either “extremely” or “very” interested and over 33 percent (33.63%) were moderately interested. Only 15% had slight interest and just over 5% (5.31%) had no interest at all. That is nearly eighty percent (79.64%) of respondents’ demonstrated moderate to extreme interest in a Public Health degree program at QCC.

#### B. Enrollment Projections

Based on the survey results, informal discussions with students and the enrollment in other health-related programs at QCC, we anticipate that at least 40 students will seriously consider participating in the program if offered in fall 2015. Enrollment is expected to increase steadily to 55 in the second year, 75 in the third year, 90 in the fourth year and an anticipated 115 students by the fifth year (See table below).

	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	20	12	23	20	30	21	35	28	45	35
P-T	5	3	7	5	8	6	15	12	20	15
Sub-totals	25	15	30	25	38	27	50	40	65	50
Totals	40		55		65		90		115	

#### C. Admission Requirements

Students seeking admission to the Public Health degree program must first satisfy the general requirements for entry to Queensborough: completion of either a high school diploma or a New York State Equivalency Diploma. Upon acceptance, students must take the CUNY Placement Exams, which measure proficiency in reading, writing, and mathematics.

### CURRICULUM

The proposed A.S. Public Health degree program will require students to complete courses in the following areas: (1) General Education Common Core Pathways; (2) General Education Flexible Core Pathways; (3) Public Health Major Requirements; and (4) Advised Public Health Major Electives. The 60 credit A.S. Public Health degree program consists of 32 general education Pathway Common and Flexible Core required credits, 19 Public Health major required courses and nine Public Health elective credits.

Proposed A.S. in Public Health Curriculum

Common Core Requirements

		Credits
Required Core 1A:	EN-101 English Composition I	3
	EN-102 English Composition II	3
Required Core 1B:	MA-119 College Algebra*	3
Required Core 1C:	BI-201 General Biology I*	4
Flexible Core 2A:	World Cultures and Global Issue (Recommended ANTH 160 Anthropology of Health & Healing)	3
Flexible Core 2B:	US Experience & its Diversity (Recommended SP-211 Speech Communication)	3
Flexible Core 2C:	Creative Expression (Select one from 2C)	3
Flexible Core 2D:	Individual and Society (Recommended SOCY- 101 Introduction to Sociology)	3
Flexible Core 2E:	BI-520 Public Health Science ( <i>new title: Introduction to Public Health</i> )*	4
Select one from 2A-E:	(Recommended PHIL-148 Public Health Ethics ( <i>new course</i> ))	3

\*Required STEM Variants for major

Credits 32

Requirements for the Major

BI-461	General Microbiology	4
HE-114	Foundations of Health Promotion & Disease Prevention	3
HE-103	Fundamentals of Human Nutrition	3
BI -503	General Epidemiology	3
IS-151	The Health of the Nations	2
MA-336	Statistics	3
		Total = 18 Credits

Major Electives - Advised major electives selected from the list below and guided by appropriate transfer articulations. A total of 10 credits of the courses below should be taken.

BI-521	Public Health Biology ( <i>new course</i> )	3
BI-501	Environmental Health	4
BI-505	The Environmental Health Professional ( <i>new title: Current Environmental Issues</i> )	1
BI-554	Research Laboratory Internship	2
HE-102	Health, Behavior and Society	2
HE-104	Addiction and Dependencies	3
HE-105	Human Sexuality	3
HE-107	Mental Health: Understanding Your Behavior	3
HE-108	Health & Physical Fitness	3
HE-110	Cardiopulmonary Resuscitation	1
HE-111	Stress Management	3
		Total = 10 Credits

These courses respond to the need to provide students with general requirements and program requirements that will prepare them for successful completion of a bachelor's degree in Public Health and other related majors. An undergraduate program schedule and an articulation agreement between the proposed A.S. Public Health degree at Queensborough and the B.S. Community Health offered by Hunter are shown in Appendices A.

The General Education requirements fulfill the Pathways Common Core and the Flexible Core requirements and will include courses in English, Mathematics, Biology, Speech and Social Sciences. The program requirements consist of courses that will provide a solid foundation in General Education and Public Health. The scope of courses within the general education and program requirements is consonant with Queensborough's mission that "...is dedicated to the development of the whole individual in an environment that promotes intellectual inquiry, global awareness, and lifelong learning." This Public Health degree program is comprehensive, multi-layered and serves as a framework for students to become active, responsible partners in their intellectual pursuits. It provides the opportunity for students to achieve their academic and career goals by providing a rich general education core aimed at enhancing students' critical thinking and decision making skills, and utilizing effective learning strategies."

To ensure students participate in experiential learning, a service learning component will be embedded in the curriculum as a requirement for the major. Students must also meet two writing intensive courses requirements.

#### COST ASSESMENT

##### A. Faculty

The Biology and Health Education faculty have the requisite qualifications and experience to provide valuable expertise, guidance and support, to the proposed Public Health program. Current full-time faculty in both departments are currently teaching several sections of the proposed Public Health program courses and are fully qualified to teach the variety of courses the Public Health program offers (See Appendix B). Their research interests and publications also demonstrate expertise in the field. Queensborough's faculty from Social Sciences would be providing some of the general education requirements.

##### B. Facilities and Equipment

The proposed program can be established without requiring Queensborough to increase significantly its expenditures in faculty, space and equipment. Most of the courses are currently being taught by either Biology or Health Education faculty. The two departments have the faculty and supplies needed to teach the new proposed courses. Moreover existing faculty, facilities, and equipment will be enough to meet program needs for at least five years. During that time, faculty will also seek grant funding opportunities that would enhance the program. Cost for faculty is based on the number of additional sections that would be offered in the major for a given year. The revenue generated by the program will more than offset any costs.

#### Evaluation

Institutional processes currently are in place at Queensborough for evaluating the effectiveness of majors. These processes are appropriate for evaluating new major programs as well. Like all other academic programs at Queensborough, the new A.S. degree in Public Health will undergo self-study and external evaluation via the college's academic program review. Academic program reviews are conducted on a five-year rotation according to a designated schedule. Faculty review committees are formed within a department, or across departments depending on the sponsorship of the program. Using data provided by Institutional Research and course assessment posted to the college website for courses applicable to the program, the committees discuss student outcomes, curriculum, faculty, and facilities; generate major findings; and formulate recommendations. There are program review templates and other templates and resources for this effort on the college website.

The purpose of an academic program review is to analyze and evaluate the degree or certificate program under review, coming to consensus on a plan for improvement. The academic program review process includes four phases: review and analysis of program data and discussion of issues and concerns to be addressed in the program review report, preparation of the program review report, organizing the external reviewer site visit, and preparing an action plan to be vetted by the administration.

The program review report is prepared and written by a review committee, which is constituted at the beginning of the fall semester of the academic year in which the program review process begins. If the academic program is sponsored by one department, the corresponding academic chair constitutes a review committee consisting of faculty from that department. If the program has two or more sponsoring departments, the corresponding department chairs select one or two faculty representatives to serve on the review committee.

In support of the research and analysis required of the program review report, the review committee receives a comprehensive data packet from the Office of Institutional Research and Assessment. This data packet forms the basis for subsequent discussions of the review committee about the direction and focus of the program review.

Following the preparation of the report, external reviewers (representative of the disciplines constituting the degree program) visit the campus to meet with faculty members, administrators, and students; the panel prepares a site visit report. In response to this report, an action plan is developed, followed by an administrative response that operationalizes the action plan and sets the strategic direction of the program for the next five years.

In addition to the guidelines in this document, review committee members are encouraged to use the resource materials on the Strategic Planning, Assessment, and Institutional Effectiveness website, including the Assessment Handbook and previous program review reports of the same and similar degree programs. Click here: <http://www.qcc.cuny.edu/assessment/apr.html>.

**See Attachment: Public Health Program**

## **New Program**

### **ENGINEERING TECHNOLOGY**

Dual-Joint Degree Program in Computer Science and Information Security with John Jay College of Criminal Justice.

Departmental approval date March 16, 2016.

QUEENSBOROUGH COMMUNITY COLLEGE  
AND  
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
OF  
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A DUAL ADMISSION / JOINT PROGRAM IN

COMPUTER SCIENCE AND INFORMATION SECURITY (A.S. DEGREE PROGRAM)  
AND

COMPUTER SCIENCE AND INFORMATION SECURITY (BS DEGREE PROGRAM)  
EFFECTIVE JANUARY, 2017

SPONSORED BY

THE ENGINEERING TECHNOLOGY DEPARTMENT OF QUEENSBOROUGH COMMUNITY COLLEGE  
AND

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE OF JOHN JAY COLLEGE OF CRIMINAL JUSTICE

#### **CONTACTS:**

PROFESSOR STUART ASSER, CHAIR  
ENGINEERING TECHNOLOGY, QCC

DR. DOUGLAS SALANE, CHAIR  
MATH AND COMPUTER SCIENCE, JJC

APPROVED BY:

---

DR. PAUL MARCHESE

---

DR. JANE BOWERS



PROVOST AND VICE PRESIDENT  
FOR ACADEMIC AFFAIRS, QCC

PROVOST AND SENIOR VICE  
PRESIDENT FOR ACADEMIC AFFAIRS

**Abstract:**

The Queensborough Community College (QCC) Department of Engineering Technology proposes an Associate in Science (A.S.) dual/joint degree program in Computer Science and Information Security with John Jay College of Criminal Justice (JJC). QCC students will enroll in its lower division program and upon graduation students will pursue a BS at JJC by enrolling in upper division courses at that institution. The lower division courses in computer science and information security are prerequisites for the upper division courses. In addition the curriculum will provide a solid foundation in general education with courses such as, but not limited to; English, Mathematics, and Social Science.

