

Agenda

Academic Senate Meeting

Date: Tuesday, December 10, 2013

Time: 3:10 p.m.

Location: Room M-136

- I. Attendance
- II. Consideration of minutes of the November 12, 2013 meeting (Attachment A)
- III. Communications from the Board of Trustees or any of its Committees
 - . click here on [Board of Trustees](#) for current communications
- IV. Communications from:
 - . President Diane B. Call – (Attachment B)
 - . Senate Steering Committee Report – (Attachment C)
 - . University Faculty Senate Minutes, UFS Plenary of October 22 , 2013 (Attachment D)
 - <http://www.cunyufs.org/> (for current communications)
 - For policies adopted by the Board of Trustees

Click on
http://policy.cuny.edu/manual_of_general_policy/#Navigation_Location
- V. Monthly Reports of Standing Committees of the Academic Senate
 - Committee on Curriculum (Attachment E)
- VI. Old Business
- VII. New Business

Queensborough Community College
The City University of New York

MINUTES
of the November 12, 2013
Academic Senate

President Diane Call called the third regularly scheduled meeting of the Academic Senate to order at 3:15 p.m.

I. Attendance:

63 members of the Academic Senate cast votes during the meeting.

Absentees:

Denise Ward	Georgia McGill
Kip Montgomery	Mona Fabricant
Gilmar Visoni	Wilma Fletcher-Anthony
Susan Jacobowitz	Dion Pincus
Chiung Chang	Yangki, Ngawang
Julia Carroll	Dong, Chaojun
Charles Neuman	Belaustegui, Julie Ann
Mangala Tawde	
Lana Zinger	

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II. Consideration of minutes of the October 8, 2013:

- A motion was made, seconded, and unanimously adopted to approve the October 8, 2013 minutes as presented (see Attachment A of the November 12, 2013 Agenda).

III. Communications from President Call:

President Call referred to her written report
(Attachment B of the November 12, 2013 Agenda)

- President Call announced that the College has begun the process to enroll and register students for Winter 2014 intercession and the Spring 2014 semester.
- President Call thanked faculty and staff for their help with the recent open house for prospective students, noting the interest in the new 3D printers.
- President Call welcomed Mary Mirabito as the new Grants Director and Leslie Orlovsky as Director of Corporate and Foundation Relations.
- President Call encouraged faculty to consider applying for the QCC Award in Faculty Scholarship, applications for which are due December 13, 2013.
- In her report, President Call also mentioned the New Faculty Institute, scheduled for January 2014, and the Faculty Mentoring Program.
- Among the many honors for students and faculty, President Call described the QCC Emerging Leaders Program and asked for help identifying students for the program.

45 • President Call announced that the College has begun the strategic planning process for 2014-
46 2015 Strategic Plan. Beginning in February, meetings will be held with department chairpersons,
47 faculty leaders, HEOs and Student Government and will focus on six area: faculty, staff and
48 student development, curriculum, the academies, college readiness, technology, and [facilities (?]
49 *recording unclear*].

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51 • President Call thanked faculty and staff for participating in the Starfish progress surveys. As of
52 November 7 almost 55,000 appointments have been made at the Campus Learning Center.
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54 • President Call provided an update on the Early College High School Project. Dean Denise Ward,
55 Dr. Belle Birchfield (ET), and Professor Leslie Francis (Business) attended the New York State P-
56 TECH Leadership Council in Albany on November 4. At the time of the meeting, a delegation
57 from QCC, including Dean Ward, Dr. Mona Fabricant (Mathematics), Dean Margo Edlin, Dr. Jed
58 Shahar (Academic Literacy) were in Washington D.C. for a conference on college readiness.
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60 President Call invited Dr. Birchfield and Dr. Francis to speak to the Senate to provide further
61 information about the NYS P-Tech Leadership Council in Albany.
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63 In response to questions from Senator Kolios and Senator Pecorino there were a number of
64 areas that raised questions that could not be answered at this time. The President responded
65 that any courses or programs that were needed would be processed through governance.
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68 • President Call discussed the Science Building Enclosure Project, providing an update and
69 referring questions to Joe Cartalano, Paul Thomas and a new blog soon to be launched on the
70 College website.
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73 **IV. Senate Steering Committee Report:** Chair Pecorino referred to his written report:
74 (*Attachment C of the November 12, 2013 Agenda*)
75 focusing on some of the following:
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77 • Chair Pecorino thanked President Call and Dean Karen Steele for support for faculty with respect
78 to questions about holy days and the need to observe the letter and spirit of the law regarding
79 appropriate observances.
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81 • Chair Pecorino provided a progress report on the restructuring on Senate Committees, offering
82 February 2014 as the date for Senate action on the expanded number of positions available from
83 92 to 144.
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85 **V. Monthly Reports of Standing Committees of the Academic Senate**
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87 • Committee on Committees – November 2013 (*Attachment E of the November 12, 2013*
88 *Agenda*)

