

Agenda
Academic Senate Meeting
Date: Tuesday, February 16, 2016
Time: 3:10 p.m.
Location: Room M-136

I. Attendance

II. Consideration of the minutes from December 8, 2015 meeting (Attachment A)

III. Communications from the Board of Trustees or any of its Committees
<http://www2.cuny.edu/about/trustees/>

IV. Communications from:

- President Diane B. Call (Attachment B)
- Senate Steering Committee Report (Attachment C)
- University Faculty Senate
 - December 1, 2015 (Attachment D)
 - February 2, 2016 (Attachment E)

V. Monthly Reports of the Committees of the Academic Senate

- Committee on Bylaws (Attachment F and G) — (RESOLUTION)
- Committee on Committees – Monthly Report for December 2015 and January 2016 (Attachment H)
- Committee on Curriculum – Monthly Report for December 2015 and January 2016 (Attachment I) with Appendices (Attachment J) — (RESOLUTION)

VII. Old Business

VIII. New Business

- Report from General Education Assessment Task Force

Joel Kuszai, Secretary
Academic Senate Steering Committee

Queensborough Community College
The City University of New York

MINUTES
of the December 8, 2015
Academic Senate

President Diane Call called the fourth regularly scheduled meeting of the Academic Senate to order at **3:25 P.M.**

I. Attendance:

62 votes were recorded at the time attendance was taken; 65 members of the Academic Senate cast votes during the meeting.

Absentees: Isabella Lizzul, Georgina Colalillo, Joel Kuszai, Shele Bannon, Joan Dupre, Charles Neuman, Simran Kaur, Eileen White, Lana Zinger, Ann Tullio, Richard Tayson, Jodi-Ann Grant, Shriromani Sukhwa, and Asif Mobin.

II. Consideration of minutes of the November 10, 2015 meeting of the Academic Senate:

A motion was made, seconded, and adopted 61-0-0 to approve the November 10, 2015 minutes as presented (see *Attachment A of the November 10, 2015 Agenda*).

III. Communications from President Call

President Call referred to her written report (*Attachment B of the December 8, 2015 Agenda*.) For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2015-16/December_2015/Attachment-B-Presidents-Report-Dec2015.pdf

The President indicated that in a current climate of anxiety, acts of kindness would be valued by students and colleagues. She reminded faculty that counseling services were available to students who might need them, and that Employee Support services were also available to faculty and staff. She urged faculty to look out for one another and students during a period of significant stress. President Call also indicated that a number Queensborough Community College faculty would be honored that evening at the Salute to Scholars Reception being held at the Cooper-Hewitt Museum. Among them would also be Professors Emily Tai and Paris Svoronos, for their work in mentoring Phi Theta Kappa Students, particularly Queensborough's four recent Jack Kent Cooke Transfer Scholarship winners.

IV. Senate Steering Committee Report

Chair Dr. Peter Bales referred to the written report (*Attachment C of the December 8, 2015 Agenda*). For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2015-16/December_2015/Attachment-C-SteeringCommittee-Report-Dec2015.pdf

Dr. Bales responded to Dr. Clingan's query regarding whether the statement regarding Bullying on Campus had been sent to the Chancellor, and Dr. Bales replied that he believed it had been dispatched on November 28.

V. Monthly Reports of the Committees of the Academic Senate

Committee on Course and Standing (Attachment F)—RESOLUTION

56 Dr. Pecorino introduced the following resolution on behalf of the Committee on Course and Standing,
57 arguing that the practice indicated in the resolution had long been standard process, but had not been
58 codified:

59
60 **Preamble:**
61 The QCC Grade Appeal Process, although described in the College Catalogue/website, does not seem to
62 have ever been formally approved by the Academic Senate or any other Queensborough governance
63 body. The Academic Senate Steering Committee, in consultation with the Faculty Executive Committee,
64 requested that the following procedural change be considered by the Academic Senate Committee on
65 Course and Standing. That Committee did so and approved of the process as described below.

66
67 PROPOSED POLICY FOR CONSIDERATION OF THE ACADEMIC SENATE

68
69 WHEREAS, CUNY leaves it to each unit to have a process for grade appeals and the changing of a
70 grade given by a member of the faculty; and

71
72 WHEREAS, at QCC there has been a process in place as described in the College Catalogue/website;
73 and

74
75 WHEREAS, that process now in place does not specify that both the student and faculty member
76 involved be informed of the formation of a grade appeal committee, or of their right to submit
77 testimony and documents to that committee and to be informed of the outcome of the grade
78 review process; and

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80 WHEREAS, under the current process a student may have a grade changed by departmental grade
81 appeal committee and the instructor might not be informed nor given opportunity to present
82 relevant information to the departmental committee; and

83
84 WHEREAS, faculty deserve to be informed and to present their case for the grade they have assigned;
85 and

86
87 WHEREAS, both faculty and students deserve to learn of the outcome of this process; now, therefore, be
88 it

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90 RESOLVED, That it shall be the policy of Queensborough Community College of the City University of
91 New York to have a Grade Appeal Process as follows:

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93
94 **Rationale:**
95 Students with questions about a grade should first discuss the reasons for the grade with the course
96 instructor. If their concerns are not resolved, then students are advised to consult with the chairperson of
97 the department. A formal request for an appeal of a course grade can be submitted in writing along with
98 copies of all relevant coursework to the departmental chairperson. A committee of three faculty members
99 (other than the course instructor) will review the student's work and make a determination about the
100 appropriate grade. The decision of the departmental appeals committee is final. The committee must ask
101 for and receive and consider all relevant information from both the student and the instructor. The final
102 decision must be communicated to both the student and the instructor.

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104 For Information Purposes: below is the current wording of the Grade Appeal Process

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106 Students with questions about a grade should first discuss the reasons for the grade with the course
107 instructor. If their concerns are not resolved, then students are advised to consult the chairperson of the
108 department. A formal request for an appeal of the course grade can be submitted in writing, along with
109 copies of all relevant coursework, to the departmental chairperson. A committee of three faculty
110 members (other than the course instructor) will review the student's work and make a determination about
111 the appropriate grade. The decision of the departmental appeals committee is final.

112 A motion was **made, seconded, and unanimously approved** to pass the resolution from the Committee
113 on Course and Standing.

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115 **Committee on Curriculum—RESOLUTION (Attachment G)**

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117 **1. Course Revision**

118 *DEPARTMENT OF BIOLOGY (Pre-requisite change)*

119
120 **FROM:**
121 BI-461 General Microbiology
122 4 credits. 2 lectures plus a mandatory 4 hour laboratory per week.
123 Pre-requisite: ~~BI-202 or BI-302~~

124
125 **TO:**
126 BI-461 General Microbiology
127 Pre-requisite: BI-201

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129 **Rationale:**
130 The change in the pre-requisite for the course is to make it compatible with the Public Health
131 Program.

132
133 A motion was **made, seconded, and approved** 63-0-0 to pass the BI-461 Course Revisions.

134
135 **2. New course**

136 *DEPARTMENT OF SOCIAL SCIENCES*

137 PHIL-148 Public Health Ethics

138 3 class hours; 3 credits

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

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141 **Course Description:**

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

145
146 **Rationale:**
147 Needed as part of an articulation agreement with Senior CUNY Colleges as part of the Public
148 Health Degree Program.

149
150 Departmental approval:

151 As of 11/16/2015, a majority of FT faculty members had approved the new course proposal,
152 PHIL148. The Social Sciences dept. curriculum committee approved it on 11-12-15

153
154 A motion was **made, seconded, and unanimously approved** to pass the PHIL-148 Course
155 Revisions.

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158 **VI. Old Business**

159 **1. A Letter to Governor Cuomo (Attachment H) was offered as follows by Dr. Bales on**
160 **behalf of the Steering Committee:**

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Dear Governor Cuomo:

The Academic Senate of Queensborough Community College of the City University of New York requests that you support New York State Senate Bill 218A (<http://www.nysenate.gov/legislation/bills/2015/s281a>) and New York State Assembly Bill 5370A (<http://www.nysenate.gov/legislation/bills/2015/A5370A>), legislation endorsing Maintenance of Effort funding for the City University of New York.

Our students represent the best and brightest of New York City's next generation: 42% of CUNY's students are the first in their families to attend college, and from households earning less than \$30,000 a year. The Maintenance of Effort Bill would provide funding for campuses to pay for heat, electricity, and other operating costs that would otherwise siphon off critical resources needed for educational services.

CUNY faculty, staff and administrators are an extraordinarily talented, deeply committed group of scholars and educators. It is devotion to our students and our belief in CUNY's historic mission that brings us to work every day, despite the challenges that diminished funding can often impose. We therefore urge you to join us in supporting our City University, by signing the Maintenance of Effort Bill.

Sincerely yours,

The Queensborough Community College Academic Senate

Dr. Bales indicated that it would have been better if all nineteen CUNY faculty/Shared governance bodies had endorsed similar letters. President Call indicated that the letter had her endorsement.

A motion was **made, seconded, and unanimously approved** to send the letter to Governor Cuomo.

2. **Dr. Belle Birchfield**, at President Call's invitation, reported on the progress of the B-Tech Curriculum, which apparently had instituted a felicitous curricular change through collaborative work with the secondary school faculty, that will involve students taking a Chemistry course before they take a college level laboratory science course.

3. **Resolution on creating a subcommittee of the Steering Committee to Address Hunger Issues Within The College Community**

A lengthy discussion on the original resolution opened with Dr. Bales indicating that a Subcommittee was being formed to respond to considerable concern over the food insecurity issue, expressed at a well-attended meeting on December 2, 2015.

