

Agenda
Academic Senate Meeting
Date: Tuesday, October 18, 2016
Time: 3:10 p.m.
Location: Room M-136

I. Attendance

II. Consideration of the minutes from September 13, 2016 meeting (Attachment A)

III. Communications from:

- CUNY Board of Trustees (<http://www2.cuny.edu/about/trustees/>)
- President Diane B. Call (Attachment B)
- Senate Steering Committee Report (Attachment C)
- University Faculty Senate May 2016 Plenary (Attachment D)

IV. Monthly Reports of the Committees of the Academic Senate

- Committee on Curriculum – Monthly Report for September 2016 (Attachment E) — RESOLUTION

V. Old Business

VI. New Business

- Report from the General Education Assessment Task Force
- Report of the Committee on Food Insecurity, October 2016 (Attachment F)

Joel Kuszai, Secretary
Academic Senate Steering Committee

Queensborough Community College
The City University of New York

MINUTES
of the September 13, 2016
Academic Senate

President Diane Call called the first regularly scheduled meeting of the Academic Senate to order at 3:16 P.M.

I. Attendance:

63 votes were recorded at the time attendance was taken; 68 members of the Academic Senate were present during the meeting.

Absentees: Georgina Colalillo, Barbara Blake-Campbell, Cheryl Spencer, Mangala Tawde, Pedro Irigoyen, Peter Irigoyen, George Muchita, SG President (72), SG President Pro Tempore (78), SG VP PT Students (79).

II. Consideration of minutes of the May 10, 2016 meeting of the Academic Senate:

A motion was made, seconded, and adopted 62-0-0 to approve the May 10, 2016 minutes as presented (see Attachment A of the September 13, 2016 Agenda). Did not vote: Stuart Asser, Belle Birchfield, Isabella Lizzul, Anthony Kolios, Mi Seon Kim and Eileen White.

III. Communications from:

1. President Call

President Call referred to her written report (Attachment B of the September 13, 2016 Agenda.) For the full report, visit: [http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2016-17/September 2016/Attachment-B-Presidents-Report-9-13-16.pdf](http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2016-17/September%202016/Attachment-B-Presidents-Report-9-13-16.pdf)

2. Senate Steering Committee Report

Chair Dr. Peter Bales referred to the written report (Attachment C of the September 13, 2016 Agenda). For the full report, visit: [http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2016-17/September 2016/Attachment-C-SteeringCommitteeReport-Sept2016.pdf](http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2016-17/September%202016/Attachment-C-SteeringCommitteeReport-Sept2016.pdf)

IV. List of Graduates June 2016 (Attachment D of the September 13, 2016 Agenda)

A motion was made, seconded, and adopted 62-0-0 to approve the list of candidates for graduation in June 2016 (see Attachment D of the May 10, 2016 Agenda). Did not vote: Michael Cesarano, Belle Birchfield, Anthony Kolios, Edward Volchok, SG Administrative VP, and SG VP Evening Students.

V. Annual Reports of the Committees of the Academic Senate

The following committee reports included in the September 13, 2016 Agenda were received by the Academic Senate:

- Academic Development/Elective Academic Programs (Attachment E)
- Admissions (Attachment F)
- Assessment and Institutional Effectiveness (Attachment G)
- Bylaws (Attachment H)

- 57 • Computer Resources ([Attachment I](#))
- 58 • Course & Standing ([Attachment J](#))
- 59 • Cultural and Archival Resources ([Attachment K](#))
- 60 • Curriculum ([Attachment L](#))
- 61 • eLearning ([Attachment M](#))
- 62 • Environment, Quality of Life, and Disability Issues ([Attachment N](#))
- 63 • Library ([Attachment O](#))
- 64 • Pre-College, Workforce Development and Continuing Education ([Attachment P](#))
- 65 • Publications ([Attachment Q](#))
- 66 • Student Activities ([Attachment R](#))
- 67 • Vendor Services ([Attachment S](#))
- 68 • WID WAC ([Attachment T](#))
- 69 • Senate Technology Officer Annual Report ([Attachment U](#))

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71 **VI. Monthly Reports of the Committees of the Academic Senate**

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- 73 1. **Committee on Committees:** The Academic Senate received the Monthly Report for September
 - 74 2016 ([Attachment V of the September 13, 2016 Agenda](#)).
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 - 76 2. **Committee on Curriculum:** The Academic Senate received the Monthly Report for May 2016
 - 77 ([Attachment W of the September 13, 2016 Agenda](#)) and acted on the following items:
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79 **Course Revisions**

80 **DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**

81 A **motion** was **made, seconded, and adopted 64-0-1** to **approve changes** to the following

82 courses in the Department of Foreign Languages and Literatures: LF-401, LG-401, LI-401, LS-

83 402 (See [Attachment W of the September 13, 2016 Agenda](#)). Abstained: Eileen White. Did not

84 vote: Michael Cesarano, Belle Birchfield, Anthony Kolios.

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86 **DEPARTMENT OF HISTORY**

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88 A **motion** was **made, seconded, and adopted 64-0-0** to **approve changes** to the following

89 courses in the Department of History: HI 113 Europe and the World since 1945; HI 118 Ancient

90 Greek history; HI 125 Immigration and Ethnic groups in the US; HI 126 Women in America; HI129

91 Recent American Civilization; HI144 Modern Economic History; HI 153 Western War and

92 Warfare: from Gunpowder to Desert Storm; HI 165 The European Renaissance; HI173

93 Barbarians, from the Roman Empire to the Early Modern World; HI177 Greek and Roman

94 Mythology; HI 181 History of the Second World War; HI185 The Holocaust; HI 191 History of

95 Genocide in the Twentieth Century; HI195 Judaism, Christianity, and Islam (See [Attachment W of](#)

96 [the September 13, 2016 Agenda](#)). Did not vote: Kip Montgomery, Bob Rogers, Michael Cesarano

97 and Belle Birchfield.

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100 **New Concentration in a Program**

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102 **DEPARTMENT OF HISTORY**

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104 A **motion** was **made, seconded, and adopted 63-0-1** to **approve a new History Concentration**

105 in the in the Liberal Arts and Sciences A.A. degree program (See [Attachment W of the](#)

106 [September 13, 2016 Agenda](#)). Abstained: Eileen White. Did not vote: Kip Montgomery, Bob

107 Rogers, Michael Cesarano and Belle Birchfield.

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VII. Old Business

None.

VIII. New Business

- Update from Dr. Steele on the work of the General Education Assessment Task Force
- Report from Dr. Tai on the work of the Committee on Food Insecurity, including the September 2016 report (Attachment X of the September 2016 Agenda).
- Dr. Pecorino raised the matter of the changes in the email system.