89 • Committee on Curriculum – November 2103 (*Attachment F of the November 12, 2013*
90 *Agenda*)

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92 The Committee on Curriculum has sent the following recommendations to the Academic Senate:
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94 1. New Courses
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96 **DEPARTMENT of CHEMISTRY**

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98 **CH-115 Introduction to Nanoscience**

99 3 credits; 3 hours

100 **Prerequisite:** None

101 **Catalogue Description:** This course will give students an introduction to nanoscience, which is a
102 rapidly growing field in our society. The synthesis of nanomaterials, the tools used to characterize
103 these materials (Electron Microscopy (SEM/TEM), Atomic Force Microscopy (AFM), Scanning
104 Tunneling Microscopy (STM) and UV-Vis spectroscopy), and societal impacts of
105 nanomaterials/technology (such as ethical, legal and environmental implications) will be covered.
106 Students will select a nanomaterial of interest and also do a term paper and presentation.

107 **Rationale:**

108 Nanoscience is an emerging and exciting field. This course will provide students with the basic
109 background knowledge to be able to function in an ever-increasing nano-scale world. There is an
110 increased interest in educating undergraduates about this growing discipline (NSF funding
111 \$200,000 for QCC, KBCC, BMCC and LGCC in 2012-2014). Students will be introduced to the
112 latest developments that are occurring in academia as well as in industry. Students will have the
113 unique opportunity to obtain hands-on experience in using an Atomic Force Microscope and a
114 Scanning Tunneling Microscope, not common at most Community Colleges. An industry speaker
115 will also visit to present latest developments. Students who complete this course will have an
116 advantage to continue their studies in the nanoscience field, if they desire, by registering for
117 research in the Chemistry Department. Several faculty members in the Chemistry Department at
118 QCC currently mentor students in gaining laboratory experience in the nanoscience field. This
119 course can provide a much needed theoretical background for these students. City
120 College/CUNY has agreed to accept this as a technical elective equivalent to its Nanomaterial
121 course (ChE49808) in the Chemical Engineering Department. This course is currently being
122 offered at City College and similar courses are also currently being implemented at the other
123 CUNY community colleges. It is expected that students who take this course will have improved
124 writing and presentation skills and will be able to perform effective literature studies, as noted
125 already for students at Bronx and Hostos CC.

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127 In Spring 2013, Dr. Hemraj-Benny gave a general introduction of the topic to her Chemistry and
128 Arts class (41 students). The student body consisted of 51% art related majors and 29% Liberal
129 Arts and Science majors. A discussion of how the Lycurgus cup and stained glass windows
130 possess their unique characteristics due to nanoparticles was discussed. Students were tested
131 on the final exam of their understanding of the material, of which 80% fully grasped the concepts.
132 In a survey given, 50% of the student body showed interest in taking this nanoscience course if it
133 is offered at QCC. There is a need to teach nanotechnology at the community college level and
134 QCC would be amongst the first.

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136 • A **motion was made, seconded, and adopted** 62-0-1 to **approve** CH-115 Introduction to
137 Nanoscience as a New Course (*Attachment F of the November 12, 2013 Agenda*).
138 Abstentions: Stephen Jones

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141 **DEPARTMENT of FOREIGN LANGUAGES and LITERATURES**

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143 **LS-224 Internship in Teaching Spanish as a Foreign Language**

144 1 credit; 8 in-class sessions; 21 hours of tutoring service

145 **Prerequisites:** LS 221, 222, 223, 312 or 315 with a grade of B+ or higher, or permission of the
146 department.

147 **Catalogue Description:** This course is a Service Learning class designed for advanced students
148 of Spanish. It focuses on basic principles of language acquisition and instruction. Students will
149 learn about the theory and practice of foreign language teaching, they will conduct class
150 observations of Spanish classes at Queensborough Community College, and they will apply

151 theory to practice by tutoring students of Spanish at the Student Learning Center. This course is
152 taught in Spanish.

153 **Rationale:**

154 In the past, the Service Learning activities of this course were an option for students enrolled in
155 LS 223. Those students in LS 223 who chose the Service Learning experience tutored illiterate
156 Spanish immigrants at “Make the Road New York,” an immigrant community center in Queens.
157 This service component was very successful: an average of 5 students per semester selected it
158 (in a class of 20 students) and they rated the experience very highly in their class evaluations.
159 However, the community partner’s location in Junction Boulevard required a long commute for
160 both the students and the instructor who supervised their tutoring. Additionally, the literacy
161 classes’ schedule changed to the early morning, a time when the literacy tutors (QCC students)
162 had to be in charge of opening the office, turning alarms off, etc., which presented liability
163 problems.

