

1 **Queensborough Community College**

2 The City University of New York

3
4 **MINUTES**
5 **of the May 14, 2013**

6 **Academic Senate**
7

8 President Diane Call called the eighth regularly scheduled meeting of the Academic Senate to
9 order at 3:20 p.m.
10

11 **I. Attendance:**
12

13 The complete Senate roster is available at
14 <http://www.qcc.cuny.edu/governance/academicSenate/roster.html>
15

16 As determined from the attendance taken by the i-clickers at the meeting, there were no
17 absentees.
18

19 **II. Consideration of minutes of the April 9, 2013:**
20

- 21 • A **motion** was **made, seconded, and unanimously approved** to approve the April 9, 2013
22 minutes (*Attachment A of the May 14, 2013 Agenda*).
23

24 **III. Communications from:**
25

26 **President Call** referred to her written report (*Attachment B of the May 14, 2013 Agenda*)

- 27 • President Call reported that academic advisement for continuing students is well underway. As
28 of May 1st, approximately 10,000 continuing students have already been advised with a goal of
29 advising all continuing students by May 31st.
30

31 • President Call gave an update on the Academies. Initially structured in Fall 2009 as the Freshman
32 Academies for first time full time freshmen, outcomes of a three year assessment of this model
33 has led the College to scale up the Academies in Fall 2013 to serve ALL full time degree
34 students. With the goal of increasing student retention and degree completion, the Academies
35 offer degree students a cohort experience centered on their fields of study. Students will be
36 affiliated with one of five Academies based on their chosen program of study: Business; Health
37 Related Sciences; Liberal Arts (including Education and Criminal Justice); Science Technology
38 Engineering and Mathematics; Visual and Performing Arts. Academies experience includes:
39 Intrusive Advisement, High Impact Activities, Instructional Support Services, Student Support
40 Services, and the use of technology tools for enhanced communications, self-service, and
41 interventions for students identified as at risk. Intrusive Advisement will be led by Freshman
42 Coordinators and Primary Advisors organized in a caseload model. Students affiliated with
43 ASAP, College Discovery, International Student Services, Services for Students with Disabilities,
44 CSTEP, and Veterans Services will be served by a primary advisor in these programs. **Faculty**
45 **Coordinators**, affiliated with “The Academies” will serve as liaisons to academic department
46 chairpersons and to our Center for Teaching and Learning in support of faculty development and
47 academy-based activities.
48

49 President Call reported that as of Fall 2013, our High Impact practices will include:
50

51 • **Academic Service-Learning**

52 Service-learning combines community service with classroom instruction, focusing on
53 critical, reflective thinking as well as personal and civic responsibility. Service-learning programs
54 involve students in activities that address local needs while developing their academic skills and
55 commitment to their community. (AACC)

56

57 • **Common Intellectual Experience (the Common Read)**

58 The Common Read is a Common Intellectual Experience that promotes integrative learning across
59 the curriculum. This is accomplished through voluntary participation of faculty, both on campus and
60 in local high schools, who introduce the text to their students and support the reading with co-
61 curricular events. The events provide an opportunity for increased social and academic engagement
62 while enhancing student learning outside of the classroom.
63

63

64 • **Learning Communities**

65 Two courses taught by two professors and linked by a theme assist students in seeing connections
66 between disciplines, enhancing faculty and student engagement.
67

67

68 • **Collaborative Assignments & Projects (SWIG)**

69 The Student Wiki Interdisciplinary Group Project partners English, and Basic Educational Skills
70 courses with an additional content course. The project creates a shared student centered space through
71 the technology of an academic web platform which allows students to electronically archive and share

72 their written, visual, aural compositions and research in a multi-media format with others. This
73 cornerstone/virtual learning community experience assists students in meeting general educational
74 objectives such as developing effective reading, writing, and speaking skills, as well as honing critical
75 thinking while they are making connections across disciplines as well as in a social/academic
76 network.

77

78 • ***Undergraduate Research***

79 Undergraduate research is becoming increasingly important in modern science education. Working
80 with Queensborough faculty, students have the opportunity to participate in current research projects
81 in all of the sciences, through research courses and through grant-funded undergraduate research
82 programs, some of which provide summer stipends and opportunities for independent research.
83 Participants work on research projects, attend seminars, and are encouraged to present and/or publish
84 their results.

85

86 • ***Writing Intensive Courses***

87 Specifically designated course sections that—in addition to providing the established disciplinary-
88 oriented student outcomes—incorporate approved instructional strategies and course assignments
89 designed to enhance students' writing ability and writing to learn.

90 • ***Diversity/Global Learning***

91 Queensborough's cultural resources provide opportunities for students to interact with the Kupferberg
92 Holocaust Resource Center and Archives and the QCC Art Gallery on cross-disciplinary projects.
93 The College sponsors student participation in a study abroad seminar in Salzburg, Austria each year.

94

95 • President Call congratulated Professor Alex Tarasko (Nursing Department) who was invited to attend
96 the White House Forum on Military Credentialing and Licensing, on April 29. The Forum provided
97 an opportunity for key stakeholders from around the country, to share ideas on how to streamline
98 credentialing and licensing opportunities for U. S. service members, veterans, and their spouses.
99 Professor Tarasko, Dr. Carol Soto and Professor Georgina Collalilo are working with Kevin Stevens,
100 QCC Coordinator of Veterans Services, on a Bridge Program for Veteran Medics who wish to pursue
101 their nursing degree. This is a pilot program, sponsored by University Dean Bill Ebenstein, which
102 CUNY hopes to implement throughout the University.

103

104 • President Call congratulated Dr. Paris Svoronos, Department of Chemistry, on his invitation to serve
105 as a first round judge for the 2013 Carnegie/CASE U.S. Professors of the Year awards. Each year,
106 the Council for Advancement and Support of Education (CASE) honors faculty as outstanding
107 professors in several categories, including community colleges, senior colleges, and graduate schools.
108 This national award recognizes significant contributions by faculty as leaders in their sectors to
109 advance teaching and student learning, in the classroom and as mentors. Dr. Svoronos is a past
110 recipient of this award, honored in Washington D. C. as the U.S. Outstanding Community College
111 Professor in 2003.

112

- 113 • President Call thanked Queensborough volunteers who worked on the hotline for citizenship
114 information- Lampeto (Bette) Efthymiou and Jeffrey Ballerini, both from QCC's Center for
115 International Affairs, Immigration and Study Abroad, and Lucy Shi and Miguel Quiroz from the
116 accounting office. The 11th annual CUNY/Daily News Citizenship Now! hotline was held the week
117 of April 22—26. The effort coordinated community, educational, and volunteer initiatives to help
118 expand opportunities for New York City's immigrant population. Over 100,000 immigrants have
119 been assisted since the program was launched in 2002.
120
- 121 • President Call thanked Ms. Hall and Dr. Kimberly Banks, English Department, Dr. Brian Kerr,
122 Academic Affairs, Professor Robert Kueper, Engineering Technology Department, Dean Liza Larios,
123 Human Resources and Labor Relations, Dr. Joanne Chang, Music Department, Dr. Wilma Fletcher-
124 Anthony, Counseling, Dr. Meg Tarafdar, CETL, Dr. Amy Traver, Social Sciences Department, and
125 Dr. Julani Warsi, Department of Academic Literacy. As part of a CUNY-wide effort, a team of faculty
126 and staff, led by Ms. Mavis Hall, our Chief Diversity Officer has developed a QCC Faculty Diversity
127 Plan to strategically support the recruitment and retention of faculty from underrepresented groups.
128
- 129 • President Call mentioned that the Holocaust Museum and Education Center of Southwest Florida in
130 Naples will exhibit the QCC KHRCA's *Sosua, The Dominican Republic: A Refuge from the*
131 *Holocaust in the Tropics* exhibit this June through July. This illustrates the growing influence of the
132 work developed in our Kupferberg Holocaust Resource Center and Archives, under the direction of
133 Executive Director, Dr. Arthur Flug.
134
- 135 • President Call thanked the 2012-2013 SGA- they are graduating and they will be missed.
136
- 137 • President Call welcomed our New *Student Government Association* Board 2013-14 members: Mr.
138 Stephen Jones (President), Ms. Lida Ramos Arce (Executive Vice President), Ms. Ngawang Yangki
139 (Administrative Vice President), Ms. Latiffa Facey (Programming Vice President), Mr. Chaojun
140 (Ross) Dong (Treasurer), Ms. Linsy Benjamin (Vice President for Evening Students), Ms. Jolie
141 Kauffman (Vice President for Part-Time Students), Mr. Robert Williams (Student Senator).
142
- 143 • President Call announced that on Wednesday May 1, the Lambda Sigma chapter of Phi Theta Kappa
144 International Honor Society held its annual induction ceremony. This year, 164 students were
145 inducted which is quite impressive considering only 23 students were inducted into the chapter in
146 2001. Special thanks to our Phi Theta Kappa faculty advisors Dr. Tai and Dr. Svoronos for all their
147 efforts in working with this special group of students.
148
- 149 • President Call congratulated Ms. Gaitrie (Ruby) Singh who was chosen as the CUNY Community
150 College top prize winner of the *2013 David A. Garfinkel Essay Contest*. Six other QCC students
151 were given an honorable mention, including Husni Abdelqader, Kristi Diaz, Beatrice LaViscount,
152 Sara Sahibzada, Jeinson Espinosa, and Farah Naz. The contest is open to students from community
153 colleges across New York State, with awards given for essays submitted on topics related to New
154 York legal history. The competition draws students with a wide range of interests in law, history,
155 social science and general research writing. A special thank you to Professors Christine Mooney,

156 Adam Luedtke, and Stephen Hammel for mentoring our student participants and for representing
157 QCC, along with Dr. Jonas Falik, at the May 1st awards ceremony in Albany. The event was held in
158 the chamber of the Court of Appeals, with numerous members of the judiciary in attendance,
159 including Jonathan Lippman, Chief Judge of the Court of Appeals, and Eric Schneiderman, the
160 Attorney General. Dr. Jonas Falik reported it was wonderful to hear Ms. Singh's name called, and to
161 see her awarded the scholarship in front of her parents and the prestigious group of NYS judicial
162 leaders.

163 .

164 • President Call reported that we *are* expanding our initiative for study abroad opportunities for our
165 students, 7 QCC students were awarded \$1000--\$3000 through the Benjamin A. Gillman Scholarship
166 Program to participate in a faculty led Study Abroad Program in Nevers, France for Summer 2013.
167 Congratulations and “bon voyage” to Laura Acosta, Catherine Rodriguez, Jessica Colon, Olivia
168 Roach, John Calixte, Monica Garduno, and Joseph Salcedo—and many thanks to Dr. Federico
169 Goldoni, Department of Foreign Languages for her work on this project as mentor and group leader.

170

171 • President Call congratulated the QCC recipients of the *CUNY Student Leadership Awards*- Mr. Jace
172 Dunn and Jemima Matiminu. They were recognized at the Excellence in Leadership award ceremony
173 on May 10th at BMCC.

174

175 • President Call congratulated the QCC Mechanical Technology students who were awarded 1st Prize
176 by the New York State Society of Professional Engineers in the category of Mechanical Engineering
177 Technology for their Fuel Cell Go-Cart Project. Congratulations to Giancarlo Llanos, Rony Vargas,
178 Jose Devares, Anthony Soehngen, Sunheung Hwang, Christopher Reese, Yan Xu, Mark Perez, Yao
179 Agoudaui, Denis Milichnikov, Issac Morocho, Ryan Naraine, and their faculty mentor and leader, Dr.
180 Kee Park, Department of Engineering Technology.

181

182 • President Call congratulated Michael Lawrence who was selected by *The New York State*
183 *Engineering Technology Association*, as its 2013 Scholarship Winner. Michael was selected for this
184 \$500 award for his talent and leadership in the areas of Campus Service, Student Activities and
185 Outstanding Scholarship in the technology field.

186

187 • President Call congratulated the QCC Men's Baseball Team which defeated Bronx CC by a score of
188 24-14 and were declared the 2013 CUNY Champions. The Tigers overcame an eight run deficit to
189 capture back to back CUNY championships (2012 & 2013).

190

191 • President Call urged everyone to vote for one image as the official recycling poster of
192 Queensborough Community College .

193

194 • President Call discussed CUNY 20/20. The State has funded \$55 million for a new initiative called
195 CUNY 20/20. This funding will be for capital expenditures only and not for operating expenses.
196 CUNY envisions funding just a few proposals in the \$5-10 million range, and has encouraged
197 campuses to work on proposals collaboratively with other campuses, as well as with private and

198 public entities. The program is designed to fund proposals that are transformative and innovative,
199 with a focus on job creation and minority and women business participation. We have begun
200 discussions with potential partners and have solicited members of the campus community for ideas
201 that comport with the grant requirements. The official request for proposals is scheduled to be
202 released by the University later this month. CUNY will initially be requesting one-page proposals,
203 due sometime this summer. CUNY will then select a number of proposals for further development.
204 The selection of proposals to be funded will be made by a committee comprised of representatives
205 from CUNY and the Governor's Office. If the program is successful, another \$55 million will be
206 allocated in FY 15.