The meeting was adjourned at 4:15pm

Respectfully Submitted,
Joel Kuszai
Secretary, Steering Committee of the Academic Senate



President's Report to the Academic Senate

October 18, 2016

ENROLLMENT ACTIVITIES

- Spring Admission Activity officially began with the first allocation of transfer applications, which arrived on October 6th, while freshmen applications began on October 13th. The Office of Admissions hosted a successful Fall Counselor Conference on September 30th for over 100 High School Counselors, including 22 counselors from Long Island schools. Admissions will host an Open House on Saturday, November 12th for prospective students and their families.
- Outreach to students who did not attend last semester has started, offering them an option to reactivate. These students will also receive a personal outreach from the Department of New Student Engagement.
- Academic Advisement for current QCC students officially began the week of October 10th, with registration beginning on Friday, November 11th for new and continuing students.

FY 17 BUDGET UPDATE

Our FY 17 financial plan was prepared in accordance with the priorities established in our FY 17 Strategic Plan, as developed via the college advisory planning process. Under the leadership of our Budget Director, Marc Carpentier, we've completed the third year using a budget process that established base, one-time and new recurring budget requests from all College departments. This process was designed to ensure maximum utilization of our resources in support of our Strategic Plan. The 2017 budget for this academic year assumes flat FTE enrollment from last year, and includes a \$100 increase per FTE in State support. This allows the College to continue to invest in our priorities of increasing the full-time faculty to student ratio, student support services and personnel and infrastructure improvements. The College's budget does not yet include the salary increases associated with the ratified labor contract agreement; however we've been assured by the University that the City will fully fund the increase to our budget later in the year. Hence our budget remains stable, and includes a prudent reserve.

ASSESSMENT AND ACCREDITATION

- **Middle States Self-Study**

The college will undergo its next self-study beginning in fall 2017. Preparations in spring 2017 will include a call for volunteers to the campus community to serve on one of seven working groups, each group assigned to one of the seven Middle States standards of excellence. Each working group will produce a chapter of the self-study report by the end of the 2017-18 academic year. The complete report will be vetted by the campus community during fall 2018, the report will be submitted to Middle States in early spring 2019, and the site visit, which is a campus-wide event, will take place later in the spring 2019 semester. On September 21, a campus conversation, held in Oakland, discussed working on the self-study as significant service to the college, among others kinds of opportunities for service. During this academic year, you will hear more about Middle States and the self-study process.

- **Assessment Institute**

The eighth cohort of the Assessment Institute met in September to develop course assessment plans for an assessment of student learning this semester, with a report to follow by the end of the semester. The latest cohort consisted of nine faculty from the departments of Art and Design, Biological Sciences and Geology, Chemistry, Engineering Technology, Mathematics and Computer Science, Library, and Nursing. Since its inception in spring 2013, 144 faculty have now participated. An invitation to the spring institute will be sent out late in the fall semester. Institutes meet on four successive Friday afternoons early in the semester.

- **General Education Assessment Task Force**

The report on the spring 2016 evaluation of student artifacts using the rubrics for Communication, Analytic Reasoning, Quantitative Reasoning, and Information Management, has been posted on the General Education Assessment Task Force site, at <http://www.qcc.cuny.edu/assessment/geatf.html>, under Reports. Faculty participation in the fall 2016 and spring 2017 assessment process is being requested. The Task Force presented its draft proposals for revising Queensborough's General Education Outcomes as a Faculty Forum on Wednesday, September 28, and will be revising in response to feedback prior to submitting the formal proposal to the Curriculum Committee for consideration.

NEW MEMBER OF THE COLLEGE

Please join me in welcoming *Ms. Alexandra McDonald* to the College as the newly appointed Student Life Specialist in the Office of Military and Veterans' Services. Ms. McDonald previously served as Veteran Program Specialist/Certifying Official at CUNY

Kingsborough Community College. In her previous role, she was well known for her dedication to veterans and military dependents. Ms. McDonald earned her Master of Science degree in Mental Health Counseling from the State University of New York at New Paltz, a Bachelor of Arts in Psychology from East Stroudsburg University, and is currently enrolled in a doctoral program in Organizational Leadership at the Chicago School of Professional Study. She is eager to begin assisting our servicemen and women as they transition from combat to civilian life. Please stop by her office, located in Library Building – Room 421, and give her a warm QCC welcome.

FACULTY OPPORTUNITIES and SUPPORT ACTIVITIES

- ***The Faculty Mentoring Program:*** The faculty mentoring program supports department-designated mentors for new faculty members. Mentors meet to discuss useful strategies to guide their mentees in adjusting to their new environment. Mentors assist their colleague mentees in navigating the complexities of campus issues and in learning about service commitments, grant opportunities, professional development, and scholarly growth.
- The Center for Excellence in Teaching and Learning (CETL) is delighted by the continuing partnerships that are informing and expanding peer-led faculty development here at QCC. Faculty are currently partnering with colleagues from the Library, Business, and Biological Sciences & Geology Departments, as well as the Senate Committees on eLearning and Academic Development,
- In this same spirit of partnership and peer-led faculty development, there are over 35 faculty members involved in this year's cohort of Faculty Inquiry Groups. This semester, the *FIGs*, as they are known, are actively investigating topics on which to create resources for faculty and lead faculty-development experiences in the spring.
- CETL's Pedagogical Challenge Award-funded research projects are well underway. This year's projects include:
 - Frank Jacob, Amy Traver, & Shannon Kincaid -- *Poetry Across the Curriculum: A Pilot Study in the Humanities*
 - Rex Taibu & Vazgen Shekoyan -- *Incorporating Deductive Inquiry Labs into Traditional Labs: Lab Reformation and Assessment*
 - Mi-Seon Kim & Michael Dolan -- *Information Literacy and its Impact on Students' Learning Outcomes*
- In an effort to drive the campus-wide consideration and appreciation of Diversity, CETL will be hosting a series of AAC&U webinars in the months of **October and November**. Featured topics include: *Fractured Differences & Engaged Dialogues; Income Inequality & the Cost of Citizenship*; and *Immigration, Race, & Citizenship*. Please see the CETL homepage or the College-wide calendar for more information.
- In **early November**, an interdisciplinary team will be heading to Philadelphia to officially accept our invitation to join the **Community College Undergraduate Research Initiative** (CCURI). *CCURI* is a well-established organization that helps community

colleges start or advance their existing UR initiatives. They provide support in the form of professional development, expertise with strategic planning, as well as funding for supplies and travel for both faculty and students. With a new NSF grant, CCURI will have funds to bring on board a new cohort of community colleges, and we are one of only six community colleges from across the United States to participate.