164 This course proposal builds on the positive educational experiences of the LS 223 service
165 component by providing tutoring at QCC, thus avoiding the commute and benefiting our own
166 QCC language students. Separating the Service Learning experience from LS 223 and offering it
167 as a one-credit course will help to recruit interested students and to offer them a more focused
168 experience. This course also hopes to motivate students to pursue a career in the teaching of
169 Spanish.

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- 172 • A motion was made, seconded, and adopted 58-0-1 to approve LS-224 Internship in
173 Teaching Spanish as a Foreign Language as a New Course (*Attachment F of the November*
174 *12, 2013 Agenda*). Abstentions: Stephen Jones
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177 **DEPARTMENT of BIOLOGICAL SCIENCES and GEOLOGY**

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179 **BI 132 Foundations of Biology: Laboratory experience**

180 3 laboratory hours per week; 1 credit

181 **Pre-requisites:** BE-112 (or 205) & 122 (or 226) or satisfactory score on the CUNY/ACT
182 assessment test.

183 **Co-requisite:** BI-131

184 **Catalogue Description:** An introductory laboratory course that provides an opportunity to
185 students to get hands on experience in biology. It centers around performing laboratory
186 experiments that explains biological concepts like cellular basics, properties and diversity of life,
187 microscopic world of cells, ecological interactions, photosynthesis, respiration, evolution of life,
188 patterns of inheritance and human genetics. Fetal pig dissections are also part of the course and
189 required.

190 **Rationale:** This single-credit laboratory course complements the three-credit science course BI-
191 131, included in Common Core IC, Life and Physical Sciences. Students take the laboratory
192 course as part of their major requirements for the degree program. In this way, Queensborough
193 maintains the integrity of the laboratory science requirement when students are not in degree
194 programs with STEM science requirements.

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- 197 • A motion was made, seconded, and adopted 61-0-1 to approve BL132 Foundations of
198 Biology: Laboratory experience as a New Course (*Attachment F of the November 12, 2013*
199 *Agenda*). Abstentions: Stephen Jones
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201 **2. Changes in Courses**

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203 **DEPARTMENT of FOREIGN LANGUAGES AND LITERATURES**

<p>From: LC-214 Intermediate Chinese II 3 class hours 3 credits</p> <p>[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.]</p> <p>From: Prerequisites: [LC-213 or permission of the department.]</p>	<p>To: LC 214 Intermediate Chinese II 3 class hours, 3 credits</p> <p><u>This fourth-semester course focuses on improving students' oral communication skills, along with reading, writing and grammar. Students will expand their vocabulary and study more complex grammatical structures. Aspects of Chinese-speaking cultures will be integrated through readings, films, discussions and Internet-related activities.</u></p> <p>To: Prerequisites: LC 213 with a grade of C or higher, or placement by the Department of Foreign Languages</p>
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Rationale:

This course has existed for some time, but there was not enough student demand to offer it. Currently, there is a group of students taking LC 213 who have approached their instructor to ask for the continuation of the course they are taking right now. The Chinese program hopes to nurture these students' interest in continuing advanced-intermediate studies in Chinese by offering LC-214.

In this course, students will continue expanding their vocabulary and will study progressively complex grammatical structures. The course approaches cultural content through short readings, video clips, interviews and other resources that illustrate issues of diversity within Chinese social groups, and prompt students to investigate them from multiple perspectives. Students will demonstrate an understanding of these diverse views through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations.

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

- A **motion** was **made, seconded, and adopted** 56-0-2 to **approve** changes to LC-214 Intermediate Chinese II (*Attachment F of the November 12, 2013 Agenda*). Abstentions: Stephen Jones, Eileen White

DEPARTMENT of HEALTH, PHYSICAL EDUCATION and DANCE

From: PE-545 [Sportwalking] 1 credit, 2 hours

To: PE-545 Fitness Walking 1 credit, 2 hours

This course is designed to give students a basic working knowledge of cardiovascular fitness using walking, the nation's most popular form of exercise. Other topics covered include proper form, flexibility, stress management, motivation and current fitness topics. This class is tailored to meet the needs of students at all levels.

Prerequisites and/or co-requisites: none

Rationale:

The revised name is needed to adequately reflect current trends regarding health and physical fitness. Contrary to the original course name, physical fitness is not necessarily considered sport. In addition, the course description portrays a fitness-based class, not a competitive sport class.