- 207
- 208 • President Call reported that Partners for Progress Gala was a tremendous success, upholding our
209 reputation for having “the best party in Queens” - while raising a record amount of dollars ---over
210 \$450,000, with more contributions coming in!! A record attendance of 433 guests enjoyed a
211 wonderful evening of food, music, dancing, and good company –all in celebration of QCC, its
212 honorees -- and, most of all, our students—several of whom emceed the event and introduced our
213 Honorees. We are very proud of them! Thanked everyone who supported our efforts to raise funds
214 for student scholarships and our cultural resources on campus, the Kupferberg Holocaust Resource
215 Center and Archives, the QCC Art Gallery and QPAC.
216
- 217 • President Call reported that the annual Walk to Aspire campaign has just concluded with 21 teams of
218 over 450 faculty, staff and students leading this effort to raise funds for student scholarships. With
219 their help, over \$25,000 was raised this year!! She congratulated and thanked the team members,
220 leaders, and to the many supporters who contributed over these last several months. In addition to the
221 formal “Walk”, our teams raised money through raffles, bake sales, and solicitations. The top four
222 WALK TO ASPIRE TEAMS and their leaders were Disability Awareness (Ben-Ami Freier)
223 Business, Finance & Administration (Angela Sideris), Student Government (Preston Baker), and the
224 Alumni Team (Emil Parrinello)
225

226 *UPCOMING EVENTS:*

- 227 • ***New Faculty Reunion:*** Faculty hired in Fall 2012 and Spring 2013 will gather on Wednesday,
228 May 22 with the President, Vice President Steele and OAA Deans to reflect on their first year
229 experiences at QCC, and offer advice on our 2013-14 orientation program for new colleagues.
230
- 231 • QCC’s ***Honors Convocation*** will take place on Tuesday, May 28, beginning at 7:00 p.m. in the
232 QCC Theatre. This annual event is in celebration of the academic achievements of QCC’s most
233 academically distinguished students. Departmental award recipients as well as members of the
234 different honor societies will be recognized.
235
- 236 • ***“Candle Lighting”***, our annual, and very special ceremony for graduates of our Nursing degree
237 program will be held on Thursday, May 23 at 1:00 PM in our Humanities Theatre.
238

- 239 • Our 52nd Commencement Exercises will be held on Friday, May 31st. All faculty and staff are
240 welcome to join this very special ceremony for our graduating students and their families and
241 friends.
242

243
244 **Senate Steering Committee:** Chair Tai referred to her written report:

245 *(Attachment C of the May 14, 2013 Agenda)*

246 Chair Tai, speaking on behalf of the Steering Committee welcomed the following new or reelected
247 Senators to the Academic Senate:

- 248 Peter Bales: Social Sciences
249 Aithne Bialo-Padin: History
250 Aranzazu Borrachero: Foreign Languages
251 Michael Cesarano: Speech Communication and Theatre Arts
252 Lorena Ellis: Foreign Languages
253 Susan Jacobowitz: English
254 Shannon E. Kincaid: Social Sciences
255 Joel Kuszai: English
256 Charles Neuman: Physics
257 Julian Stark: Biology
258 Emily Tai: History
259 Alexandra Tarasko: Nursing
260 Lana Zinger: Health Phys Ed. & Dance
261 John Luby, Reelected from the Department of Business as CLT representative.

262

263 Chair Tai thanked the following outgoing Senators:

264 Helene Dunkelblau: Academic Literacy

265 Margot Edlin: Academic Literacy

266 Todd Holden: Physics

267 Craig Weber: Engineering Technology

268 Haishen Yao: Math & Computer Science

269 • Chair Tai recognized the outstanding service of Academic Senate Technology Officer Dr.
270 Belle Birchfield. Dr. Birchfield has not merely served as Senate Technology Officer.
271 Working with our retired colleague, Tom Gerson, she has essentially created this position.
272 Dr. Birchfield also worked with the Steering Committee, and Committee on Committees
273 chair Dr. Edward Volchok, to elaborate a detailed set of guidelines for future faculty who
274 may serve in this role for the Committee on Committees handbook. As Senate Elections
275 Officer, Dr. Birchfield also provided guidance to the Steering Committee, the Faculty
276 Executive Committee, and the Committee on Committees to establish a protocol for faculty
277 elections. Her vision, expertise, and gracious collegiality has been a beacon for the Steering
278 Committee and we hope she will accept our most grateful thanks.

279 • Chair Tai reported that on April 9, 2013, the City University Faculty Senate passed the
280 following resolution by a hand vote with all in favor except one nay, and no abstentions. This
281 resolution is now offered for the consideration of the Queensborough Academic Senate:

282

283 **Resolution Objecting to the Extension of Pathways Common Core Course Review**
284 **Committees**

285 Whereas, the CUNY Bylaws give the University Faculty Senate and college senates
286 jurisdiction over curriculum, and

287 Whereas, the central Pathways committees have wrongly usurped the role of these
288 legitimate senates, and

289 Whereas, although these committees had expired, the Office of Academic Affairs is now
290 extending the life of these committees until the end of June 2013, and

291 Whereas, if the pattern holds OAA is likely to make these committees permanent,

292 **Therefore, Be It Resolved**, that the University Faculty Senate objects to OAA's further
293 extension of these extra-governance curriculum committees and calls for a permanent end
294 to them.

295 **Rationale:**

296 Over the past two Academic years, the Academic Senate has acted

- 297 • To oppose the linking of transfer to General Education Reform (Academic Senate Resolution
298 of May, 2011, recorded at
299 [http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_1B4D3C5E4E548ED6DA19BD527B27C](http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_1B4D3C5E4E548ED6DA19BD527B27C437D8490400/filename/Attachment-A-Minutes-of-May-10-2011-for-September-2011.pdf)
300 [437D8490400/filename/Attachment-A-Minutes-of-May-10-2011-for-September-2011.pdf](http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_1B4D3C5E4E548ED6DA19BD527B27C437D8490400/filename/Attachment-A-Minutes-of-May-10-2011-for-September-2011.pdf)
301 • To oppose Pathways (Academic Senate Resolution of October, 2012, recorded at:
302 [http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_5B5A001175E36BB9442B06C70F9271](http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_5B5A001175E36BB9442B06C70F9271D910DD0200/filename/ATTACH-A-MinutesOct%209%202012-Edited-and-Final.pdf)
303 [D910DD0200/filename/ATTACH-A-MinutesOct%209%202012-Edited-and-Final.pdf](http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_5B5A001175E36BB9442B06C70F9271D910DD0200/filename/ATTACH-A-MinutesOct%209%202012-Edited-and-Final.pdf)

304 On the same date of October 9, 2012, the Queensborough Academic Senate moreover,
305 received, entered into the official record, and endorsed by resolution, a statement of the
306 Academic Department Chairpersons opposing Pathways, recorded at
307 [http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_5B5A001175E36BB9442B06C70F9271](http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_5B5A001175E36BB9442B06C70F9271D910DD0200/filename/ATTACH-A-MinutesOct%209%202012-Edited-and-Final.pdf)
308 [D910DD0200/filename/ATTACH-A-MinutesOct%209%202012-Edited-and-Final.pdf](http://www.qcc.cuny.edu/pv_obj_cache/pv_obj_id_5B5A001175E36BB9442B06C70F9271D910DD0200/filename/ATTACH-A-MinutesOct%209%202012-Edited-and-Final.pdf)

309 The Steering Committee regards this resolution as consistent with earlier resolutions
310 opposing the implementation of the Pathways Curriculum previously endorsed by the
311 Academic Senate.

312

- 313 • A motion for a friendly amendment was made to change the language from **UFS to**
314 **QCC Academic Senate** in the *Be It Resolved*.

315 A lively discussion occurred and Senator McGill asked if she should resign from the pathways review
316 committee and Chair Tai answered that she may resign if she chooses but the intended action of this
317 resolution is to express our concerns in designing curriculum. Senator Asser said this resolution hurts the
318 College. Senator Lieberman said he strongly supports this resolution. Senator Pecorino concluded the
319 discussion by saying that this resolution calls on the Chancellor to put an end to this, its not calling on our
320 body to do anything- we are simply saying that our body is in opposition.

- 321 • **A motion was made, seconded and approved with 16 negative votes from**
322 **Senators Call, Newcomb, Larios, Steele, Ward, Asser, Zins, Falik, Galvin,**
323 **Gorelick, Hartigan, Montgomery, McGill, Rochford, Bannon, Student VP**
324 **and 5 abstentions from Senators Menendez, Chang, Ellis, Carey and Ford to**
325 **approve the Resolution Objecting to the Extension of Pathways Common**
326 **Core Course Review Committees.** (*Attachment C of the May 14, 2013 Agenda*).

327 ELECTIONS

- 328 ○ A motion was made and accepted to elect Phil Pecorino as Chair of the Steering
329 Committee.
- 330 ○ A motion was made and accepted to elect Emily Tai as Vice Chair of the
331 Steering Committee.
- 332 ○ A motion was made and accepted to elect Joel Kuszai as Secretary of the
333 Steering Committee.
- 334 ○ A motion was made and accepted to elect Peter Bales as Parliamentarian of the
335 Steering Committee.
- 336 ▪ Chair Tai thanked Paul Weiss for his service as Parliamentarian.
- 337 ○ A motion was made and accepted to elect Jeffrey Schwartz as Senate Technology
338 Officer.
- 339 ▪ Chair Tai thanked all members of the Steering Committee for their
340 service.

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- Election of Faculty Member-at-Large of the Senate—**ELECTION**

346

- A motion was made and accepted that the individual votes would not be
347 recorded; only the total votes would be recorded by using clickers.

348

- Julia Carroll was nominated by majority vote as the new senator.

349

Committee on Committees (*Attachment G of the May 14, 2013 Agenda*)-**ELECTION**

350

- The newly elected members are:

351

- Dona Boccio, Mathematics & Computer Science

352

- David Sparno, Chemistry

353

- Jeffrey Jankowski, Social Sciences

354

- President Call congratulated all newly elected members of the COC and the Senate.

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356

Committee on Bylaws (*Attachment F of the May 14, 2013 Agenda*)—**RESOLUTION**

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- For the Committee on Bylaws, offer for consideration and adoption of the Academic Senate these proposed amendments to the Bylaws of the Academic Senate. The rationale is to bring the Bylaws of the Academic Senate into conformity with the QCC Governance Plan as last approved by the City University of New York Board of Trustees on June 25, 2012.

- **Article II MEETINGS**
Section 2. Regular Meetings

FROM: " Regular meetings of the Academic Senate shall be held on the second Tuesday of each month unless that date falls on a period of recess".

TO: "Regular meetings shall be held at least four times each full semester on the second Tuesday of each month unless that date falls on a period of recess".

Article III POWERS OF THE ACADEMIC SENATE

Section 1. (in the middle of the first paragraph)

FROM: "[The Academic Senate] shall be the voice of the academic community of Queensborough Community College of The City University of New York in all matters which shall appropriately be brought before it, including 1-7."

TO: "As the policy making body of the College, the Academic Senate shall adopt policies not inconsistent with BOT policies and Bylaws and shall be the voice of the academic community of Queensborough Community College of the City University of New York in all matters which shall appropriately be brought before it:

- 1. Extracurricular programs: athletics and cultural, fine and performing arts.
- 2. Educational objectives of the College.
- 3. The establishment and location of new units of the College.
- 4. The periodic review of all departments of the College with the power to recommend to the Board of Trustees the creation, deletion, or restructuring of departments of the College in consultation with the department(s) in question.
- 5. The formulation of the policy relating to the admission and retention of students, subject to the guidelines of the Board of Trustees, and curriculum, awarding of College credits, and granting of degrees. In granting of degrees, student members of the Senate shall not vote.
- 6. The recommendation of search and evaluation procedures.
- 7. And such other areas affecting the welfare of the institution.

The second change in this Article:

Article III Section 1.4:

397 FROM: "The periodic review of all departments of the College with the power to
398 recommend to the Board of Trustees the creation, deletion, or restructuring of departments
399 of the College."
400

401 TO: "The periodic review of all departments of the College with the power to recommend
402 to the Board of Trustees the creation, deletion, or restructuring of departments of the
403 College in consultation with the department (s) in question."
404

405 **Article VI Section 1.** (has three changes)
406

407 Section 1.a.

408 FROM: "Lecturers (full-time), Instructors, and the persons in Registrar series [who have
409 received notice of appointment on an annual salary basis for a third or later year of
410 continuous full time service,] and all individuals in professorial titles who do not hold
411 administrative positions shall have the right to vote for faculty representatives to the
412 Academic Senate and to serve as faculty senators."
413

414 TO: "Lecturers (full-time), Instructors, and the persons in Registrar series and all
415 individuals in professorial titles who do not hold administrative positions shall have the
416 right to vote for faculty representatives to the Academic Senate and to serve as faculty
417 senators."
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419 Section 1.e.