The field of Computer Science and Information Security provides a myriad of job opportunities and career paths. The education and training that will be jointly provided by both QCC and JJC will generate a sense of hope, purpose, and stability for the enrolled students. This is especially important in light of the current security environment of the country.

**Purpose and Goals:**

Queensborough Community College proposes to develop a dual joint degree program with John Jay College of Criminal Justice in Computer Science and Information Security. The program will attract and allow students to complete their first two years of college at Queensborough and progress seamlessly to John Jay College of Criminal Justice to complete their bachelor's degree. Furthermore the dual/joint degree program will offer increased educational opportunities for Hispanics, African Americans, Asians, Woman and other underrepresented minorities in the cybersecurity field.

Most community colleges and many independent technical institutes and proprietary schools offer an associate's degree in computer science or a related information technology field. Employers usually look for people who have broad knowledge and experience related to computer systems and technologies, strong problem-solving and analytical skills, and good interpersonal skills. Courses in computer science or systems design offer good preparation for a job in computer occupations. The level of education and the type of training that employers require depend on their needs. One factor affecting these needs is changes in technology. Employers often scramble to find workers capable of implementing new technologies. Workers with formal education or experience in information security, for example, are in demand because of the growing need for their skills and services. Because jobs are better suited to the level of training provided by these programs, the dual joint degree program will offer students the flexibility and training to fill a variety of jobs titles with growth potential.

Queensborough will use existing courses from its Internet and Information Technology Program and create new courses to develop a new Associate in Science Program in Computer Science and Information Security, which will provide the fundamental knowledge required for cybersecurity. Queensborough Community College and John Jay College of Criminal Justice propose a dual admission/joint degree program (A.S./B.S.) in Computer Science and Information Security that will help address the shortage of trained and qualified cybersecurity specialists in the New York City Metropolitan area. In addition, the planned degree aims to:

- 1) improve student academic success at the community and senior colleges;
- 2) increase the rate of transfer from the associate degree to the bachelor's degree;
- 3) bolster opportunities for students' career entry and success in the cyber security and tech fields, and
- 4) ensure curricular alignment between the colleges and the needs of cybersecurity and tech employers.

**Need for Cybersecurity**

Cybersecurity represents an unusually broad, remarkably well-compensated set of new and emerging occupational areas, offering a surfeit of employment opportunities in New York City due to the severe shortage of qualified cyber-workers. These occupations rank among the fastest growing professional employment opportunities in NYC.<sup>2</sup> The NYC Department of Labor estimates overall growth in cyber-allied fields at over 20% by 2020, with higher projections for selected categories (36.5%), and with near astronomical growth rates

---

<sup>2</sup>According to the U.S. [Bureau of Labor Statistics](http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm), growth in information security jobs is projected at 37% from 2012-2022, a rate two and one-half times faster than the average for all occupations: <http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>.

anticipated (58.6%) for the most highly skilled by 2022.<sup>3</sup> This explosive growth places New York City second nationally—just behind Washington, D.C.—for cybersecurity employment opportunities.<sup>4</sup>

The field offers remarkable earning opportunities for successful college graduates. Entry-level positions in the cybersecurity fields are unusually well-paid, with private sector career entrants earning roughly \$60,000 to start, a figure that can double within the first two years of employment. The number of those entering the cybersecurity occupations, however, has lagged severely behind the number of openings, causing a critical gap in the public and private sectors' security defense and severe shortages of cyberworkers in specific industries, including financial services, healthcare and retail trade--among the largest industries in the NYC economy. Private sector New York employers point to the problem of inappropriately prepared applicants who lack rudimentary familiarity with the professional work world. They also underscore the dearth of knowledgeable and skills-qualified career entrants, which causes long-term job vacancies, limits the productivity of newly hired cybersecurity professionals, and stunts economic growth as the incidence and costs of cybercrime mushroom and place at grave financial risk both businesses and the public.

Queensborough Community College and John Jay will launch this collaborative program by building on their successful track-record in the CUNY Justice Academy. The CUNY Justice Academy is a unique educational partnership connecting John Jay College of Criminal Justice to CUNY's six traditional community colleges. This program currently provides academic pathways leading from associate degree study to a bachelor's degree and ultimately to exciting careers in the fields of Computer Science, Criminal Justice, Forensic Science and Forensic Financial Analysis. Assessment shows that CUNY Justice Academy programs have led to an unprecedented transfer rate of associate degree students from the participating community colleges to John Jay College when compared to the rate of non-CUNY Justice Academy transfers. The programs of the CUNY Justice Academy have also positively and significantly impacted student G.P.A.s, rates of credit accumulation and time to degree completion. We anticipate that students who enroll in the proposed dual admission/joint degree program Computer Science and Information Security will benefit similarly.

The new degree program will benefit from a workforce development partnership with the Cybersecurity Workforce Alliance (CWA)--an association of private sector employers, technology innovators, and educators, including the Federal Reserve Bank of NY, Fidelity Bank, Bank of NY Mellon, J.P. Morgan Chase, Morgan Stanley, Goldman Sachs, SIFMA, Express Scripts, RANE, iQ4, and Capgemini, among others--formed to increase and improve the cybersecurity workforce-- and numerous public sector cybersecurity employers. The curriculum is also consistent with the framework of the National Institute for Standards and Technology's (NIST) National Initiative for Cybersecurity Education (NICE), which will increase our graduate's marketability. Internship and other experiential learning opportunities developed by the participating colleges and also by external partners will further prepare students for the workforce. The degree program also will make use of new and emerging technologies to optimally ready students<sup>5</sup> for cybersecurity careers, thereby expanding employment opportunities for the city's lower income college students by providing them with openings to highly paid jobs in the private sector that have been previously unavailable to them.

Queensborough, as a CompTIA Authorized Academy Partner, will incorporate into this new program our existing training courses for industry certifications in A+ Certification, Network+ Certification, and Security+ Certification. CompTIA certification exams are an internationally recognized validation of foundation-level security skills and knowledge, and are used by organizations and security professionals around the globe. Computer Science and Information Security careers start with the right education, and research has shown that certified employees have superior communication skills and are better able to understand new or complex technologies. Furthermore, Queensborough's proven track record and involvement with high schools will help ensure the high enrollment and graduation rate required to meet the workforce demand for cybersecurity specialists in the New York City Metropolitan area.

### **Underrepresented Groups in the Computer Science and Information Security Workforce**

The fields of computer science, programming, and information security have been growing in popularity for decades, due primarily to solid financial and professional prospects, and the incalculable effect of the digital revolution on every facet of our culture and society. However, the abundant opportunities in the world of computer science have, for the most part, been overlooked by underrepresented minority students, particularly

---

<sup>3</sup> See <http://www.labor.ny.gov/stats/lproj.shtm> for 2012-2022 growth projections and [http://burning-glass.com/wp-content/uploads/Cybersecurity\\_Jobs\\_Report\\_2015.pdf](http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf) for industry-specific cybersecurity employment increases over the last 5 years. Cybersecurity workers earn 2-3 times more than the national average for similarly educated employees.

<sup>4</sup> <http://www.washingtonpost.com/news/capital-business/wp/2014/03/05/evidence-that-the-d-c-area-really-is-a-hotbed-for-cybersecurity-jobs/> and <http://www.burning-glass.com/research/cybersecurity/>; cybersecurity postings have **grown 74%** from 2007-2013 nationally.

<sup>5</sup> John Jay students are among the poorest of senior college students at CUNY according to the most recent IPEDS' Pell eligibility reporting data.

CJA community college students rank in the bottom half of all CUNY college students, with one exception, using the same criterion.

those in the African-American, Hispanic, and Native American communities. The reasons for this problem are numerous and complex, as are its solutions.

The facts are indisputable and disheartening. The computer science education revolution has left our minority communities behind. Statistics on the subject painfully bear this out. For example, data from the National Science Foundation indicates that, although 36.4 percent of the resident population of the United States is non-white, only about 18 percent of all bachelor's degrees in computer science in the U.S. go to non-white students. According to the Census Bureau, women make up 47 percent of the workforce, but only 27 percent work in computer related jobs. Blacks account for 11 percent of workers overall, but only 7 percent in the computer science industry. Hispanics make up 15 percent of the workforce and only 6 percent of computer jobs. And the problem appears to be getting worse.

There is no doubt that career opportunities for computer science graduates are plentiful. This is particularly true for underrepresented minority graduates, as employers continue to actively seek them out in an effort to diversify their workforce. The problem is convincing minority students to recognize these opportunities. Queensborough is located in one of the most diverse counties in the United States and is one of the most diverse campuses in the nation. The college, with nearly 16,000 students, comprises nearly equal populations of African-Americans, Asians, Caucasians and Latinos, representing 143 nations of birth and 84 native languages. Committed equally to open-admission access for all learners and to academic excellence within an environment of diversity, Queensborough emphasizes the integration of academic and support services with a focused attention to pedagogy. Among the nearly 3,500 freshmen students enrolled annually, Hispanic students represent the largest group (31 percent), followed by Black student (25 percent), Asian students (22 percent) and Caucasian students (15 percent). The College offers Associate degree and certificate programs that prepare students for careers and for transfer to Baccalaureate degree programs. The College offers a broad base of community-oriented activities including continuing education, on- and off-campus learning centers, and cultural and recreational events. The College provides a network of developmental education and student support services designed to enable its diverse students to succeed in their college studies. Students are provided opportunities for challenge, stimulation, and growth through advanced courses, special projects, appropriate academic advisement, and personal and career counseling. Several mentoring programs reinforce this campus climate and ensure retention and will encourage transfer of students to continue on for the B.S. in Computer Science and Information Security degree at John Jay.