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- A **motion** was **made, seconded, and adopted** 62-0-1 to **approve** a change the name of PE-545 from Sportwalking to Fitness Walking (*Attachment F of the November 12, 2013 Agenda*). Abstentions: Stephen Jones

VII. Old Business

NONE

VIII. New Business

NONE

The meeting was adjourned at 3:52 PM

Respectfully Submitted,

Joel Kuszai
Secretary, Steering Committee of the Academic Senate



Report of the President
to the
Academic Senate

December 10, 2013

Enrollment Update

- Enrollment activities for Winter and Spring 2014 are well underway. Winter registration is up almost 20% over last year and based on the preliminary phases for Spring 2014, we expect a healthy enrollment to meet our target for the spring as well.

In addition to the phases, Direct Admission opened on November 4th and the Office is beginning to see an increase in foot traffic. On November 9th, the College hosted a most successful Open House with a record-breaking attendance of 949 visitors (389 students and 560 guests). Congratulations to Laura Bruno and her Admissions team.

Faculty and Staff: Awards and Honors

- A number of our faculty will be honored at CUNY's Annual Salute to Scholars Reception on December 11, celebrating recipients of major awards and fellowships from July 2012 through August 2013. Congratulations to Dr. Megan Elias (History), Dr. Sharon Ellerton (Biology), Dr. Nidhi Gadura (Biology), Dr. Urszula Golebiewska (Biology), Dr. Tirandai Hemraj-Benny (Chemistry), Dr. Susan McLaughlin (Biology), Dr. Andrea Salis (HPED) and Professor Aaron Slodounik (Art & Design).
- On January 28, 2014, the world commemorates International Holocaust Memorial Day. This coincides with the liberation of Auschwitz by the Russian armies as they moved across Poland towards the invasion of Germany. Major ceremonies are held throughout the world to observe this day. In New York City, the main ceremony takes place at the United Nations headquarters in Manhattan. QCC is honored that the current exhibit in our Kupferberg Holocaust Resource Center, *Their Brothers' Keepers: American Liberators of the Nazi Death Camps* has been chosen to be included in the ceremonial activities, hosted by the Secretary General of the United Nations. This exhibit (currently on display in our Center) was developed at the invitation of the UN by our KHRCA in partnership with the March of the Living. Congratulations to Dr. Arthur Flug and Rabbi Isadoro Aizenberg, Scholar-in-Residence at the KHRCA.

Grant Opportunities

Please contact the QCC Office of Sponsored Programs for additional information and assistance.

- Applications for the *PSC-CUNY Research Awards Program* are due on December 15. The program supports activities in the creative arts and all academically relevant research in the areas of natural science, social science, and the humanities. All full-time members of the instructional staff are eligible to apply.
- *The Junior Faculty Research Awards in Science and Engineering (JFRASE)* aims to cultivate the excellence and ensure the promise of research-intensive, early career, science and engineering faculty at CUNY. The program has a submission deadline of January 6 and will fund five (5) one-year awards of \$50,000 each.
- Several national organizations offer grant support for faculty research: Applications for *The National Endowment for the Humanities' Collaborative Research Grants* are due 1/07/14; *The National Science Foundation grant applications for Improving Undergraduate STEM Education (IUSE)* are due 2/04/14; *The American Political Science Association's Small Research Grant Program* has a deadline of 2/07/14; *The American Historical Association* offers Bernadotte E. Schmitt Grants to support research in European, African, or Asian History, with 2/15/14 deadline for applications.

Students: Awards and Honors and Opportunities

- Congratulations to QCC students who were invited to participate in the *Annual Biomedical Research Conference for Minority Students (ABRCMS)* held November 12-16 in Nashville, Tennessee. Ms. Viviana Torres won the Biochemistry Award for her research on "Towards the Synthesis of a Potent, Selective, and Covalent Inhibitor of Cysteine Cathepsin L", mentored by Sanjai Kumar, Ph.D., Queens College. Also selected as presenters at this prestigious national meeting were Ms. Jessica Montes and Ms. Lucia Nunez for their work: "Amyloid Beta (25-35) as a Rat Model of Alzheimer's disease on Measures of Sustained Attention", mentored by Francisco Villegas, Ph.D., York College. While at QCC, these students began their research and were mentored by Dr. Pat Schneider (Biological Sciences) through the *QCC-NIH Bridges to Baccalaureate Program*. Since 2004, sixteen Bridges students have received ABRCMS research awards.
- For the sixth consecutive year, Grainger has recognized our outstanding scholars in technology. Engineering Technology students Michael Lawrence and Bryon Singh each received a \$2,000 Grainger Tools for Tomorrow Scholarship award. Queensborough is one of the few community colleges where more than one student is selected as Grainger scholarship recipients.