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421 FROM: "Adjunct faculty shall be permitted to vote for one (1) adjunct representative to the
422 Academic Senate [upon receipt of the fifth continuous notice of reappointment]."
423

424 TO: "Adjunct faculty shall be permitted to vote for one (1) adjunct representative to the
425 Academic Senate."
426

427 Added Section 1.g.

428
429 TO: "Persons on leave shall retain the right to vote for representatives to the Academic
430 Senate."
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432

433 ○ A motion was made, seconded, and approved with one negative vote from
434 Edmund Clingan to approve revisions in the Bylaws (*Attachment F of the May*
435 *14, 2013 Agenda*).

436 Committee on Computer Resources (*Attachment H of the May 14, 2013 Agenda*)--**RESOLUTION**

437

438 • Monthly Report-Proposal for a College Policy on Retiree Email Accounts

439

440 **RESOLUTION On Retiree email**

441 **Whereas**, there is concern in the CUNY about state law prohibiting the use of CUNY resources by non-
442 employees, and

443 **whereas**, this concern has led to the decision that all retirees are to be given email accounts that utilize
444 non-CUNY resources provided by private vendors, and

445 **whereas**, neither the PSC Contract nor the QCC policies on retiree email are being threatened by the
446 switch in CUNY email providers being imposed as a result of CUNY interpretation and application of
447 NY State law concerning the denial of non-employee use of CUNY resources,

448 **whereas**, the University has determined that faculty who retire are to be given an email account with the
449 address protocol name@ret.college.cuny.edu, and

450 **whereas**, there will be no automatic forwarding of email from their University email account to the new
451 account for retirees, and

452 **whereas**, there will be a transition period during which faculty may manually transfer their email from
453 their University account to their retiree account, and

454 **whereas**, what to do about email for faculty who continue to maintain a relationship with their college
455 (e.g., as adjuncts, or administrators) is up to college discretion,

456 **whereas**, the CUNY policy will thus permit each college to determine the circumstances, criteria and
457 process for determining when a retiring faculty member is no longer associated with the college as an
458 active member of the faculty or college, and

459 **whereas**, at this time there are no such criteria or process for making such determinations,

460 be it resolved that, it shall be the policy of Queensborough Community College that the determination of
461 the status of a retired member of the faculty for the assignment of an email account with a college
462 affiliation shall be made:

463 1. On an individual basis

464 2. Upon declaration of the faculty member that the faculty member will no longer:

- 465 • have another appointment at the College in a non-teaching position,
466 • Seek or accept an appointment as an adjunct member of the faculty

- 467 • Conduct research and publication or dissemination or display of artistic creation with
468 appearance of an affiliation with the College

469 Be it further resolved, that the College administration shall establish the process for the conduct and
470 recording of the intention of faculty who retire including the manner and frequency of solicitations of
471 such statements of faculty intentions.

- 472 • A motion was made for a discussion. After a lively discussion, it was agreed that this resolution is
473 premature since the University policy is in draft form and the vote should occur after a final
474 policy is released. A postponement of this resolution was agreed upon.

475

476

477

478

479 **Monthly Report of the Committee on Committees** (*Attachment I of the May 14, 2013 Agenda*)

480 The Committee on Curriculum has acted to send the following recommendations to the Academic Senate.

481

- 482 1. New Courses
 - 483 2. Removal of Courses
 - 484 3. Changes in Courses
 - 485 4. New Programs or Concentrations
 - 486 5. Changes in Degree Programs
 - 487 6. Pathways Update
- 488

489

490 *****
491 *****

492 **1. NEW COURSES**

493

494

495 **DEPARTMENT OF ENGINEERING TECHNOLOGY**

496

497 **ET-842 Energy Production and Conservation for a Sustainable World** 1 credit, 3 lab hours

498 Co-requisite ET-841

499

500 **Description:**

501 This course provides students with the opportunity to relate their daily energy use to various renewable and non-
502 renewable energy sources. Students will also participate in hands-on laboratory experiments that demonstrate
503 how energy can be controlled and conserved in order to reduce harmful carbon emissions and costs.

504

505 **Rationale:**

506 This course is necessitated due the Pathway revision of the Liberal Arts and other Curriculums which now
507 includes a 1 credit laboratory component. Alternative and Renewable Energy and Sustainability are extremely
508 important topics for students. The course is one of the most relevant science core courses for students since
509 much of the material and lab experiments are based upon the study of student surroundings and current life
510 habits. This course explains and measures different types of energy sources. Through this science course they
511 will gain a better understanding and appreciation of new conservation imperatives and new technologies.

512 ○ Senator Kolios asked if this course was going into a bucket and VP Steele replied
513 that it was a variant.

514 ○ A **motion was made, seconded, and approved with one abstention vote from**
515 **Aránzazu Borrachero to approve the new course in the Dept of Engineering**
516 **Technology***((Attachment I of the May 14, 2013 Agenda)).*

517

518 **DEPARTMENT of HEALTH, PHYSICAL EDUCATION and DANCE**

519

520 **PE 826 Concepts of Personal Training I** 3 Credits 3 Hours

521 **Prerequisites:** HE 102, PE 540, or Instructor Permission

522 **Description:**

523 This course is part of a sequence that will introduce the student to the personal training profession and an
524 overview of the skills and models commonly utilized by members of the profession. It will provide a strong
525 foundation to sit for various Personal Training Certification exams. The course will cover anatomy, physiology

526 and biomechanics as it relates to personal training. In addition, Nutrition, body composition, weight control and
527 assessment will be covered.

528

529

530 **Rationale:** The class will be required of the Personal Training Concentration in the Department of Health
531 Physical Education and Dance.

532

533 According to the U.S. Bureau of Labor Statistics, “Employment of fitness trainers and instructors is expected to
534 grow by 24 percent from 2010 to 2020, faster than the average for all occupations. As businesses and insurance
535 organizations continue to recognize the benefits of health and fitness programs for their employees, incentives to
536 join gyms or other fitness facilities will increase the need for workers in these areas.”

537

538 Increasingly, health clubs, hospitals, YMCAs, and the similar organizations are seeking trainers with degrees or
539 concentrations in personal training rather than just certification.

540

541 Personal Training I will be offered in the fall semester and Personal Training II will be offered in spring.

542

543 **PE 827 Concepts of Personal Training II** 3 Credits 3 Hours

544 **Prerequisites:** PE 826 Personal Training I or Instructor Permission

545 **Description:**

546 This course is a continuation of PE 826, Personal Training I. There is an emphasis on advanced, specific
547 training principles. Students will learn to design optimal exercise programs, workouts and/or training schedules
548 that will improve both physical fitness and athletic performance. Students will examine the design and delivery
549 of cardiovascular fitness programs, anaerobic training programs, and programs for special populations.

550

551

552 **Rationale:** The class will be required of the Personal Training Concentration in the Department of Health
553 Physical Education and Dance.

554

555 According to the U.S. Bureau of Labor Statistics, “Employment of fitness trainers and instructors is expected to
556 grow by 24 percent from 2010 to 2020, faster than the average for all occupations. As businesses and insurance
557 organizations continue to recognize the benefits of health and fitness programs for their employees, incentives to
558 join gyms or other fitness facilities will increase the need for workers in these areas.”

559

560 Increasingly, health clubs, hospitals, YMCAs, and the similar organizations are seeking trainers with degrees or
561 concentrations in personal training rather than just certification.

562

563 Personal Training I will be offered in the fall semester and Personal Training II will be offered in spring.

564 ○ A **motion was made, seconded, and unanimously approved to approve the**
565 **new courses in HPED***((Attachment I of the May 14, 2013 Agenda)).*

566 **DEPARTMENT OF MUSIC**

567

568 **MU-190 191 SPECIAL TOPICS in MUSIC** 3 class hours, 3 credits

569 **Prerequisites:** BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test. Fulfills
570 the liberal arts (humanities) requirement for the A.A. and A.S. degrees.

571

572 **Description :**

573 This course will focus on a specific theme, style or idea in music to be announced in advance and will
574 vary by semester. Students will have the opportunity to explore specific musical topics in depth, while
575 developing intelligent listening habits and an understanding of significant concepts in musical thought and
576 practice. Descriptions of the topic in a particular semester will be available prior to registration.

577 Offered as needed.

578 **Rationale:** This course will expand the Music Department’s offerings to both music majors (FA1) and students
579 in other disciplines. MU100-level courses consistently reach (and often exceed) enrollment capacity,

580 and are in high demand by students from disciplines across the college. This course will allow the
581 Music Department flexibility in offering courses focusing on new topics, responding to both the
582 interest of the student body and reflecting the superior and diverse body of research that Music
583 Department faculty are engaged in. The Music Department houses a skilled and knowledgeable
584 faculty who remain active in their respective fields of research, and this course would allow Music
585 Department faculty the ability to present courses that reflect the most recent scholarship in the
586 discipline, as well as topics that are of particular interest or expertise to them.

587 ○ A **motion** was **made, seconded, and unanimously approved to approve the**
588 **new course in the Dept of Music** (*Attachment I of the May 14, 2013 Agenda*).

589 • Senator Pecorino announced that Aránzazu Borrachero was elected as Chair of the Curriculum
590 Committee.

591 **2. REMOVAL of COURSES**
592

593 **DEPARTMENT OF MUSIC**

594

595 **MU-205 Fundamentals of Music**

596 **Rationale: Dormant**

597

598 **MU-210 Elementary Sight Reading and Ear Training**

599

600 **Rationale: This course is merged to MU209.**

601 ○ A **motion** was **made, seconded, and unanimously approved to approve the**
602 **removal of the courses in the Dept of Music** (*Attachment I of the May 14, 2013*
603 *Agenda*).

604

605 **3. CHANGES IN COURSES**

606

607 **DEPARTMENT OF HEALTH , PHYSICAL EDUCATION and DANCE**

608 **From: PE 543 Swimnastics** 1 credit, 2 hours

609 Water resistant exercises to increase cardiovascular endurance, muscular strength, and flexibility. A low impact
610 aerobic workout for complete body conditioning and fitness.

611

612 **To: PE-543 Swim for Fitness** 1 credit, 2 hours

613

614 **Prerequisites and/or co-requisites:** Must be able to swim 25yards/freestyle without stopping.

615 Improvement of overall physical conditioning through swimming. Introduction to the fundamental principles of
616 physical conditioning and their application to swimming. Under the instructor's direction and utilizing both
617 traditional and novel aquatic activities, development of programs of conditioning will be designed to meet the
618 student's personal needs. Restricted to intermediate and advanced swimmers.

619

620 **Rationale:** The purpose of this course is to help students develop a knowledge base about fitness concepts as
621 they relate to swimming. This course also allows students to put the fitness concepts into practice as they
622 develop individual workouts. It will also be designed as a complementary course to PE- 520/ Beginning
623 Swimming and PE-521 Intermediate Swimming.

624 ○ A **motion was made, seconded, and unanimously approved to approve the**
625 **changes in the course in HPED***((Attachment I of the May 14, 2013 Agenda).*

626

627 **DEPARTMENT OF MUSIC**

628

629 **Rationale for all the changes appearing below:**

630

631 **Merging MU210 to MU209:**

632 **Rationale:**

633 MU 210 is a one-credit course that has traditionally served as a prerequisite course to more advanced
634 work in sight reading and ear training. Its status as a prerequisite course meant that it has not been
635 eligible to count toward the Music Concentration of the A.S. degree in Visual and Performing Arts. This
636 course often slowed the progress of students in this degree program toward timely completion of the
637 degree. Music faculty with expertise in the pedagogy of sight reading and ear training have concluded
638 that the curriculum and learning objectives in this course can easily be brought into the curriculum of MU
639 209 (Musicianship II), without in any way slowing down or inhibiting students' abilities to master the
640 learning objectives of MU 209. In fact, the faculty believe that the sight reading and ear training
641 curriculum in MU 210 would actually *enhance* student learning in MU 209 (when it is taught within MU
642 209, and not as a separate course), as the topics in MU 210 offer alternative techniques to reinforcing the
643 concepts and skills presented in MU 209: ear training and sight reading work strengthen students' grasp of
644 traditional topics in beginning music theory. The faculty believe that the MU 210 curriculum can very
645 easily be incorporated into the curriculum of MU 209, with the two prime benefits suggested above: 1)
646 students will finish their degrees in a more timely manner; and, 2) the concepts and skills they are
647 working to acquire in MU 209 will be made easier to understand when their presentation is aligned and
648 integrated *in the same class* with the topics of MU 210.