### **Student Interest/Enrollment**

The A.S. Program in Computer Science and Information Security is designed to attract students who have an interest in pursuing a career in computer science and who also wish to specialize in information security. There is a large untapped source of students in the Borough of Queens who can benefit from this type of program, especially in light of the excellent job outlook. QCC's Marketing Department, Office of Admissions and the Engineering Technology Department will market the proposed program with an aggressive information campaign. The QCC Web site will be updated with webpages devoted to the program. The Web pages will include a curriculum outline, employment outlook information, a FAQ list and, if possible, testimonials from recent graduates of John Jay's Bachelor of Science in Computer Science and Information Security. In addition, QCC will take every step necessary to ensure that every incoming student with an interest in a STEM career is made aware of the program. Every incoming freshman student will be given a flyer with a description of the program. Furthermore flyers will be distributed along with other recruitment materials to all New York City and Western Nassau High Schools through a comprehensive database which was created and is maintained by the Engineering Technology Department. A survey conducted in March 2016 among STEM students at QCC showed overwhelming interest in this dual/joint program. The survey was administered to QCC students enrolled in the engineering and engineering technology majors. The questionnaire included a description of the program along with a list of the freshman and sophomore year required course sequences at QCC (60 credits). The questionnaire asked students if they would be interested in the program. Out of 529 responses, 448 respondents expressed interest in the program (approximately 85%). We also expect the marketing of the program at both major recruitment functions and on the QCC Web site will result in an increase in transfer students to the college. Finally, we expect that this program will be popular among students currently enrolled at QCC and anticipate a slight shift of other majors to this program. According to recent figures from the Office of Institutional Research for Fall 2015 enrollment trends by curriculum, 2,070 students were enrolled in curricular programs (engineering, technology, computer science) from which to draw student interest for the cyber security program.

**Projected Student Enrollment**

	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	25	N/A	50	20	75	50	100	80	125	100
P-T	20	N/A	20	15	30	30	40	40	50	50
Sub-totals	45	N/A	70	35	105	80	140	120	175	150
Totals	45		105		185		260		325	

**Curriculum**

The proposed Associate in Science degree in Computer Science and Information Security consists of courses that allow students to pursue further education and careers in Computer Science, Cybersecurity and Information Technology, as well as other software and computer networking related fields. The proposed program will allow students to enter the upper division baccalaureate program in Computer Science and Information Security at John Jay. The curriculum emphasizes basic computer science principles and provides a foundation in programming and cybersecurity as well as computer industry certifications. The program meets the general education requirements for the associate degree at QCC and also meets the general education requirements for the baccalaureate degree at John Jay.

**QCC/JJ DUAL /JOINT DEGREE PROGRAM: A.S. IN COMPUTER SCIENCE & INFORMATION SECURITY (QCC) AND B.S. IN COMPUTER SCIENCE & INFORMATION SECURITY (J JC)**

<b>QCC A.S. COMPUTER SCIENCE</b>	<b>CR.</b>	<b>JJC EQUIVALENTS</b>	<b>CR.</b>
<b>Gen Ed: Required Core</b>		<b>Gen Ed: Required Core</b>	
EN 101 English Composition I	3	ENG 101 College Composition I	3
EN 102 English Composition II	3	ENG 201 College Composition II	3
MA 119 College Algebra OR MA 440 Pre-calculus OR MA-441 Analytical Geometry & Calculus I OR MA 260 Pre-calculus and Elements of Calculus for Business Students	3-4	MAT 105 College Algebra OR MAT 141 Pre-calculus OR MAT 241 Calculus I	3 or + 1bl
Life and Physical Science	3-4	Life and Physical Science	3 +1 bl
<b>Gen Ed: Flexible Core</b>		<b>Gen Ed: Flexible Core</b>	
World Cultures & Global Issues	3	World Cultures & Global Issues	3
U.S. Experience in Its Diversity	3	U.S. Experience in Its Diversity	3
Creative Expression	3	Creative Expression	3
Individual & Society (Recommended : 2.D. CRIM 101 Intro to the American Criminal Justice System)*	3	Individual & Society	3
Scientific World	3	Scientific World	3
6 <sup>th</sup> Flexible Core Course	3	6 <sup>th</sup> Flexible Core Course	3
<b>General Education Subtotal</b>	<b>30-32</b>	<b>Subtotal toward JJ Gen. Ed.</b>	<b>30-32</b>
<b>Requirements for the Major</b>		<b>Requirements for the Major</b>	
MA 440 Pre-Calculus	4	MAT 141 Pre-Calculus	3 + 1 bl
MA 441 Analytical Geometry and Calculus I	4	MAT 241 Calculus I	3 + 1 bl
MA 471 Introduction to Discrete Mathematics	3	MAT 204 Discrete Mathematics	3
ET 704 Networking Fundamentals I	4	CSCI 379 Computer Networking	3 + 1 bl
ET 570 Creating Smartphone Apps	3	CSCI blanket (can be used towards Computer Sci Elective)	3
ET 575 Intro to C++ Programming Design and Implementation	3	CSCI 271 Intro to Computing & Programming	3
ET 580 Object Oriented Programming	3	CSCI 272 Object-Oriented Programming	3
ET 585 Computer Architecture	3	CSCI 274 Computer Architecture	3
<b>Subtotal toward Major</b>	<b>27</b>	<b>Subtotal toward Major</b>	<b>27</b>
<b>Electives</b>			
Computer Sci/Security Elective **	3	CSCI blanket	3
<b>TOTAL CREDITS REQUIRED FOR A.S.</b>	<b>60</b>	<b>TOTAL CREDITS ACCEPTED TO JJ</b>	<b>60</b>

**Note:** \*Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements. All students must complete two (2) WI designated classes to fulfill degree requirements.

\*\*Elective: ET 725 Computer Network Security strongly recommended

**JUNIOR AND SENIOR YEAR – COURSES TO BE TAKEN AT JOHN JAY**

<b>Course and Title</b>	
<b>General Education (College Option) and other Required Courses</b>	
	<b>Credits</b>
Justice Core II. Either Justice in Global Perspective OR Struggle for Justice and Equality in U.S.	3
Learning from the Past OR Communications	3
<b>PART ONE. Major Core Courses</b>	
CSCI 360 Cryptography and Cryptanalysis	3
CSCI 373 Advanced Data Structures	3
CSCI 374 Programing Languages	3
CSCI 375 Operating Systems	3
CSCI 377 Computer Algorithms	3
CSCI 411 Computer Security and Forensics	3
CSCI 412 Network Security and Forensics	3
<b>PART TWO. Required Math Courses</b>	
MAT 301 Probability and Statistics	3
<b>PART THREE. ELECTIVES</b>	
Computer Science Elective (if not taken at QCC: CSCI 362 or 376 or 380)	0-3
Mathematics Elective (if not taken at QCC: MAT 242 or 310 or 351 or 371 or 380)	0-3
<b>PART FOUR. ETHICS</b>	
PHI 3XX Ethics and Information Technology	3
<b>PART FIVE. CAPSTONE COURSES</b>	
CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I & II	6
<b>Subtotal</b>	<b>33-39</b>
<b>Electives</b>	<b>15-21</b>
<b>TOTAL CREDITS AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE</b>	
	<b>60</b>

**Total Degree credits for the Bachelor of Science in Computer Science & Information Security - 120**

**Faculty**

No additional full-time faculty will be needed for the proposed program in the first three years. Current QCC faculty members already teach the courses that represent the general and major requirements in the program. Additional adjunct faculty will be needed, however, for additional sections of courses required to run the program.

**Cost**

There are minimal additional facilities or equipment costs associated with this program. QCC has state-of-the-art computer laboratories already equipped with hardware and software that will support this program. Normal ongoing computer and software updates would be made for the courses already being taught.

**Additional References**

The White House: FACT SHEET: Cybersecurity National Action Plan (CNAP)  
<https://www.whitehouse.gov/the-press-office/2016/02/09/fact-sheet-cybersecurity-national-action-plan>  
 The White House: The Comprehensive National Cybersecurity Initiative  
<https://www.whitehouse.gov/issues/foreign-policy/cybersecurity/national-initiative>

Department Of Homeland Security: Join DHS Cybersecurity  
<https://www.dhs.gov/homeland-security-careers/dhs-cybersecurity>

Forbes Magazine: One Million Cybersecurity Job Openings in 2016  
<http://www.forbes.com/sites/stevemorgan/2016/01/02/one-million-cybersecurity-job-openings-in-2016/#4509bb127d27>

Forbes Magazine: College Degrees with the Highest Starting Salaries  
<http://www.forbes.com/sites/susanadams/2013/04/15/college-degrees-with-the-highest-starting-salaries-3/#147b84077f0b>

Computer Science Online: A Guide to Computer Science Careers  
<http://www.computerscienceonline.org/careers/>

Computer Science Zone: The 50 Highest Paying Jobs in Computer Science  
<http://www.computersciencezone.org/50-highest-paying-jobs-computer-science/>

### **Additional Computer Science and Information Resources**

Codecademy: Interactive tool for learning how to program  
<https://www.codecademy.com/>

MIT: Open Courseware – Online self-study courses in Computer Science  
<http://ocw.mit.edu/courses/electrical-engineering-and-computer-science/>

Harvard: Intensive Introduction to Computer Science Open Learning Course  
<https://www.extension.harvard.edu/open-learning-initiative/intensive-introduction-computer-science>

Stack Exchange: Computer Science Q&A for Students  
<http://cs.stackexchange.com/>

### **Related Sites**

Google Developer  
<https://developers.google.com/>

Apple Developer  
<https://developer.apple.com/>

Microsoft Developer  
<https://msdn.microsoft.com/en-us>

Github: Collaborative programming for private and public projects  
<https://github.com/>

## **Appendices**



**Appendix A:**  
**COURSE DESCRIPTIONS FOR REQUIRED COURSES**

**ENGL-101 English Composition I2 (1A1)(formerly EN-101)**

3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY/ACT Writing and Reading tests. Note: Credit will not be given to students who have successfully completed EN-103.