- On **November 16th**, the ACC and CETL will be hosting the annual eLearning Luncheon to celebrate and share the accomplishments of those faculty who completed the eLearning Institute this past spring.
- In the month of November, CETL will be starting its first *Faculty Book Study*, focusing on Carol Dweck's influential book, *Mindset*. This book study is a two-part series led by Sara Danzi-Engoron (Biological Sciences & Geology) that will kick off with a luncheon on **November 18th**.

OPPORTUNITIES AND SUPPORT FOR STUDENTS

- **STEM Waiver –Winter 2017**

The Fiscal Year 2017 City Adopted Budget continued funding the STEM Support Expansion Program. A major component of this initiative provides tuition waivers to students taking STEM courses. The goal of these STEM Waivers is to promote credit accumulation in STEM courses while not jeopardizing TAP eligibility.

QCC students in good academic standing, a legal resident of New York City and enrolled in a degree or certificate program will be offered a waiver when enrolled in one STEM course (includes lab.) during the winter 2017 intersession. Student fees are not covered by the waiver.

Students must apply on the QCC website. Upon completion of the course with a letter grade of A-F the tuition waiver will be applied. Students will not receive the waiver with a W, WU, INC. or any grade other than A-F.

- **Milestone Scholarship –Winter 2017**

Queensborough would like to help students reach their “thirty-credit milestone” by granting a winter 2017 scholarship to be used during the January intersession. The scholarship applies to a course enrolled in by the student during the January intersession. Upon completion of that course the student will have met or exceeded the “thirty- credit milestone” of their education here at Queensborough.

All eligible candidates will be sent a letter to their residence and through TigerMail and must submit a completed application to the Office of Academic Affairs.

- **New Initiative – NYC Men Teach**

In January 2015, Mayor Bill de Blasio made a bold pledge: NYC will develop new initiatives aiming to put an additional 1,000 men of color on course to become NYC public school teachers over the next three years! One such initiative is NYC MEN Teach, an application-based program that is a partnership between the Mayor's Office, CUNY, the New York Department of Education, and New York City's Young Men's Initiative. NYC Men Teach was piloted at the CUNY four-year colleges in 2015-16 and launched at the two year colleges, including QCC, in fall 2016. Benefits for students include academic and financial support, workshops, social events, certification preparation, career planning, advising, and networking opportunities. Any student with an interest in teaching and diversity in NYC public schools is encouraged to contact the program to learn more. NYC Men Teach is administered through the QCC Office of Academic Affairs, and housed in the Department of Social Sciences office in the Medical Arts building.

- In late October the Transfer Resource Center will be inviting students with a 3.3. GPA or higher to a Prestigious Scholarships Workshop with presentations from Columbia University, Jack Kent Cooke Foundation, Kaplan Leadership Foundation, Guttman Transfer Scholarship Program, and Queens College.
- The Jack Kent Cooke Undergraduate Transfer Scholarships is still available for eligible students to apply. This scholarship awards up to **\$40,000** per year to community college students and recent alumni to assist them with completing a bachelor's degree. Each award is intended to cover a significant share of the student's educational expenses, including tuition, living expenses, books and required fees, for the final two to three years necessary to complete their baccalaureate program. The deadline to apply is Tuesday, October 25, 2016. For additional information, please click on the following link: <http://www.jkcf.org/scholarship-programs/undergraduate-transfer/>.
- Faculty and staff are asked to encourage our students to avail themselves of the valuable and free resources through the QCC Single Stop Program, located in the Library Building, Room 432-A. Services provided include (but are not limited to) financial benefits screening, financial counseling, legal assistance, tax preparation services, and more. Additional information can be found on their website at <http://www.qcc.cuny.edu/singlestop>.
- The Carroll and Milton Petrie Foundation awarded QCC a three-year grant, of up to \$100,000 per year, for three years, to provide one-time, emergency grants to students in good standing with short-term financial emergencies to enable them to remain in school, rather than being forced to leave or drop out. Ms. Veronica Lukas, Executive Director of Student Financial Services, will be sending periodic e-mail reminders to the college community outlining the grant eligibility and encouraging faculty and staff to refer students to apply. Ms. Karen O'Sullivan, Associate Director of Student Financial Services, will serve as the Grants Manager for this campus initiative. Please refer students with short-term financial emergencies to Ms. O'Sullivan at your earliest convenience. Additional information can be found at www.qcc.cuny.edu/scholarships.

- CUNY continues its partnership with The Dream. US Scholarship Program to assist undocumented students in obtaining scholarships. The Dream. US Scholarship Program provides college scholarships to highly motivated undocumented students who entered the United States as minors under the Deferred Action for Childhood Arrivals (DACA) or Temporary Protect Status (TPS), and who, without financial assistance, cannot afford a college education. All funding is provided by private donations to The Dream. US organization. Scholarships are available to currently enrolled high school students and community college students who will be completing their degrees by the end of the 2016-17 academic year. The annual application period to award scholarships for the Fall 17 cohort will open on November 15, 2016. Please refer students to apply at <http://www.thedream.us>.

STUDENT HONORS AND ACHIEVEMENTS

- **Dean's List and 30 Credit Milestone Ceremony**

The Ceremony recognizing students who achieved Dean's List and/or 30 Credit Milestone status for the fall 2016 semester will be sponsored by the Office of Academic Affairs and held on October 18, 2016 from 7 to 8:30 pm in the Humanities Theatre. A reception will follow in the beautiful new Science Atrium.

- Seven (7) QCC students were chosen as recipients of the **2016 University Student Senate Scholarships** for the Fall 2016 semester. Ms. Jennifer Arenas and Mr. Nercy Rodriguez were named recipients of the Donald and Mary Ellen Passantino Scholarship for Disabled Students, while Ms. Claudia Duran Garcia and Mr. Mohammad Tamzeed Moazzem were named recipients of the Donald and Mary Ellen Passantino Scholarship for International Students. Ms. Ying Lin, Ms. Panusha Patel, and Mr. Zihao Wang were awarded the Ernesto Malave Merit Scholarship respectively

BTECH UPDATE

BTECH continues to grow and evolve. Over 100 students enrolled this fall bringing BTECH into its third year of operation. The first cohort of BTECH sophomores completed their first college course, SP 211, last spring with 71% earning grades of A, B, or C. The Indicators of Students Readiness (ISRs) development model was launched with this course. Professor Wendy Ford, leading the effort for QCC, stated that while the ISR implementation was successful, it can be improved in several ways, including more face to face time between high school teachers and college faculty; a finer definition of the guidelines and assessment protocols; training for teachers and faculty in clarifying the objectives and steps in applying the indicators with their accompanying rubrics; and additional feedback from faculty during the college class. Professor Ford is working with 14 faculty this year in defining and implementing the ISR protocol for the upcoming college courses being offered in 2016 and 2017.