- To encourage timely degree completion, QCC students who enrolled last spring and are within 3-4 credits of earning one half of their degree by the end of this term will be offered a Winter 2014 scholarship for a QCC credit course taken during our January intersession. The scholarships are intended to support a student's reaching the "thirty- credit milestone" of his/her Queensborough degree in one calendar year. Eligible students* have been contacted by Professor Glenn Burdi in our Office of Academic Affairs. The scholarship is not based on financial need. *To be eligible for the scholarship a student must have earned 27 credits toward his/her degree with a minimum GPA of 2.75, and have completed all remedial course requirements.
- Faculty and staff are asked to encourage our students to apply for the QCC Spring 2014 Continuing Student Academic Merit Scholarship. The deadline for all eligible students to apply is Friday, December 13th. If there any questions regarding this scholarship, please contact the Office of Student Affairs.
- Phi Theta Kappa: Matriculated students with a cumulative GPA of 3.5 or higher and 15 credits accumulated are still eligible to join the Lambda Sigma Chapter of the Phi theta Kappa International Honor Society. Applications can be downloaded from the College's website at www.qcc.cuny.edu/ptk or picked up in the Library Building, Room 412. The deadline for students to join for the Fall 2013 semester is Monday, December 23rd.

FY 15 Strategic Plan

- Dean Artie Corradetti continues work with the College Advisory Planning Committee to develop our specific objectives and measurable outcomes for our FY 15 Strategic Plan. The foci of our efforts for the upcoming academic year will be Faculty, Staff and Student Development; Curriculum; The Academies; College Readiness; Technology; and Facilities. Our decisions about the objectives and activities to achieve them will inform our resource allocation process. As is our practice, focus groups and open hearings will be held this spring to give final shape to the Strategic Plan.

Early College Initiative

- On November 22nd, twenty-three faculty, staff and administrators from QCC (15), DOE (2), CUNY/ECI(1), and SAP (5) attended the kick-off meeting of the Early College Initiative to understand the projected model for the (B-Tech) Business Technology Early College High School. The following topics were discussed: the roles and responsibilities of each participant and committee; technology industry projected human resource needs; school design elements including culture and curriculum; and recruitment and marketing. A draft project plan was distributed. Next steps: Steering Committee will meet monthly and the two first planning committees - Marketing/Recruitment and Curriculum - will begin work this month. Faculty will meet with SAP to understand projected industry skill needs and

system technologies. The kick-off meeting followed a series of individual meetings that the high school Principal, Hoa Tu, had with department Chairs from ET, Business, and Math and with the deputy Chair from English to hear their concerns and gain insight. The Principal will continue meeting with the balance of the QCC department Chairs over the course of the next two months.

Upcoming Events

- The President's annual *Holiday Luncheon* for faculty and staff will take place on Thursday, December 19, in the SUL. Two seatings are available to accommodate college employees at either 12 noon or 1:00 pm.
- The *Nursing Candle Lighting Ceremony* for the graduating class of January 2014 will be held in the Theatre on Wednesday, January 8, at 1:00 p.m.
- The annual *Convocation of the College* will be held on Friday, January 24, 2014 in M-136 from 9 am to 12 noon, with a continental breakfast at 8:30 am. Sponsored by our Office of Academic Affairs, this event for faculty and HEOs launches our spring semester, and this year will feature an introduction of our new Provost and Senior Vice President, Michael B. Reiner. Also highlighted will be the work of our faculty on the High Impact Practices.
- On Thursday, January 30, 2014 the QCC Art Gallery will present two opening exhibits beginning at 5:00 p.m. The first, *Powerful Arts of Cameroon*—the Amadou Njoya Collection, is composed of over 100 objects representing the spiritual significance of Njoya's collection and displaying the diversity, strength and beauty of the Cameroonian culture. The second exhibit, *A Pioneer Malian Painter*, features seventeen of artist Victor Forestier Sow's paintings, representing his most active years in the 1960s and 1970s which were exciting cultural, social and political times in the West African Republic of Mali.

**STEERING COMMITTEE OF THE ACADEMIC SENATE
QUEENSBOROUGH COMMUNITY COLLEGE, CUNY
MONTHLY REPORT
December 10, 2013**

1. Senate Matters: Composition and Membership

All positions in the Academic Senate are filled.

2. Committee Matters: Composition and Membership

All positions in the Academic Senate are filled.

3. Committee Matters:

The Committee on Committees and the Steering Committee are working on sending a proposal to the Committee on Bylaws to restructure the Standing Committees of the Academic Senate and to relate them to the MIDDLE STATES ASSOCIATION Standards for Excellence.

