

Annual Report 2016-2017: COMMITTEE ON CURRICULUM of the Academic Senate

To: Joel Kuszai, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: August 29, 2017
Subject: Annual Report 2016-2017
CC: C. Williams, College Archives

COMMITTEE MEMBERS

1. Julia Carroll, Academic Literacy (2019)
2. Joan Petersen, Biological Sciences & Geology (2019)
3. Richard Yuster, Engineering Technology (2019)
4. Tina Bayer, Nursing (2017)
5. Lorena Ellis, Foreign Languages & Literatures (2018) - Chairperson
6. Edward Volchok, Business (2018)
7. Patrick Wallach, Mathematics & Computer Science (2018) - Secretary
8. Todd Holden, Physics (2017)
9. Emily Tai, History (2017)

Student Representatives

Xinghui Qiu
Evens Esperance

Liaisons

Richard Yuster, Engineering Technology, COC Liaison
Richard Mako, Library, Steering Committee Designee
Sandra Palmer, Interim Vice President, Office of Academic Affairs, President's Liaison

Acknowledgements:

The Committee wishes to thank President, Dr. Diane Bova Call, and the Office of Academic Affairs for a number of ways in which they have supported the work of the committee this year, including reassigned time for its Chair, technological means, and information, discussion and advice related to curricular matters.

The Chairperson of the Committee thanks the Committee members listed above, for their dedication and hard work during this academic year and for their useful critiques and constructive recommendations in the revision and updating of the Committee on Curriculum Guide ("Guide"). Especial gratitude goes to Edward Volchok for his valuable support on this project by designing the forms and editing the whole Guide, Linda Reesman for her orientation and feedback in all curriculum matters particularly regarding the Guide. Assistance in the revision of the Committee on Curriculum Guide also provided by members of Communications and Marketing, especially the Interim Vice President, Stephen Di Dio, and the Director of Web Services, David Moretti, Director of Web Services, for his suggestions in redesigning the Committee on Curriculum website and for his help in updating it. Constant support from Denis Bejar, coordinator of Blackboard in the Office of Educational Technology, is greatly appreciated. The continuous guidance of Philip Pecorino, Parliamentarian and Professor of Philosophy, is greatly appreciated. Special gratitude is due to Arthur Corradetti, Dean for Accreditation, Assessment and Institutional Effectiveness, to Sandra Palmer, Dean of Faculty, Ann Tullio, Registrar, but especially Linda

Reesman, Faculty Fellow and President's Liaison of the Committee on Curriculum who provided resources and valuable professional guidance during all the meetings and feedback on pertinent administrative issues. Lastly, Vice President Dr. Karen Steele, who in spite of her demanding agenda as Vice President for Strategic Planning, Assessment and Institutional Effectiveness has continued to share her vast curricular knowledge, by guiding, and supporting the Curriculum Committee faculty members and departmental Chairs preparing curricular proposals,. Her advice and thorough review of proposals have been essential to the work of the Curriculum Committee.

Meetings:

The Committee on Curriculum met on Tuesday afternoons, from 2:10 to 4:00 P.M. The committee met 19 times during the 2016-2017 academic year. Meetings in 2016 took place on September 6, 20, and 27; October 25; November 1, 15, 22 and 29; December 6. Meetings in 2017 took place in January 24; February 21 and 28; March 7, 21, and 28; April 4, 25; May 2 and 16, 2017.

Recommendations:

To avoid unnecessary delays or misunderstandings, members of the Committee on Curriculum recommend that proposing departments consult and discuss with other department chair(s) prior to submitting new courses with similar interests. Representatives of the proposing departments should also be available to attend meetings to clarify questions of the Committee on Curriculum members when their submissions are being discussed.

The Committee on Curriculum postponed the development of a video series to assist faculty in navigating proposal submission procedures, due to changes occurred during the 2016-2017 academic year. A message was sent to department chairs at the beginning of June 2016 to solicit input regarding areas they might wish these video(s) to address, including and not limited to reference links, Frequently Asked Questions, etc. No feedback has been received from departmental chairs. A new message will be sent out during the 2017 summer to inform the new chairs and to get feedback.