649

650 We therefore ask for the deletion of MU 210, permission to incorporate its curriculum and learning
651 objectives into MU 209, and its removal as a prerequisite in the courses we are highlighting in our
652 proposal.

653

654 **MU209 Musicianship**

655 **From: MU-209 Musicianship II**

656 2 studio hours 1 class hour 1 lab hour

657 1 recitation hour 3 credits

658 **Prerequisite[/Co-requisite]:** MU-208 with a grade of C or better, or a satisfactory score on the Music

659 Placement Test. [Co-requisite: MU-210 (Elementary Sight-Reading and Ear Training)]

660 [Note: MU-209 replaces MU-206 and MU-207]

661

662 A continuation of MU-208, focusing on developing further skills and fluency with fundamental

663 elements of musical language, with regard to both performance and analysis. Applied topics include

664 minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical
665 composition.

666

667

668 **To: MU-209 Musicianship II**

669 2 studio hours 1 class hour 1 lab hour

670 1 recitation hour 3 credits

671 **Prerequisite:** MU-208 with a grade of C or better, or a satisfactory score on the Music

672 Placement Test.

673 A continuation of MU-208, focusing on developing further skills and fluency with fundamental
674 elements of musical language, with regard to both performance and analysis. Applied topics include
675 minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical
676 composition.

677

678

679 **Rationale:**

680 It is a mistake in the catalog to have MU208, which is a pre-requisite course for MU 209, to be listed as a
681 possible 'co-requisite.' These two courses cannot be taken simultaneously, and this error in information
682 needs to be corrected. Further, MU206 and 207 are no longer offered in the curriculum and this
683 information is no longer pertinent. Finally, other changes are related to MU210 merging to MU209 and
684 the rationale is given above.

685

686 **MU231 Jazz Theory I**

687 **From:** 2 class hours 2 studio hours 3 credits

688 **[Offered in Fall.]** Prerequisite: MU-209 [and 210] with a grade of C or

689 better, or satisfactory score on the Music Placement

690 Test.

691 [Corequisite: MU-211.]

692

693

694 **To:** 2 class hours 2 studio hours 3 credits

695 **Offered as needed.**

696 Prerequisite: MU-209 with a grade of C or

697 better, or satisfactory score on the Music Placement Test.

698 MU231 is recommended to be taken concurrently with MU211.

699

700

701 **Rationale:**

702 Jazz Theory I has had a history of low enrollment. Therefore, signifying it as ‘offer as needed’ is more
703 appropriate to how this course is scheduled. Co-requisite of MU211 is changed to recommendation, in
704 order to strengthen enrollment in this course. The curriculum in MU 211 is not vital to a student's success
705 in MU 231.

706

707 **MU211 Sight Reading and Ear Training I**

708 **From:**

709 2 studio hours 1 credit

710 Prerequisite: [MU-210] with a grade of C or better, or

711 satisfactory score on the Music Placement Test.

712 Designed to develop the ability of the student to

713 read and sing notation at sight and to understand

714 the relationship between notation and sound.
715 [Should be taken simultaneously with either
716 MU-241 (Music Theory and Keyboard Harmony I)
717 [or MU-231 (Jazz Theory I).]

718

719 **To:** 2 studio hours 1 credit

720 Prerequisite: **MU209** with a grade of C or better or
721 satisfactory score on the Music Placement Test.

722 MU211 is recommended to be taken concurrently with MU231 or MU241.

723 Designed to develop the ability of the student to
724 read and sing notation at sight and to understand
725 the relationship between notation and sound.

726

727 **Rationale for changes:**

728 If MU210 is merged into MU209, this course will no longer be offered and will not need to be listed as a
729 prerequisite. The change in the language of the heading proposed is simply a clearer statement of the
730 recommendation that this course be taken at the same time as either MU 231 or MU 241.

731

732 **MU212 Sight Reading and Ear Training II**

733 **From:** 2 studio hours 1 credit

734 Prerequisite: MU-211 with a grade of [C-] or better.

735 Continuation of MU-211. [Should be taken simultaneously
736 with MU-242 (Music Theory and Keyboard
737 Harmony II) or MU-232 (Jazz Theory II)].

738

739

740 **To:** 2 studio hours 1 credit

741 Prerequisite: MU-211 with a grade of C or better.

742 MU212 is recommended to be taken concurrently with MU242.

743 Continuation of MU-211.

744

745 **Rationale:**

746 It is also a mistake in the catalog that the passing grade is C- instead of C, which is consistent with the
747 rest of the department's sequential theory courses. The change in the language of the heading proposed is
748 simply a clearer statement of the recommendation that this course be taken at the same time as MU 242.

749

750

751 **MU241 Music Theory and Keyboard Harmony I**

752 **From:** 3 class hours 1 studio hour 3 credits

753 Prerequisite: MU-209[and 210] with a grade of C or

754 better, or satisfactory score on the music placement

755 test. [Corequisite: MU-211.]

756 An integrated approach to music; melody, elementary

757 species counterpoint, and keyboard harmony.

758

759

760 **To:**

761 3 class hours 1 studio hour 3 credits

762 Prerequisite: MU-209 with a grade of C or

763 better, or satisfactory score on the music placement

764 test. MU241 is recommended to be taken concurrently with MU211.

765 An integrated approach to music; melody, elementary

766 species counterpoint, and keyboard harmony.

767

768 **Rationale:**

769 As the main part of this revision, the curriculum of MU210 will be incorporated into that of MU209;
770 therefore, its status as pre-requisite for MU241 is no longer valid. The change in the language of the
771 heading proposed is simply a clearer statement of the recommendation that this course be taken at the
772 same time as either MU211.

773

774

775 **MU242 Music Theory and Keyboard Harmony II**

776 **From:** 3 class hours 1 studio hour 3 credits.

777 Prerequisite: MU-241 with a grade of [C-] or better.

778 [Corequisite: MU-212.]

779 Continuation of diatonic counterpoint and harmony.

780 The emphasis is upon tonality and the

781 interrelationship of rhythm, melody, and harmony.

782 The material studied is applied to the keyboard

783 with parallel analysis of appropriate forms.

784

785

786 **To:** 3 class hours 1 studio hour 3 credits.

787 Prerequisite: MU-241 with a grade of C or better.

788 MU242 is recommended to be taken concurrently with MU212.

789 Continuation of diatonic counterpoint and harmony.

790 The emphasis is upon tonality and the

791 interrelationship of rhythm, melody, and harmony.

792 The material studied is applied to the keyboard

793 with parallel analysis of appropriate forms.

794

795 **Rationale:**

796 It is a mistake in the catalog that the passing grade is C- instead of C, which is consistent with the rest of
797 the department's sequential theory courses. The Music Department faculty feel that MU212 should be
798 *recommended* as a co-requisite to MU 242, but that it should not be required to be taken at the same time.

799 A student's success in either course does not depend on whether or not the two classes are taken at the
800 same time, and we therefore would like to offer greater flexibility to students as they plan their semester
801 schedules. As long as the two courses are taken at some point, their degree requirements will be fulfilled.

802

803

804 **MU243 Music Theory and Keyboard Harmony III**

805 **From:** 3 class hours 1 studio hour 3 credits each course

806 Prerequisite: MU-242 with a grade of [C-] or better. [Corequisite: MU-213, 214.]

807

808 **To:** 3 class hours 1 studio hour 3 credits each course

809 Prerequisite: MU-242 with a grade of C or better.

810

811 **Rationale:**

812 It is a mistake in the catalog that the passing grade is C- instead of C, which is consistent with the rest of
813 the department's sequential theory courses. In addition, the co-requisite requirements are being removed,
814 because MU213 and MU214 are no longer offered. These courses have not been given in over 15 years,
815 as there is never sufficient enrollment to run them.

816

817 **MU-312, 313, 314 Class Instruction in Piano II, III, IV**

818 **From:** 2 studio hours 1 credit each course

819 [Corequisite: MU-208, 209, or satisfactory score on the Music Placement Test.]

820

821 **To:** 2 studio hours 1 credit each course

822 Prerequisite for MU312: MU-208 with a grade of C, or satisfactory score on the Music Placement Test.

823 Prerequisite for MU313: MU 312, with a grade of C or satisfactory score on the Music Placement Test.

824 Prerequisite for MU314: MU313 with a grade of C, or satisfactory score on the Music Placement Test.

825

826 **Rationale:**

827 We would like to install a minimum requirement of the grade C for all sequential piano courses, in order
828 for students to proceed to the next level. Spelling out each sequential piano course prerequisite will make
829 it more clear for FA and MP students to register into avoid current confusions.

830

831

832 **MU-321, 322 Class Instruction in Voice I, II**

833

834 **From:** 2 studio hours 1 credit each course

835 [Corequisite: MU208, 209 or satisfactory score on the Music Placement Test.]

836

837 **To:** 2 studio hours 1 credit each course

838 Prerequisite for MU322: MU321

839

840 **Rationale:**

841 These classes were canceled a few times in the recent past, due to low enrollment. The Music
842 Department faculty believe this is a result of the co-requisite requirement. Dr. Steven Dahlke, our vocal
843 program director who is now in his third year at QCC, feels very strongly that these courses can be taught,
844 and that students can succeed in them, without a musicianship course co-requisite. These are elective
845 courses, not required for either curriculum (FA1 or MP2), and his feeling (supported by the unanimous
846 opinion of the rest of the music faculty) is that the remedial theory requirement of MU208 and 209 is
847 denying entrance to these courses to students who love to sing but have minimal theory training. As
848 stated, he does not feel the theory training is necessary to a student's success in the courses. Therefore,
849 taking out the co-requisite of MU208 and 209 will boost registration and open opportunities for students
850 who want to sing, but who do not have room or time in their schedules to take MU208 or MU209. For
851 the remaining revision, MU322 is the sequential vocal class following MU321, thus MU321 is required
852 before taking MU322.

- 853 ○ A motion was made, seconded, and unanimously approved to approve the
854 changes in all the courses above in the Dept of Music (*Attachment I of the May*
855 *14, 2013 Agenda*).

856

857

858 **MU411-414 [Vocal Ensemble]**

859 **From:** 2 studio hours 1 credit each course

860 [A small choral ensemble which performs music in various styles — spirituals, madrigals, jazz,
861 popular, African, Asian, Latin and gospel.]

862

863 **To: MU414-414 Pop Choir**

864 2 studio hours 1 credit each course

865 A small vocal ensemble which rehearses and performs music in popular styles - jazz, pop, and musical
866 theater. Pop Choir presents concerts at QCC and nearby community centers.

867

868

869 **Rationale:**

870 The course name Vocal Ensemble is a very general term which does not give any indication of the
871 musical styles rehearsed and performed. For several semesters the Vocal Ensemble has been engaged in
872 learning and performing only popular music. The course name Pop Choir would alert students to what
873 repertoire is studied in class, and would set the course apart from the Music Department's other choir,
874 Queensborough Chorus, which studies a broader repertoire.

875

876 **FROM: MU451-454 [Collegium Musicum]**

877 2 studio hours 1 credit each course

878 Offered as needed.

879 [Comprises a variety of small instrumental and/or piano ensembles. The Collegium Musicum studies and
880 performs music from the Baroque, Classic, Romantic, and contemporary periods.]

881

882

883 **TO: MU451-454 Instrumental and Vocal Ensemble**

884 2 studio hours 1 credit each course

885 Offered as needed.

886 Comprises a variety of small instrumental and/or vocal ensembles. Students rehearse and perform music
887 selected from Classical, Gospel, Broadway, Pop, Jazz and Contemporary styles.

888

889 **Rationale:** Collegium Musicum is an archaic term for chamber music and is no longer meaningful to
890 students. The new title will reflect the small ensemble combinations and repertoire more specifically, and
891 will be clearer to students who have interest in enrolling.

892

893

894 **On Catalog P. 192**

895 **MUSIC PLACEMENT TEST**

896 **From:** Students wishing to take certain performance and theory

897 courses in music must demonstrate basic skills in elementary
898 theory, keyboard, and ear-training. They may demonstrate
899 these skills either by passing the Music Placement Test or by
900 completing the music fundamentals courses (MU-208, 209, [210].]
901 [210].]
902

903 **To:** Students wishing to take certain performance and theory
904 courses in music must demonstrate basic skills in elementary
905 theory, keyboard, and ear-training. They may demonstrate
906 these skills either by passing the Music Placement Test or by
907 completing the music fundamentals courses (MU-208 or 209).
908

909

910

910 **Rationale:**

911 Reference to MU210 is removed, as we are proposing its deletion.

- 912 ○ A **motion** was **made, seconded, and approved with two negative votes from**
913 **Edmund Clingan and Aithne Bialo-Padin to approve the changes in course**
914 **series MU411-414 and MU 451-454 in the Dept of Music** (*Attachment I of the*
915 *May 14, 2013 Agenda*).