Objectives include:

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

Timeline:

PHASE I : Increase the number of positions

Draft of the Proposal December 2013

Approval by the Senate February 2014

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

Draft of Proposal June 2014

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

Draft of the Proposal December 2014

Approval by the Senate February 2015

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

A. The University Faculty Senate

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

B. The CUNY BOT met on November 25, 2013 and took several actions. Available here:
http://policy.cuny.edu/board_meeting_calendars/2013/upcoming_11-25_draft/pdf/#Navigation_Location

Of particular possible interest are these:

Item 11. THE CITY UNIVERSITY OF NEW YORK - CHANGE IN THE UNIVERSITY STUDENT RETENTION AND PROGRESS POLICY: RESOLVED, That the policy regarding Student Retention and Progress adopted by the CUNY Board of Trustees on April 5, 1976 and amended on both October 26, 1976 and March, 23 1981, be amended as follows, effective November 26, 2013.

EXPLANATION:

Revised federal regulations require students on academic probation to file an appeal to continue to receive financial aid. Approval of that appeal may require an academic plan which, if followed, will allow the student to meet the college's retention standard within a specific timeframe. In accordance with those federal regulations, the Board's policy on Student Retention and Progress needs to be amended as follows:

NOTE: New material is underlined; deleted material is struck out. Satisfactory progress toward a degree shall be defined as the satisfactory completion of:

- a) At least one-half of the first four courses or twelve credits attempted
- b) At least two-thirds of the second four courses or twelve credits attempted
- c) At least three-quarters of the third four courses or twelve credits attempted
- d) At least three-quarters of all courses attempted in any subsequent semester Each student will be expected to maintain a grade point average of at least 1.50 for the first four courses, or twelve credits, attempted and at least a 1.75 grade point average for the first eight courses, or twenty-four credits, attempted. In each subsequent semester students will be expected to maintain at least a 2.00 grade point average.

The Chancellor is authorized to promulgate the minimal standards for satisfactory progress for full-time undergraduate students to be used for determining student eligibility for State financial assistance and not for general institutional use.

Through the normal academic processes each college is to recommend to the Board of Trustees, with the approval of the Chancellor, its minimal academic standards for retention of full-time and part-time students. These standards are to be designed for general institutional use. Students who fail to meet their college's retention standards or the conditions of an academic or other probation, are to be dropped from their college but may apply for readmission no sooner than one semester after their dismissal and will be subject to normal faculty college admission decisions. The normal faculty college processes dealing with student placement on academic probation, attendance probation, or other probation deemed advisable by the faculty are to be continued with the condition that such probation constitutes good academic standing for the purpose of student eligibility for financial assistance approval of the appeal, for purposes of federal financial assistance requires:

- An evaluation of the feasibility of the student obtaining the requisite GPA for retention by the next semester or term, or;
- The establishment of an academic plan, to be monitored for multiple terms, if necessary to obtain the GPA required by the retention standard.

Students moving to the upper divisions of a four-year college either from the lower divisions of the college or from a community college within The City University of New York system or outside of it must provide evidence, in accordance with a standard to be determined by the Chancellor, that they have attained a level of proficiency in basic learning skills necessary to cope successfully with advanced work in the academic disciplines.

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

http://policy.cuny.edu/board_committee_documents/faculty_staff_and_administration/summaries/2013/11-04/pdf/#Navigation_Location

Of interest at QCC:

Appointment of Michael Barry Reiner as Provost and Senior Vice President for Academic Affairs at Queensborough Community College.

Following discussion the item was approved for submission to the Board.

[ADDED ITEM] Appointment of William Faulkner as Interim Vice President for Finance and Administration at Queensborough Community College.

Following discussion the item was approved for submission to the Board

5. Actions of the Steering Committee

A. Revision and reconstruction of the Academic Senate website

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

B. Recording of Votes

In order to comply with the Open Meetings Law and the need for a quorum in order to conduct official business, starting with the meeting in December of 2013 when matters are put to a vote in the Academic Senate there will be the options to vote in the affirmative or negative and all other members eligible to vote who are in attendance and not voting either yeah or nay will be recorded as abstaining which would be an accurate rendering of what they are doing. The Open Meetings Law requires a report to the Public on how each member of the body who was present acted on matters put to a vote. Further, Robert's Rules of Order 11th Edition

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

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

If the Senate wishes to consider other options this should be brought up during the Senate meeting or to the attention of the Steering Committee. The principles challenges to be met are those who are elected to the Senate and do not attend and those who attend but do not participate in the voting.

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

None for this meeting.

7. Shared Governance Discussions and the Academic Senate

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

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

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

Report to QCC Academic Senate re UFS Plenary Meeting

DATE: October 22, 2013

TO: QCC Academic Senate

FROM: QCC Faculty Representative to CUNY UFS, Barbara Rome

SUBJECT:

The 378th Plenary Session of The University Faculty Senate of The City University Of New York Tuesday, October 22, 2013, 6:30 p.m.