Development of a process for producing intelligent essays that are clearly and effectively written; library work; 6,000 words of writing, both in formal themes written for evaluation and in informal writing such as the keeping of a journal. During the recitation hour, students review grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements.

**ENGL-102 English Composition II: Introduction to Literature2 (1A1)(formerly EN-102)**

3 class hours 1 conference hour 3 credits Prerequisite: EN-101

Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

**MA-1193 College Algebra4 (1B2)**

3 class hours 1 recitation hour 3 credits Prerequisite: MA-10 or exempt from remedial mathematics or permission of Department Corequisite: May be taken as a corequisite to MA-121.

A basic presentation of the fundamental concepts of college algebra, systems of linear equations, inequalities, linear, quadratic, exponential and logarithmic functions. During the recitation hour, students review properties of signed numbers, graphing of linear equations, basic geometric concepts, solution of linear equations, factoring algebraic expressions and its applications to rational expressions. A graphing calculator will be required.

**MA-440 Pre-Calculus Mathematics3 (1B2)**

3 class hours 2 recitation hours 4 credits Prerequisite: MA-119 and MA-121 with a C or better in both courses or MA-114 with a grade of C or better, or satisfactory score on the Mathematics Placement Test, Level II.

Mathematical foundations necessary for the study of the calculus. An introduction to analytic geometry, and the elementary functions of analysis, including algebraic, trigonometric, logarithmic, and exponential functions. The use of the graphing calculator will be included.

**MA-441 Analytic Geometry and Calculus I (1B2)**

4 class hours 1 recitation hour 4 credits Prerequisite: MA-440 (with a grade of C or better).

Functions and graphs; derivative of algebraic and trigonometric functions with applications; indefinite and definite integrals with applications; the fundamental theorem of integral calculus; conic sections. Students will develop problem solving skills and construct mathematical models in the computer laboratory using software such as MAPLE, DERIVE, CONVERGE, and MATHCAD.

**MA-471 Introduction to Discrete Mathematics**

3 class hours 3 credits Prerequisite: MA-440

Concepts in set theory, functions, logic, proofs, elementary number theory, introduction to abstract algebra.

**CRIM-101 Introduction to the American Criminal Justice System4 (2D1)**

3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

This course is an introductory survey of the American criminal justice system with a view to its social and institutional context and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including (substantive and procedural) criminal law, police, courts and corrections. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. Key issues will be addressed as they arise at different stages of the process, such as the conflict between crime control and due process, and conflicts related to, for example, gender, class and ethnicity. This course will satisfy the Social Sciences elective requirement for all QCC degree programs.

**ET 570 Creating Smartphone Apps1 (2E2)**

*3 Class Hours 3 Credits*

This course introduces the use and features of smartphones in modern life and how to create working applications. Students will create apps using existing modules and building blocks. No prior programming knowledge is necessary. After this initial experience, basics of the Java programming language will be introduced along with a minimum of XML programming to introduce the student to the needs of more advanced apps. Software development kits (SDK), along with the development environment will also be covered. In addition, students will have the opportunity to distribute apps into the Marketplace. ET-575 Introduction to C++ Programming Design and Implementation (2E1)

**ET-575 Introduction to C++ Programming Design and Implementation (2E1)**

*2 Class Hours, 2 Lab Hours, 3 Credits*

*Prerequisite MA-321 or corequisite MA-114 or MA-119 or MA-440*

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

**ET-580 Object Oriented Programming**

*3 Class Hours 3 Credits*

*Prerequisite ET-575*

This course covers object-oriented programming principles and techniques using C++. Topics include pointers, classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features.

**ET-585 Computer Architecture**

*3 Class Hours 3 Credits*

*Prerequisite ET-575*

The course covers the basic principles of computer organization, operation and performance. It also deals with embedded systems, peripheral devices, memory management, and processor family evolution patterns.

**ET-704 Networking Fundamentals I**

*3 class hours 3 laboratory hours 4 credits Prerequisite and/or corequisites: None*

This is an introductory level course that provides students with the basic terminology and skills needed to design, build and maintain small to medium networks. Topics include: OSI model; electronics and signals, collisions and collision domains, MAC addressing, LANs, structured cabling, cabling tools, Ethernet, network design and documentation, power supply issues, Internet Protocol addressing and subnetting, network protocols. This course is the first in a series of four courses designed to prepare students for taking the Cisco Certified Network Associate (CCNA) certification exam. Students are provided with classroom and laboratory experience in current and emerging networking technology.

**ET-725 Computer Network Security**

*3 Class Hours 3 Credits*

*Prerequisite ET-704 or Department Permission*

This course covers computer network security design and vulnerabilities. Topics include: Cryptography and encryption, denial-of-service attacks, firewalls and intrusion prevention systems, software and operating system [OS] security, legal and ethical aspects of cybercrime and computer crime.

**Appendix B:**

**PROGRAM CONTENT AND REQUIREMENTS**

Program Content and Requirements					
	Course Number and Course Title*	No. of Credits	Is this a new course?	Is this a revised course?	
List each course required for the college core (if applicable)	Required Core 1A – ENGL-101, ENGL-102 English Composition I, II*	6	No	No	
	Required Core 1B – MA 119, College Algebra or higher)* MA 121 Trigonometry (if required)	3-4	No	No	
	Required Core 1C – Life & Physical Science* One science laboratory course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.	3-4	No	No	
	Flexible Core 2A – World Cultures & Global Issues*	3	No	No	
	Flexible Core 2B – U.S. Experience in Its Diversity*	3	No	No	
	Flexible Core 2C – Creative Expression *	3	No	No	
	Flexible Core 2D – Individual & Society ( Recommended: CRIM-101 Intro to the American Criminal Justice System)*	3	No	No	
	Flexible Core 2E – Scientific World *	3	No	No	
	Flexible Core 2A, B, C, D, or E*	3	No	No	
		<b>General Education Core subtotal</b>	<b>30-32</b>		
List each course required for the major (include any field experience, research, thesis, or capstone course)	MA-440 Pre-Calculus*	4	No	No	
	MA-441 Analytical Geometry and Calculus*	4	No	No	
	MA-471 Introduction to Discrete Mathematics*	3	No	No	
	ET-704 Networking Fundamentals I	4	No	No	
	ET-570 Creating Smartphone Apps	3	No	No	
	ET-575 Intro to C++ Programming Design and Implementation	3	No	No	
	ET-580 Object Oriented Programming	3	Yes	No	
	ET-585 Computer Architecture	3	Yes	No	
		<b>Major Requirements subtotal</b>	<b>27</b>		
	List each free electives	Computer Science/Security Elective ( Recommended: ET 725 Computer Network Security)**	3	No	No
Total credits		<b>60</b>			

*\*Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements. All students must complete two (2) WI designated classes to fulfill degree requirements.*

*\*\*Elective: ET 725 Computer Network Security strongly recommended.*

## Computer Science & Information Security A.S. / B.S.

### Dual/Joint Degree Program with John Jay College of Criminal Justice

	<b>Credits</b>
<b>Common Core</b>	
<u>REQUIRED CORE: I. A: English Composition I, II (Take ENGL 101 &amp; 102)</u>	6
<u>REQUIRED CORE: I. B: Mathematical &amp; Quantitative Reasoning (Required: MA 119 or higher)*</u>	3-4
<u>REQUIRED CORE: I. C: Life &amp; Physical Sciences</u>	3-4
<u>FLEXIBLE CORE: II. A: World Cultures &amp; Global Issues (Select one course)</u>	3
<u>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)</u>	3
<u>FLEXIBLE CORE: II. C: Creative Expression (Select one course)</u>	3
<u>FLEXIBLE CORE: II. D: Individual &amp; Society (Select one course - Recommended: CRIM 101 Intro to the American Criminal Justice System)</u>	3
<u>FLEXIBLE CORE: II. E: Scientific World (Select one course)</u>	3
<u>FLEXIBLE CORE: II: <u>A</u>, <u>B</u>, <u>C</u>, <u>D</u> or <u>E</u> (Select one course)</u>	3
<b>Subtotal</b>	<b>30-32</b>
<b>Major</b>	
MA 440 Pre-Calculus	4
MA 441 Analytical Geometry and Calculus I	4
MA 471 Introduction to Discrete Mathematics	3
ET 704 Networking Fundamentals I	4
ET 570 Creating Smartphone Apps	3
ET 575 Intro to C++ Programming Design and Implementation	3
ET 580 Object Oriented Programming	3
ET 585 Computer Architecture	3
<b>Subtotal</b>	<b>27</b>
<b>Elective(s)</b>	
Computer Science/Security Elective**	3
<b>Total</b>	<b>60-62</b>

