

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><b>From:</b> 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><b>From:</b> Prerequisites: [LC-213 or permission of the department.]</p>	<p><b>To:</b> 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><b>To:</b> 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