FACILITIES UPDATE

This summer, the College Facilities staff again led a number of campus facilities improvements, achieved by our Buildings and Grounds Department. The projects benefitted many academic departments, laboratories, offices and public spaces. The list includes:

- Renovations on the 3rd Floor of Humanities were completed to incorporate faculty and adjuncts formerly with Academic Literacy into the English Department. Renovations also created a new Smart Classroom H-315 and, H332 was repainted and furnished with desks and computers to create a new computer lab for the English Department.
- Space on the first floor of the Science Building was renovated to create three new labs for Technology. S-116 is now The Electronic Circuits Laboratory, S-117 Technical Services, S118 Computer Applications and S-119 Metallurgy & Thermodynamics Laboratory. All labs are fitted out with new worktables, equipment and technology.
- In the Technology Building, T-22 was also renovated and is now The Engineering Technology Lab. Finishing touches were put on renovating T-01, the Advance Manufacturing Lab with new flooring, ceiling, lighting and painting to house brand new lathes and other manufacturing equipment. Next door in T-01A the Innovation Lab is open for all to see through new floor to ceiling glass walls with new lighting and furniture all accessible through the renovated lobby on the 1st Floor.
- In RFK Gymnasium renovation of R-206 provided a completely renovated office and furniture for adjuncts. The suite also includes new faculty offices and will be home away from home for our new Athletics Director. A much needed storage room in the same suite will open up R208 a classroom where teaching materials were previously stored. Room 207 a tablet seat classroom was fully renovated with new ceiling, lighting flooring and chairs. Also in the gymnasium toilet partitions were replaced in in a Faculty Locker Room.
- Throughout Science and Humanities, old yellowed windowpanes of lexan were replaced with clear new panes improving the light and appearance of numerous offices and classrooms.
- Twenty faculty and adjunct offices were renovated and provided with new furniture in the Administrative Building Rom A-405 Business Department.
- The Oakland Dining Room was completely renovated with new finishes and furniture as well as a new podium that helps facilitate special meetings and presentations for staff and faculty.
- During the summer break, behind the scenes B&G also collaborated with Academic Computing to install 12 classrooms with new podia and in 13 existing classrooms technology was replaced and upgraded. Power and connectivity was installed in C-101 and C-102 in anticipation of new podia.
- Upon completion of the Science Atrium, B&G worked to assemble and install furniture and plantings. Clean up and final touches for opening was all the work of B&G's

custodial staff. The same crews have replaced seating, desks and outdoor furniture in various locations throughout the campus.

- The Buildings and Grounds Department coordinates closely with all major infrastructure upgrades. Electrical building shut downs in several buildings were successfully completed with assistance from B&G in the Administrative Building, Science, the Library and Humanities. Ongoing coordination is ensuring the continued success of the project with daily challenges of pulling over 35,000 feet of new electrical cable housed in new conduit around the campus. The work will continue into 2017 with the majority of work focused on the new electrical sub-station on 56th Avenue.
- Sidewalks and parking continue to be improved. Small improvements that minimize interference with parking include the ongoing replacement of curbs. Over 400-feet of curbs were replaced in Parking Lot 1 along 56th Avenue. Continuing into the fall, sidewalks will be replaced between Parking Lot 2 and the Mall as well as improvements to access to the Mall from Lot 1 and the widening of the Cloverdale entrance to Lot 1.

Minority and Women Owned Enterprise (MWBE) Utilization Goals

In accordance with State and City directives, all Community Colleges, including QCC, has been given a 30% MWBE procurement goal to be achieved by 2021. QCC achieved a 19.17% rate for FY 16 – effectively 2/3rd of the 30% goal.

UPCOMING EVENTS

- On Thursday, **November 3rd** at 5:30 p.m. in the Student Union, the campus community is invited to our annual *Celebration of Service* honoring faculty and staff who have worked at the College for 20, 30, and 40 years. This year, we will celebrate with Joseph Bertorelli, Ph.D. (Mathematics and Computer Science), Cheryl Bluestone, Ph.D. (Social Sciences), Jose Carrasquillo (Buildings and Grounds), Mary Ann Cuevas (Central Receiving), Deams Dalencourt (Purchasing), Lorena Ellis, Ph.D. (Foreign Languages & Literature), Galit Feinstein-Messinger, Ph.D. (Social Sciences), Carol Imandt (Academic Affairs), Liza Larios (Human Resources and Labor Relations), Jose Madrigal, Ph.D. (Foreign Languages and Literature), MacArthur Marshall (Finance & Administration), Ralph Romanelli (Information Technology), Gilmar Visoni, Ph.D. (History), Barrington Ward (Human Resources & Labor Relations), Dexter Williams (Buildings and Grounds).
- All faculty, staff, students, and community members are invited to attend the **Fall 2016 Presidential Lecture** by **Dr. William Helmreich** speaking about *The Queens and Brooklyn Nobody Knows*, on Tuesday, **November 15th** at 4:30 p.m. in M 136. Dr. Helmreich, a CUNY Distinguished Professor of Sociology at CCNY, and author/editor of fifteen books, walked 6,000 miles and shared his experiences walking almost every street in NYC-- a hundred and twenty thousand blocks, in his celebrated 2013 book, *The New York Nobody Knows*. His goal was to capture the heart and soul of this great metropolis, speaking with hundreds of people from every walk of life. In his presentation

at Queensborough, he will focus on two of the hottest boroughs, Queens and Brooklyn, and explore issues of immigration, community, ethnicity, and gentrification.

- The **Kupferberg Holocaust Center** unveils its newest original exhibition, *The Jacket From Dachau: One Survivor's Search for Justice, Identity, and Home* on Sunday, **October 30th**, at 1:00 p.m. This exhibit tells the story of a young Jewish man from Lithuania who had to wear this jacket for ten months in Dachau and kept it for 33 years. The KHC acquired this garment from a vintage clothing dealer who called the Center about his unique find.

The **KHC** will be screening the film, *As If I Am Not There (2009)* on Wednesday, **October 19th** at 12:10 p.m. which presents a tale of female slavery during the Bosnian Genocide.