916

917 **DEPARTMENT of ENGINEERING TECHNOLOGY**

918

919 **Course Revision: ET-375 Robotics**

920 **From:** ET-375 Introduction to Robotics

921 Prerequisite: [ET-510 or ET 540 or ET-110] or permission of the [ECET] Department

922 **To:** ET-375 Introduction to Robotics

923 Prerequisite: ET-110 and either ET-510 or ET-540, or permission of the ET Department

924 **Rationale:** In order to approach the topics at an appropriate level for most students, it is advisable for
925 students to have taken both a course in introductory circuits and digital circuits. The department name
926 has changed to Engineering Technology (ET).

927

928 **Course Revisions:** MT 122, 125, 219, 293, 341,453, 484,486,488,489,490,492,500,513,514,900,991,992,993

929

930 **Rationale:**

931 The Engineering Technology Department at its March 13th meeting unanimously approved the attached
932 submissions to the Academic Senate Curriculum Committee. After the merger of the ECET and MTDD
933 Departments it became apparent that many of the catalog course descriptions were not accurate and that
934 many of the prerequisites needed revision. These changes address these weaknesses.

935

936

937 **From:** MT-122 Manufacturing Processes

938 *2 class hours 3 laboratory hours 3 credits*

939 [*Co-requisite: MA-010, or satisfactory score on the Mathematics Placement Test, or permission*
940 *of the Department.*]

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

944

945 **To:** MT-122 Manufacturing Processes

946 *2 class hours 3 laboratory hours 3 credits*

947 Production techniques in manufacturing, including introduction to materials, gaging, machining,

948 welding, casting and molding, forming and finishing processes. Laboratory practice in the use of
949 hand tools, machine tools, and precision measuring instruments.

950

951 **Rationale:**

952 The co-requisite is written in error. All necessary math skills are covered as part of the lecture
953 portion of the class, making the co-requisite unnecessary.

954

955 **From:** MT-125 Metallurgy and Materials Laboratory

956 *3 laboratory hours 1 credit*

957 *Co-requisite: MT-124*

958 The laboratory complement to MT-124. Students perform “hands-on” experiments that
959 emphasize the major topics discussed in MT-124. [Experiments include hardness of materials,
960 concrete slump test, metallographical methods in the study of the recrystallization of alpha brass,
961 solidification of lead-tin alloys, the metallography of plain carbon steels, the Jominy bar test and
962 non-destructive inspection techniques]. Students will be required to produce formal laboratory
963 reports [for selected experiments] and deliver oral presentations.

964

965 **To:** MT-125 Metallurgy and Materials Laboratory

966 *3 laboratory hours 1 credit*

967 *Co-requisite: MT-124*

968 The laboratory complement to MT-124. Students perform “hands-on” experiments that
969 emphasize the major topics discussed in MT-124. Students will be required to produce formal
970 laboratory reports and deliver oral presentations.

971

972 **Rationale:**

973 Experiments in the Metallurgy and Materials Lab are continually being updated and improved. A
974 specific list of experiments is generally out of date. Further, students write formal reports for all
975 experiments, not selected experiments. Finally, there should be no surprise when the oral
976 presentations are assigned.

977

978 **From:** MT-219 Surveying and Layouts

979 *2 class hours 3 laboratory hours 3 credits*

980 [Co-requisite: MA-010, or satisfactory score on the Mathematics Placement Test, or permission
981 of the Department]

982 Principles and practice of elementary surveying. Use, adjustment, and care of surveying

983 instruments. Field work in practical application of surveying techniques; measurement of
984 distances,

985 angles, and elevations. Computation and mapping of closed traverses. Use of topographical maps.
986 Scientific calculator required.

987

988 **To:** MT-219 Surveying and Layouts

989 *2 class hours 3 laboratory hours 3 credits*

990 Principles and practice of elementary surveying. Use, adjustment, and care of surveying
991 instruments. Field work in practical application of surveying techniques; measurement of
992 distances, angles, and elevations. Computation and mapping of closed traverses. Use of
993 topographical maps. Scientific calculator required.

994

995 **Rationale:**

996 The co-requisite is written in error. All necessary math skills are covered as part of the lecture
997 portion of the class, making the co-requisite unnecessary.

998

999 **From:** MT-293 Parametric Computer[-]Aided Design [Drafting]

1000 *1 lecture hour, 2 recitation hours 3 laboratory hours 3 credits*

1001 [Co-requisite: MT-111]

1002 [Introduction to the use of computer hardware and software for Mechanical Design Drafting.

1003 Applications of Parametric Computer Aided Design Drafting for increasing productivity.

1004 Concepts, commands and parameters involved in CAD systems. Students generate working

1005 drawings by interacting with the computer using graphics display terminals, parametric software,
1006 mouse and plotter.] Use of mechanical design software to build parametric models of parts and
1007 assemblies. Students create parts using techniques such as extrude, revolve and sweep. Emphasis
1008 is on the concepts of design intent and scalability. Assemblies are created using appropriate
1009 geometric constraints. Theory of engineering graphics is covered so that appropriate working
1010 drawings can be created from the parametric models. Introduction to the theory and practice of
1011 basic engineering drawing and blueprint reading. Multi-view projection including sectional and
1012 auxiliary views. Principles of dimensioning.

1013

1014

1015 **To:** MT-293 Parametric Computer Aided Design

1016 *1 lecture hour, 2 recitation hours 3 laboratory hours 3 credits*

1017 Use of mechanical design software to build parametric models of parts and assemblies. Students
1018 create parts using techniques such as extrude, revolve and sweep. Emphasis is on the concepts of
1019 design intent and scalability. Assemblies are created using appropriate geometric constraints.
1020 Theory of engineering graphics is covered so that appropriate working drawings can be created
1021 from the parametric models. Introduction to the theory and practice of basic engineering drawing
1022 and blueprint reading. Multi-view projection including sectional and auxiliary views. Principles
1023 of dimensioning.

1024

1025

1026 **Rationale:**

1027 The course name is shortened to emphasize the design nature of the course. The co-requisite is
1028 being deleted and the requisite knowledge from MT-111 being added to this course. This is in
1029 preparation for the possibility of transitioning to a completed computer based curriculum. The
1030 course description has been updated to provide more specific information for those students who
1031 transfer, maximizing the potential for full transfer credit.

1032

1033 **From:** MT-341 Applied Mechanics

1034 [*2 class hours 2 recitation hours*] 3 class hours 3 credits

1035 *Pre-requisite: MA-114 with a grade of C or better*

1036 [Fundamentals of analytical mechanics. Study of physical concepts and principles of statics of
1037 particles and rigid bodies. Introduction to dynamics. Application of basic force systems and free-
1038 body diagrams to mechanical devices and structures.]Vector treatment of the static equilibrium
1039 of particles and rigid bodies. Equivalent force and couple systems. Distributed force systems.
1040 Application of basic analytical techniques to mechanical devices and structures. Centroids, center
1041 of gravity, moments of inertia. Friction and impending motion.

1042

1043 **To:** MT-341 Applied Mechanics

1044 3 class hours 3 credits

1045 *Pre-requisite: MA-114 with a grade of C or better*

1046 Vector treatment of the static equilibrium of particles and rigid bodies. Equivalent force and
1047 couple systems. Distributed force systems. Application of basic analytical techniques to
1048 mechanical devices and structures. Centroids, center of gravity, moments of inertia. Friction and
1049 impending motion.

1050

1051 **Rationale:**

1052 Improved coordination between the Engineering Technology department, the Math Center and
1053 the Tutoring center has made recitation hours unnecessary. The course description has been
1054 updated to provide more specific information for those students who transfer, maximizing the
1055 potential for full transfer credit.

1056

1057 **From:** MT-453 Piping Systems

1058 [2 class hours 4 laboratory hours] 3 class hours 3 credits

1059 *Prerequisite: MT-488*

1060 Design and layout of piping systems and related equipment for heat power, heating, air
1061 conditioning, and petrochemical industries. National piping and pressure vessel codes utilized in
1062 conjunction with manufacturers' catalog data and piping handbook. Use of [three-dimensional
1063 computer-aided design drafting system for] piping software is introduced.[and associated
1064 equipment layout.]

1065

1066 **To:** MT-453 Piping Systems

1067 3 class hours 3 credits

1068 *Prerequisite: MT-488*

1069 Design and layout of piping systems and related equipment for heat power, heating, air
1070 conditioning, and petrochemical industries. National piping and pressure vessel codes utilized in
1071 conjunction with manufacturers' catalog data and piping handbook. Use of piping software is
1072 introduced.

1073

1074 **Rationale:**

1075 To remain current with industry trends, the emphasis of the course is being shifted more towards
1076 design aspects and less towards drafting aspects. Design principles are explained during lecture,
1077 and as such the number of lecture hours has been increased. Practical design examples are
1078 assigned as homework, making the lab component of the course redundant.

1079

1080 **From:** MT-484 Construction Methods [with CAD Applications]

1081 *1 lecture hour 2 recitation hours 3 laboratory hours 3 credits*

1082 *Prerequisite: [MT-111 and] MT-488.*

1083 Construction elements and materials used in the building industry. Types of framing and
1084 assembly systems for commercial buildings. [Manual and CADD work on] preparation of
1085 working drawings to code, with [a] an emphasis on comprehension of the total building process.
1086 This course assists in the production of a design studio portfolio.

1087

1088 **To:** MT-484 Construction Methods

1089 *1 lecture hour 2 recitation hours 3 laboratory hours 3 credits*

1090 *Prerequisite: MT-488.*

1091 Construction elements and materials used in the building industry. Types of framing and
1092 assembly systems for commercial buildings. Preparation of working drawings to code, with an
1093 emphasis on comprehension of the total building process. This course assists in the production of
1094 a design studio portfolio.

1095

1096 **Rationale:**

1097 The course name is modified because “CAD Applications” is superfluous. The pre-requisites
1098 have been adjusted in preparation for the transition to a completely computer based curriculum.

1099

1100 **From:** MT-486 [AutoCAD Architect for] Architectural Design II

1101 [3] 2 class hours 3 laboratory hours [4] 3 credits

1102 *Pre-requisite:* [MT-488, *Co-requisite:* MT-484 or *Permission of the Department*] MT-481

1103 [In depth use of AutoDesk Architectural Desktop software for the creation of architectural
1104 designs, professional prints and presentation drawings. Topics include: using the double wall and
1105 wall break tools in floor plans, inserting doors, windows and other elements from the software
1106 library, extruding designs into 3D, implementing the 3D roof generator, stair generator and
1107 producing wall sections, building sections and perspective views.]A continuation of the design
1108 concepts begun in MT-481. Students create advanced architectural designs, professional prints
1109 and presentation drawings. Use of advanced software is introduced. Design problems are
1110 structured so as to necessitate the resolution of multiple issues simultaneously and
1111 interdependently. This course assists in the production of a design studio portfolio.

1112

1113 **To:** MT-486 Architectural Design II

1114 2 class hours 3 laboratory hours 3 credits

1115 *Pre-requisite:* MT-481

1116 A continuation of the design concepts begun in MT-481. Students create advanced architectural
1117 designs, professional prints and presentation drawings. Use of advanced software is introduced.

1118 Design problems are structured so as to necessitate the resolution of multiple issues
1119 simultaneously and interdependently. This course assists in the production of a design studio
1120 portfolio.

1121

1122 **Rationale:**

1123 This course is being re-branded to emphasize the design content rather than the particular tools
1124 being used. This will benefit transfer students, who are more likely to get full credit from all
1125 schools considered. The course name is modified to emphasize that change and to recognize that
1126 there is a complementary course. Since the course is more of a hands-on nature where the
1127 instructor talks with each student individually, the number of lecture hours has been reduced. 3
1128 credits is more appropriate for the course content than four.

1129

1130 **From:** MT-488 Computer[-]Aided Design [Drafting (CADD)] I

1131 *1 class hour 2 recitation hours 3 laboratory hours 3 credits*

1132 *[Corequisite: MT-111 or permission of the Dept.]*

1133 [Introduction to the use of computer hardware and software for design drafting. Applications of
1134 computer-aided design drafting for increasing productivity. Concepts, commands, and parameters
1135 involved in CADD systems. Students generate working drawings by interacting with the
1136 computer using graphics display terminals, light pen, tablet digitizer, function keyboard, and
1137 plotter.]A general overview of how CAD operates in a modern design environment. Introduction
1138 to major commercial CAD software. Production of two dimensional images of design concepts.
1139 [Problems chosen to develop recognition and skill in such areas as orthographics, auxiliaries,
1140 sections, intersections and developments. .] Introduction to the theory and practice of basic
1141 engineering drawing and blueprint reading. Multi-view projection including sectional and
1142 auxiliary views. Principles of dimensioning.