**Resolution on creating a subcommittee of the steering committee
to address hunger issues within the College community**

WHEREAS, There are a significant number of members of the College community who are interested in pursuing the possibility of establishing a food pantry or program at this college; and

WHEREAS, There is support for moving forward with action on the part of the Academic Senate Steering Committee, Faculty Executive Committee, and Student Government Association, to address the possible need; now, therefore, be it

215 RESOLVED, That the Steering Committee of the Academic Senate create a sub-committee
216 with members from the various constituencies to examine the need for a program to address
217 hunger issues within the college community and, if needed, prepare a plan for how to
218 implement and sustain a program and submit it to the Academic Senate for the March, 2016
219 meeting

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221 Dr. Clingan then offered a substitute resolution, as follows:

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223 **Resolution to address hunger issues within the College community**

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226 WHEREAS, There are many members of the Queensborough community concerned about
227 hunger on campus who want to establish a food pantry or other program at the College; and
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229 WHEREAS, There is support for moving forward with action on the part of the Academic Senate
230 Steering Committee, Faculty Executive Committee, and Student Government Association, to
231 address the possible need; now, therefore, be it

232
233 RESOLVED, That the Academic Senate acknowledges the willingness of the Newman Center to
234 establish a food center, encourages it, and that members of the community should direct people
235 in need to it as soon as it is up and running.

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238 Dr. Pecorino queried the purpose of the substitute motion and Dr. Clingan responded that it
239 represented a more efficient response to the problem; Dr. Jacobowitz indicated that it wasn't
240 clear that the Newman Center could respond adequately to the problem, given its responsibility to
241 the local diocese; Dr. Visoni indicated that Father Anthony Rosado had offered a viable solution
242 at the 12/2 meeting of food distribution through the Newman Center, and that the formation of a
243 Committee would impose an unnecessary delay. Dr. Traver indicated that food insecurity was a
244 systemic problem that could not be "solved" but might be addressed in a variety of constructive
245 ways, including a possible sandwich distribution, and other localized interventions; Dr. Rodgers
246 wondered if the Newman Center and the creation of a Food Insecurity Sub-Committee were
247 necessarily mutually exclusive options; which was a position supported by several other senators
248 (Drs. Culkin, Lieberman; Trujillo). A number of Senators expressed reservations, including Chair
249 McGill, who indicated that there was not clarity about the finding of the meeting on 12/2;
250 President Call who indicated that the extent of the food insecurity issue had not yet been fully
251 assessed; Professor Tarasko wondered if the students actually were interested in this issue, and
252 was assured by Student Association President Ricky Panyoti that they were. It was therefore
253 decided to amend both the original resolution, and Dr. Clingan's substitute resolution, by
254 combining them into the following resolution:

255
256 **Resolution to address hunger issues within the College community**

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258 WHEREAS, There are many members of the College community concerned about
259 hunger on campus who want to establish a food pantry or program at the College; and
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261 WHEREAS, There is support for moving forward with action on the part of the Academic
262 Senate Steering Committee, Faculty Executive Committee, and Student Government
263 Association, to address the possible need; now, therefore, be it

264
265 RESOLVED, That the Steering Committee of the Academic Senate create a
266 subcommittee with members from the various constituencies to examine the need for a
267 program to address hunger issues within the college community and, if needed, prepare
268 a plan for how to implement and sustain a program and submit it to the Academic Senate
269 for the March, 2016 meeting.

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271 FURTHER RESOLVED, That the Academic Senate acknowledges the willingness of the
272 Newman Center to establish a food center, encourages it, and that members of the
273 community should direct people in need to it as soon as it is up and running.
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275 The question was called, and then the Resolution passed 41-7-4. No votes: Paul Marchese,
276 Stuart Asser, Kathleen Villani, Michel Hodge, Richard Yuster, Ricky Panayoty, Emil Parrinello.
277 Abstentions: Rosemary Zins, Anne Marie Menendez, Barbara Blake-Campbell, Alexandra
278 Tarasko. Did not vote: Monica Trujillo, Belle Birchfield, Reuvain Zahavy, Andrew Nguyen, Lin
279 Maan, Kelly Ford, Tawde Mangala, Edward Volchok, Julian Stark, George Muchita, Mariya Karisa
280 Picache, Tulasha Thapa, Maryam Hira.
281

282 **VII. New Business**

283 Dr. Steele provided an update on the General Education Assessment Task Force, informing the
284 Senate that a questionnaire would shortly be sent to faculty, and requesting participation.
285

286 The meeting was adjourned at 4:39PM
287

288 Respectfully Submitted,
289 Emily S. Tai and
290 Joel Kuszai
291 Vice-Chair, Steering Committee of the Academic Senate
292 Secretary, Steering Committee of the Academic Senate
293



Report of the President
to the
Academic Senate
February 16, 2016

Enrollment Update

The College has concluded a most successful spring enrollment cycle, having met or exceeded most of our targets and projections. As of February 2, we have enrolled 14,590 students, including 1034 freshmen and 856 transfer students. Included in this newest cohort of freshmen are 135 students who successfully completed the CUNY Start program.

The Office of New Student Engagement, led by Dr. Carol Allyne, had a notable launch offering 500 newly admitted students information, resources and support. Working closely with the Office of Admissions, Testing and Academy Advisement, New Student Engagement Spring activities concluded with a Welcome Week-- an exciting line-up of events and activities during the first week of classes designed to successfully "onboard" the newest members of our Community.

The Office of Admissions is now focused on Fall 2016, having already received our first group of freshmen applications for the Fall semester.

Faculty/Staff Honors and Accomplishments

- Good News! Our NCLEX pass rate for 2015 was 91.01%, the highest in CUNY and most of New York State, which has an average of 80.57%. Queensborough's pass rate was also higher than Hunter (89.1%), Lehman (81.2%), and LaGuardia (89.7%).
- The QCC Presidential Fellowship Program (PFP) is intended to provide support for mid-career faculty who require additional resources to engage in scholarly activities, to enhance their opportunity for promotion. The goal of this program is to encourage mid-career faculty who are working to develop a strong record of scholarly activity for promotion to the next rank. Three faculty, Hamid Namdar (Engineering Technology), Patrick Wallach (Math and Computer Sciences), and Constance Williams (Library), were recipients of the PFP.
- The QCC Award for Excellence in Faculty Scholarship is awarded to *tenured faculty*, and recognizes a "sustained and distinguished record of scholarship or creative performance, evidenced by publications, professional presentations, and/or creative works." It is offered every two years. This year's recipients for this prestigious award were

Moni Chauhan (Chemistry), and Nidhi Gadura (Biological Sciences and Geology). There will be a ceremony on April 5, 2016 to honor their accomplishments,

- Please join me in congratulating Dr. Urszula Golebiewska for sharing the 2016 Breakthrough Prize in Fundamental Physics. This extraordinary prize of three million dollars was awarded to a total of five teams comprised of more than 1,300 individual physicists. Urszula was part of the team that investigated neutrino oscillation, and all members will share in the recognition for their work.
- Congratulations to Professor Jules Allen on his new book *Marching Bands*, a photographic essay on black marching bands across America. The book, which was published in collaboration with the QCC Art Gallery, has received glowing reviews in The New York Times, among other publications. Four of the five books by Professor Allen were published by the Gallery, including the Gallery's first ever published book, *Hats and Hats Not*, which accompanied Professor Allen's first QCC Art Gallery exhibit.
- Another new book, *The Con Men: Hustling in New York City*, is coauthored by Professor Trevor Milton of the Department of Sociology at Queensborough and Professor Terry Williams of the New School for Social Research. They were recently invited to give a reading and lecture about the book at the New York Public Library on the sociological reasons why con artists play their games and the psychological tricks they use to win.
- Prof. Mirna Lekić (Music) was awarded a *CUNY Diversity Projects Development Fund* grant to share contemporary chamber music from Armenia, Azerbaijan, China, India, Iran, Japan, Taiwan and Tunisia with residents of New York City. Two concerts will be presented to the public free of charge by Ensemble 365, a group comprised of CUNY Graduate Center students and Alumni.

Student/Alumni Honors

- We congratulate QCC students Yueli Chen and Yi Jiang, who were named Phi Theta Kappa/USA Today All-New York Scholars. This past summer, Yi Jiang participated in a Research Experiences for Undergraduates internship at Vanderbilt University where she conducted research on biohybrid solar cells. She was the only community college student participant in the program. I am grateful to Drs. Emily Tai and Paris Svoronos for their tireless work as advisors and mentors to the students in our Lambda Sigma chapter of the national Phi Theta Kappa Honor Society.
- In January, Engineering Technology students Kelvin Henry and Brian Munevar were selected as two of eight finalists to make it to the final phase of the CUNYCapOne Community College Innovation Challenge competition. More than twenty teams participated in the Challenge, which was held at Baruch College. In May, the finalists will compete for over \$25,000 in prize money. The CUNYCapOne event featured keynote speakers Steve Blank, creator of the Lean Startup movement, and Harry Smith of NBC and CNBC. Both participated as a result of special invitations by Queensborough. Drs. Christine

Mooney and Edgar Troudt, Assistant Professor in the Department of Tourism and Hospitality at Kingsborough Community College, are Co-Principal Investigators of a grant that is supporting the competition. Congratulations Christine for the outstanding work you do with these students.

There is also wonderful news to share about our alumni:

- Former Chemistry student Emily Hughes Yosh has been accepted into Rutgers New Jersey Medical School. On completing Queensborough in 2008, Emily matriculated into the Honors College at SUNY Stony Brook and was accepted into their highly regarded pharmacology program. There, her research in osteoporosis led to publication and presentations on the development of a novel compound to treat this prevalent disease. Congratulations to her mentors, Dr. Jun Shin and Dr. Paris Svoronos of the Department of Chemistry, and Dr. Regina Sullivan, of the Department of Biological Sciences and Geology.
- Renzo Samame, who earned his LS 1 (Chemistry) Associate degree in 2007, went on to obtain his bachelor's degree in Organic Chemistry from Hunter in 2009. He was then accepted with a full-time graduate fellowship at the University of California-Irvine, where he co-published two peer-reviewed journal publications, along the way to earning his doctoral degree last November. He will continue his career on a post-doctoral assignment at UCLA. While at Queensborough, Renzo presented his findings at more than eight American Chemical Society conferences. Dr. Luis Vargas and Dr. Svoronos had the pleasure of witnessing Renzo develop into a future potential faculty member.
- Kevin Chavez, Class of 2012 and a Biochemistry graduate from Stony Brook is completing his first year in Medical School at Stony Brook on a tuition free scholarship. Another 2012 graduate Marjorie Morales is also a Biochemistry graduate at Stony Brook. She is finishing her first year in Medical School at Albert Einstein, her choice among the five different MD programs in which she was accepted.
- Dr. Hoda Mirafzal, a 2003 Queensborough graduate, is a Lecturer in Physical Chemistry at California Polytechnic State University. She earned her bachelor's in science at Cooper Union, and subsequently studied at the University of California, Merced, where she earned her doctoral degree in 2011. At QCC, she conducted research under Drs. Sasan Karimi, Pedro Irigoyen and Paris Svoronos.