- The **QCC Art Gallery** will be opening an exhibition entitled, *From Land to Sea*, on **October 27th** at 5:00 p.m. This exhibit will feature Mara Sfara's landscapes and seascapes, highlighting the quixotic style of her work.
- The **Queensborough Performing Arts Center** presents *Mock the Vote* by the comedy group, The Capitol Steps on Sunday, **October 23rd** at 3:00 p.m. **QPAC** has teamed up with the LaGuardia Plaza Hotel for this season's shows. On Friday, **October 28th** at 11:00 a.m., a special concert at the Hotel relives the rise of music legends from Queens. The LaGuardia Plaza Hotel is located at 104-04 Ditmars Blvd., East Elmhurst

Student Events

- **Queensborough Academies:** This fall, there are over 50 events and activities sponsored or co-sponsored by the Queensborough Academies. Events can be viewed on the Campus Events Calendar and weekly emails. Several are Diversity Events co-sponsored by the Office of Affirmative Action and Diversity. Over 160 individuals were in attendance at "Islamophobia and the Lives of Muslim Youths in the United States" presented by CUNY Graduate Center Distinguished Professor, Dr. Michelle Fine on September 22. Congratulations to Liberal Arts Faculty Coordinators, Dr. Jenny (Mann) Lin, Prof. David Rothman, Dr. Amy Traver, and Dr. Agnieszka Tuszynska for organizing the event. The Queensborough Academies encourages students, faculty and staff to participate.
- On Monday, **October 17th**, the Senior Transfer Office will be hosting a "*What's Next After Graduation?*" workshop for all students in conjunction with 2016 Completion Week. At the workshop, students will learn about various transfer opportunities, scholarships, articulation agreements, and more. For additional information, please click on the following link: <http://www.qcc.cuny.edu/calendar/events/Whats-Next-After-Graduation-10-17-2016.html>.
- On Tuesday, **October 18th**, the Single Stop Office and the New York Legal Assistance Group (NYLAG) will be hosting a "*Finance 101: Money Matters*" workshop for all students in conjunction with 2016 Completion Week. At the workshop, the Single Stop Office will share with students what services they provide and how students can benefit

from said services. More information can be found at the following link:

<http://www.qcc.cuny.edu/calendar/events/Finance-101-Money-Matters-10-18-2016.html>.

- On Wednesday, **October 19th**, the Lambda Sigma Chapter of the Phi Theta Kappa International Honor Society will be hosting the ***Completion Week Support Services Fair*** as part of their 2016 Completion Week activities. At the fair, students can explore the various support services the college has to offer to assist them with degree completion. For more information, please click on the following link:
<http://www.qcc.cuny.edu/calendar/events/Completion-Week-Support-Services-Fair-10-19-2016.html>.
- On Thursday, **October 20th**, the Office of Career Services will be hosting an “***Internships & College Credit Workshop***” for all interested students in conjunction with 2016 Completion Week. At the workshop, an overview of an internship will be covered, how completing an internship can be beneficial to their educational and professional/ career outlook, how students can earn college credit for completing an internship, and much more. Information about the upcoming Internship & Cooperative Education Forum, taking place on Wednesday, November 16th will also be disseminated.
- The Office of Student Activities will be hosting the “***Latino Heritage Month***” celebration on Wednesday, **October 26th** at 12:10 pm in the Student Union Lounge. This event Festival will celebrate Latino/Hispanic accomplishments through live performances and food.
- On Thursday, **October 27th** from 3:30 to 5:30 pm in Medical Arts – Room 136, the Office of New Student Engagement will be hosting a “***New Student and Family Welcome Session***“, which aims to provide new incoming students and their parents with information on resources, programs and financial options available to QCC students.
- On Friday, **October 28th** 10:30 am to 1:30 pm in Medical Arts – Room 140, the Office of New Student Engagement will be hosting a “***Strategy and Resource Session***”. The session is offered to new incoming students before they take the placement test and is designed to help familiarize them with the test and provide them with resources to better prepare to take the test. A second session will be held on Saturday, November 5th at 10:30 am in Library Building Basement – Room LB14.
- The Office of Student Activities will be hosting the “***2016 Multicultural Festival***” on Wednesday, **November 2nd** in the Student Union Lounge. This event will celebrate the diversity found at QCC through music, dance and food.

Steering Committee Report

October 18, 2016

The Academic Senate and its committees are all fully staffed, and I would like to acknowledge Vice-Chair Emily Tai and Committee on Committees Chair Christine Mooney for their considerable attention to detail in that regard.

Our fall semester meeting of all the committee chairs took place Wednesday, October 5th. Committee charges were discussed and David Moretti presented on the proper procedures for placing committee materials on the Senate website. Other issues addressed included poor faculty morale and the overall effectiveness of shared governance.

Another discussion addressed the current hallway overcrowding particularly in the Medical Arts and Humanities buildings. An unintended consequence of the widespread proliferation of the smart rooms has been that students waiting for class to begin have been unable to enter their classrooms that are locked due to security concerns. Can a balance be struck that both respects the students and alleviates hallway overcrowding, while continuing to address valid security concerns? The Steering Committee requests that senators offer their comments and suggestions on this directly to us in person or via email.

The Steering Committee also strongly supports the restoration of full access to Queensborough's email lists. Requests have been made to the President and her Administration and discussions will continue. Again, the Steering Committee requests that senators offer their views on this matter to us directly, in person or via email.

The Lucille A. Bova Food Pantry is now in its second month of successful operation. Attachment F of this Agenda is a report from the Subcommittee on Food Insecurity, which provides updates and thanks the many members of our Queensborough Community who have been contributing to this effort.

At the direction of Governor Cuomo, experiential learning (ELO) is coming to CUNY. The Steering Committee would like to thank President Call for her statement to us that the definition of and modes of implementation of ELO must be entirely decided by faculty, and we are looking forward to cooperating with her Administration and CETL (Center for Teaching and Learning) in the formulation of this new initiative at Queensborough.

Report to QCC Academic Senate re: UFS Plenary Meeting

DATE: May 16, 2016

TO: QCC Academic Senate

FROM: QCC Faculty Representative to CUNY UFS, Jean Murley

SUBJECT:

**The 393rd Plenary Session
of The University Faculty Senate
of The City University Of New York
Eighth Floor, Room 0818, 205 E. 42nd Street
Tuesday, May 17, 2016
6:30 p.m.**

UFS Chair Terrence Martell called the meeting to order at approximately 6:40 p.m.

I. Approval of the Agenda

The agenda was approved by voice vote.

II. Approval of the Minutes for March 29, 2016

The minutes were approved by voice vote.