1143

1144 **To:** MT-488 Computer Aided Design I

1145 *1 class hour 2 recitation hours 3 laboratory hours 3 credits*

1146 A general overview of how CAD operates in a modern design environment. Introduction to major
1147 commercial CAD software. Production of two dimensional images of design concepts.
1148 Introduction to the theory and practice of basic engineering drawing and blueprint reading. Multi-
1149 view projection including sectional and auxiliary views. Principles of dimensioning.

1150

1151 **Rationale:**

1152 The course name is shortened to emphasize the design nature of the course. The co-requisite is
1153 being deleted and the requisite knowledge from MT-111 being added to this course. This is in
1154 preparation for the possibility of transitioning to a completed computer based curriculum. The

1155 course description has been updated to provide more specific information for those students who
1156 transfer, maximizing the potential for full transfer credit.

1157

1158 **From:** MT-489 [Advanced] Computer[-]Aided Design [Drafting (ADCADD)] II

1159 *1 class hour 2 recitation hours 3 laboratory hours 3 credits*

1160 *Prerequisite: MT-488.*

1161 Further development of CAD[D] principles and concepts. [applications with respect to three-
1162 dimensional views; orthographic and isometric views, rotation and translation of parts in space.
1163 Generation of surface forms and intersection of surfaces. Construction of three-dimensional
1164 assembly drawings.] Design problems chosen from mechanical and architectural applications.

1165

1166 **To:** MT-489 Computer Aided Design II

1167 *1 class hour 2 recitation hours 3 laboratory hours 3 credits*

1168 *Prerequisite: MT-488.*

1169 Further development of CAD principles and concepts. Design problems chosen from mechanical
1170 and architectural applications.

1171

1172 **Rationale:**

1173 The course name is shortened to emphasize the design nature of the course. The course
1174 description has been updated to provide more specific information for those students who
1175 transfer, maximizing the potential for full transfer credit.

1176

1177 **From:** MT-490 Advanced Architectural [3D] Modeling [with AutoDesk VIZ]

1178 *3 class hours [3 laboratory hours] [4] 3 credits*

1179 *[Co-requisite: MT-486 and MT-500 or Permission of the Department]*

1180 *Pre-requisite: MT-488*

1181 Practical application of [AutoDesk VIZ] advanced architectural software to the generation of 3D
1182 models, rendering and the creation of animated visuals for architectural designs. Topics include:
1183 creating designs in 3D space [using tools such as the 2D shaper and 3D lofter], editing 3D
1184 designs, viewing objects in 3D space, setting lights, cameras, applying color and materials to
1185 surfaces, background color and objects; rendering creation of scenes tracking animation and
1186 walk-throughs.

1187 This course assists in the production of a design studio portfolio.

1188

1189 **To:** MT-490 Advanced Architectural Modeling

1190 *3 class hours 3 credits*

1191 *Pre-requisite: MT-488*

1192 Practical application of advanced architectural software to the generation of 3D models, rendering
1193 and the creation of animated visuals for architectural designs. Topics include: creating designs in
1194 3D space, editing 3D designs, viewing objects in 3D space, setting lights, cameras, applying color
1195 and materials to surfaces, background color and objects; rendering creation of scenes tracking
1196 animation and walk-throughs. This course assists in the production of a design studio portfolio.

1197

1198 **Rationale:**

1199 This course is being re-branded to emphasize the design content rather than the particular tools
1200 being used. This will benefit transfer students, who are more likely to get full credit from all
1201 schools considered. The course name is modified to emphasize that change. Design principles are
1202 explained during lecture. Practical design examples are assigned as homework, making the lab
1203 component of the course redundant.

1204

1205 **From:** MT 492 Introduction to Virtual Automation

1206 *1 class hour 3 Laboratory hours 2 credits*

1207 *[Prerequisites: MT-161] Pre- or Co- requisite: Either MT-293 or MT-369 Offered in Spring*

1208 A study of the principles and practices involved in conceiving, designing, producing and
1209 measuring products quickly and effectively, using the latest RP (Rapid Prototyping) methods and
1210 CMM (Coordinate Measuring Machines) technology. Students will learn Stereolithography

1211 Technology on a Z Corporation's 3D printer. Students will be instructed in the latest techniques
1212 in quality control and operate a Zeiss CNC controlled CMM.

1213

1214 **To:** MT 492 Introduction to Virtual Automation

1215 *1 class hour 3 Laboratory hours 2 credits*

1216 *Pre- or Co- requisite: Either MT-293 or MT-369 Offered in Spring*

1217 A study of the principles and practices involved in conceiving, designing, producing and
1218 measuring products quickly and effectively, using the latest RP (Rapid Prototyping) methods and
1219 CMM (Coordinate Measuring Machines) technology. Students will learn Stereolithography
1220 Technology on a Z Corporation's 3D printer. Students will be instructed in the latest techniques
1221 in quality control and operate a Zeiss CNC controlled CMM.

1222

1223 **Rationale:**

1224 Pre-requisite is listed in error.

1225

1226 **From:** MT-500 Principles of CAD Management

1227 *[1] 3 class hours [2 recitation hours 3 laboratory hours] 3 credits*

1228 *[Co-requisite: MT-486 and MT-490 or Permission of the Department]*

1229 *Pre-requisite: MT-488 or MT-293*

1230 A study of the computer management skills needed by the [architectural] CAD professional,
1231 [working in today's shared network environment.] Topics include: templates, managing access to
1232 software and files, mapping network drives, organizing jobs and folders, [managing via the
1233 AutoDesk design center,] profiles, custom icon and command creation, [installation and
1234 maintenance of AutoDesk software packages, installing plotters.]

1235

1236 **To:** MT-500 Principles of CAD Management

1237 *3 class hours 3 credits*

1238 *Pre-requisite: MT-488 or MT-293*

1239 A study of the computer management skills needed by the CAD professional. Topics include:
1240 templates, managing access to software and files, mapping network drives, organizing jobs and
1241 folders, profiles, custom icon and command creation.

1242

1243 **Rationale:**

1244 The course description is being updated to benefit transfer students, who are more likely to get
1245 full credit from all schools considered. A lab component is not necessary for a course such as this.
1246 The number of credits has been adjusted to a more appropriate number.

1247

1248 **From:** MT-513 Thermo-Fluid Systems

1249 *2 class hours 2 recitation hours 3 credits*

1250 *Offered in [Fall] Spring.*

1251 *Prerequisites: [MT-341, MA-128 or MA-441]MT-345 with a grade of C or better*

1252 *Corequisites: [MT-368,] MT-514*

1253 An integrated approach to thermodynamics and fluid mechanics principles, emphasizing the ways
1254 in which different types of energy are converted from one form to another. [The associated fluid
1255 machinery and equipment required to convey and utilize energy.] Topics include thermo fluid
1256 properties, work and heat transfer in a thermal system, properties of fluids, fluid statics, flow of
1257 real incompressible fluids, laws of thermodynamics, steady flow process, pipe flow. [, impulse
1258 momentum principle, introduction to thermoelectric, thermionic converters and electrochemical
1259 fuel cells.]

1260

1261 **To:** MT-513 Thermo-Fluid Systems

1262 *2 class hours 2 recitation hours 3 credits*

1263 *Offered in Spring.*

1264 *Prerequisites: MT-345 with a grade of C or better*

1265 *Corequisites: MT-514*

1266 An integrated approach to thermodynamics and fluid mechanics principles, emphasizing the ways
1267 in which different types of energy are converted from one form to another. Topics include thermo
1268 fluid properties, work and heat transfer in a thermal system, properties of fluids, fluid statics, flow
1269 of real incompressible fluids, laws of thermodynamics, steady flow process, pipe flow.

1270

1271 **Rationale:**

1272 Pre-requisites were listed in error. Not all those courses are required background knowledge. Co-
1273 requisite listed in error a course that does not exist. Course description updated to more accurately
1274 reflect the course offering. Semester offering listed in error.

1275

1276 **From:** MT-514 Thermo-Fluid Systems Laboratory

1277 *3 laboratory hours 1 credit Offered in [Fall] Spring.*

1278 *Corequisite: MT-513*

1279 Laboratory practice in the use and calibration of instruments. Engineering tests of energy
1280 systems, fluid machinery, heat transfer, heat balances, digital data acquisition.

1281

1282 **To:** MT-514 Thermo-Fluid Systems Laboratory

1283 *3 laboratory hours 1 credit Offered in Spring.*

1284 *Corequisite: MT-513*

1285 Laboratory practice in the use and calibration of instruments. Engineering tests of energy
1286 systems, fluid machinery, heat transfer, heat balances, digital data acquisition.

1287

1288 **Rationale:**

1289 Semester offering listed in error.

1290

1291 **From:** MT-900 Cooperative Education/Design Projects in [Mechanical] Engineering Technology [and
1292 Design Drafting]

- 1293 *1 class hour plus appropriate work experience*
- 1294 *3 credits Offered as needed.*
- 1295 *Open only to matriculated students who have completed at least 12 pertinent credits in [the*
1296 *Mechanical] and Engineering Technology [or the Computerized Architectural and Industrial*
1297 *Design] related curricula*
- 1298 Students enrolled in the cooperative education experience are required to complete a project.
1299 Projects are formulated by the student and instructor and may include:
- 1300 • employment experience or internship
- 1301 • research on a topic or development of a design
- 1302 Students participate in a weekly seminar and complete an additional minimum of 90 hours per
1303 semester. Students participating in internships submit complete written reports, related to the
1304 work experience. Students who complete research or design projects submit a written report
1305 containing a complete set of design prints and project descriptions. Students receive a grade or
1306 pass or fail.
- 1307
- 1308 **To:** MT-900 Cooperative Education/Design Projects in Engineering Technology
- 1309 *1 class hour plus appropriate work experience*
- 1310 *3 credits Offered as needed.*
- 1311 *Open only to matriculated students who have completed at least 12 pertinent credits in an*
1312 *Engineering Technology related curricula*
- 1313 Students enrolled in the cooperative education experience are required to complete a project.
1314 Projects are formulated by the student and instructor and may include:
- 1315 • employment experience or internship
- 1316 • research on a topic or development of a design
- 1317 Students participate in a weekly seminar and complete an additional minimum of 90 hours per
1318 semester. Students participating in internships submit complete written reports, related to the
1319 work experience. Students who complete research or design projects submit a written report
1320 containing a complete set of design prints and project descriptions. Students receive a grade or
1321 pass or fail.

1322

1323 **Rationale:**

1324 The course title and description have been updated to reflect the ET/MT merger and provide
1325 consistency between similar courses in each curriculum.

1326

1327 **From:** ET-991, 992, 993 Cooperative Education in [Electrical and Computer] Engineering Technology

1328 *1 class hour plus appropriate work experience for each credit; 1 credit each course*

1329 *Open only to matriculated students who have achieved a minimum grade-point average of 2.0 in*
1330 *their major field of study; have completed at least 12 pertinent credits in an [the Electronic or*
1331 *Computer] Engineering Technology related curricula; and are recommended and approved by*
1332 *the chairperson of the Department and the coordinator of Cooperative Education.*

1333 The cooperative education experience in [Electronic or Computer] Engineering Technology
1334 includes employment in a field experience which supplements classroom theory and laboratory
1335 instruction with related on-the-job professional training. Students are placed in a work situation
1336 for 45 hours, participate in a monthly seminar, and submit a term project related to the work
1337 experience. A written evaluation is provided by the employer. Students receive a grade of Pass or
1338 Fail.

1339

1340 **To:** ET-991, 992, 993 Cooperative Education in Engineering Technology

1341 *1 class hour plus appropriate work experience for each credit; 1 credit each course*

1342 *Open only to matriculated students who have achieved a minimum grade-point average of 2.0 in*
1343 *their major field of study; have completed at least 12 pertinent credits in an Engineering*
1344 *Technology related curricula; and are recommended and approved by the chairperson of the*
1345 *Department and the coordinator of Cooperative Education.*

1346 The cooperative education experience in Engineering Technology includes employment in a field
1347 experience which supplements classroom theory and laboratory instruction with related on-the-
1348 job professional training. Students are placed in a work situation for 45 hours, participate in a
1349 monthly seminar, and submit a term project related to the work experience. A written evaluation
1350 is provided by the employer. Students receive a grade of Pass or Fail.

1351

1352 **Rationale:**

1353 The course title and description have been updated to reflect the ET/MT merger and provide
1354 consistency between similar courses in each curriculum.