*\*Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.*

*All students must complete two (2) WI designated classes to fulfill degree requirements.*

*\*\*Elective: ET 725 Computer Network Security strongly recommended.*

**Appendix C:**  
**PROGRAM SCHEDULING**



FRESHMAN AND SOPHOMORE YEAR COURSE SEQUENCES AT QUEENSBOROUGH COMMUNITY COLLEGE (60 CREDITS)

FRESHMAN YEAR: FALL		FRESHMAN YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
RC: EN 101 English Composition I	3	RC: EN 102 English Composition II	3
RC: MA 119 or higher	3-4	MA 440 Pre-Calculus	4
FC: Creative Expression	3	FC: Individual & Society (Recommended : 2.D. CRIM 101 Intro to the American Criminal Justice System)*	3
RC: Life & Phys Sci	3-4	ET 575 Intro C++ Programming	3
FC: U.S. Experience	3	ET 570 Creating Smartphone Apps	3
<b>Total Credits</b>	<b>15-17</b>	<b>Total Credits</b>	<b>16</b>

SOPHOMORE YEAR: FALL		SOPHOMORE YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MA 441 Analytical Geo & Calc I	4	ET 704 Network Fundamentals	4
ET 580 Object Oriented Program	3	MA 471 Intro Discrete Math	3
ET 585 Computer Architecture	3	FC: 6 <sup>th</sup> Flex Core	3
FC: World Cultures	3	Computer Sci elective	3
FC: Scientific World	3		
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>13</b>
<b>Total credits required for A.S. in Computer Science</b>			
<b>60-62</b>			

**JUNIOR AND SENIOR YEAR COURSE SEQUENCES TO BE TAKEN AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE (60 CREDITS) – SAMPLE PROGRAM**

<b>JUNIOR YEAR: FALL</b>			<b>JUNIOR YEAR: SPRING</b>		
<b>COURSE TITLE</b>		<b>Credits</b>	<b>COURSE TITLE</b>		<b>Credits</b>
Col Opt	Justice in Global Perspective	3	Col Opt	Learning fr Past or Com	3
CSCI 373	Advanced Data Structures	3	CSCI 375	Operating Systems	3
MAT 301	Probability & Statistics	3	CSCI 377	Computer Algorithms	3
CSCI 374	Programming Languages	3	MAT	Mathematics Elective	3
	Elective or Minor	3		Elective or Minor	3
<b>Total Credits</b>		<b>15</b>	<b>Total Credits</b>		<b>15</b>

<b>SENIOR YEAR: FALL</b>			<b>SENIOR YEAR: SPRING</b>		
<b>COURSE TITLE</b>		<b>Credits</b>	<b>COURSE TITLE</b>		<b>Credits</b>
CSCI 411	Computer Security & Forensics	3	CSCI 412	Network Security & Forensics	3
CSCI 400	Capstone Exp in Cybersecurity I	3	CSCI 401	Capstone Exp in Cybersecurity II	3
PHI 3XX	Ethics & Info Technology	3	CSCI 360	Cryptography & Cryptanalysis	3
	Elective or Minor	3		Elective or Minor	3
	Elective or Minor	3		Elective or Minor	3
<b>Total Credits</b>		<b>15</b>	<b>Total Credits</b>		<b>15</b>
<b>Total credits to be taken at John Jay College</b>					<b>60</b>
<b>TOTAL CREDITS FOR THE DUAL / JOINT A.S. IN COMPUTER SCIENCE (QCC)/ B.S. IN COMPUTER SCIENCE &amp; INFORMATION SECURITY (JJC)</b>					<b>120</b>

**Appendix D:**  
**FACULTY TEACHING ASSIGNMENTS**

**Faculty Assignment**

Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits
Stuart Asser	Professor	Full-time	Full-time		
Belle Birchfield	Professor	Full-time	Full-time		
John Buoncora	Lecturer	Full-time	Full-time		
Nathan Chao	Professor	Full-time	Full-time		
Edward Davis	Assistant Prof.	Full-time	Full-time		
Merlinda Drini	Assistant Prof.	Full-time	Full-time		
Marvin Gayle	Associate Prof.	Full-time	Full-time		
Joseph Goldenberg	Associate Prof.	Full-time	Full-time		
MD.Shahadat Hossain	Assistant Prof.	Full-time	Full-time		
Robert Kueper	Assistant Prof.	Full-time	Full-time		
Danny Mangra	Associate Prof.	Full-time	Full-time		
Mike Metaxas	Assistant Prof.	Full-time	Full-time		
Hamid Namdar	Associate Prof.	Full-time	Full-time		
Kee Park	Assistant Prof.	Full-time	Full-time		
Jeffrey Schwartz	Assistant Prof.	Full-time	Full-time		
Dugwon Seo	Assistant Prof.	Full-time	Full-time		
Dimitrios Stroumbakis	Assistant Prof.	Full-time	Full-time		
Graig Weber	Associate Prof.	Full-time	Full-time		
Richard Yuster	Professor	Full-time	Full-time		
Kuaile Zhao	Assistant Prof.	Full-time	Full-time		
Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits

Leila Alvandi	Lecturer	Adjunct	PT		
Brian Banho	Lecturer	Adjunct	PT		
Edward Brumgnach	Professor	Adjunct	PT		
Brian Clark	Lecturer	Adjunct	PT		
Bing-Chuan Chiu	Lecturer	Adjunct	PT		
John Ducroiset	Lecturer	Adjunct	PT		
Omar Ellis	Lecturer	Adjunct	PT		
Pericles Emanuel	Professor	Adjunct	PT		
Walter Heinz	Lecturer	Adjunct	PT		
Tim Johnson	Assistant Prof.	Adjunct	PT		
Michael Kozma	Lecturer	Adjunct	PT		
Moshe Lachter	Lecturer	Adjunct	PT		
Ephraim Laifer	Assistant Prof.	Adjunct	PT		
Michael Lawrence	Lecturer	Adjunct	PT		
John Leccese	Lecturer	Adjunct	PT		
Lin Lu	Assistant Prof.	Adjunct	PT		
Robert Mazzella	Lecturer	Adjunct	PT		
Louis Nashelsky	Professor	Adjunct	PT		
Peter Novak	Assistant Prof.	Adjunct	PT		
Vaughn Nystrom	Lecturer	Adjunct	PT		
Peter Paolino	Lecturer	Adjunct	PT		
Jerry Sitbon	Lecturer	Adjunct	PT		
Kimmon Stair	Lecturer	Adjunct	PT		
Joann Sun	Lecturer	Adjunct	PT		
Andrei Szabo	Lecturer	Adjunct	PT		
Brian Toyota	Lecturer	Adjunct	PT		
Steven Trowbridge		Adjunct	PT		
James Valentino		Adjunct	PT		
Richard Victolo		Adjunct	PT		
Huixin Wu		Adjunct	PT		

**FACULTY**

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)	Relevant Occupational Experience (e)	Relevant other experience (such as certification/ licensure) (f)
ET 575 Intro C++ Programming	3	Merlinda Drini Nathan Chao  Steven Trowbridge  Hamid Namdar Richard Yuster Mike Metaxas  Joann Sun  Vaughn Nystrom	Ph.D. EE 2009 CCNY Ph.D. EE 1975 Cooper Union MA Computer Science, 2012 MSCSci, 1994, NYIT MSEE, 1967 NYU MSEE, Polytechnic U. of NY 1973 MS Comp Sci, 1995, NYIT MBA, St. John's University, 1976	PE, State of NY    PE, State of NY PE, State of NY PE, State of NY	
ET 570 Creating Smartphone Apps	3	Nathan Chao  Robert Kueper Mike Metaxas  Michael Lawrence  Vaughn Nystrom  Marvin Gayle	Ph.D. EE 1975 Cooper Union BSET, 1989 ESC MSEE, Polytechnic U. of NY 1973 USAF Acad. BS Eng. 1978 MBA, St. John's University, 1976  MSEE, 1997 CCNY	PE, State of NY    PE, State of NY   PE, State of NY	
ET 580 Object Oriented Program	3	Merlinda Drini Steven Trowbridge  Joann Sun  Michael Lawrence  Vaughn Nystrom  Omar Ellis	Ph.D. EE 2009 CCNY MA Computer Science, 2012 MS Comp Sci, 1995, NYIT USAF Acad. BS Eng. 1978 MBA, St. John's University, 1976 MS Manag. Info. Sys. Devry, 2009		
ET 585 Computer Architecture	3	Merlinda Drini Steven Trowbridge  Belle Birchfield  Jeffrey Schwartz Hamid Namdar Richard Yuster Mike Metaxas	Ph.D. EE 2009 CCNY MA Computer Science, 2012 PhD EE, Columbia 1995 MSEE, 1993, MIT MSCSci, 1994, NYIT MSEE, 1967 NYU MSEE, Polytechnic U. of NY 1973	PE, State of NY PE, State of NY PE, State of NY PE, State of NY	

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)	Relevant Occupational Experience (e)	Relevant other experience (such as certification/ licensure) (f)
ET 704 Network Fundamentals	4	Merlinda Drini Danny Mangra  Andrei Szabo  Brian Toyota  Kimmon Stair	Ph.D. EE 2009 CCNY MSEE, Polytechnic U. of NY 2002 MSEE, Polytechnic Inst. Bucharest 1977 MS Telecom Mgt., 2009, Stevens Inst. Of Tech. MBA, LIU 2010	PE, State of NY	
ET 725 Computer Network Security	3	Merlinda Drini Marvin Gayle Michael Lawrence  Andrei Szabo	Ph.D. EE 2009 CCNY MSEE, 1997 CCNY USAF Acad. BS Eng. 1978 MSEE, Polytechnic Inst. Bucharest 1977	PE, State of NY	

**FACULTY TO BE HIRED**

Not applicable



**Appendix E New Resources**  
**Appendix F Projected Revenue**  
**Appendix G Supporting Materials for Projected Revenue**  
**Appendix H Five-year Financial Projections**

**Appendix I**  
**STUDENT SURVEY**

## Student Interest Survey

Queensborough Community College (QCC) is planning to offer an Associate in Science (A.S) degree in Computer Science and Information Security. Computer security, also known as cybersecurity or IT security, is the protection of information systems from theft or damage to the hardware or software. The proposed degree program will be a jointly registered, dual admission program, with John Jay College of Criminal Justice's Bachelor of Science in Computer Science and Information Security. On successful completion of the lower division at QCC, students will have a seamless transition to the upper division of the baccalaureate program at John Jay.