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

I. Approval of the Agenda for September 10, 2013

The agenda was approved by voice vote.

II. Approval of the Minutes of September 10, 2013

The minutes were approved as distributed by voice vote.

III Invited Guest, Associate Vice Chancellor for Budget Matthew Sapienza

- The Budget Request for next fiscal year Budget runs from July 1st to June 30th. Planning for 2015 must be submitted in November. Gathering feedback from all communities of interest to make sure it is covering wide range of initiatives: number one priorities are; the addition of more full time faculty, Universities master plan, academic support, counseling, expansion of programs, instructional technology and IT, libraries. CUNY 2020 initiative (the university has put together a community to review applications from colleges for funds and will decide which ones to move forward).
- TAP Report submitted to Board of Trustees and state which includes increasing the amount of the award to \$6,500. Also to look at undocumented students, more transparency in process, look at ways to save state money while maintaining equity.

IV Invited Guest, Prof. Peter Knuepfer, SUNY Faculty Senate President from Binghamton Campus

- Start Up New York primarily for SUNY schools upstate with limited number of opportunities CUNY
- In the midst of implementation of SUNY seamless transfer system
- Open SUNY initiative Chancellor announced she wanted to engage students online offering more degrees online. When fully launch it will offer better opportunities for both teachers and students.
- New admission criteria in SUNY, not admitting students with less than a 3.0 GPA
- This academic year faculty Senate with CUNY will have University Research Symposium for undergraduates in Albany on April 1, 2014.

V Old Business – Vote on Charter Amendment Proposal 1st reading done at September meeting to change one aspect of the charter which is to amend who the charter is changed. Second reading tonight with a vote.

Voted unanimously in favor of accepting change to charter

VI Reports

A. Academic Freedom Committee on proposed Expressive Activity Policy (ability to hold demonstrations on community campuses) the language is vague and broad, many problems with document. Committee chair will meet with Vice Chancellor to discuss policy. Discussion and motion to reject policy draft as it violates first amendment, seconded. Motion voted on and failed.

B. Representatives to Committees

- **Budget Advisory** questions raised about new faculty hired and whether it has made a difference in relation to number of students. (See FTF to FTE attachment) TAP report, giving students per credit TAP, School for Professional Studies is moving to new space looking to expand F2F classes
- **Student Affairs** Resolution unanimously passed

C. Chair

- CUNY first (see attached)
- New Doctoral Science Program Steering Committee comprised of 25 individuals from several schools (2 faculty members and 1 Dean of Research) appointed committee from Interim Chancellor Kelly

The meeting was adjourned at 8:31 pm.

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
CURRICULUM COMMITTEE

To: Philip Pecorino, Academic Senate Steering Committee
From: Aránzazu Borrachero, Chairperson, Committee on Curriculum
Date: November 14, 2013

Subject: Monthly Report

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

1. Changes in Courses
2. Program Revisions

1. CHANGES IN COURSES

DEPARTMENT OF ACADEMIC LITERACY

BE-205 Advanced Composition for ESL Students

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

BE-226 College Reading and Study Skills for ESL Students

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

BE-112 Composition Workshop

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

BE-122 College Reading

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

DEPARTMENT OF BUSINESS

BU-916 Medical Coding and Billing I

<p>From: BU-916 Medical Coding and Billing I Prerequisites: BI-520 and either BI-403 or BU-903</p>	<p>To: BU-916 Medical Coding and Billing I</p>
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Rationale:
**Please note: This is just a change in prerequisites; no changes are proposed in the Medical Office Assistant A.A.S, the Medical Office Assistant Certificate or the Healthcare Office Administration: Managing, Coding, and Billing Certificate curricula.*

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

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

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

BU-111 Computer Applications in Accounting

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

RATIONALE

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

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

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

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

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

At the present time, the Business Department offers four separate internship courses—one for each of the areas in the Business Department which includes Accounting/Office Administration Technology,

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

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

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

2. PROGRAM REVISIONS

DEPARTMENT OF BUSINESS

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

From:

General Education Core Requirements		Credits
EN-101 or EN-103	English Composition I Writing for the New Media	3
Requirements for the Major		
BI_520	Public Health Science	4
BU-850	Fundamentals of Microsoft Windows	1
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
BU-909	Cooperative Education in Business	3
BU-914	Critical Issues in Health Care Administration	3
BU-916	Medical Coding and Billing I	3
Two courses selected from the following (dependent on typing ability) BU-801 BU802 BU-812	Typewriting/Keyboarding I Typewriting/Keyboarding II Transcription and Dictation of Business Documents	4
Choose three credits: BI-150 BI-403 SS-640 HE-101 or HE-102 or CPR	Organization & Delivery of health Care Medical Terminology Medical Ethics Health Education CPR	3
Total		30