- 1355 ○ A **motion** was **made, seconded, and unanimously approved to approve the**
1356 **changes in all the courses in the Dept of Engineering Technology** (*Attachment*
1357 *I of the May 14, 2013 Agenda*).

1358

1359 **DEPARTMENT OF SOCIAL SCIENCES**

1360 **From:** SS360 Sociology of Education

1361 **To:** SOCY260 Sociology of Education

1362

1363 **Rationale:**

1364 To make the course code consistent with the new coding system approved for other Sociology classes.

- 1365 ○ A **motion** was **made, seconded, and unanimously approved to approve the**
1366 **changes in the course code in the Dept of Social Sciences**(*Attachment I of the*
1367 *May 14, 2013 Agenda*).

1368

1369

1370 **4. New Programs or Concentrations**

1371 **DEPARTMENT of ART and DESIGN**

1372

1373 **New Art History Concentration in Visual and Performing Arts – Associate in Science (A.S.) Degree**

1374 **(formerly Fine and Performing Arts)**

1375

1376

1377 **Rationale:** Art and Design Concentration" listed in the catalog. Amongst the choices are sufficient art history
1378 courses, which when elected could form a concentration of 20-26 credits. We propose to aggregate them into a
1379 separate option, and call it an "Art History Concentration." We offer a broad range of art history courses, but
1380 students may not realize that they can create a concentration in them. We are not seeking to modify the degree
1381 itself so much as create a clear option for those interested in Art History as a path of study.

1382 **Programs of Study in Visual and Performing Arts**

1383 Students interested in art and design, **art history**, dance, music, photography, theatre, and other visual
1384 and performing arts have a rich

1385 selection of degree programs and one certificate program from which to choose. The Gallery and Museum
1386 Studies degree program

1387 draws upon the resources of Queensborough's Art Gallery. The degree in Visual and Performing Arts
1388 offers performing and

1389 exhibiting opportunities in art and photography, dance, music and theatre. The degree programs in digital
1390 art and design and in

1391 music production (formerly Music Electronic Technology) combine technology with the arts. The course
1392 work for the certificate

1393 program can be applied to one of the A.S. degree programs in Visual and Performing Arts.

1394 Students are encouraged to discuss their educational goals with advisers and to explore the *articulation*
1395 *agreements*

1396 between Queensborough's degree programs and baccalaureate programs in CUNY and in the New York
1397 metropolitan area. First time,

1398 full-time students enrolled in these degree programs will enter Queensborough in the Visual and
1399 Performing Arts Academy.

1400

1401

1402 • **A.S. Degree in Gallery and Museum Studies (AM1) Transfer program**

1403 • **A.S. Degree in Visual and Performing Arts (FA1) Transfer program**

1404 **Concentrations:**

1405 ➤ **Art and Design**

- 1406 ➤ **Art History**
- 1407 ➤ **Dance**
- 1408 ➤ **Music**
- 1409 ➤ **Theatre Arts**
- 1410 ➤ **Interdisciplinary**
- 1411 • **A.A.S. Degree in Digital Art and Design (DA2)**
- 1412 • **A.A.S. Degree in Music Production (MP2) (formerly Music Electronic Technology)**
- 1413 • *Certificate in Photography (AP3)*
- 1414
- 1415
- 1416 **Visual and Performing Arts – Associate in Science (A.S.) Degree**
- 1417 **(formerly Fine and Performing Arts)**
- 1418
- 1419 **Concentrations in Art and Design • Art History • Dance • Music • Theatre Arts •**
- 1420 **Interdisciplinary** This curriculum is designed for students who wish to
- 1421 1. Specialize in an area of the fine or performing arts:
- 1422 *Art and Design, Art History, Dance, Music, Theatre Arts*
- 1423 *or*
- 1424 2. Take a mixed combination of courses forming an
- 1425 **Interdisciplinary** program. Students selecting this option
- 1426 will be advised by a committee made up of faculty in the
- 1427 areas chosen.
- 1428 **Please Note:** Students choosing either option are urged to consult with
- 1429 the faculty of the department or departments in which they are interested
- 1430 for guidance and information in the development of their programs.
- 1431 In addition, in order to have an Academic Summary Form that
- 1432 accurately reflects which of the six options (Art and Design, Art History, Dance,

1433 Music, Theatre Arts, or Interdisciplinary) a student is following, he or
1434 she must indicate the option on the Field of Major Interest form (FOMI)
1435 completed at the time of admission and inform the adviser as well.

1436

1437 **REQUIREMENTS FOR THE A.S. DEGREE**

1438 **GENERAL EDUCATION CORE REQUIREMENTS Credits**

1439 English Composition I, II (EN-101, 102) 6

1440 Foreign Language and/or

1441 Liberal Arts and Sciences.**6-8

1442 **(a) Foreign Language (3 to 8 credits)**

1443 1. Students who present 2 or more high school units of a foreign

1444 language will be required to:

1445 (a) take 3-4 credits of the same foreign language (level determined by students' previous knowledge
1446 and/or performance on departmental placement exam), or

1447 (b) 6-8 credits in another foreign language (level and sequence of

1448 courses determined by students' previous knowledge and/or performance on departmental placement
1449 exam).

1450 (Note: All Visual and Performing Arts students must complete at

1451 least 3 foreign language credits.)

1452 2. Students who present less than 2 high school units of the same

1453 language will be required to take 6-8 credits of the same or a different foreign language.

1454 **(b) Liberal Arts and Sciences (0 to 5 credits)**

1455 Mathematics

1456 (MA-119, 301, 303, 321, 336, 440, or 441)3-4

1457 Laboratory Science 4-5

1458	To be chosen in accordance with	
1459	laboratory science requirements.**	
1460	Health Education HE-101 or 102	1-2
1461	History (one course selected from HI-110, 111, or 112)	3
1462	One course in Physical Education or Dance	
1463	from the PE-400, 500, or DAN-100 series	1
1464	Speech Communication (SP-211)	3
1465	Art (AR- 300 series);*	
1466	or Dance (DAN-111);*	
1467	or Music (MU- 100 series);*	
1468	or Speech Communication and Theatre Arts	
1469	(SP-471, 472, or TH-111 (formerly SP-532)*	3
1470	<u>Social Sciences elective. **</u>	<u>3</u>
1471		Sub-total 33-38
1472		

1472

1473 **REQUIREMENTS FOR THE MAJOR**

1474 CONCENTRATION IN

1475 ART AND DESIGN, **ART HISTORY**, DANCE,

1476 MUSIC, THEATRE ARTS, OR

1477 INTERDISCIPLINARY PROGRAM20-26

1478 Concentration courses are chosen in consultation with the

1479 adviser from offerings of the Departments of Art and Design;

1480 Health, Physical Education, and Dance; Music; and Speech

1481 Communication and Theatre Arts.

1482

1483 A detailed listing of courses fulfilling the requirements for

1484 each concentration is outlined below.

1485

1486 Students selecting this diverse two-year program will set a

1487 firm foundation for their future studies in the arts and will enjoy

1488 taking advanced courses in their specialization during the first

1489 two years of college, an advantage not always available in a four-year college.

1490

1491 **ELECTIVES**

1492 Free electives.**1-2

1493 **Total Credits Required60**

1494

1495

1496 * *A student concentrating in one area must take this requirement*
1497 *in another area. For example, a student concentrating in Art and*
1498 *Design will choose Music, Dance, or Theatre Arts to fulfill this*
1499 *requirement.*

1500

1501 ** *See section on Understanding Program Requirements.*

1502 ***Please Note:*** *Students who take a minimum number of credits in*
1503 *the General Education core must make up the difference by taking*
1504 *additional credits in the Concentration in order to fulfill the total*
1505 *60-credit requirement for the degree.*

1506

1507 **CONCENTRATIONS**

1508

1509 Courses may be selected from the following categories to fulfill
1510 the 20-26 credit concentration in the Fine and Performing Arts.

1511

1512 **INTERDISCIPLINARY CONCENTRATION**

1513 Students with specific educational and career goals in the fine
1514 and performing arts may select an interdisciplinary concentration.

1515 Students following an interdisciplinary concentration

1516 ***must be guided by a special advisory committee,*** composed

1517 of members of the faculty from each of the departments making

1518 up the interdisciplinary concentration.

1519

1520 **Two (2) Writing Intensive classes are required for the Associate**

1521 **degree. See page 71.**

1522

1523 *Sections of the following courses denoted as “WI” may be taken to*

1524 *partially satisfy the Writing Intensive Requirement:*

1525 *AR-310, 311, 312, 320; MU-110; SP- 142, 433, SP-275, 434, TH-111 (formerly*

1526 *SP-532) TH-120 (formerly SP-531), TH-221*

1527 *(formerly SP-536); DAN-111; BI-140, 202; GE-101, 125;*

1528 *CH-101/102, CH-110, 111; MA-301, 321; ECON-101, 102, SOC-101,*

1529 *230, 275, PLSC-101, 180, PSYC-101, 220, PHIL-101, 130, 140; HI-110,*

1530 *111, 112, 127, 128; LF/LG/LI/LS 401, 402; HE-102; PH-110*

1531

1531

1532 **ART AND DESIGN CONCENTRATION**

1533 *Students select 20-26 credits in consultation with a departmental*

1534 *adviser as follows:*

1535 ***Six (6) credits from:***

1536 AR-310 Introductory Survey of Art

1537 AR-311, 312 History of Art I, II

1538 AR-315 Modern Art

1539 AR-316 American Art

1540 AR-317 History of Photography

1541 AR-320 Contemporary Art

1542 AR-326 History of Asian Art

1543 ***14-20 credits from:***

1544 AR-121 Two-Dimensional Design

1545 AR-122 Three-Dimensional Design: Introduction to Sculpture

1546 AR-123 Interior Design and Decoration

1547 AR-148 Color Theory

1548 AR-230 Sculpture

1549 AR-231, 232 Ceramics I, II

1550 AR-251, 252 Drawing I, II

1551 AR-253 Drawing III: Illustration

1552 AR-261, 262, 263 Painting I, II, III

1553 AR-271, 272 Art for Teachers of Children

1554 AR-280 Introduction to Art Therapy

- 1555 AR-315 Modern Art
- 1556 AR-316 American Art
- 1557 AR-317 History of Photography
- 1558 AR-320 Contemporary Art
- 1559 AR-325 History of Graphic Design
- 1560 AR-326 History of Asian Art
- 1561 AR-328 History of African Arts
- 1562 AR-461 Introduction to Photography
- 1563 AR-462 Advanced Photographic Skills
- 1564 AR-463 Large Format and Studio Photography
- 1565 AR-464 Photography as Fine Art
- 1566 AR-465 Creating The Documentary Image
- 1567 AR-466 Color Photography
- 1568 AR-468 Photographing People
- 1569 AR-469 Illustration and Fashion Photography
- 1570 AR-473 Electronic Imaging
- 1571 AR-474 Digital Photography
- 1572 AR-480, 481 Special Problems in Studio Art
- 1573 AR-483 Portfolio Project in Studio Art
- 1574 AR-510 Printmaking: Relief and Stencil
- 1575 AR-511 Printmaking: Intaglio
- 1576 AR-541 Advertising Design and Layout
- 1577 AR-543 Design for Desktop Publishing
- 1578 AR-544 Design for Motion Graphics

- 1579 AR-641 Introduction to Video Art
- 1580 AR-642 Web-Animation
- 1581 AR-801 Art Administration
- 1582 AR-803 Art Curating
- 1583 AR-804 Art Institutions and the Business of ArtAR-901, 902 Gallery Internship I, II
- 1584 AR-903, 904 Artist Apprentice Internship I, II

1585

1586 **ART HISTORY CONCENTRATION**

1587 *Students select 20-26 credits in consultation*

1588 *with a departmental advisor as follows:*

1589

1590 ***Six (6) credits from:***

1591 **AR-311 History of Art I,**

1592 **AR-312 History of Art II**

1593

1594 ***14-20 credits from follows (One Art Studio course may be substituted for an Art History course in consultation with Department Advisor):***

1596 **AR-315 Modern Art**

1597 **AR-316 American Art**

1598 **AR-317 History of Photography**

1599 **AR-320 Contemporary Art**

1600 **AR-325 History of Graphic Design**

1601 **AR-326 History of Asian Art**

1602 **AR-328 History of African Arts**

1603 **AR-801 Art Administration**

1604 AR-901, 902 Gallery Internship I, II

1605 AR-901, 902 Gallery Internship I, II

1606 **MUSIC CONCENTRATION**

1607 *Students select 20-26 credits in consultation*

1608 *with a departmental advisor as indicated below.*

1609 ***The following courses are required:***

1610 MU-110 Introduction to Music, *or*

1611 MU-120 Survey of Western Music

1612 MU-241, 242 Music Theory and Keyboard Harmony I, II *or*

1613 MU-231, 232 Jazz Theory I, II

1614 MU-211, 212 Sight Reading and Ear Training I, II

1615 MU-312 Piano II

1616 ***Two credits selected from the:*** MU-400 series

1617 The remaining 6-12 credits may be selected from any courses

1618 in the Department of Music, including those above not already

1619 taken, with the exception of MU-208, 209, 210, and 261.