The following page lists the freshman and sophomore year course sequences at QCC (60 credits).

Circle Yes or No

Would you be interested in this program?    Yes    No

**Appendix J**  
**NEW COURSES**

1. **Department:** Engineering Technology  
 2. **Course, prefix, number, & title:** ET-580 Object Oriented Programing  
 3. **Pre-requisites (if any):** • ET-575

**Co-requisites (if any):** \_\_\_\_\_

4. **Hours (Class, recitation, laboratory, studio) & Credits:** 3 hours, 3 credits hrs.

5. **Date Approved by Department:**

Month	Day	Year
3	16	2016

  
 6. **Date Submitted to Curriculum Committee:**

Month	Day	Year
3	26	2016

  
 7. **In order to avoid unnecessary delays or difficulties, please state if the proposal was discussed with other department chair(s) with similar interests.**

Yes*	No
X	

\*If yes, which department(s): Math & Business

**8. Course Description for college catalog:**

This course covers object-oriented programming principles and techniques using C++. Topics include pointers, classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features.

**9. Rationale – why the course is needed or desired:**

Object Oriented programming is a programming style that is associated with the concept of objects, having data fields and related member functions. Objects are instances of classes and are used to interact amongst each other to create applications. Instance means, the object of class on which we are currently working. C++ can be said to be as C language with classes. In C++ everything revolves around object of class, which have their methods & data members. This course will help students master all techniques of software development in the C++ Programming Language and demonstrate these techniques by the solution of a variety of problems spanning the breadth of the language.

**10. Curricula into which the course would be incorporated and the requirements it will satisfy:**

Computer Science and Information Security (Required)  
 Internet and Information Technology (Elective)  
 Electronic Engineering Technology (Elective)  
 Computer Engineering Technology (Elective)  
 Telecommunications Technology (Elective)

**11. Curricular objectives addressed by this course:**

- A. Demonstrate proficiency in factual knowledge and conceptual understanding required for transfer to the junior year in computer science, information technology or a related discipline.  
 B: Engineering Competence: Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve computer science and computer engineering technology problems.  
 C: Demonstrate an understanding of professional and ethical responsibility

**12. General Education Objectives: Check those that will be assessed:**

- |   |   |
|---|---|
|   | 1. Communicate effectively through reading, writing, listening and speaking   |
| X | 2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions                      |
| X | 3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life                                  |
|   | 4. Use information management and technology skills effectively for academic research and lifelong learning                               |
| X | 5. Integrate knowledge and skills in their program of study   |
|   | 6. Differentiate and make informed decisions about issues based on multiple value systems   |
|   | 7. Work collaboratively in diverse groups directed at accomplishing learning objectives   |
|   | 8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes |

- 9. Employ concepts and methods of the natural and physical sciences to make informed judgments
- 10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

<b>General Education Objectives addressed by this course: Select from list. (There is no minimum required for these objectives.)</b>	<b>Briefly describe activities in the course which help students meet each of these General Education Objectives.</b>
<ul style="list-style-type: none"> <li>• use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions</li> </ul>	Homework problems and exams will require them to solve network engineering problems using calculations and judgment.
<ul style="list-style-type: none"> <li>• reason quantitatively and mathematically as required in their fields of interest and in everyday life</li> </ul>	Throughout the semester students will be applying mathematics to real world computer problems, including design problems, which often require not only calculation but judgment as well.
<ul style="list-style-type: none"> <li>• integrate knowledge and skills in their program of study</li> </ul>	During the course period, students implement top down design methodologies using a high-level hardware description language, develop hierarchical design structures and employ systematic debugging to solve problems. They will also be asked to document their processes as they develop their designs.

**13. Course categories and attributes (for CUNYfirst):**

	<b>Yes</b>	<b>No</b>
Common Core Course*:		
Requirement for the Major:	x	
Elective for the Major:		
Liberal Arts and Sciences:		
Writing Intensive:		

\*If yes, submit Common Core Course Submission Form & Syllabus to Dr. A. Corradetti

**14. Course objectives/expected student learning outcomes.**

<b>Course objectives</b>	<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• To understand object oriented programming and advanced C++ concepts</li> </ul>	Students should: <ul style="list-style-type: none"> <li>• Be able to explain the difference between object oriented programming and procedural programming.</li> <li>• Use C++ to build object-oriented programs that include objects in an inheritance hierarchy</li> </ul>
<ul style="list-style-type: none"> <li>• Take a problem and develop the structures to represent objects and the algorithms to perform operations.</li> </ul>	Students should: <ul style="list-style-type: none"> <li>• Perform object oriented programming to develop solutions to problems demonstrating usage of control structures, modularity, I/O. and other standard language constructs.</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and demonstrate the concepts of object-oriented design, polymorphism, information hiding, and inheritance.</li> </ul>	Students should: <ul style="list-style-type: none"> <li>• Demonstrate adeptness of object oriented programming in developing solutions to problems demonstrating usage of data abstraction, encapsulation, and inheritance.</li> <li>• Demonstrate ability to implement one or more patterns involving realization of an abstract interface and utilization of polymorphism in the solution of problems which can take advantage of dynamic dispatching.</li> </ul>

<ul style="list-style-type: none"> <li>Take a problem and develop the structures to represent objects and the algorithms to perform operations.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Apply standards and principles to write truly readable code.</li> <li>Test a program and, if necessary, find mistakes in the program and correct them.</li> </ul>
--	---

**15. Attach department course syllabus (see Recommended Syllabus template, Form 4):**

**16. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):**

Object-Oriented Programming in C++ (4th Edition) 4th Edition  
by Robert Lafore, ISBN-10: 0672323087, ISBN-13: 978-0672323089

**17. Methods of Instruction (such as lecture, performance, web-enhanced, online, video, writing intensive, etc.):**

This course will have 50% lecture and 50% laboratory. If the students are unable to finish the assigned lab work within the class time, they will need to visit the departmental open labs.

**18. Methods by which student learning will be evaluated (describe the types of evaluation methods to be employed; note whether certain evaluation methods are required for all sections):**

- One midterm examination
- One final cumulative examination
- Quizzes
- Projects
- Homework assignments

**19. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:**

This course is targeted to senior-level undergraduate students.

**20. Faculty availability:**

	Instructor 1	Instructor 2	Instructor 3
<b>Name:</b>	Merlinda Drini	Steven Trowbridge	Joann Sun
<b>Degree:</b>	Ph.D. EE CCNY	MA Comp Sci Queens Col	MS Comp Sci, NYIT
<b>Years in Profession:</b>	15	15	15
<b>Years Teaching:</b>	7	5	10

**21. Facilities and technology availability:**

Existing ET facilities.

**22. List of courses to be withdrawn, or replaced by this course, if any:**

None

**23. Enrollment limit and frequency the course is offered (each semester, once a year, or alternating years):**

Each semester.

**24. What changes in any programs will be necessitated or requested as a result of this course's additions/charges**

None

GLOSSARY OF TERMS

Note: These definitions of terms are for the purposes of this assessment project only

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning objectives	An explicit statement of the skills and knowledge a student is expected to learn and be able to demonstrate either in general education, in a curriculum, or in a course
(Student) Learning outcomes	Student behaviors, performance, or activities that demonstrate that students are meeting or have met the learning objective(s)
General education objectives	Desired student learning in general education skills and in the liberal arts and sciences: <i>communication, analytic reasoning and problem solving, quantitative skills and mathematical reasoning, information management, integration of knowledge, differentiation of values, development of personal and collaborative skills, history, social sciences, mathematics and sciences, the humanities and the arts</i>
Curricular objectives	An explicit statement of the major points of learning that students must achieve to complete a program of study; these include both general education objectives and objectives specific to the curriculum
Course objectives	Major points of learning that students must achieve to complete a course; course objectives include general education objectives, curricular objectives, and objectives specific to the course

\* \* \*



1. A detailed course syllabi of pertinent courses [include a laboratory outline when applicable]  
 [see Recommended Syllabus template, Attachment 7]:

<b>Week</b>	<b>Topics</b>
<b>1</b>	<p><b>Ch.1 Introduction to Object Oriented Programming</b></p> <ul style="list-style-type: none"> <li>• Characteristics of Object Oriented Language</li> <li>• C++ and C</li> <li>• The Unified Modelling Language (UML)</li> </ul>
<b>2</b>	<p><b>Ch.2 Overview of C++ Programming</b></p> <ul style="list-style-type: none"> <li>• Program Construction</li> <li>• Output</li> <li>• Directives</li> <li>• Comments</li> <li>• Variables</li> <li>• Input</li> <li>• Arithmetic Operations</li> <li>• Library Functions</li> </ul>
<b>3</b>	<p><b>Ch. 3 Loops and Decisions</b></p> <ul style="list-style-type: none"> <li>• Relational Operations</li> <li>• Loops</li> <li>• Decisions</li> <li>• Logical Operations</li> <li>• Precedence</li> </ul>
<b>4</b>	<p><b>Ch. 4 Structures</b></p> <ul style="list-style-type: none"> <li>• Defining the Structure</li> <li>• Accessing Structure Members</li> <li>• Enumerations</li> </ul>
<b>5</b>	<p><b>Ch. 5 Functions</b></p> <ul style="list-style-type: none"> <li>• Simple Functions</li> <li>• Passing Arguments</li> <li>• Returning Values</li> <li>• Reference Arguments</li> <li>• Overloaded Functions</li> </ul>
<b>6</b>	<p><b>Ch. 6 Objects and Classes</b></p> <ul style="list-style-type: none"> <li>• A Simple Class</li> <li>• C++ Objects as Physical Objects</li> <li>• C++ Objects as Data Types</li> <li>• Constructors</li> <li>• Objects as Function Arguments</li> </ul> <p><b>Exam 1</b></p>
<b>7</b>	

	<p><b>Ch. 6 Objects and Classes cont. &amp; Ch.7 Arrays and Strings</b></p> <ul style="list-style-type: none"> <li>• Returning Objects from Classes</li> <li>• Structures and Classes</li> <li>• Classes, Objects, and Memory</li> <li>• Introduction to Arrays</li> <li>• Arrays as Class Member Data</li> <li>• Arrays as Objects</li> <li>• C-Strings</li> <li>• The Standard C++ string Objects</li> </ul>
8	<p><b>Ch.8 Operator Overloading</b></p> <ul style="list-style-type: none"> <li>• Overloading Unary and Binary Operators</li> <li>• Data Conversion</li> <li>• UML Class Diagram</li> </ul>
9	<p><b>Ch. 9 Inheritance</b></p> <ul style="list-style-type: none"> <li>• Derived Class and Base Class</li> <li>• Derived Class Constructors</li> <li>• Class Hierarchies</li> <li>• Levels of Inheritance</li> <li>• Multiple Inheritance</li> </ul>
10	<p><b>Ch. 10 Pointers</b></p> <ul style="list-style-type: none"> <li>• Addresses and Pointers</li> <li>• Pointers and Arrays</li> <li>• Pointers and Functions</li> <li>• Pointers and C-Type Strings</li> <li>• Pointers to Objects</li> <li>• Pointers to Pointers</li> <li>• Memory Management</li> </ul>
11	<p><b>Ch. 12 Streams and Files</b></p> <ul style="list-style-type: none"> <li>• Stream Classes</li> <li>• Stream Errors</li> <li>• Disk File I/O with Streams</li> <li>• File Pointers</li> <li>• Error Handling</li> <li>• File I/O with Member Functions</li> </ul>
12	<p><b>Ch. 14 Templates and Exceptions</b></p> <ul style="list-style-type: none"> <li>• Function Templates</li> <li>• Class Templates</li> <li>• Exceptions</li> </ul>

<b>13</b>	<b>Ch. 15 The Standard Template Library</b> <ul style="list-style-type: none"><li>• Introduction to the Standard Template Library STL</li><li>• Algorithms</li><li>• Sequence Containers</li><li>• Iterators</li><li>• Specialized Iterators</li><li>• Associative Containers</li></ul>
<b>14</b>	<b>Ch. 16 Object Oriented Software Development</b> <ul style="list-style-type: none"><li>• Software Development Process</li><li>• Use Case Modeling</li><li>• The Programming Problem</li><li>• From Use Cases to Classes</li><li>• Writing the Code</li><li>• Interacting with the Program</li><li>• Final Thoughts</li></ul>
<b>15</b>	<b>Final</b>

1. **Department:** Engineering Technology
2. **Course, prefix, number, & title:** ET-585 Computer Architecture
3. **Pre-requisites (if any):** • ET-575

- Co-requisites (if any):** \_\_\_\_\_
4. **Hours (Class, recitation, laboratory, studio) & Credits:** 3 hours, 3 credits.

5. **Date Approved by Department:**
- | Month | Day | Year |
|-------|-----|------|
| 3     | 16  | 2016 |
6. **Date Submitted to Curriculum Committee:**
- | Month | Day | Year |
|-------|-----|------|
| 3     | 26  | 2016 |
7. **In order to avoid unnecessary delays or difficulties, please state if the proposal was discussed with other department chair(s) with similar interests.**

Yes*	No
X	

\*If yes, which department(s): Math & Business

**8. Course Description for college catalog:**

The course covers the basic principles of computer organization, operation and performance. It also deals with embedded systems, peripheral devices, memory management, and processor family evolution patterns.

**9. Rationale – why the course is needed or desired:**

This course provides a strong foundation for students to understand modern computer system architecture and to apply these understandings and principles to future computer designs. It is structured around the three primary building blocks of general-purpose computing systems: processors, memories, and networks. It will prepare the students for jobs in the computer science and computer engineering industry and can act as a spring board to more advance level courses.

**10. Curricula into which the course would be incorporated and the requirements it will satisfy:**

Computer Science and Information Security (Required)  
 Internet and Information Technology (Elective)  
 Electronic Engineering Technology (Elective)  
 Computer Engineering Technology (Elective)  
 Telecommunications Technology (Elective)

**11. Curricular objectives addressed by this course:**

- A. Demonstrate proficiency in factual knowledge and conceptual understanding required for transfer to the junior year in computer science, information technology or a related discipline.  
 B: Engineering Competence: Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve computer science and computer engineering technology problems.  
 C: Demonstrate an understanding of professional and ethical responsibility

**12. General Education Objectives: Check those that will be assessed:**

- |   |   |
|---|---|
|   | 1. Communicate effectively through reading, writing, listening and speaking   |
| X | 2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions                      |
| X | 3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life                                  |
|   | 4. Use information management and technology skills effectively for academic research and lifelong learning                               |
| X | 5. Integrate knowledge and skills in their program of study   |
|   | 6. Differentiate and make informed decisions about issues based on multiple value systems   |
|   | 7. Work collaboratively in diverse groups directed at accomplishing learning objectives   |
|   | 8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes |
|   | 9. Employ concepts and methods of the natural and physical sciences to make informed judgments  |

10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

General Education Objectives addressed by this course: Select from list. (There is no minimum required for these objectives.)	Briefly describe activities in the course which help students meet each of these General Education Objectives.
<ul style="list-style-type: none"> <li>use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions</li> </ul>	Homework problems and exams will require them to solve network engineering problems using calculations and judgment.
<ul style="list-style-type: none"> <li>reason quantitatively and mathematically as required in their fields of interest and in everyday life</li> </ul>	Throughout the semester students will be applying mathematics to real world computer problems, including design problems, which often require not only calculation but judgment as well.
<ul style="list-style-type: none"> <li>integrate knowledge and skills in their program of study</li> </ul>	During the course period, students implement top down design methodologies using a high-level hardware description language, develop hierarchical design structures and employ systematic debugging to solve problems. They will also be asked to document their processes as they develop their designs.

**13. Course categories and attributes (for CUNYfirst):**

	Yes	No
Common Core Course*:		
Requirement for the Major:	x	
Elective for the Major:		
Liberal Arts and Sciences:		
Writing Intensive:		

\*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

**14. Course objectives/expected student learning outcomes.**

Course objectives	Learning outcomes
<ul style="list-style-type: none"> <li>To understand the structure and operation of modern computer systems</li> </ul>	Students should: <ul style="list-style-type: none"> <li>Understand and identify the components, and their interaction, in a typical modern day processor.</li> <li>Describe the components of computer systems and their inter-relationships</li> </ul>
<ul style="list-style-type: none"> <li>To understand how high level language constructs, such as C, are implemented in a machine assembly language</li> </ul>	Students should: <ul style="list-style-type: none"> <li>Understand and write assembly language programs.</li> <li>Understand how compiler generates machine code for simple C programs</li> </ul>
<ul style="list-style-type: none"> <li>Understand basic hardware concepts (digital circuits -- gates, number representation, combinational and sequential circuits)</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Explain and use different numbering systems, data representations, and arithmetic and logical operations</li> <li>Implement different computer instruction sets</li> </ul>

**15. Attach department course syllabus (see Recommended Syllabus template, Form 4):**

**16. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):**

**Introduction to Computing Systems: From bits & gates to C & beyond 2nd Edition**

by Yale Patt, Sanjay Patel  
 ISBN-13: 978-0072467505  
 ISBN-10: 0072467509

**17. Methods of Instruction (such as lecture, performance, web-enhanced, online, video, writing intensive, etc.):**

This course will have 75% lecture and 25% laboratory. If the students are unable to finish the assigned lab work within the class time, they will need to visit the departmental open labs.

**18. Methods by which student learning will be evaluated (describe the types of evaluation methods to be employed; note whether certain evaluation methods are required for all sections):**

- One midterm examination
- One final cumulative examination
- Quizzes
- Homework assignments

**19. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:**

This course is targeted to senior-level undergraduate students.

**20. Faculty availability:**

	Instructor 1	Instructor 2	Instructor 3
<b>Name:</b>	Merlinda Drini	Belle Birchfield	Jeffery Schwartz
<b>Degree:</b>	Ph.D. EE CCNY	Ph.D EE, Columbia	MSEE, MIT
<b>Years in Profession:</b>	15	20	20
<b>Years Teaching:</b>	7	15	15

**21. Facilities and technology availability:**

Existing ET facilities.