III. Election of New Chair, Vice Chair, and 7 Members-At-Large

- A.** Each candidate was given 2 minutes to state their position and summarize their views. There were two candidates each for Chair and Vice-Chair, and 10 candidates for 7 positions as Members-At-Large. Results below:

Chair: Kay Conway (62 votes)

Vice-Chair: Kathleen Barker (62 votes)

Members-At-Large:

Jay Weiser (61 votes)

Emily Tai (60 votes)

Huge Fernandez (61 votes)

Phil Pecorino (57 votes)

Martin Burke (55 votes)

Michael Barnhart (49 votes)

Karen Kaplowitz (49 votes)

- B.** A Resolution was introduced to honor the outgoing Chair, Terrence Martell. It was passed and approved. Terrence Martell thanked specific people and the body at large for a wonderful experience as Chairperson

IV. New Business

- A. A question was asked from the floor: “Is there any insight about the election of a new President at Lehman?” Chairperson Martell cannot comment about the search because it is closed and confidential.

V. Reports

- A. Read the attached minutes for full reports. The Student Affairs Committee reported 5 action items, including a new one, “Action 0,” which is to read the newly-released Master Plan and review in particular the parts that concern Student Affairs.

B. Chair’s Report

Chair Martell’s report included the following:

- .
- He made the following comments on the newly-released Master Plan: Normally, UFS is consulted before the plan is released; this time, UFS WAS NOT CONSULTED in advance. The plan was simply released and posted online. The Master Plan has traditionally been a “blueprint” for the future of the University; we don’t know what it is at this time, as it’s being handled differently. We simply do not know. Send any comments on the Master Plan to Karen Kaplowitz by mid-June; the Board of Trustees meets on the last Monday in June.

VI. Adjournment

The meeting was adjourned at about 8:30 pm.

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: October 5, 2016
Subject: September Monthly Report for the October, 2016 Senate
CC: College Archives (CWilliams@qcc.cuny.edu)

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

- 1 Course revision (Item 1)
- 8 New courses (Item 2)
- 1 Program revision (Item 3)

1. Course Revisions

HISTORY DEPARTMENT

Departmental approval: February 24, 2016

History Department - Course revision

FROM:	TO:
HI-152 Women in World History: From Prehistoric Times to the Present Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours; 3 credits	HIST -152 Women in World History: From Prehistoric Times to the Present Prerequisite or Co-requisite: <u>ENGLISH 101</u> 3 hours; 3 credits

Rationale:

The change in prefix from a two-letter prefix of HI to a four-letter prefix of HIST for all History courses was decided in order to conform with other departments that have already made this change to their course prefixes. This change will also conform with other CUNY colleges who have adopted this four-letter prefix format. The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

2. New Courses

HISTORY DEPARTMENT

Departmental approval: July 8, 2016 (all 7 courses)

HIST 203 Economic History of the Ancient World

3 Class Hours; 3 Credits

Pre-requisite or Co-Requisite: English 101

Course Description:

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

Rationale:

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

HIST 204 Topics in the History of Slavery

Prerequisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course Description:

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

Rationale:

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

HIST 212 History of Pirates and the Sea

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course Description:

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

Rationale:

This is an entry-level elective course that provides students with a knowledge of the history of piracy and its relationship to maritime history from ancient times to the present. The study of piracy incorporates a consideration of history of maritime trade; the history of warfare and aggression; the history of littoral and seafaring communities; the history of slavery; and the history of international law. Piracy and maritime history are documented by a rich range of narrative, literary and legal texts that provide challenging and engaging opportunities for students to engage in the analysis of complex texts. A course on the history of piracy and the sea will thus help fulfill the college mission of promoting intellectual inquiry and global awareness among

students. This course will also enable students to develop research, note-taking, and textual interpretation skills.

HIST 219 History of the Mediterranean

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course Description:

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

Rationale:

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

HIST 223 History of the Cold War

Pre-requisite or 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 1945 and 1991. It will focus on Europe, Asia, the Middle East and the United States as well as on the economic, political, and social impacts that were caused by the Cold War. The course discusses the historical context in which the Cold War was fought and ended.

Rationale:

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

The course was developed as part of a series of courses covering global issues of the twentieth century. It was developed to expand the history department offerings.

HIST 262 The American Civil War and Reconstruction

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course Description:

This course is designed to introduce students to the major problems of the era of the U.S. American Civil War and Reconstruction. We will look at how this particular epoch reshaped the terms of warfare, freedom, and labor in the United States. Among the more important questions raised in this class will be how the issues of slavery and state's rights divided the nation, the ramifications of the war on both the South and the North, and how emancipation and post-war Reconstruction succeeded by some measures and failed by others.

Rationale:

This is an entry level elective course that covers a seminal epoch in American history, and one that deals with many issues still relevant today: race, sectionalism, labor, disenfranchisement, imperialism, and modern warfare. Further, there are few topics in American history that have generated as much interest as the Civil War. A course on the Civil War and Reconstruction will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. It was developed to expand the history department offerings.

HIST 263 History of American Cities

Pre-requisite or Co-Requisite: English 101
3 Class Hours; 3 Credits

Course Description:

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

Rationale:

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

SOCIAL SCIENCES

Departmental approval: August 18, 2016.

EDUC 230 – Childhood Learning and Development in Cultural Context

3 Class Hours; 3 Credits
Pre-requisite EDUC 101

Course Description:

The goal of this course is to enable students to acquire a knowledge base of developmental processes from birth through adolescence and their implications for classroom practice. Students will examine the central emotional, cognitive, and social issues for each developmental period during childhood. Cultural, socio-economic, and historical influences on development will be integrated within the course. Starting from an ecological perspective, students explore the influences of environmental factors such as family, culture, and economics on the development of the individual. Individual differences, the range of normal development, and strategies for accommodating individual variability in the classroom will be emphasized. This course integrates required fieldwork observation and the use of technology.

Rationale:

The course is needed to provide students with a course on child development with a cultural context which would be more in line with the child development course offered at Queens College.