Opportunities/Resources for Students

Now through April 15, 2016, Single Stop will make Free Tax Preparation available for QCC students in the Student Union, Upper Level. In addition, we will have one Saturday session on March 5, 2016. Please encourage students to take advantage of this free service. Further information about this program and hours of operation are available from the Single Stop Office, L-432A or at <http://www.qcc.cuny.edu/singlestop/TaxPreparation.html>.

General Education Task Force

At its February 5, 2016, meeting the General Education Assessment Task Force reviewed results from the faculty survey on the General Education Outcomes as well as results from the Fall 2015 Digication Pilot. The Task Force will be convening a forum for all faculty to discuss themes from the survey and possible revision of the college's general education outcomes.

The Task Force will be sending requests to all the academic departments for participation in the Spring 2016 collection of student work (artifacts) to be evaluated according to the four outcome rubrics created by the Task Force and posted on the Assessment website, at <http://www.qcc.cuny.edu/assessment/geatf.html>. This year student artifacts will be loaded into the ePortfolio platform, Digication. Faculty development sessions will be offered in support of this project, and student support will be provided by the ACC.

Assessment Update

As in past semesters, the Assessment Institute for QCC faculty will be held this spring semester over four successive Fridays—February 19 and 26 and March 4 and 11—from 12 noon to 2:00 p.m. in LB24. An invitation to the faculty was sent out on January 28, and the cohort is being formed. Interested faculty should ask their department chairs to forward their nominations to Dean Arthur Corradetti. Since its inception in fall 2014, over one hundred faculty members have participated in the institute.

BTECH Update

On Friday, January 29th, 74 BTECH sophomores launched their college careers by attending their first college class, (SP-211) Speech Communication. These sophomores were deemed qualified to attend the course at this time as a result of their academic standing at the high school and their performance in the course specific Indicators of Student Readiness, designed and developed by the college faculty and high school teachers. Students who are not currently attending SP-211 will have an opportunity to enroll in a later semester. Earlier in the week, students and their parents attended a 3.5 hour QCC Orientation at which consistent themes emerged from all the speakers: the recognition that students are responsible for their education; that they must advocate for themselves; and they must behave as responsible adults while on campus and in class. Vice President Denise Ward kicked off the event with advice that this is a turning point in their educational careers; one, in which, they need to begin owning their education through self-advocacy and strong communication with faculty, advisors and support staff on campus. In addition, Dr. Andrea Salis and Assistant Dean Laura Bruno described the three components of the Academies; Dr. Carol Alleyne discussed college readiness; Dr. Brian Kerr and the Office of Public Safety spoke about safety and security on campus; and their faculty, Assistant Professor, Jodi VanDerHorn-Gibson and Lecturer, Elaine Thompson, reviewed the course Rules of Conduct and Syllabus. Ashley Legitime, BTECH College Liaison and Advisor, walked the audience through the Student Consent Forms and then over to smile for their QCC IDs. Additionally, all the high school teachers and staff members

of BTECH were present. The BTECH staff feedback praised the consistent message and culture of QCC being generated by all speakers which, going forward, they will fully support when the students are at the high school. With time for Q and A, the Orientation proved to be an informative and very worthwhile event for all involved and served to strengthen the partnership and teamwork between BTECH and QCC staff, teachers and faculty.

Grants/Grant Opportunities

Queensborough faculty submitted 64 proposals for the PSC CUNY Research Awards, up from 58 submissions in the last round. A post-application satisfaction survey is underway to obtain feedback and improve the Grants Office services to faculty.

Two new CUNY grant programs were announced in December to replace the CIRG and the 3CIRG grant programs:

- 1) The Interdisciplinary Research Grant (IRG) Program seeks to support and encourage faculty researchers who will tackle global challenges or problems that affect the needs of urban populations. The goal of this program is to provide seed funding for projects that will become eligible and competitive for external funding. CUNY expects to award approximately 8-10 one-year awards of \$40,000 each. Deadline for submission to the funding source: March 4, 2016.
- 2) The Community College Research Grant Program (CCRG) will support faculty research at CUNY community colleges through two distinct tracks: pedagogical research and support of faculty and students who participate in mentored research experiences. Deadline for submission to the funding source is April 1, 2016.

Please contact the Grants/Sponsored Programs Office as soon as possible if you are interested in applying to either of these grants.

Upcoming Events

- The QCC Art Gallery will open the exhibit, ***Uncle Charlie***, on February 18 at 5:00 p.m. This photo exhibition will present a richly textured portrait of a disturbed and complex man, Charles Henschke, the uncle and godfather of renowned photographer Marc Asnin. This photo-essay will be the first presentation of his full body of work on Uncle Charlie, a work that spans some 30 years.
- Also on February 18, the Gallery exhibition ***Carapace Explorations*** will open featuring paper structure pieces of the various designs and patterns of turtle shells. This show, created by Dr. Tony Monahan of the Department of Health, Physical Education and Dance, is the first major exhibit of the series.

- The Kupferberg Holocaust Resource Center's major spring exhibition is ***Producing Silence: Hollywood, The Holocaust, and the Jews***, which formally opens on March 6. The Center will host a series of lectures and film screenings pertaining to the relationship between film, the Holocaust, and World War II. In addition to annual events such as the Freedom Seder on April 17 and the Internship Showcase on May 18, the Center will also offer spring 2016 lectures from the 2015-2016 KHRCA-NEH Colloquia: ***Gender, Mass Violence, and Genocide***. A special lecture on May 1 will honor Yom Hashoah and the history of the village of Le Chambon.

- A KHRCA/NEH Colloquia event, ***Gendercide: Inclusivity in the Study of Gender, Mass Violence, and Genocide***, will be conducted by Dr. Adam Jones, from the University of British Columbia on Wednesday, February 17th at 12:20 p.m.

- The Office of Academic Affairs will host a series of workshops this semester to support faculty in the efforts for tenure and promotion. The workshops are:
 1. ***Promotion and Tenure for Mid-Career Faculty***, February 19, 2016, 2:00 -3:30 p.m.
 2. General Information Session on ***Reappointment and Tenure Processes for Assistant Professors***, February 24, 2016, 12:30-2:00 p.m.
 3. General Information Session on Opportunities for ***Service to the College*** and Opportunities and Programs at QCC and CUNY for ***Professional Development***, March 4, 2016, 2-3:30 p.m.

- ***Newly Tenured Faculty*** will be celebrated at a reception sponsored by the office of Academic Affairs on Thursday, March 8, 2016, at 4:30 in the Oakland Dining Room. Seventeen colleagues from 11 academic departments will be honored as awardees of tenure/CCE. They are Dr. Helmut Loeffler, Mr. Klebert Andujar, Mr. Danny Li, Mr. Arkadiy Portnoy, Mr. Darryl Williams, Professor Edward Davis, Dr. Hayes Mauro, Professor Linda Meltzer, Professor Lorraine Cupelli, Dr. Wenli Guo, Dr. Eladia Raya, Dr. Yusuf Gurtas, Dr. Karan Puri, Dr. Vazgen Shekoyan, Dr. Isabella Lizzul, Dr. Dimitrios Kokkinos.

- The **QCC Job Fair** will take place on Wednesday, March 30, 2016 from 12:00 – 3:00 pm in the Student Union Lounge. Students in need of assistance with improving their resumes are encouraged to visit the Office of Career Services in the Library Building, Room 429 during walk-in hours on Mondays from 10:00 – 11:30 am and Tuesdays & Thursdays from 2:00 – 3:30 pm. More information on the Job Fair can be found at www.qcc.cuny.edu/careerServices.

- **2016 Partners for Progress Gala**
Queensborough's annual fundraiser, the ***Partners for Progress Gala*** will be held on Thursday, April 7th at Terrace on the Park. Please note the early date this year. An "Early Bird" rate of \$125 per ticket is available to faculty and staff until Thursday, March 3rd; after that date, tickets for faculty and staff will be \$150 (external supporters pay \$300 per ticket). Tickets may also be purchased online by going to the Advancement Office/QCC Fund website.

- On Thursday, April 14, 2016, the Office of Career Services will be hosting its annual **Etiquette in Action: A Business Dining Experience**. Interested students must apply by visiting the Office of Career Services in the Library Building, Room 429 to pick up an application. Completed applications are due back to Career Services by March 18, 2016 along with a copy of their Spring 2016 bursar receipt and a refundable deposit (cash or check) for \$20 made out to QCC. More information on this event can be found at www.qcc.cuny.edu/careerServices.
- **Elections** for the 2016-2017 QCC Student Government will be held Wednesday, April 13th through Wednesday, April 20th. Please encourage students to consider standing for election, and of course to cast their ballots. The last day for students to pick up election packets (to run for office) is Thursday, March 17, 2016

Steering Committee Report February 2016

Senate membership is stable and all Senate committees are fully staffed and functioning smoothly.

The Bylaws Committee is putting forward two resolutions: one revising the makeup and charge of the Publications Committee and another renaming the Committee on Continuing Education the Committee on Pre-College, Continuing Education and Workforce Development and slightly redefining the committee's charge.