On the December 6, 2016 Committee on Curriculum meeting the members of the Committee discussed the issue of increased release time for the Chairperson of the committee. It was decided to recommend that the Chairperson of the committee receive 4 hours of release time in the spring and 4 hours of release time in the fall, starting with the Fall-2017 semester. Therefore, the Chairperson strongly recommends that the Office of Academic Affairs consider adding such reassigned time to compensate for the work of the Curriculum Committee Chairperson. The current reassigned load (3 credits per year) is far from adequate to support the Chairperson in her/his extensive committee duties.

COMMITTEE MEMBERS FOR THE ACADEMIC YEAR 2017-2018

T. Bayer (Nursing)
 L. Ellis (Chairperson, Foreign Languages and Literature)
 T. Holden (Physics)
 J. Murley (English Department ex-Academic Literacy)
 J. Petersen (Biological Sciences and Geology)
 L. Reesman (Ex-Officio, President's Designee, Office of Academic Affairs)
 J. Nichols (History)
 E. Volchok (Business)
 P. Wallach (Secretary, Mathematics and Computer Science)
 R. Yuster (Engineering Technology)

Actions of the Committee

The committee took the following actions during the 2016-2017 academic year.

1. CHANGES IN COURSES
2. CHANGES IN PROGRAMS
3. NEW COURSES
4. NEW PROGRAM
5. DELETION OF A CONCENTRATION IN A PROGRAMS
6. OTHER

1. **CHANGES IN COURSES**

FOREIGN LANGUAGES AND LITERATURES

Departmental approval May 4, 2016 (All four course revisions.)

LF-401 French and Francophone Cultures Today

FROM:	TO:
LF-401 French and Francophone Cultures Today Pre-requisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours 3 credits Offered as needed	LF-401 French and Francophone Cultures Today Pre-requisites or Co-requisite: ENGL 101 3 <u>class</u> hours, 3 credits
Course description for college catalog: A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English.	Course description for college catalog: A civilization course featuring contemporary France and selected French-speaking countries or regions of Africa, North America, the Caribbean and the Far East with emphasis on the diversity of cultures within the French-speaking world. The course will be taught in English. <u>This course does not fulfill the foreign language requirement.</u>

Rationale:

The revision of LF 401 is made necessary because 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 the culture course will enhance the students' ability to express their ideas in writing.

LG-401 The Culture of German-Speaking Countries Today

FROM:	TO:
LG-401 The Culture of German-Speaking Countries Today Pre-requisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours 3 credits Offered as needed	LG-401 The Culture of German-Speaking Countries Today Pre-requisite or Co-requisite: ENGL 101 3 <u>class</u> hours, 3 credits
Course description for college catalog: Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will read English	Course description for college catalog: Students will be exposed to and discuss cultural developments in German-speaking countries including their role the European Union. They will

translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. The course will be taught in English as WI	read English translations of contemporary writings and apply an interdisciplinary approach to texts, films, and music, focusing on various facets of life and culture. Students will also attend cultural events in New York City. This course will be taught in English as WI. <u>This course does not fulfill the foreign language requirement.</u>
--	---

Rationale:

The revision of LG 401 is made necessary because 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 the culture course will enhance the students' ability to express their ideas in writing.

LI-401 Italian Culture through Film

FROM:	TO:
LI-401 Italy Today Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours 3 credits Offered as needed	LI-401 Italian Culture through Film Pre-requisite or Co-requisite: <u>ENGL 101</u> 3 class hours, 3 credits
Course description for college catalog: This course will focus on the ways Italy and Italian culture have changed in the past 50 years, and analyze the forces behind these changes. Different cultural aspects, such as politics, education, music and fashion will be taken into consideration. The course will be taught in English	Course description for college catalog: Students will be introduced to important themes of Italian culture by viewing and analyzing representative Italian films from the post-World War II era to the present. Topics examined include: the family, how World War II has shaped contemporary Italian culture, Italy as a country of emigrants and immigrants, and organized crime. This course will be conducted in English, and all films will have English subtitles. This course does not fulfill the foreign language requirement.