4. Program Revision

SOCIAL SCIENCE – Program Revision Proposal

Departmental approval: May 11, 2016

QCC/QC Dual/Joint Liberal Arts & Sciences in Childhood Education (Grades 1-6)

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

1. **Program Name:** QCC/QC Dual/Joint Liberal Arts & Sciences in Childhood Education (Grades 1-6)
2. **Program Code:** LE1
3. **HEGIS number:** 5649
4. **Date approved by the department**

May	11	2016
Month	Day	Year
5. **Date the changes will be effective (if approved)**

Jan	30	2017
Month	Day	Year
6. **All text or items that will be deleted or changed should be marked with a ~~strikethrough~~.**
7. **All new text, courses, credits, etc. should be marked by underlining.**
8. **All text or items that will be deleted or changed should be marked with a ~~strikethrough~~.**
9. **Show the whole set of program requirements in a From/To format (see example below)**

From:		To:	
Common Core	Credits	Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II Take EN 101 & 102 <i>Note: grade of B required in EN 101</i>	6	REQUIRED CORE: I. A English Composition <u>ENGL 101: English Composition I and</u> <u>ENGL 102: English Composition II</u>	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning <i>Required: MA 119*</i>	3	REQUIRED CORE: I. B Mathematical & Quantitative Reasoning: <u>Recommended: MA119 College Algebra OR</u> <u>MA 336 Statistics</u>	3
REQUIRED CORE: I. C: Life & Physical Sciences <i>Required: PH 101*</i>	4	REQUIRED CORE: I. C Life & Physical Sciences: <u>Recommended: PH 101 Principles of Physics</u>	4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3	FLEXIBLE CORE: II. A World Cultures <u>and</u> Global Issues: Select one course	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity <i>Recommended: HI 127 or HI 128</i>	3	FLEXIBLE CORE II. B U.S. and Its Diversity: <u>Recommended: HI127 Growth of American</u> <u>Civilization I: Colonial</u> <u>Period through Reconstruction</u>	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3	FLEXIBLE CORE II. C Creative Expression (Select one course) <u>Recommended: TH120 or DAN111</u>	3
FLEXIBLE CORE: II. D: Individual & Society <i>Recommended: SOCY 101</i>	3	FLEXIBLE CORE II. D Individual & Society: <u>Recommended: SOCY 101 Sociology</u>	3

FLEXIBLE CORE: II. E: Scientific World <i>Required</i> GE 101 or BI 140*	4	FLEXIBLE CORE II. E Scientific World: <u>Recommended:</u> GE 101 or BI 140	4
FLEXIBLE CORE: II: A, B, C, D or E <i>Select one of the following recommended courses: DAN 111, PLSC 101, ANTH 101, ECON 101, HI 111, or TH 120</i>	3	FLEXIBLE CORE II A, B, C, D or E (one course): <u>Recommended:</u> HI 128 Growth of American Civilization II: Reconstruction to <u>Present</u>	3
Subtotal	32	Subtotal	32
Major		Major	
MA 303 Number Systems and MA 336 Computer-assisted Statistics	6	MA 303: Number Systems	3
Select one course from EN 203, 204, 211, 212, 213, 214, 215, 216, or 261	3	Select one course from <u>ENGL</u> 203, 204, 211, 212, 213, 214, 215, 216 or 261	3
MU 261 Music for Teachers of Children	3	MU 261: Music for Teachers of Children	3
EDUC 101 Contemporary Education: Principles and Practices**	4	EDUC 101: Contemporary Education: Principles and Practices	4
HI 127 or HI 128 Growth of American Civilization I,II	3	<u>EDUC 230: Childhood Learning and Development in Cultural Context</u>	3
		<u>SP 211: Speech Communication</u>	3
Subtotal	19	Subtotal	19
Additional Major Requirements		Additional Major Requirements	
PE 400 or 500 or DAN 100 series	1	PE 400 or 500 series or DAN 100 series	1
DAN 111 or TH 120 Introduction to the Art of Dance/Acting I	3		
Subtotal	4		
Electives		Electives	
Free electives	5	Free electives (<u>advised</u>): choose from any <u>Liberal Arts category (Humanities; Natural Sciences; Mathematics; Social Sciences; Communications)</u>	8
Total	60	Total	60

10. Write a rationale for all changes

Common Core Course Changes:

Except for ENGL101 and ENGL102 no specific courses can be required in categories IB, IC, IIA, IIB, IIC, IID and IIE, so the following courses are now shown as “Recommended”: IB-MA119; IC-PH101; IIB-HI127; IIE-GE101 or BI140.

In IB we added MA336 as another Recommended course option. This course is no longer included in the Major Requirements for reasons stated in the section below, but we believe it is a good option for students who are not co-majors in Psychology or Sociology.

In II A,B, C, D or E we deleted DAN111, PLSC101, ANTH101, ECON101, HI111 or TH120 because those courses are no longer required in the elementary education program at Queens College. We replaced them by Recommended: HI128, a course that is required in the QC program.

Major Course Changes:

We are adding SP211 to the Majors Course requirements because the skills developed in Speech Communication are obviously essential for elementary education students. Not only will this requirement help them become more effective speakers, but it will also aid many students in overcoming their anxiety about public speaking.

We are adding a new course, EDUC230: Childhood Learning course and Development in Cultural Context. This change is necessary as it will allow us to provide our students with a course that satisfies the Psychological Foundations of Education (Child Development) Gateway Course recommendation of the Teacher Education Pathways Majors Committee. In the past few years since the initiation of the Pathways Gen Ed program our students have been advised to take PSYC215 Child Development to satisfy the recommendation, and it was accepted by Queens College as equivalent to their required EECE310 Children in Cultural Context I: Child Development. However, in order for our students to take PSYC215 they first needed to take the pre-requisite of PSYC101. The advantages of replacing PSYC215 with the new course, EDUC230, are as follows: 1) it eliminates the need for a PSYC101 prerequisite and frees up those 3 credits for an additional co-major/free elective course; 2) it is closely modeled after QC’s EECE310 class as regards course content and so is a better fit for education students than PSYC215; 3) it is structured in a manner that allows for the required hours of curriculum-aligned fieldwork; it adds another education class to the curriculum and provides an important foundations course to better prepare our students for successful transfer into their junior year at Queens College.

We are deleting MA336 as a required course because many of our students upon transferring to Queens College are required to retake a statistics class toward the Sociology and Psychology co-majors or take a special SPSS Statistics class to compensate for what was not learned in our MA336.

We are deleting TH120 Acting I and DAN111 Introduction to the Art of Dance as required courses because they are no longer required courses for the elementary education program at Queens College. However, we are adding them as Recommended options in Flexible Core IIC because we believe that the knowledge and skills acquired in those courses are very beneficial for future elementary school teachers: TH1120 will help supplement their public speaking skills, and DAN111 will provide them with another skill set to apply in Arts education.

Electives:

In the Free Electives category we are indicating advised electives from any Liberal Arts category because these are course areas that provide acceptable co-majors for elementary education students.