The Food Insecurity Subcommittee of the Steering Committee created in December has been meeting in preparation for the presentation of a detailed report at the March meeting of the Senate. The committee has an event planned for Wednesday, February 24th, during Club Hours, to raise awareness about the Food Pantry in the Newman Center. Steering Committee Vice Chair Emily Tai is presenting an interim report.

The Steering Committee's Subcommittee on High Impact Activities has completed its work having done extensive research on the designation of HIPs on student transcripts. Next month the Steering Committee will put forward a resolution on the "Designation of High Impact Activities (HIPs) on Student Transcripts" calling for the Senate to create a Special Committee charged to recommend a detailed plan for the manner and means

by which the designation of HIPs on student transcripts will be accomplished and present it for approval at the May meeting of the Queensborough Academic Senate, and that the Committee will consist of four faculty to be designated by the Academic Senate Steering Committee, two administrators to be designated by the College President, and one student to be designated by the Student Government Association. The Steering Committee will disseminate the resolution to the College community in the coming days and requests comments and debate in preparation for a vote on creating the Special Committee at the March meeting.

Report to QCC Academic Senate re: UFS Plenary Meeting

DATE: 1 December 2015

TO: QCC Academic Senate

FROM: QCC Faculty Representative to CUNY UFS, Todd Holden

SUBJECT:

**The 390th Plenary Session
of The University Faculty Senate
of The City University Of New York
The Graduate Center, 365 Fifth Avenue
Room 9204/5/6
Tuesday, December 1, 2015, 6:30 p.m.**

UFS Chair Terrence Martell called the meeting to order at approximately 6:30 p.m.

I. Approval of the Agenda for December 1, 2015

The agenda was approved by voice vote.

II. Approval of the Minutes for October 27, 2015

The agenda was approved by voice vote.

III. Invited Guests

A. Invited Guest: Chancellor James B. Milliken

The main points of Chancellor Milliken's presentation were:

- Although he stated he would not be discussing collective bargaining negotiations, he did say that the faculty are the backbone of the university and deserve a fair contract. He stated he met with the PSC today and more bargaining sessions are scheduled. He stated that the low offer recently presented represents CUNY's poor fiscal situation. He also stated that investing in the faculty currently at CUNY is the best use of a tuition increase.
- A CUNY-wide strategic planning process has begun. A framework to focus the planning will be coming out soon. Chancellor Milliken encouraged faculty comments and feedback through the steering committee (<http://www1.cuny.edu/sites/21stcenturycuny/steering-committee/>). The goal is to develop a master plan to act as an umbrella document to give a CUNY wide focus for campus level strategic plans.
- A 3.4 billion dollar Budget request was presented to and approved by the Board of Trustees at their last meeting. It includes a request to reauthorize the state's predictable tuition policy, no tuition increase at community colleges, up to \$300 per year tuition increase at senior colleges, and \$167 million additional funding for CUNY this year. He mentioned that since 1992 tuition at CUNY has been increasing while state aid has been decreasing, which is not rational for students. TAP and Pell grants are now included in budget calculations. He stated that CUNY offers an incredible return on investment and expressed his strong support for Maintenance of Effort legislation. Additional information is available at <http://www1.cuny.edu/mu/forum/2015/11/25/cuny-trustees-approve-budget-request->

[including-no-increase-in-community-college-tuition-for-2016-and-continuation-of-predictable-tuition-policy/](#)

- Online education legislation has been signed which allows better coordination and transfer of online credit with other institutions.
- The Maintenance of Effort bill was delivered to the governor on 12/1/2015 and he has 10 days to act on it. Chancellor Milliken expressed strong support and cautious optimism for this bill. He also stated that the impetus that brought this legislation this far bodes well for the future.

After the presentation, a number of questions came up, including:

- A question about lobbying alumni. Chancellor Milliken stated that he absolutely supports such efforts. He also opined that students would be the best lobbyists and distinguished alumni the second best.
- The possibility of making the winter session a separate term from spring to clear up student confusion when registering. Chancellor Milliken said he would look into this.
- A question about the current situation at the CUNY School of public health. Chancellor Milliken discussed efforts to try to improve the school, including having the Dean report directly to the Chancellor, strengthening the consortium, and creating a new graduate school in public health and health policy. Chancellor Milliken also said that current undergraduate programs would be kept at their current campuses.
- The possibility of scheduling a CUNY holiday on Veteran's Day was brought up. Chancellor Milliken said he would look into this.
- A request was made to have CUNY's budget for executive compensation reported separate from HEO salaries. Chancellor Milliken said he would look into this.
- A request was made for a consolidated CUNY financial statement. Chancellor Milliken said he would look into this.

B. Invited Guest: Executive Vice Chancellor for Academic Affairs and Provost Vita Rabinowitz

Provost Rabinowitz's presentation primarily focused on CUNY-wide results of the COACHE Faculty Satisfaction Survey. The presentation will be posted at <http://www.cuny.edu/academics/FacultyAffairs/COACHE.html>. The major points were:

- This was a well-run survey and remarkable in several ways including:
 - It was the first to have community colleges included as well as senior colleges and professional schools.
 - We had a high response rate of 47% across all for CUNY.
 - All full-time faculty were surveyed.
 - All community colleges except Guttman were surveyed.
 - Every college has disseminated survey results (usually including the provost reports).
- A number of the items were gone over. Overall, the Graduate and Professional School faculty were much more satisfied than other faculty. Also senior college faculty tended to be a little less satisfied than community college faculty.
- The items CUNY faculty found best about the university included location, colleagues, and diversity.
- The items CUNY faculty found worst about the university included compensation, teaching load, and lack of support for research and creative work.

- Provost Rabinowitz expressed a desire to reduce the amount of time some associate professors spend before promotion to full professor, and to have significant milestones or other major recognition after promotion to full professor.
- Provost Rabinowitz stated that CUNY central would try to improve our situation by prioritizing a new contract, sharing COACHE results (via an office of academic affairs website and other means), and giving more recognition and support for faculty both centrally and at the colleges.

After the presentation, a number of questions came up, including:

- Is there a senior administration e-mail directory? It was stated that this should be available on the CUNY website (a list of senior administration phone numbers is available at <http://www.cuny.edu/about/administration.html>).
- A question was asked about how useful workshops are as a means of faculty support. Provost Rabinowitz replied that workshops offered were of the highest quality, including NSF supported and honed workshops with follow-up included.
- Would CUNY survey adjuncts? Maybe, but since there is no COACHE for adjuncts, something else would need to be developed.
- To a question about too much workload and committee work being given to junior faculty, Provost Rabinowitz replied that campus provosts should set help Chairs to set the proper tone through orientations.
- To the question about our 27 hour workload, Provost Rabinowitz agreed that relief was needed.
- To a question about why CUNY does not have something similar to SUNY's distinguished Service Professors, Provost Rabinowitz replied that CUNY should better recognize our great teachers and citizens.

C. Invited Guest: Peter Knuepfer, Chair of SUNY University Faculty Senate

The main points of Dr. Knuepfer's presentation were:

- Advocacy played an important part in making the language about experiential learning in Gov. Cuomo's budget more reasonable.
- There are several new leaders in Albany who are listening to their colleagues. It was suggested that now would be a good time to reach out to our local legislators.
- Concerns about recent spates of intolerance on SUNY campuses were brought up.
- Dr. Knuepfer announced a joint CUNY/SUNY poster session at the legislature in Albany on Feb. 4, 2016.
- Dr. Knuepfer expressed a desire to improve LGBT faculty support.

IV. Adjournment

The meeting was adjourned at 8:22 pm.

Report to QCC Academic Senate re: UFS Plenary Meeting

DATE: 3 February 2016

TO: QCC Academic Senate

FROM: QCC Faculty Representative to CUNY UFS, Todd Holden

SUBJECT:

**The 391st Plenary Session
of The University Faculty Senate
of The City University Of New York
Eighth Floor, Room 0818, 205 E. 42nd Street
Tuesday, February 2, 2016
6:30 p.m.**

UFS Chair Terrence Martell called the meeting to order at approximately 6:30 p.m.

I. Approval of the Agenda

The agenda was approved by voice vote.

II. Approval of the Minutes for December 1, 2015

The agenda was approved by voice vote.

III. Invited Guests

A. Invited Guest: Chancellor James B. Milliken

- Chancellor Milliken started off by announcing that the Community College Faculty Research Fellowship program has been renewed for a third year. This will support 20 CUNY community college faculty.
- The rest of the presentation dealt with brought up with Gov. Cuomo's executive budget of 1/13/2016.
- Chancellor Milliken was supportive of the proposal to extend predictable tuition increases (of \$300 per year) for another 5 years.
- A proposal to shift \$485 million of CUNY's budget from the state to the city coupled with \$240 million set aside for a labor agreement with the PSC was characterized as unacceptable for Mayor de Blasio.
- Regarding the governor's recent demand for efficiencies and criticism of administrative salaries at CUNY and SUNY, the chancellor cited CUNY's 1961 legal formation as an independent, integrated institution, responsive to the needs of the city. It was pointed out that significant resources are needed to fulfill this. The high administrative salaries were also presented as comparable to those in other state university systems.
- The recent request by CUNY management for non-binding mediation was cast in the context of the disparity between shrinking resources coming from the state, the need to conform to salary patterns, and other increasing needs at CUNY.
- The chancellor pointed out that audited financials are available online showing that painful budget reductions have been made across CUNY, including at CUNY central.
- The chancellor pointed out that CUNY has achieved efficiencies through consolidation and will look to find other areas where consolidation is possible.