1620 Please note that MU-208 replaces MU-205 and MU-311, and

1621 MU-209 replaces MU-206 and MU-207.

1622 **DANCE CONCENTRATION**

1623 *In consultation with a departmental adviser, students may*

1624 *select 20-26 credits from any of the following courses:*

1625 DAN-100 Beginning Modern Dance

1626 DAN-101 Beginning Ballet

1627 DAN-102 Jazz Dance

- 1628 DAN-103 African and Afro-Caribbean Dance
- 1629 DAN-104 Musical Theater Dance
- 1630 DAN-105 Music Video Dance
- 1631 DAN-106 Latin Dance
- 1632 DAN-107 Social, Folk and Square Dance
- 1633 DAN-110 Foundations of Dance Movement
- 1634 DAN-111 Introduction to the Art of Dance
- 1635 DAN-112 Dance in the Twentieth Century
- 1636 DAN-113 History of African Dance Forms
- 1637 DAN-114 Dance on Stage and Film
- 1638 DAN-120 Beginning Modern Dance for Majors
- 1639 DAN-121 Advanced Beginning Modern Dance I
- 1640 DAN-122 Advanced Beginning Modern Dance II
- 1641 DAN-123 Advanced Beginning Modern Dance III
- 1642 DAN-130 Beginning Ballet for Majors
- 1643 DAN-131 Advanced Beginning Ballet I
- 1644 DAN-132 Advanced Beginning Ballet II
- 1645 DAN-133 Advanced Beginning Ballet III
- 1646 DAN-140 Advanced Beginning Jazz Dance
- 1647 DAN-220 Intermediate Modern Dance I
- 1648 DAN-221 Intermediate Modern Dance II
- 1649 DAN-222 Intermediate Modern Dance III
- 1650 DAN-230 Intermediate Ballet I
- 1651 DAN-231 Intermediate Ballet II

- 1652 DAN-232 Intermediate Ballet III
- 1653 DAN-250 Modern Dance Improvisation
- 1654 DAN-251 Theory and Practice of Modern Dance
- 1655 DAN-252 Contact Improvisation
- 1656 DAN-260 Dance Workshop I
- 1657 DAN-261 Dance Workshop II
- 1658 DAN-262 Dance Workshop III
- 1659 DAN-270 Special Topics in Modern Dance I
- 1660 DAN-271 Special Topics in Modern Dance II
- 1661 DAN-272 Special Topics in Modern Dance III
- 1662 **PROGRAM OF STUDY THEATRE ARTS**
- 1663 **CONCENTRATION**
- 1664 *In consultation with a departmental adviser, students may*
- 1665 *select 20-26 credits as indicated below:*
- 1666 ***The following courses are required (12 credits):***
- 1667 TH-121 Introduction to Acting for the Major (Formerly SP-531)
- 1668 TH-151 Voice and Movement for the Actor (Formerly SP-142)
- 1669 TH-131 Stagecraft I (Formerly SP-561)
- 1670 TH-132 Practicum in Stagecraft I (Formerly SP-555)
- 1671 TH-111 Introduction to Theatre (Formerly SP-532)
- 1672 ***One of the following courses (3 Credits):***
- 1673 TH-221 Acting II (Formerly SP-536)
- 1674 TH-231 Stagecraft II (Formerly SP-562)
- 1675 TH-152 Standard Speech for Stage, Film, Television &

1676 Digital Media

1677 *The remaining 5-11 credits may be selected from any courses*

1678 *in the Department of Speech Communication and Theatre*

1679 *Arts, including those above not already taken.*

1680 EN-302 Readings in Drama

1681 SP-230 Video Production I

1682 SP-321 Oral Performance for the Actor and Speaker

1683 TH-134 Stage Makeup

1684 TH-232 Practicum in Stagecraft II (Formerly SP-556)

1685 TH-122, 222 Actors Workshop I & II (Formerly SP-553, 554)

1686 TH-133, 233 Theatre Production and Design I & II

1687 (Formerly SP-551, 552)

1688 SP-274 Introduction to Electronic Media

1689 SP-275 Media Criticism

1690 SP-471, 472 American Film History I, II

1691 ○ A **motion** was **made**, **seconded**, and **unanimously approved to approve the**
1692 **new concentrations from above** (*Attachment I of the May 14, 2013 Agenda*).

1693

1694

1695 **DEPARTMENT of HEALTH, PHYSICAL EDUCATION and DANCE**

1696

1697 **NEW CONCENTRATION in AA Degree Program LA1 -Concentration in Personal Training**

1698

<p>Personal Training – To complete a concentration in Personal Training , students must complete the major requirements below:</p> <ul style="list-style-type: none"> • Two Foreign Language courses (<i>two sequential courses are required, level and sequence to be determined by department placement</i>) • HI-110 or HI-111 or HI-112 (<i>if already taken in common core, one course from HI-100 series is required; if two History courses have been taken in common core, one additional course from Anthropology, Economics, Sociology, Political Science, Psychology is required</i>) • SP-211(<i>if already taken in common core, one course from HI-100 series is required; if two History courses have been taken in common core, one additional course from PSYC-100 series is required</i>) • One English course from EN-200, EN-300, or EN-400 series • One science lab. course (students who take STEM variant in common core have satisfied this requirement) 	
<p>****<u>ADDITIONAL CONCENTRATION REQUIREMENTS</u></p> <p>HE-101 or 102</p> <p>Two courses in Physical Education PE 400 and 500 series, series (Recommended : PE 540 or PE-416)</p> <p style="text-align: right;"><u>Sub Total</u></p>	<p>1-2</p> <p>2</p> <p>3-4</p>
<p>****<u>CONCENTRATION Personal Training</u></p> <p>PE 826 Concepts of Personal Training I (3)</p> <p>PE 827 Concepts of Personal Training II (3)</p> <p>Select from:</p> <p>PE 540 Introduction to Physical Fitness (1)</p> <p>PE 825 Introduction to Exercise Science (3)</p>	

Sub-total	3-4
<p>***<i>CONCENTRATION PROGRAM REQUIREMENTS – Liberal Arts and Sciences</i></p> <p>Education – To complete a concentration in Education, students must complete the major requirements below:</p> <ul style="list-style-type: none"> • Two Foreign Language courses (<i>two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement</i>) • PSYC 215 • SP-211 (<i>if already taken in common core, choose from HI 110, 111, or 112</i>) • One English course from EN-200, 300, or 400 series; recommended courses: EN-216, EN-224, EN 225 • 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 	14-18
<p>Education Concentration</p> <p>EDUC 101 (4)</p> <p>MU 261 (3) ; remaining credits may be selected from Common Core or free electives</p>	8-9

1718

1719

- A motion was made, seconded, and approved with one abstention from Joseph Bertorelli to approve the new concentration in the Dept of Social Sciences (*Attachment I of the May 14, 2013 Agenda*).

1720

1721

1722

1723 **5. Changes in Degree Programs**

1724 **DEPARTMENT OF ART and DESIGN**

1725

1726 **Change in AAS Degree in Digital Art and Design.**

1727 **From:**

1728 Students may choose between EN-101, English Composition I, and EN-103, Writing for the New Media. Both
1729 courses fulfill the first composition course requirement.

1741

1742

1743 **6. Pathways Update**

1744

1745 The Committee on Curriculum informs the Academic Senate that there have been a number of developments
1746 related to the Pathways curriculum activities and some raise issues with proper observation of shared governance.

1747 A. There have been courses nominated by departments for the Common Core not yet approved as such by
1748 the Academic Senate (see-attached listing). The Senate may wish to consider them and act upon them.

1749 B. There have been a considerable number of changes in the placement of QCC courses into the Common
1750 Core as a result of a process of approval with CUNY Committees to Review Common Core Courses.
1751 See attached listing for current status of QCC courses in the new CUNY Common Core. It indicates
1752 those that have been rejected and those placed into a different category than was sent to the Academic
1753 Senate in November of 2012.

1754 C. There have been degree program changes which the CUNY Office of Academic Affairs has sent on to the
1755 CUNY BOT and received the approval of the BOT without having been approved by the QCC Academic
1756 Senate. This was reported to the Academic Senate in March 2013. These include the LS1 , AS Degree
1757 program in Science and Math and the AS degree program in Engineering and the AS degree program in
1758 Health Science (see March 2013 monthly report).

1759 D. There have been courses that were rejected and sent back by the Common Core Review Committees and
1760 revisions were made. In some few cases significant changes were made to those courses to have them
1761 approved but those changes were not submitted for vetting by the QCC Committee on Curriculum or the
1762 Academic Senate. The Committee on Curriculum is reviewing those cases to determine if there are
1763 needed changes in course descriptions or if the changes result in courses not to be given the number of
1764 college credits originally assigned or to be rejected as college courses.

1765

- 1766 • *Refer to excel spreadsheet 1, 2 3 listed under Attachment I May 14, 2013 Curriculum Report inside*
1767 *the Governance Page in the May 14, 2013 Agenda.*

1768 <http://www.qcc.cuny.edu/Governance/academicSenate/currentAgenda.html>

1769

1770 **VIII. New Business:**

1771 Subject: Proposal for a College Policy Establishing College Ceremonies

1772

1773 The Committee on Ceremonial Occasions has been involved in a decision to include a ceremony
1774 for the inauguration of the President as part of the graduation ceremony in 2013.

1775

1776 Whereas; the QCC Academic Senate has neither created or endorsed any single ceremonial
1777 occasion as an official ceremony of the College set by Policy adopted by the Academic Senate,
1778 and

1779

1780 whereas, the Committee on Ceremonial Occasions at this time has no relevance to ceremonies
1781 that are not official College ceremonies, and

1782

1783 whereas, there are ceremonies that take place each year that are not college ceremonies as
1784 established by policy set by the Academic Senate, and

1785

1786 whereas, non-college ceremonies can be dispensed with by the administration at will, and

1787

1788 whereas, there are some ceremonies that the community may think so important that they should
1789 be held each year, with scope and dimensions set according to the resources the college has
1790 available to it, and

1791

1792 whereas, over time the Academic Senate may add to or delete from the list of official College
1793 Ceremonies set as College Policy, and

1794

1795 whereas, at this time there arises the occasion for the possibility of the College having one of
1796 academia's most significant ceremonial rituals,

1797

1798 be it therefore resolved, that the College will have the following as official ceremonies,
1799 understanding that the administration will provide for their size and arrangements as the budget
1800 and College resources permit:

- 1801 • Graduation
- 1802 • Inauguration
- 1803 • Honors Convocation

1804

1805 INFORMATION: the Committee of the Academic Senate on Ceremonial Occasions has as its
1806 charge:

1807 the Committee on Ceremonial Occasions shall:

- 1808 a. Be consulted on matters pertaining to ceremonial occasions.
1809 b. Report and recommend to the Academic Senate on matters pertaining to ceremonial
1810 occasions

1811 A lively discussion pursued. Senator Visoni said that an untenured faculty from his dept is the Chair of
1812 this committee and he was misrepresented and this issue is being politicized. Senator Lieberman said this
1813 motion doesn't place any restrictions on ceremonies. Senator Pecorino said the committee was fearful of
1814 taking action because the Chair is untenured. Senator Bales said he would vote for it because it is difficult
1815 for an untenured faculty to make such actions. We need to continue the conversation of whether or not to
1816 have the committee. The President said she values all the staff and faculty who work so hard on
1817 commencement. The President said inauguration is a University policy. VP Steele said Honors
1818 Convocation does not belong in this proposal and Senator Pecorino suggested a Friendly Amendment to
1819 pull out the Honors Convocation.

- 1820 o A motion was made, seconded, and not approved with twenty one negative
1821 votes from President Call, Senators Larios, Newcomb, Zins, Asser,
1822 Fabricant, Falik, Galvin, Gorelick, Hartigan, Menendez, Montgomery,
1823 McGill, Visoni, Reilly, Yuster, Tulio, Bannon, Ford, Clingan, and Rochford
1824 and seven abstentions from VP Steele, Senators Humphries, Bialo-Padin,
1825 Harris, Tarasko, Zinger and Karimi to not approve the Proposal for a
1826 College Policy Establishing College Ceremonies (*Attachment J of the May 14,*
1827 *2013 Agenda*).

1828

1829 Meeting was adjourned at 5:11 pm.

1830 Respectfully submitted,

1831 Dr. Lana Zinger

1832 Secretary, Steering Committee of the Academic Senate

1833

1834

1835