11. Write a Summary for all the changes

Common Core Changes

Required Core IB: From Required MA119
To Recommended MA119 or MA336

Required Core IC: From Required PH101
To Recommended PH101

Flexible Core IIB: From Recommended HI127 or HI128
To Recommended HI127

Flexible Core IIC: From Select one course
To Select one course Recommended: TH120 or DAN111

Flexible Core IID: From Required GE101 or BI140
To Recommended GE101 or BI140

Flexible Core IIA, B, C, D, or E:
From Select one of the following recommended courses: DAN111, PLSC101, ANTH101, ECON101, HI111, or TH120
To Recommended: HI128 Growth of American Civilization II: Reconstruction to Present

Major Course Changes:

From MA303 Number Systems and MA336 Computer-Assisted Statistics
To MA303 Number Systems

Deleted HI127 or HI128

Deleted DAN111 or TH120

Added EDUC230 Childhood Learning and Development in Cultural Context

Added SP211 Speech Communication

Electives Changes:

From Free Electives – 5 cr

To Free Electives (advised) choose from any Liberal Arts category (Humanities; Natural Sciences; Mathematics; Social Sciences; Communications) – 8 cr

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

See attachments for **EDUC230** New Course Proposal, Syllabus and Course Objectives.

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

No courses deleted from the program will be deleted from department offerings.

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

Students currently in the program will be given the option to complete the requirements in place at the time of their matriculation or to follow the new requirements. Given the transfer benefits of the new requirements, students will be advised to follow them whenever possible.

**Queensborough Community College, CUNY
Academic Senate**

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

Fr: Emily S. Tai, Chair, Subcommittee on Food Insecurity

Date: October 7, 2016

Subject: Report of the Committee on Food Insecurity

As of this writing, the Lucille A. Bova Food Pantry has been operating through the beginning of the Academic year, 2016, according to the following hours:

Mondays, 2-3 P.M. (Dr. Amy Traver)

Tuesdays, 9.15-10.15 A.M. and by appointment (Dr. Sharon Ellerton)

Wednesdays, by appointment (Dr. Emily Tai)

Thursdays, by appointment (Professor Aviva Geismar)

Fridays, 2-3 P.M. (Dr. Susan Jacobowitz)

All student requests may be sent to the new food pantry email address:

LucilleABovaFoodPanty@qcc.cuny.edu or to etai@qcc.cuny.edu

The Pantry is stocked with non-perishable foodstuffs, particularly canned vegetables, fruits, soups, and protein items (beans; tuna, chicken, ravioli), etc., with pop-open cans preferred; pasta and sauce; breakfast cereal; non-perishable soy and almond milk; healthy snacks (sunflower butter; peanut butter; seaweed leaves, granola bars); and personal hygiene items (toothpaste, soap, etc.).

On September 28, a Food Drive to replenish the pantry, which has been serving approximately 2-4 students per day (and thus empties rapidly), was announced. This drive was announced with particular help and support from the following administrative, faculty, and student organizations on campus:

President Call and Queensborough Administration

The Faculty Executive Committee

The Steering Committee of the Academic Senate, and members of the Subcommittee on Food Insecurity

Service Learning Faculty Dr. Christine Mooney (Business); Dr. Lana Zinger (Health, Physical Education, and Dance); Dr. Cheryl Tokke (Business); Dr. Amy Traver (Social Sciences); Dr. Beata Szpura (Art and Photography); and their amazing students;

The Faculty of Schmeller Library
The Director and Staff of Single Stop (who have also been referring students to the pantry as needed)
The Lambda Sigma Chapter of Phi Theta Kappa
The Chemistry Club;
The Environmental Sustainability Club;
The Biology Club;
The STEM Research Club;
The Science Alliance;
The Muslim Students Association
The Student Health Club
The Haitian Students Club
The ASAP Club
The Newman Club
The Film Club
Queensborough's NYPIRG Chapter,
Queensborough's Student Association Government

As of this writing, “drop off points” for the Food Drive have been established at:

Schmeller Library Entrance (second floor);
Medical Arts 02 (the Health Office)
Medical Arts 213 (the Biology Department)
Medical Arts 125
Medical Arts 413 (Professor Tai's office)
Science 448A (Professor Svoronos's office)
W-110 (the ASAP Building)

We would like to take this opportunity to extend special thanks to several particularly generous donors who responded to our call to replenish the Lucille A. Bova Food Pantry when supplies were low at the end of September:

President Diane Call
Vice-President Stephen Di Dio and members of the Office of Marketing and Communications
Dr. Lana Zinger, Dr. Andrea Salis, Dr. Young Kim, and members of the Department of Health, Physical Education and Dance
Dr. Susan Jacobowitz and members of the Department of English
Ms. Amawati Gonesh and her colleagues at Single Stop
Dr. Dorith Brodbar
Dr. Christine Mooney

Dr. Philip Pecorino
Professor Elizabeth Di Giorgio
Professor John Gilleaudeau and faculty in the Department of Social Sciences

However, this drive is ongoing (it will close at the end of the fall semester on December 12, 2016, although the pantry will remain available until December 23, 2016). Members of the Food Insecurity Committee will be announcing subsequent donors in future reports. Service Learning Faculty and Students working with the Food Insecurity Subcommittee, and with Vice-President Stephen Di Dio, Mr. David Moretti, and the Office of Marketing and Communications, will be presenting some of their findings—and their artwork--at a **“Hunger Awareness Day” Event on Wednesday, November 23, 2016 in the Medical Arts Well, from Noon to 2 P.M.** Everyone is very cordially invited to attend!

Finally, on the basis of Dr. Amy Traver’s research on Food Insecurity among American college students, the Subcommittee would like to share the following references of articles regarding various nation-wide responses to the problem of food insecurity on American college campuses:

https://www.washingtonpost.com/news/grade-point/wp/2016/10/05/many-students-in-need-have-jobs-and-financial-aid-but-still-go-hungry/?postshare=2211475689795909&tid=ss_tw-bottom

<http://civileats.com/2016/06/23/a-striking-number-of-college-students-are-food-insecure-can-campus-farms-help/>

https://www.washingtonpost.com/local/education/gwu-joining-national-movement-opens-a-food-pantry-to-feed-students-in-need/2016/09/17/673f054c-7c3a-11e6-bd86-b7bbd53d2b5d_story.html

Food and Fundraising Toolkit:

https://docs.google.com/presentation/d/1h0V0n3MjO3om2bzoeOkAsrBP_YvLrfr1aKFwK1ScoxY/mobilepresent?slide=id.p#slide=id.p

Running a Campus Food Pantry:

http://studentgovresources.org/wp-content/uploads/2015/10/SGRC_Campus_Food_Pantry_Toolkit.pdf

“Feeding Student Success,” from *The Community College Journal*

<http://www.ccjournal-digital.com/ccjournal/20160809?pg=27#pg27>

Respectfully Submitted,
Emily S. Tai

Associate Professor of History
Vice-Chair, Steering Committee of the Academic Senate
Chair, Subcommittee on Food Insecurity