After the presentation, a number of questions came up, including:

- A question about how “rational” the current tuition increases are in the eyes of our students. Chancellor Milliken pointed out that many students use financial aid to pay for tuition, costs are increasing, and finding efficiencies is limited.
- The chancellor was asked why the administration is not more fervently aligning itself with the faculty and staff to engage the governor on behalf of CUNY. Chancellor Milliken said he was vigorously doing what he thought best to get the best result for CUNY.
- A request was made to have CUNY’s audited financial results broken down at a finer level. The chancellor said this sounds like a fair request.
- Several questions were asked regarding CUNY’s great contributions to society (such as documented in the book “Passing the Torch”) and how to better advocate for the resources we need. The chancellor pointed to the faculty along with the students and alumni as the best lobbyists for CUNY.

B. Invited Guests: Senior Vice Chancellor for University Relations Jay Hershenson and Vice Chancellor for Budget and finance Matthew Sapienza

Vice Chancellor Sapienza reported on the details of CUNY’s budget in the context of the governor’s executive budget, including the following:

- There is a projected \$66 million increase for senior colleges including \$51 million from a \$300 tuition increase and \$17 million increase for fringe benefits.
- Other mandatory cost increases were not funded (\$27 million total).
- Five more years of tuition increases are proposed (\$300/year). The vice chancellor voiced his strong support of these predictable tuition increases.
- This executive budget gives no increase for community college base aid (which has declined since 2009). CUNY will be requesting that the legislature add a base aid increase into the final budget.
- A number of programs, including ASAP and childcare programs, are cut in this proposed budget. The chancellor’s office will be lobbying to get these items restored in the final budget.

Senior Vice Chancellor Jay Hershenson continued the presentation, emphasizing the need to publicize and promote CUNY including:

- We need to lobby Albany now in synchronization with the legislative schedule.
- ¾ of all New York PELL grant recipients attend CUNY.
- 14% of CUNY students live outside of New York City.
- Each college is involved in outreach to the borough presidents.
- A “Support the CUNY Value” website has been launched to help explain the value of CUNY (<http://www1.cuny.edu/mu/forum/2015/12/11/support-the-cuny-value/> and supportcuny.org).
 - The supportcuny.org website contains a tool to e-mail all relevant political recipients with at once.
 - There will be a social media drive in the next 60 days to get the message out.
 - The chancellery will be reaching out to newspapers, business leaders, etc.
 - 39 current state legislators are CUNY alumni.

After the presentation, a number of questions came up, including:

- Questions about the net increase of faculty relative to enrollment. It was stated that full-time faculty have increased by 650-700 people. This number would probably somewhat larger if not for the recent retirement incentive and the time needed to fill retiree lines. It was also acknowledged that student enrollment has increased strongly in the last five years.
- Some concern was expressed over short term or special programs that require applications and red tape to get resources when the need for resources is already clear. The vice chancellors expressed a desire to give campuses what they need.

IV. New Business

Manfred Philpp, Professor of Biochemistry at Lehman College, and UFS Chair from 2006-2010 was acknowledged on his last day at the UFS.

V. Reports

A. Representative to the Board of Trustees committees

A written report was available at the meeting

B. Jane Katz on CUNY Athletic Conference (written and attached, with Q & A)

Dr. Katz gave a brief overview of women in sports at CUNY detailing some of the great progress made between the time before Title IX. and the present. She also emphasized the enhancements sports makes to the mind, the body, and interpersonal relationships.

C. Chair's Report

The Chair made some brief announcements including:

- The chair noted his disappointment in the governor's recent negatively referencing our former chancellor by name in his recent letter.
- The reason for the January classes to listed as spring semester was given. If we were to list these as a separate session, the federal government would consider CUNY to be a trimester college and students would be required to enroll in three terms to get federal financial aid.
- The Experiential Learning Taskforce report is expected to go to the chancellor on 2/3/2016.
- Faculty were encouraged to reach out to our representatives to voice CUNY's needs and promote CUNY's worth.

VI. Adjournment

The meeting was adjourned at 8:28 pm.

QUEENSBOROUGH COMMUNITY COLLEGE

The City University of New York

ACADEMIC SENATE

COMMITTEE ON BYLAWS

To: Dr. Joel Kuszai, Secretary, Academic Senate Steering Committee
From: Stephen W. Hammel, Esq., Chair, Committee on Bylaws
Subject: Changes to the Bylaws of the Academic Senate; Redesigning The Committee on Continuing Education to Committee on Pre-College, Continuing Education and Workforce Development and slightly redefining verbiage.
Date: April 27, 2015

The Committee on Bylaws has meet, considered and voted to send the following bylaws changes to the Academic Senate for consideration;

Committee Name Amendment;

FROM:

Section 17. The Committee on Continuing Education

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

The Committee on Continuing Education shall:

Report and recommend to the Academic Senate on services and facilities available to the Continuing Education programs.

Serve as a mechanism for articulation between the Continuing Education instructional staff and students, and the Academic Senate.

Consider and evaluate proposals received from faculty, students, and the community regarding policies pertaining to Continuing Education.

Recommend to the Director of Continuing Education proposals and policies which would enhance the operation of the Continuing Education Program.

TO: Section 17. The Committee on Pre-College, Continuing Education and Workforce Development

The Committee on Pre-College, Continuing Education and Workforce Development shall consist of six (6) members of the instructional staff and one (1) student.

The Committee on Pre-College, Continuing Education and Workforce Development shall:

Report and recommend to the Academic Senate on services and facilities available to the Pre-College, Continuing Education and Workforce Development programs.

Serve as a mechanism for articulation between the Pre-College, Continuing Education and Workforce Development instructional staff and students, and the Academic Senate.

Consider and evaluate proposals received from faculty, students, and the community regarding policies pertaining to Pre-College, Continuing Education and Workforce Development.

Recommend to the Director of Pre-College, Continuing Education and Workforce Development proposals and policies which would enhance the operation of the Pre-College, Continuing Education and Workforce Development Programs.

RATIONALE:

The Bylaws Committee discussed and considered the recommendation. It found that the amendments and new title more correctly define and embody the duties and responsibilities currently under the supervision of Vice President Denise Ward. Therefore, we fully support the recommendation.

QUEENSBOROUGH COMMUNITY COLLEGE

The City University of New York

ACADEMIC SENATE

COMMITTEE ON BYLAWS

To: Dr. Joel Kuszai, Secretary, Academic Senate Steering Committee
From: Stephen W. Hammel, Esq., Chair, Committee on Bylaws
Subject: Changes to the Bylaws of the Academic Senate related to membership and charge of The Committee on Publications
Date: April 27, 2015

The Committee on Bylaws has meet, considered and voted to send the following bylaws changes to the Academic Senate for consideration;

The Committee on Publications has respectfully requested the following changes to the Bylaws of the Academic Senate, Article VII, Section 24:

FROM:

Section 24. The Committee on Publications

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

The Committee on Publications shall:

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

TO:

Section 24. The Committee on Publications

The Committee on Publications shall consist of six (6) members of the instructional staff and three (3) students.

The Committee on Publications shall:

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

RATIONALE:

The Bylaws Committee believes that these amendments will help the Committee on Publications better execute their duties and responsibility while permitting student involvement through membership and voting. Furthermore, by including the QCC website explicitly as a publication it gives the Publications Committee greater flexibility.

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

Report to the Academic Senate

January 28th, 2016

From: Dr. David Sarno, Chairperson of the Committee on Committees

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

Monthly Report of the Committee on Committees for December 2015 and January 2016

I. New Academic Senate Committee Members

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

A. Committee on eLearning

To fill a vacancy left by the resignation of William Blick, the CoC named Aviva Geismar (HPED) to this committee. Her term will run through spring 2018. Aviva was the Steering Committee Designee to the Committee on Cultural and Archival Resources, so a new Designee will have to be appointed.

II. Steering Committee Designees

A list of potential Steering Committee Designees was prepared and submitted to Dr. Emily Tai to assist with filling vacancies on the Committees on Admissions, Cultural and Archival Resources Admissions, and WID/WAC.

III. Webpages

Working with Dave Moretti, Committee rosters were corrected to reflect current membership.

IV. Preparation for major activities in the spring

Jeffrey Schwartz provided a timeline to manage the Senate Faculty Member-at-Large election, the CLT Representative election, and the assignment of new members to the Standing Committees of the Academic Senate.

Petition forms for the two Senate elections were revised and approved by the CoC. Petitions will circulate from Feb. 2 to Feb. 16. The ballots will be written and approved between Feb. 17 and Feb. 24. Voting will take place online from Feb. 25 to Mar. 10.

Following changes made to the CoC database, Raj Vaswani generated a list of committee members whose terms continue through 2017 and 2018. Via email, they were reminded of their term length and informed that they would not have to reapply for committee service in spring 2016. A few committee members indicated that they would like to end their term early, so they will be invited to submit their committee preferences in the spring. The message that they will be sent was revised and approved by the CoC. The website and email links will be prepared between Feb. 2 and Feb. 9. The invitation to submit committee preferences will be emailed on Feb. 10 and the online form will be available from Feb. 10 to Feb. 24. Committee assignments will follow.

V. Student Representatives to Standing Committees

Some committee chairs have contacted the CoC to inquire about who their student representatives are because the website lists different names than those who have attended meetings. Working with the Steering Committee, the SGA President has been asked to provide a list that shows which students have been assigned to which committees.

Respectfully submitted,

David M. Sarno

David M. Sarno, PhD

Chairperson, Committee on Committees

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

To: Peter Bales, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: February 3, 2016
Subject: Monthly Report December 2015 + January 2016

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

5 Course revisions
15 New courses
1 Program revision
1 New Program

1. Course Revisions

DEPARTMENT OF SPEECH AND THEATER

FROM: (Title and course description revision)
SP ~~230~~ Video Production
2 class hours, 2 lab hours, 3 credits
Pre-requisites/Co-requisites: BE-112 or BE-205 & BE-122 or BE-226

Course Description:

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

TO: SP 130 Video Production I
2 class hours, 2 lab hours, 3 credits
Pre-requisites/Co-requisites: BE-112 or BE-205 & BE-122 or BE-226

Course Description:

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

Rationale:

The number change from level 200 to level 100 makes it clear that the course is an introductory level

course. The course will become a pre-requisite to a new course, SP 230 Video Production II, and will be offered each semester and enrollment will still be capped at 16 as this number corresponds to available work-stations in the Media Lab.