Rationale:

The revision of LI 401 is made necessary because the course as first formulated was found to lack focus and a clear way of organizing a vast subject. Students are naturally attracted to the film medium, but need to learn to interpret film just as they learn to interpret literary and other texts. The films have been chosen to convey a broad historical and social perspective on contemporary Italian culture, and to enable examination and discussion of key issues in Italian history and society.

LS-402 Latin American and Caribbean Cultures Today

FROM:	TO:
LS-402 Latin American and Caribbean Cultures Today Pre-requisites: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours 3 credits	LS-402 Latin American and Caribbean Cultures Today Pre-requisites or Co-requisite: <u>ENGL 101</u> 3 class hours, 3 credits
Course description for college catalog: A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English.	Course description for college catalog: A journey into contemporary Latin American and Caribbean cultures through the reading and discussion of politics, customs, art, music and cinema. This course will be taught in English as WI. <u>This course</u>

does not fulfill the foreign language requirement.
--

Rationale:

The revision of LS 402 is made necessary because 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 the culture course will enhance the students' ability to express their ideas in writing.

LC 311 Readings in Contemporary Chinese Literature

FROM:	TO:
LC311 Readings in Contemporary Chinese Literature I 3 hours / 3 credits Pre-requisites: LC 214 and/or permission of the department Co-requisites: None	LC 311 Readings in Contemporary Chinese Literature 3 hours / 3 credits Pre-requisites: <u>Placement by the Department of Foreign Languages and Literatures</u> Co-requisites: None
Course description for college catalog: This course aims to enhance students' understanding of Chinese society and modern Chinese literature through reading a variety of modern Chinese literary genres including essays, short stories, and a short play. The emphasis is on reading comprehension and expansion of vocabulary. Class discussions are on issues related to the readings.	Course description for college catalog: This course aims to enhance students' understanding of Chinese society and modern Chinese literature through <u>the analysis of a series of essays and a short play. The emphasis is on improving students' reading and academic writing skills through critical analysis, class discussions and writing assignments related to the readings.</u>

Rationale:

The proposed title without "I" will describe this course more accurately, because LC311 is not a prerequisite for LC312. The proposed revisions to the course description will more precisely describe this course.

LC312 Chinese Short Stories

FROM:	TO:
LC312 Readings in Contemporary Chinese Literature II 3 hours/ 3 credits Pre-requisites: LC 311 and/or permission of the department Co-requisites: None	<u>LC312 Chinese Short Stories</u> 3 hours/ 3 credits Pre-requisites: Placement by the Department of Foreign Languages and Literatures Co-requisites: None
Course description for college catalog: Study and analysis of selected literary works from contemporary authors. Each selection reflects a different side of Chinese society. Course instruction and assessment will include lectures, class discussions and written reports.	Course description for college catalog: This course aims to enhance students' understanding of the Chinese short story genre through the study and analysis of selected stories from contemporary authors. Selections reflect different social and cultural aspects of Chinese society.

Rationale:

The proposed title describes the course content more accurately. LC311 should be removed as a prerequisite because the level of difficulty of these two courses is the same. It is not necessary for a student to take LC311 before taking LC312. The proposed revisions to the course description will more precisely describe this course.