**22. List of courses to be withdrawn, or replaced by this course, if any:**

None

**23. Enrollment limit and frequency the course is offered (each semester, once a year, or alternating years):**

Each semester.

**24. What changes in any programs will be necessitated or requested as a result of this course's additions/charges**

None

## GLOSSARY OF TERMS

Note: These definitions of terms are for the purposes of this assessment project only

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning	An explicit statement of the skills and knowledge a student is expected

objectives	to learn and be able to demonstrate either in general education, in a curriculum, or in a course
(Student) Learning outcomes	Student behaviors, performance, or activities that demonstrate that students are meeting or have met the learning objective(s)
General education objectives	Desired student learning in general education skills and in the liberal arts and sciences: <i>communication, analytic reasoning and problem solving, quantitative skills and mathematical reasoning, information management, integration of knowledge, differentiation of values, development of personal and collaborative skills, history, social sciences, mathematics and sciences, the humanities and the arts</i>
Curricular objectives	An explicit statement of the major points of learning that students must achieve to complete a program of study; these include both general education objectives and objectives specific to the curriculum
Course objectives	Major points of learning that students must achieve to complete a course; course objectives include general education objectives, curricular objectives, and objectives specific to the course

\* \* \*

2. A detailed course syllabi of pertinent courses [include a laboratory outline when applicable]  
 [see Recommended Syllabus template, Attachment 7]:

<i>Week</i>	<b>Topics</b>
<b>1</b>	<b>Ch.1 Introduction to Computer System</b> <ul style="list-style-type: none"> <li>• Computers as universal computational devices</li> <li>• How do we get the electrons to do the work?</li> </ul>
<b>2</b>	<b>Ch.2 Bits, Data Types, and Operations</b> <ul style="list-style-type: none"> <li>• Bits and data types</li> <li>• Integer data types</li> <li>• 2's Complement Integers</li> <li>• Binary-Decimal conversion</li> <li>• Decimal-Binary conversion</li> </ul>
<b>3</b>	<b>Ch.2 Bits, Data Types, and Operations cont.</b> <ul style="list-style-type: none"> <li>• Operation on bits (Arithmetic)</li> <li>• Operation on bits (Logical Operations)</li> <li>• Other data representation</li> </ul>
<b>4</b>	<b>Ch.3 Digital Logic Structures</b> <ul style="list-style-type: none"> <li>• The transistor</li> <li>• Logic Gates</li> <li>• Combinational Logic Circuits</li> <li>• Basic Storage Elements</li> <li>• The Concept of Memory</li> <li>• Sequential Logic Circuits</li> </ul>
<b>5</b>	<b>Ch.4 The von Neumann Model &amp; Ch5. LC3</b> <ul style="list-style-type: none"> <li>• Basic Components</li> <li>• Instruction Processing</li> <li>• Changing the Sequence of Execution</li> <li>• Stopping the Computer</li> <li>• Operate, Data Movement, Control Instructions</li> </ul>
<b>6</b>	<b>Ch. 6 Programming &amp; Ch. 7 Assembly Language Programming</b> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• An Assembly Language Program</li> <li>• The Assembly Process</li> <li>• Beyond the Assembly of a Single Assembly Language Program</li> </ul> <p><b>Exam 1</b></p>
<b>7</b>	<b>Ch. 8 Overview of I/O</b> <ul style="list-style-type: none"> <li>• I/O Basics</li> <li>• Input from the Keyboard</li> <li>• Output to the Monitor</li> <li>• Interrupt Driven I/O</li> <li>• Implementation of Memory-Mapped I/O</li> </ul>



8	<p><b>Ch. 9 TRAP Routines and Subroutines</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• TRAP Mechanism, Instruction</li> <li>• TRAP Routines</li> <li>• Subroutines</li> </ul>
9	<p><b>Ch. 10 The Basic Structure of the Stack</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Interrupt-Driven I/O</li> <li>• Arithmetic Using a Stack</li> <li>• Data Type Conversion</li> </ul>
10	<p><b>Ch. 11 Program Execution in C</b></p> <ul style="list-style-type: none"> <li>• Translating High-Level Language</li> <li>• Interpretation</li> <li>• Compilation</li> <li>• The C Compiler</li> </ul>
11	<p><b>Ch. 15 Testing and Debugging</b></p> <ul style="list-style-type: none"> <li>• Types of Errors</li> <li>• Testing</li> <li>• Debugging</li> <li>• Programming for Correctness</li> </ul>
12	<p><b>Ch. 16 Pointers and Arrays &amp; Ch. 17 Recursion</b></p> <ul style="list-style-type: none"> <li>• Pointers</li> <li>• Arrays</li> <li>• Recursion</li> <li>• Fibonacci Numbers</li> <li>• Binary Search</li> <li>• Integer to ASCII</li> </ul>
13	<p><b>Ch. 18 I/O in C</b></p> <ul style="list-style-type: none"> <li>• The C Library</li> <li>• I/O, One Character at a Time</li> <li>• Formatted I/O</li> <li>• I/O from Files</li> </ul>
14	<p><b>Ch. 19 Data Structures</b></p> <ul style="list-style-type: none"> <li>• Structures</li> <li>• Arrays of Structures</li> <li>• Dynamic Memory Allocation</li> <li>• Linked Lists</li> <li>• Summary</li> </ul>

## 7. PROGRAM MERGER

### Special Monthly Report on

RESOLUTION on the MERGER of the faculty and existing programs of the Department of Academic Literacy with the English Department.

The Committee on Curriculum has acted to send the following item to the Academic Senate for its consideration and adoption.

RESOLUTION on the MERGER of the faculty and existing programs of the Department of Academic Literacy with the English Department.

Whereas, the current Department of Academic Literacy and the English Department both serve to prepare incoming students for the demands of college-level reading and writing, both departments believe that the needs of their students and faculty could be better served by combining their resources, and

Whereas, the faculty of the Department of Academic Literacy and the English Department both support the idea of joining with the English Department, and

Whereas, the faculty of the English Department voted to accept the merger of the English Department and the Department of Academic Literacy,

Whereas, the QCC Faculty bylaws require that:

Article VIII. 8.7d "In departments of more than one discipline, an elected representative of each discipline shall serve as a sixth member of the department committee, if that discipline is not represented on the personnel and budget committee. This representative shall be present, participate, and vote only in actions affecting members and recruitment of members of that specified discipline. The word "affecting" as used above means that only one discipline can be considered to be directly involved in any single personnel and budget action. Discipline representatives shall be elected at the same time as other personnel and budget members. The content discipline structure of the department shall be recommended by the department and approved by the Academic Senate."

Be it resolved that, Queensborough Community College:

- abolish the Department of Academic Literacy
- merge the faculty and existing programs of Department of Academic Literacy into the English Department
- the name of the merged department shall be the Department of English
- recognize that the structure of the English Department shall reflect the contents of two disciplines, "English" and "Academic Literary," until the department determines that the two disciplines have been sufficiently integrated

## 8. DELETION OF PROGRAMS

### Department of Engineering Technology

The faculty of the Engineering Technology Department proposes to deactivate and discontinue the Telecommunications Technology: Verizon program at Queensborough Community College (HEGIS Code 5310, NYSED Code 20318) effective June 30, 2016.

The faculty of the Engineering Technology Department unanimously approved deactivation/discontinuance of Telecommunications Technology: Verizon Program at our August 26, 2015 Department Meeting.

#### Rationale:

This program is a corporate-sponsored AAS degree, which is a contracted benefit available only to Verizon employees. The Verizon Telecommunications Technology Program has been offered at Queensborough for the past 20 years but this benefit was negotiated out of Verizon's agreements with their unions and began a phase-out process in 2012.

---

### Business Department

Management – Real Estate-Insurance)  
Concentration of the AAS in Management program  
Program Code: 01525 Hegis Code: 5004  
Departmental approval 11- 04 – 2015  
Effective Date for Discontinuation/Deletion: 08-25-2016

#### Rationale:

The Real Estate/Insurance concentration of the AAS in Management program includes two Real Estate courses (BU-308 and BU-310; BU-310 replaced BU-307) and two Insurance courses (BU-305 and BU-306). Since Fall 2008, there has been low enrollment for these four courses often resulting in cancelling the courses or not offering the courses. Occasionally, the insurance courses have been offered as Independent Study. To avoid misleading students that may interested in enrolling in this program, only to be subsequently informed that the courses will not be offered due to low enrollment, it has been decided to discontinue the Real Estate/Insurance concentration. The four courses will be designated as 'inactive' courses until such time the Management program is reviewed and possibly revised to include some or all of these courses at a later date.

---

## 9. OTHER

### Attachment: General Education Task Force Report

The committee discussed the General Education Assessment Task Force Report to the Academic Senate, May 2016. The Committee on Curriculum has read and discussed the General Education Assessment Task Force Report and has the following recommendation.

"With regard to the Action Plan proposed for the General Education Task Force for the coming academic year 2016-2017, members of the Committee on Curriculum would like to express concerns regarding Part B, Item No. 5, *'Propose that discipline-specific outcomes, especially #8 (social sciences and history), #9 (science), and #10 (arts and humanities) be dropped as general education outcomes; they can be better assessed as part of academic program review.'* We believe that the elimination of discipline-specific outcomes would not be desirable, as discipline-specific learning outcomes constitute a valuable--indeed, critical-- component of general education."