To:

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

Requirements for the Major

BI_520	Public Health Science	4
BU-850	Fundamentals of Microsoft Windows	1
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
<u>BU-917</u>	<u>Healthcare Information Management</u>	3
BU-916	Medical Coding and Billing I	3
Two courses selected from the following (dependent on typing ability) BU-801 BU802 BU-812	Typewriting/Keyboarding I Typewriting/Keyboarding II Transcription and Dictation of Business Documents	4
<u>Business Electives</u>		<u>3</u>
Choose three credits: BI-150 BI-403 SS-640 HE-101 or HE-102 or CPR	Organization & Delivery of health Care Medical Terminology Medical Ethics Health Education CPR	3
	Total	30

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

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

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

credits of business electives that will contribute to their future career objectives instead of participating in a business internship.

As a result of this change, BU-909 (Cooperative Education in Business Office Administration and Technology) can be used to fulfill the 3-credit business elective requirement in the Health Care Office Administration Certificate; BU-909 (Cooperative Education in Business Office Administration and Technology) will no longer be listed as a requirement in the Health Care Office Administration: Managing, Coding, and Billing – Certificate.

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

DEPARTMENT of ENGINEERING TECHNOLOGY

Mechanical Engineering Technology (A.A.S.)

SUMMARY OF CHANGES

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

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

New Courses

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

Rationale:

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

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

Rationale:

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

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

Rationale:

The curriculum currently contains a survey course (MT-513, Thermo-Fluid Systems). An excessive number of topics and limited time prevent an in-depth study of any particular topic. MT-523 (which will replace MT-513) focuses exclusively on thermodynamics in order to allow an in-depth study of the subject matter. This is also more aligned with other schools such as NYCCT and SUNY Farmingdale, which will

allow for a more efficient transfer process. The fluid mechanics portion of the survey course will be proposed as a separate new course.

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

Rationale:

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

Course Revisions

From required courses to electives:

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

Rationale:

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

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

Rationale:

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

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

Rationale:

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

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

Rationale:

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

Other revisions:

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

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

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

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

Prerequisite or Co-requisite: MT-111

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

Rationale:

The prerequisite or co-requisite has been added to ensure that students taking this course will have the necessary background knowledge.

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

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

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

Prerequisite or Co-requisite: MT-111

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

Rationale:

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

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

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

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

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

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

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

Rationale:

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

From:

GENERAL EDUCATION CORE REQUIREMENTS

		Credits
EN-101, 102	English Composition I, II	6
MA-114❖	College Algebra & Trigonometry for Technical Students	4
MA-128❖	Calculus for Technical and Business Students	4
PH-201*, 202*	General Physics I, II	8
SS- or HI-	Electives in Social Science§ or History§ (HI-100 series)	6
<hr/>		
Sub-total		28

REQUIREMENTS FOR THE MAJOR

MT-111	Technical Graphics	2
MT-122	Manufacturing Processes	3
MT-124§	Metallurgy and Materials	3
[MT-125§	Metallurgy Laboratory	1]
MT-161	Fundamentals of Computer Numerical Control	3
MT-293	Parametric Computer-Aided Design	3
MT-341	Applied Mechanics	3
MT-345§	Strength of Materials	3
[MT-346§	Strength of Materials Laboratory	1]
MT-369	Computer Applications in Engineering Technology	3
MT-491	Computer Controlled Manufacturing	2
MT-492	Introduction to Virtual Automation	2
[MT-513	Thermo-Fluid Systems	3]
[MT-514§	Thermo-Fluid Systems Laboratory	1]
[MT-900	Cooperative Education/Design Projects	3]
<hr/>		
Sub-total		36
Total Credits Required		64

To:

GENERAL EDUCATION CORE REQUIREMENTS

		Credits
EN-101, 102	English Composition I, II	6
MA-114❖	College Algebra & Trigonometry for Technical Students	4
MA-128❖	Calculus for Technical and Business Students	4
PH-201*, 202*	General Physics I, II	8
SS- or HI-	Electives in Social Science§ or History§ (HI-100 series)	6
<hr/>		
Sub-total		28

REQUIREMENTS FOR THE MAJOR

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

MT-341	Applied Mechanics	3
MT-345§	Strength of Materials	3
MT-369	Computer Applications in Engineering Technology	3
MT-491	Computer-Controlled Manufacturing	2
MT-492	Introduction to Virtual Automation	2
MT-523	Thermodynamics	3

ELECTIVES

MT-xxx	MT Electives	4
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	Sub-total	36
Total Credits Required		6