Departmental approval: 11/09/2015

BIOLOGICAL SCIENCES AND GEOLOGY

FROM:

BI-503 General Epidemiology (Pre-requisite and course description revision)
Pre-requisite: BI- 311 or BI-461, or experience in microbiology.
3 class hours, 3 credits, offered as needed

Course Description:

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

TO:

BI-503 General Epidemiology
Pre-requisite: BI- 311 or BI-461
3 class hours, 3 credits

Course Description:

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

Rationale:

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

Departmental approval: 12/22/2015

FROM:

BI-505 ~~The Environmental Health Professional~~ (Title change and course description change)
1 credit hours, 1 credit. ~~Offered in Fall~~

Course Description:

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

TO:

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

Course Description:

A survey of environmental problems as they pertain to both ecological stability and human health. Focus is on current areas of concern, including air and water pollution, infectious and chronic diseases,

environmental, social and behavioral factors related to health. Course content will include seminars, field trips and online assignments. Other topics will include educational and career opportunities in these fields.

Rationale:

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

Departmental approval: 12/22/2015

FROM:

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

Course Description:

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

TO:

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

Rationale:

The change in the course title is to distinguish it from the new Public Health Biology course. The change will also allow the course to be compatible with the proposed A.S and B.S. Public Health Program with Hunter College.

Departmental approval: 12/22/2015

FROM:

PH-111 Space, Astronomy and Our Universe (Hours change + co-requisite change)
~~2.25 class hours 0.75 lab hours~~/3 credits
Co-requisites: ~~None~~

Course Description:

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

TO:

PH-111 Space, Astronomy and Our Universe

3 class hours, 3 credits

Co-requisites: PH-112

Course Description:

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

Rationale:

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

Departmental approval: 11/18/2015

2. New Courses

CHEMISTRY DEPARTMENT

Departmental approval of both new courses below: 11/9/2015

CH 116: Introduction to Nanoscience Lecture

3 hours; 3 credits

Course Description:

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

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

Rationale:

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

CH-117: Introduction to Nanoscience Laboratory

Co-requisite: CH-116: Introduction to Nanoscience Lecture

3 hours; 1 credit

Course Description:

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

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

Rationale:

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

BIOLOGICAL SCIENCES AND GEOLOGY

BI-521 Public Health Biology

Pre-requisites: General Biology 1, BI-201

3 class hours, 3 credits

Course Description:

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

Rationale:

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

Departmental approval: 12/22/2015

HISTORY DEPARTMENT

Departmental approval of all 8 new history courses below: 12/11/2015

HIST-186: Introduction to Legal History I: The Ancient World through the Early Modern Period
Pre-requisites: BE-122 (or 226) and BE-112 (or 205), or satisfactory score on the CUNY/ACT Assessment Test.

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

This is an entry level elective course that provides students with knowledge of the function and evolution of law, legal concepts, and justice systems from the Ancient World through the Early Modern period. Legal history, as a field, is important not only as a basis for understanding many of the documents of governance and negotiation that are studied as sources for historical events and processes, but as a means to better prepare students for professional specialization in various aspects of law and criminal justice. The history of law is also useful as an approach to understanding ethical and historical problems, how societies define acceptable and unacceptable behavior, how and what they choose to punish, and how of these concepts change over time as societies develop. A course on Legal History will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

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

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

This is an entry level elective course that provides students with an understanding of the function and evolution of law, legal concepts, and justice systems from the Enlightenment through the present. Legal history, as a field, is important not only as a basis for understanding many of the documents of governance and negotiation that are studied as sources for historical events and processes, but as a means to better prepare students for professional specialization in various aspects of law and criminal justice. The Enlightenment and the Napoleonic wars drastically changed the European approach to justice, as did the War Crimes Tribunals after the Second World War so a study of the legal changes from the Enlightenment through the present is an excellent window into evolving concepts of human rights and

justice. A course on Legal History will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

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

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

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

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

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

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

HIST-252 History of Medieval and Early Modern Spain

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

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

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

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course examines the history and impact of this seminal catastrophe of the twentieth century: the First World War, 1914-1918. This course examines the history, as well as cultural, ideological and intellectual impact of the war. It focuses on Europe, Asia, the Middle East and the United States as well as on the revolutions that were caused by the war. The course discusses the historical context in which the war was fought and ended as well as how it impacted the history of the decades to follow the events of 1914-1918.

Rationale:

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

HIST-242 History of Modern Japan: 1868-1989

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

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

HIST-227 British History since 1688

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

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

HIST 211 History of Early Christianity

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

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

HIST 236 History of Germany

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

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

HIST 208 History of the Romans and Their Empire

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

This course will survey some of the major developments and problems in Roman history, with particular emphasis on the period between the third century BCE and the second century CE. Although the course will cover a diverse array of topics, ranging from social and demographic history to slavery, many of the

lectures and discussions will concentrate on the way in which the development and articulation of Roman imperial power affected general historical trends over this period.

Rationale:

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

HIST 238 History of Russia

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

Co-requisite: English 101

3 class hours; 3 credits

Course Description:

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

Rationale:

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

FOR INFORMATION ONLY

DEPARTMENT OF SPEECH AND THEATER (new “experimental” course)

SP-230 Video Production II

Pre-requisites: SP-130 Video Production I

2 class hours; 2 lab hours; 3 credits

Course Description:

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

Rationale:

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

Departmental approval: 11/09/2015

3. Program Revision

Environmental Science program (now separated from the Environmental Health/Science program).

Departmental approval 12/22/15.

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

From:		To:	
	Credits		Credits
Common Core		Common Core	
<u>REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)</u>	6	<u>REQUIRED CORE: I. A: English Composition I, II (ENGL 101 and ENGL 102)</u>	6
<u>REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 440)*</u>	4	<u>REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 440)*</u>	4
<u>REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*</u>	4	<u>REQUIRED CORE: I. C: Life & Physical Sciences (Required: BI 201)*</u>	4
<u>FLEXIBLE CORE: II. A: World Cultures & Global Issues</u>	3	<u>FLEXIBLE CORE: II. A: World Cultures & Global Issues</u>	3
<u>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)</u>	3	<u>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)</u>	3
<u>FLEXIBLE CORE: II. C: Creative Expression (Select one course)</u>	3	<u>FLEXIBLE CORE: II. C: Creative Expression (Select one course)</u>	3
<u>FLEXIBLE CORE: II. D: Individual & Society (Select one course)</u>	3	<u>FLEXIBLE CORE: II. D: Individual & Society (Select one course)</u>	3
<u>FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*</u>	4.5	<u>FLEXIBLE CORE: II. E: Scientific World (Required: CH 151)*</u>	4.5
<u>FLEXIBLE CORE: II: <u>A, B, C, D</u> or <u>E</u> (Required: CH 152)*</u>	4.5	<u>FLEXIBLE CORE: II: <u>A, B, C, D</u> or <u>E</u> (Required: CH 152)*</u>	4.5

Subtotal	35	Subtotal	35
Major		Major	
BI-461 General Microbiology	4	BI-461 General Microbiology	4
BI-202 General Biology II	4	BI-202 General Biology II	4
BI 480 Environmental Science	4	BI 480 Environmental Science	4
BI-160 Ecology	4	BI-160 Ecology	4
GE-101 Physical Geology	4	GE-101 Physical Geology	4
Subtotal	32	Subtotal	20
Advised Electives	5	Advised Electives	5
Total Credits Required:	60	Total Credits Required:	60
Advised Electives May Include		Advised Electives May Include	
BI-505 Current Trends in Environmental Health and Environmental Science	1	BI-505 Current Environmental Issues	1
BI-554 Research Laboratory Internship	2	BI-554 Research Laboratory Internship	2
CH-110/111 Chemistry and the Environment/lab	4	CH-110/111 Chemistry and the Environment/lab	4
ET-840 Energy for a Green Society	4	ET-840 Energy for a Green Society	4
ET-841 The Science of Energy and Power in the Modern World	3	ET-841 The Science of Energy and Power in the Modern World	3
ET-842 Energy Production and Conservation	1 (co Req ET-841)		
ET-843 The Role of Energy in Society	3	ET-843 The Role of Energy in Society	3
GE-102 Historical Geology	4	GE-102 Historical Geology	4
HE-110 Cardiopulmonary Resuscitation	1	HE-110 Cardiopulmonary Resuscitation	1
MA-336 Computer-Assisted Statistics	3	MA-336 Computer-Assisted Statistics	3
MA-441 Analytic Geometry and Calculus	4	MA-441 Analytic Geometry and Calculus	4
PH-120/121 Introduction to Meteorology/lab	4	PH-120/121 Introduction to Meteorology/lab	4
PH-124 Global Warming	3	PH-124 Global Warming	3

8. Write a Rationale for all the changes

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

(which is already listed as an advised elective)

9. Write a Summary for all the changes

The Environmental Science program has been approved by NYSED as a separate tract (previously submitted as a dual tract with Environmental Health). The program outlined above is the same as what had been submitted as part of the dual tract except for the minor changes in advised electives.

BI-505 has been revised as a seminar series that will include topics relevant to Environmental Science. The ET advised electives as proposed will allow students to choose either a 3 credit course without a lab (ET-841) or an equivalent 4-credit course with a lab component (ET-840). Since students who wish to take this course with a lab can enroll in ET-840, it is not necessary to offer ET-842.