HISTORY DEPARTMENT

Departmental approval: February 24, 2016

FROM:	TO:
HI-133 Introduction to Modern East Asian Civilizations (2A1) 3 class hours 3 credits Offered as needed Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same	HIST-133 Introduction to Modern East Asian Civilizations (2A1) 3 class hours; 3 credits Prerequisite or Co-requisite: <u>ENGLISH 101</u> Course description: remains the same
HI-135 History of New York State (2B2) 3 class hours 3 credits Offered in Spring Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same	HIST-135 History of New York State (2B2) 3 class hours 3 credits Prerequisite or Co-requisite: <u>ENGLISH 101</u> Course description: remains the same
HI-141 Latin American History II: Independence to the Present (2A1) 3 class hours 3 credits Offered in Spring Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same	HIST-141 Latin American History II: Independence to the Present (2A1) 3 class hours 3 credits Prerequisite or Co-requisite: <u>ENGLISH 101</u> Course description: remains the same
HI-144 Modern Economic History (2A1) 3 class hours 3 credits Offered in alternating Spring Semesters Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same	HIST-144 Modern Economic History (2A1) 3 class hours 3 credits Prerequisite or Co-requisite: <u>ENGLISH 101</u> Course description: remains the same
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 Course description: remains the same	HIST -152 Women in World History: From Prehistoric Times to the Present Prerequisite or Co-requisite: <u>ENGLISH 101</u> 3 hours; 3 credits Course description: remains the same

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.

Course revisions (number, prefix and requisite change)
 Departmental approval February 11, 2016 (All 14 course revisions)

FROM:	TO:
-------	-----

<p>HI 113 Europe and the World since 1945 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 222 Europe and the World since 1945 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 118 Ancient Greek history 3 hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 218 Ancient Greek history 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 125 Immigration and Ethnic groups in the US 3 class hours; 3 credits Offered in Spring Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 276 Immigration and Ethnic groups in the US 3 class hours; 3 credits Offered in Spring Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 126 Women in America 3 class hours; 3 credits Offered in Fall Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 226 Women in America 3 class hours; 3 credits Offered in Fall Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI129 Recent American Civilization 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 239 Recent American Civilization 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI144 Modern Economic History 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 244 Modern Economic History 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 153 Western War and Warfare: from Gunpowder to Desert Storm 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 253 Western War and Warfare: from Gunpowder to Desert Storm 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI 165 The European Renaissance 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 265 The European Renaissance 3 class hours; 3 credits Pre-requisite or co-requisite ENGL 101 Course description: remains the same</p>
<p>HI173 Barbarians, from the Roman Empire to the Early Modern World</p>	<p>HIST 209 Barbarians, from the Roman Empire to the Early Modern World</p>

<p>3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI177 Greek and Roman Mythology 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 250 Greek and Roman Mythology 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI 181 History of the Second World War 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 206 History of the Second World War 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI185 The Holocaust 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 290 The Holocaust 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI 191 History of Genocide in the Twentieth Century 3 class hours; 3 credits Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 291 History of Genocide in the Twentieth Century 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>HI195 Judaism, Christianity, and Islam 3 class hours; 3 credits Offered in Fall Pre-requisite: BE 122 (or BE 226) and BE 112 (or BE 205), or satisfactory score on the CUNY/ACT Assessment Test Course description: remains the same</p>	<p>HIST 295 Judaism, Christianity, and Islam Pre- 3 class hours; 3 credits Pre-requisite <u>or co-requisite ENGL 101</u> Course description: remains the same</p>
<p>Rationale: The history department has come to the conclusion that students would be better served if certain history electives were designated at the 200-level. It would indicate that, while there is no history prerequisite, the student should expect these courses to be dealing more intensely with specific topics, as opposed to the 100-level courses, which are broader overviews of longer developments in history. 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.</p>	

HIST 193 The History of the U.S.-Mexico Borderlands in Perspective

FROM:	TO:
-------	-----

<p>HIST 193 Introduction to the History of Borderlands 3 class hours 3 credits Pre-requisite and Co-Requisite ENGL101</p>	<p>HIST 193 <u>The History of the U.S.-Mexico Borderlands in Perspective</u> 3 class hours 3 credits Pre-requisite and Co-Requisite ENGL101</p>
<p>Course description: Borderlands are areas where nation states meet one another. There are many borderlands the world over, and many of them share similar problems and challenges for their respective governments. In this class, we will see how there is a common trajectory to borderlands histories, since they are all by definition frontier zones and they often elude state surveillance. Such highly diverse actors as cattle rustlers, Indians, runaway slaves, grasping caudillos, and drug runners appear often in borderlands histories. We will compare the history of borderlands across Latin America and pay particular attention to the border-separating Latin American and U.S. space. The U.S./Mexico borderlands as they are the most familiar and well researched of contemporary global borderlands will figure prominently in the course</p>	<p>Course description: Borderlands are areas where nation states meet one another. There are many borderlands the world over, and many of them share similar problems and challenges for their respective governments. <u>Since they are all by definition frontier zones and they often elude state surveillance, such highly diverse actors as cattle rustlers, Indians, runaway slaves, grasping caudillos, and drug runners appear often in borderlands histories. In this class, we will compare the history of borderlands across Latin America and pay particular attention to the U.S.-Mexico border. Through examining secondary texts, official government documents, and even the songs and stories authored by border people themselves, we will unravel the immensely complicated and troubled history of these borderlands.</u></p>

Rationale:

This class needed to be clarified in both its description and title. For this reason, the description was changed to more accurately reflect how the main topic of this class is the border between the United States and Mexico. There are numerous reasons to justify this focus. The centrality of the U.S.-Mexico border to current political debate makes this a particularly relevant topic. This course will also introduce students to the much lesser-known Mexican side of this history, which will sharpen their global awareness. This class will give students a critical vocabulary to discuss a contemporary issue of utmost importance.

MATHEMATICS & COMPUTER SCIENCE
Departmental approval: November 23, 2016

CS203 Algorithmic Problem Solving II in C++

<p>FROM: CS203 Algorithmic Problem Solving II 3 class hours, 2 recitation hours, 4 credits Pre-requisites: MA-441 and C or better in CS-101 Co-requisites: None</p>	<p>TO: <u>CS203 Algorithmic Problem Solving II in C++</u> 3 class hours, 2 recitation hours, 4 credits Pre-requisites: MA-441 and C or better in CS-101 Co-requisites: None</p>
<p>Course description for college catalog: User defined data types, pointers and linked lists, ADTs, stacks, queues, recursion, searching and simple sorting, elementary memory management. Object oriented problem solving.</p>	<p>Course description for college catalog: User defined data types, pointers and linked lists, ADTs, stacks, queues, recursion, searching and simple sorting, elementary memory management. Object oriented problem solving.</p>

Rationale:

The change in title is requested for consistency and clarity with title of proposed course CS 204: Algorithmic Problem Solving II in Java

DEPARTMENT OF SOCIAL SCIENCES

Departmental approval: April 6, 2017

CRIM 201 Policing

FROM:	TO:
CRIM 201 Policing 3 class hours, 3 credits Prerequisites CRIM101 and CRIM102 Co-requisites: none	CRIM 201 Policing 3 class hours 3 credits Prerequisites CRIM101, CRIM102 and CRIM106 Co-requisites: none
Course description for college catalog: A survey of the history, roles, and policies of law enforcement agencies. Focuses on contemporary issues in the field of law enforcement.	Course description for college catalog: A survey of the history, roles, and policies of law enforcement agencies. Focuses on contemporary issues in the field of law enforcement.

Rationale:

As recommended in the Action Plan for the October 2015 Academic Program Review of the Dual Joint A.S./B.A. Degree in Criminal Justice (with John Jay College of Criminal Justice) a one-credit, one-hour introductory course in criminal justice research, CRIM106, was developed to help students better understand and apply research in their 200-level courses.