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

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

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

No Biology courses have been deleted from the program

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

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

4. New Program

Public Health Program

QUEENSBOROUGH COMMUNITY COLLEGE

OF

THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN PUBLIC HEALTH

LEADING TO THE

ASSOCIATE IN SCIENCES DEGREE

EFFECTIVE FALL 2016

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

APPROVED BY
QUEENSBOROUGH COMMUNITY COLLEGE ACADEMIC SENATE
date of approval

College Representative: Provost and Vice President for Academic Affairs,
Paul Marchese

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Provost's Signature: _____

Provost's Name: _____

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ABSTRACT

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

PURPOSE AND GOALS

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

The proposed program will also build on the strength of existing QCC programs and will utilize faculty expertise to update existing courses and develop new curricula.

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

NEED AND JUSTIFICATION

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

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

CUNY has a unique opportunity to become a nationally recognized ASPPH demonstration project for a continuum of public health education that is influenced by the educational needs of public health workforce.

In the coming decades, having the right public health workforce can help New York take on some of its most urgent health, economic and social problems. A public health workforce of the right size and with the right skills can help to:

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

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

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

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

Table 1 Essential Services of Public Health Workers
1. Monitor health status to identify community health problems.
2. Diagnose and investigate health problems and health hazards in the community.
3. Inform, educate, and empower people about public health issues.
4. Mobilize community partnerships to identify and solve health issues.
5. Develop policies and programs that support individual and community health efforts.
6. Enforce laws and regulations that protect health and ensure safety.
7. Link people to needed personal health services and ensure the provision of health care when otherwise unavailable.
8. Ensure a competent public health and personal health care workforce.
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services.

10. Conduct research for new insights and innovative solutions to health problems.

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

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

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

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

- Contribute to healthier, sustainable cities

- Promote healthy aging through the lifespan
- Prevent complex chronic diseases and improve their management
- Eliminate health disparities and advance health equality

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

Employment Trends

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

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

STUDENTS

A. Interest/Demand

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

B. Enrollment Projections

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

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

C. Admission Requirements

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

CURRICULUM

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

Proposed A.S. in Public Health Curriculum

Common Core Requirements

		Credits
Required Core 1A:	EN-101 English Composition I	3
	EN-102 English Composition II	3
Required Core 1B:	MA-119 College Algebra*	3
Required Core 1C:	BI-201 General Biology I*	4
Flexible Core 2A:	World Cultures and Global Issue (Recommended ANTH 160 Anthropology of Health & Healing)	3
Flexible Core 2B:	US Experience & its Diversity	3

	(Recommended SP-211 Speech Communication)	
Flexible Core 2C:	Creative Expression (Select one from 2C)	3
Flexible Core 2D:	Individual and Society (Recommended SOCY- 101 Introduction to Sociology)	3
Flexible Core 2E:	BI-520 Public Health Science (<i>new title: Introduction to Public Health</i>)*	4
Select one from 2A-E:	(Recommended PHIL-148 Public Health Ethics (<i>new course</i>))	3

*Required STEM
Variants for major

Credits 32

Requirements for the Major

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

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

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

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

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

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

COST ASSESMENT

A. Faculty

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

B. Facilities and Equipment

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

Evaluation

Institutional processes currently are in place at Queensborough for evaluating the effectiveness of majors. These processes are appropriate for evaluating new major programs as well. Like all other academic programs at Queensborough, the new A.S. degree in Public Health will undergo self-study and external

evaluation via the college's academic program review. Academic program reviews are conducted on a five-year rotation according to a designated schedule. Faculty review committees are formed within a department, or across departments depending on the sponsorship of the program. Using data provided by Institutional Research and course assessment posted to the college website for courses applicable to the program, the committees discuss student outcomes, curriculum, faculty, and facilities; generate major findings; and formulate recommendations. There are program review templates and other templates and resources for this effort on the college website.

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

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

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

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

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

See appendix A, B, C, and D below.

Appendix A: Table 1a: Undergraduate Program Schedule

- Indicate **academic calendar** type: X Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: Fall 1						Term: Spring 1					
Check course classification(s)						Check course classification(s)					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
1A EN 101 English Composition I	3	X				1A EN 102 English Composition II	3	X			
1C (required BI 201 General Biology I)	4	X									
1B (required MA 119 College Algebra)	3	X				HE 103 Fundamentals of Human Nutrition	3	X	X		
2D (recommended SOCY 101 Introduction to Sociology)	3	X	X			2E (required BI 520 Introduction to Public Health)	4	X	X		
2B (recommended SP 211 Speech Communications)	3	X				IS 151 Health of the Nations	2		X		
						2A (recommended ANTH 160 Anthropology of Health and Healing)	3	X			
Term credit total:	16					Term credit total:	15				
Term: Fall 2						Term: Spring 2					
Check course classification(s)						Check course classification(s)					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
2C Creative Expression	3	X				BI 501 Environmental Health/HE 104/HE 105/HE 107/ HE 108/HE 110/HE 111	4		X		
HE 114 Health Promotion & Disease Prevention	3		X			Select one from 2A-2E (recommended PHIL 148 Public Health Ethics)	3	X			
BI 461 General Microbiology	4		X		BI 201 Prerequisite	MA 336 Statistics	3		X		MA 119 or satisfactory score on the Mathematics Placement Test
BI 521 Public Health Biology/HE 104/HE 105/HE 107/ HE 108/HE 111	3		X	X	BI 201 Prerequisite for BI 521	BI 503 Epidemiology	3		X		BI 461
BI 554 Research Laboratory Internship/BI 505 Current Environmental Issues HE 102 Health, Behavior and Society/HE 110 Cardiopulmonary Resuscitation	3		X			Term credit total:	13				
Term credit total:	16					Term: Spring 3 Hunter					
Term: Fall 3 Hunter						Check course classification(s)					
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
SOC 301 Medical Sociology	3		X		SOC 101	COMHE 304 Intro to Health Comm. Theory & Practice	3		X		
COMHE 301 Introduction to Community and Public Health	3		X			COMHE 306 Social Disparities in Health	3		X		
COMHE 302 Principles of Health Promotion	3					COMHE 325 Environmental Health	3		X		
						COMHE 411 Community Health Assessment	3		X		
COMHE 303 Social Structure & Health	3		X			Hunter Focus - College Option	3	X			
Hunter Focus - College Option	3	X				Term credit total:	15				
Term credit total:	15					Program Totals:					
		Credits:60		Liberal Arts & Sciences: 32		Major:18		Elective & Other:10			

Cr: credits LAS: [liberal arts & sciences](#) Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

ARTICULATION AGREEMENT FORM

College of Agreement Initiation: Queensborough Community College

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Queensborough Community College
Departments: Biological Sciences and Geology and Health, Physical Education and Dance
Program: Public Health
Degree: A.S.

Receiving College: Hunter
Department: N/A
Program: Community Health
Degree: B.S.



B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Students will have completed an A.S. in Public Health from Queensborough Community College, with the following additional requirements:

- Must have earned a grade of C or better in prerequisite courses
- Must have a minimum cumulative GPA of 3.00

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

Sending College		Receiving College Equivalent (Or Other Evaluation)		Credit Granted
Course & Title	Cr.	Course & Title	Cr.	
<i>General Education Requirements</i>				
Required Core 1A ENGL 101 English Composition I	3	ENG 120 Expository Writing	3	3
ENGL 120 English Composition II	3	ENG 220 Introduction to Writing About Literature	3	3
Required Core 1B MA 119 College Algebra	3	MATH 101 Algebra for College Students	3	3
Required Core 1C BI 201 General Biology I	4	BIOL 100 Principles of Biology	4	4
Flexible Core 2A (recommended ANTH 160 Anthropology of Health and Healing)	3	Flexible Core 2A World Cultures and Global Issues	3	3
Flexible Core 2B (recommended SP 211 Speech Communications)	3	Flexible Core 2B U.S. Experience in its Diversity	3	3
Flexible Core 2C Creative Expression (Select one from 2C)	3	Flexible Core 2C Creative Expression	3	3
Flexible Core 2D (recommended SOCY 101 Introduction to Sociology)	3	Flexible Core 2D Individual and Society	3	3
Flexible Core 2E BI-520 Public Health Science (new title: Introduction to Public Health)	4	Flexible Core 2E Life and Physical Sciences	4	4
Select one from 2A- 2E (recommended PHIL 148 Public Health Ethics)	3	Select one from 2D	3	3
SUBTOTAL	32	SUBTOTAL	32	
<i>Requirements for the Major</i>				
HE-103 Fundamentals of Human Nutrition	3	NFS 141 Introduction to Nutrition	3	3
HE 114 Foundations of Health Promotion and Disease Prevention	3	Elective	3	
BI 461 General Microbiology	4	Elective		
BI 503 General Epidemiology	3	COMHE 330 Introduction to Epidemiology	3	
IS 151 The Health of the Nation	2	Elective	2	
MA 336 Statistics	3	STAT 130 Elementary Probability and Statistics	3	
SUBTOTAL	18	SUBTOTAL	18	
<i>Major Electives Advised major electives selected from the list below and guided by appropriate transfer articulations</i>				
BI 501 Environmental Health	4	Elective	4	4
BI 521 Public Health Biology	3	COMHE 328 Public Health Biology	3	3
BI 554 Research Laboratory Internship	2	Elective	2	2

BI 505 The Environmental Health Professional (new title: Current Environmental Issues)	1	Elective	1	1
HE 102 Health, Behavior and Society	2	Elective	2	2
HE 104 Addictions and Dependencies	3	COMHE 321 Addictions and Dependencies	3	3
HE 105 Human Sexuality	3	COMHE 324 Human Sexuality	3	3
HE 107 Mental Health: Understanding Your Behavior	3	HED 301 Mental Health for the Health Educator	3	3
HE 108 Health and Physical Fitness	3	PEDCO 301 Foundations of Physical Fitness	3	3
HE 110 Cardiopulmonary Resuscitation	1	Elective	1	1
HE 111 Stress Management	3	HED 300 Seminar: Selected Topics	3	3
SUBTOTAL		10	SUBTOTAL 10	
TOTAL = 60			TOTAL = 60	

D. SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE

Course and Title	Credits
<i>General Education (Liberal arts, Core, Distribution) and other Required Courses</i>	
Hunter Focus – College Option	6
Subtotal	6
<i>Prerequisite and Major Courses</i>	
COMHE 301 Intro to Community and Public Health	3
COMHE 302 Principles of Health Promotion	3
COMHE 303 (W) Social Structure and Health	3
SOC 301 Medical Sociology	3
COMHE 304 Intro to Health Community, Theory & Practice	3
COMHE 306 Social Disparities in Health	3
COMHE 411 Community Health Assessment	3
COMHE 412 Directed Field Work Practicum	3
COMHE 413 Research Symposium	3
COMHE 408 Digital Media and Health	3
COMHE 405 Health Care Systems & Health Policy	3
Any 300 or 400-level COMHE, SOC or ANTHC Electives or NFS 131	6
Subtotal	39
<i>Electives</i>	
Free Electives*	15
*One of these electives must satisfy the “U.S. and/or Global Ethnic/Racial Gender and Sexual Diversity” requirement.	
Subtotal	15
TOTAL	60

E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

1. Procedures for reviewing, up-dating, modifying or terminating agreement:

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by faculty from each institution’s respective departments, selected by their Chairpersons.

2. Procedures for evaluating agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:

Each semester Hunter College will provide Queensborough Community College the following information: (1) the number of Queensborough students who applied to the program; (2) the number of Queensborough students who enrolled; and (4) the aggregate GPA of these enrolled students.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:

This articulation agreement will be publicized on Queensborough Community College's website and the Hunter College websites. Faculty involved in the program and Queensborough Academy advisers will promote this agreement with eligible students.

**G. ASSOCIATE IN SCIENCE DEGREE IN PUBLIC HEALTH FROM QUEENSBOROUGH
(semester by semester example)**

Queensborough	Cr	Hunter	Cr
<i>First Semester</i>			
1A EN 101 English Composition I	3	ENG 120 Expository Writing	3
1C BI 201 General Biology I	4	BIOL 100	4
1B MA 119 College Algebra	3	MATH 101 Introduction to Writing About Literature	3
2D SOCY101 Introduction to Sociology	3	Flexible Core 2D/2D SOCY101 Introduction to Sociology	3
2B SP 211 Speech and Communications	3	2B U.S. Experience in its Diversity	3
(subtotal)	16	(subtotal)	16
<i>Second Semester</i>			
1A EN 102 English Composition II	3	ENG 220 Introduction to Writing About Literature	3
2A ANTH 160 Anthropology of Health and Healing	3	2A World Cultures and Global Issues	3
HE 103 Fundamentals of Human Nutrition	3	NFS 141 Introduction to Nutrition	3
2E BI 520 Public Health Science (new title: Introduction to Public Health)	4	2E Life and Physical Science	4
IS I51 Health of the Nation	2	Elective	2
(subtotal)	15	(subtotal)	15
<i>Third Semester</i>			
2C Creative Expression	3	2C Creative Expression	3
HE 114 Health Promotion & Disease Prevention	3	Elective	3
BI 461 General Microbiology	4	Elective	4
BI 521 Public Health Biology	3	COMHE 328 Public Health Biology	3
BI 554 Research Laboratory Internship and BI 505 Current Environmental Issues or HE 102 and HE 110 or HE 104/HE 105/HE 107/ HE 108/HE 111	3	Elective/COMHE 321/COMHE 324/HED 301/PEDCO 301/HED 300	3
(subtotal)	16	(subtotal)	16
<i>Fourth Semester</i>			
MA 336 Statistics	3	STAT 130 Elementary Probability and Statistics	3
BI 501 Environmental Health or HE 104/HE 105/HE 107/ HE 108/HE 111 and HE 110 or BI 505	4	Elective//COMHE 321/COMHE 324/HED 301/PEDCO 301/HED 300	4
Flexible Core 2D PHIL 148 Public Health Ethics	3	Select one from 2D	3

BI 503 Epidemiology	3	COMHE 330 Introduction to Epidemiology	3
(subtotal)	13		13
Total	60		60



Pathways/Hunter Core Requirements - 6
 Remaining Requirements in Major - 39
 Hunter Electives - 15

Total Credits to be earned at Hunter: 60
Total Credits to be earned at Queensborough: 60
Total Credits required for B.S. degree: 120

Effective Date: Fall 2016

Dr. Lon Kaufman,
Provost and Vice-President of Academic Affairs

Dr. Paul Marchese,
Provost and Senior Vice President for Academic Affairs

Dr. Meredith Manze,
Undergraduate Program Director, Community Health

Dr. Monica Trujillo
Chair, Biological Sciences and Geology Department

Dr. Young Kim,
Chair, Health, Physical Education and Department

Appendix B: Faculty
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Dr. Anuradha Srivastava, Assistant Professor	BI-520, Public Health Science		Ph.D, Zoology / Central drug Research Institute and B.R.Ambedkar University, India; M.S. /Zoology(Cell & Molecular Biology), University of Rajasthan, India	Experience in teaching and conducting Research in Public Health at College of Public Health, University of South Florida, and Tampa. Experience in Courses and Program Development in Public Health. Currently teaching courses related to Public health and Microbiology.
	BI-503, Epidemiology			
	BI-521, Public Health Biology			
	BI- 461, Microbiology			
	BI-505, Current Environmental Issues			
Dr. David Klarberg, Professor	BI-520, Introduction to Public Health		Ph.D., Zoology /Virginia Polytechnic Institute and State University; M.S., West Virginia University; M.P.H., Yale University	Experience in teaching in Public Health. Experience in Courses and Development in Public Health. Earned Masters in Public health from Yale University
	BI-521, Public Health Biology			
Dr. Monica Trujillo, Department Chairperson and Associate Professor	BI- 461, Microbiology		Ph.D./ Universidad de la Republica Oriental de Uruguay; M.S./ Universidad de la Republica Oriental de Uruguay	Teaching and has experience in course development in Microbiology and related Research
	BI-554 Research Laboratory Internship			
Dr. Mangala Tawde, Associate Professor	BI-501, Environmental Health		Ph.D. Microbiology/ Mumbai University, India;; M.S, Biochemistry;MS University of Baroda, India	Teaching and has experience in course/program development in Environmental Health and Microbiology
	BI-505, Current Environmental Issues			
	BI- 461, Microbiology			
Dr. Joan Petersen, Associate Professor	BI- 461, Microbiology		Ph.D., Biological sciences (Molecular Microbial Ecology) Fordham University; M.S., Biological Sciences/Fordham University	Teaching and has experience in course/program development in Environmental Science and Microbiology
	BI-505, Current Environmental Issues			

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Dr. Lana Zinger, Professor	HE 103 Fundamentals of Human Nutrition		B.S.M.S Nutrition Science NYU Columbia University Ed.D Health and Behavior Columbia University	Licensed Dietitian NYS Registered Dietitian Certified Health Educator Specialist (CHES)
	IS 151 Health of the Nations			
Dr. Rosemary Iconis, Associate Professor	HE102 Health, Behavior and Society		Ed.D Human Services, University of Sarasota; M.S. Health Science-Program in Applied Physiology, Long Island University B.A. Health Education, Queens College, CUNY	Certified Health Educator – American Association of Sex Educators, Counselors, and Therapists
	HE 105 Human Sexuality			
	HE 107 Mental Health :Understanding Your Behavior			
	HE 114 Health Promotion and Disease Prevention			
Dr. Alicia Sinclair, Associate Professor	HE 103 Fundamentals of Human Nutrition		Ed.D. Health & Behavior Studies, Columbia University; M.A. Psychology, New York University; B.S. Education, University of Maine	Certified Health Education Specialist (CHES); Former obesity researcher, St. Luke’s Obesity Research Center, NY, NY
	HE 102 Health, Behavior and Society			
Dr. Andrea Salis, Assistant Professor	HE 102 Health, Behavior and Society		Ph.D. Educational Psychology, Graduate Center, City University of New York; M.A. Health Education and Promotion, Lehman College – CUNY; B.A. Health and Society, University of Rochester	Certified Health Education Specialist (CHES); Former Health & Wellness Director, Cross Island YMCA of Greater New York; Society of Public Health Education (SOPHE) Community Colleges Task Force 2013-present
	HE 107 Mental Health: Understanding Your Behavior			
	HE 108 Health & Physical Fitness			
Dr. Tony Monahan, Assistant Professor	HE 111 Stress Management		Ph.D. Education, Rhode Island College/University of Rhode Island	HPE Educator 1983 – present. K-12 Education, Higher Education, Special Populations, Exercise Physiologist: Cardiac Rehabilitation, Physical Rehabilitation
	HE 102 Health, Behavior and Society			
Dr. Daniel Armstrong, Assistant Professor	HE 102 Health, Behavior and Society		DPT. Physical Therapy, Graduate Center, City University of New York;	American Heart Association certified BLS Instructor, NYS EMT, NYS EMT Instructor, NYS licensed
	HE 110 Cardiopulmonary Resuscitation			

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
				physical therapist.

Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Dr. Anupam Pradhan, Adjunct Assistant Professor	BI-520, Introduction to Public Health	Ph.D. Zoology, Industrial Toxicology Research Institute and Kanpur University, India. M.S Zoology, Cotton College and Guwhati University, India	Experience in teaching and conducting Research in Public Health at College of Public Health, University of South Florida(USF), and Tampa. Experience in Course Development in Public Health (USF). Currently teaching courses related to Microbiology and General Biology at QCC and Suffolk Community College.
	BI-503, Epidemiology		
	BI-521, Public Health Biology		
	BI- 461, Microbiology		
Prof. Edward Diller, Adjunct Lecturer	HE-102 Health, Behavior and Society	MPH – Master of Public Health, Columbia University School of Public Health BA – History/ Education, SUNY, Albany	Extensive experience in course development, design, and teaching health education courses on both the graduate and undergraduate level. Currently teaching at QCC, Nassau CC, Lehman College.
	HE -111 Stress Management		
	IS- 151 Health Of Nation		