CRIM 202 Corrections and Sentencing

FROM:	TO:
CRIM 202 Corrections and Sentencing 3 class hours, 3 credits Pre-requisites: CRIM101 and CRIM102 Co-requisite: none	CRIM 202 Corrections and Sentencing 3 class hours, 3 credits Pre-requisites: Prerequisites CRIM101, CRIM102 and CRIM106 Co-requisite: none
Course description for college catalog: An introduction to the policies and practices of correctional institutions. Reviews the history of corrections and the functions of various types of correctional agencies. Considers important controversies and major trends in contemporary correctional practice.	Course description for college catalog: An introduction to the policies and practices of correctional institutions. Reviews the history of corrections and the functions of various types of correctional agencies. Considers important controversies and major trends in contemporary correctional practice.

Rationale:

As recommended in the Action Plan for the October 2015 Academic Program Review of the Dual Joint A.S./B.A. Degree in Criminal Justice (with John Jay College of Criminal Justice) a one credit, one-hour introductory course in criminal justice research, CRIM106, was developed to help students better understand and apply research in their 200-level courses.

CRIM 203 Criminal Law

FROM:	TO:
CRIM 203 Criminal Law 3 class hours, 3 credits Pre-requisites: Prerequisites CRIM101 and CRIM102 Co-requisite: none	CRIM 203 Criminal Law 3 class hours, 3 credits Pre-requisites: Prerequisites CRIM101, CRIM102 and CRIM106 Co-requisite: none

Course description for college catalog: A comprehensive analysis of criminal law and its administration, with emphasis on legislation and judicial interpretations of the criminal code.	Course description for college catalog: A comprehensive analysis of criminal law and its administration, with emphasis on legislation and judicial interpretations of the criminal code.
---	---

Rationale:

As recommended in the Action Plan for the October 2015 Academic Program Review of the Dual Joint A.S./B.A. Degree in Criminal Justice (with John Jay College of Criminal Justice) a one-credit, one-hour introductory course in criminal justice research, CRIM106, was developed to help students better understand and apply research in their 200-level courses.

CRIM 204 Crime and Justice in the Urban Community

FROM:	TO:
CRIM 204 Crime and Justice in the Urban Community 3 class hours, 3 credits Prerequisites: CRIM101 and CRIM102 Co-requisite: none	CRIM 204 Crime and Justice in the Urban Community 3 class hours, 3 credits Prerequisites: CRIM101, CRIM102 and CRIM106 Co-requisite: none
Course description for college catalog: This course focuses on issues that arise in urban settings regarding crime and criminal justice. Major topics include the characteristics of urban settings that affect crime, solutions to crime in urban settings, and the social policy implications of urban crime and justice.	Course description for college catalog: This course focuses on issues that arise in urban settings regarding crime and criminal justice. Major topics include the characteristics of urban settings that affect crime, solutions to crime in urban settings, and the social policy implications of urban crime and justice.

Rationale:

As recommended in the Action Plan for the October 2015 Academic Program Review of the Dual Joint A.S./B.A. Degree in Criminal Justice (with John Jay College of Criminal Justice) a one-credit, one-hour introductory course in criminal justice research, CRIM106, was developed to help students better understand and apply research in their 200-level courses.

BUSINESS DEPARTMENT

Departmental approval: 9-21-2016

CIS-153 Microcomputer Operating Systems and Utility Software

FROM:	TO:
CIS-153 Microcomputer Operating Systems and Utility Software 2 class hours, 2 lab hours, 3 credits Pre-requisite: none Co-requisite: none	CIS-153 Microcomputer Operating Systems and Utility Software 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-101 Co-requisite: none
Course description for college catalog: Files and file names; diskette preparation and backup; tree-structured directories; dos commands; advanced dos commands; screen and keyboard control; multiuser operations; application considerations. Accessing databases; electronic mail; bulletin board services; microcomputers with mainframe functions; linking microcomputers in local area networks; various LAN configurations; file and print	Course description for college catalog: This course provides an in-depth coverage of microcomputer operating system concepts through the use of discussions and hands-on lab projects. Topics include operating systems history; user accounts; graphical user interface; data structure and organization; customization; disk storage concepts; hardware and software interaction; file systems; shortcuts; backup and recovery; computer security;

server functions.	utilities; disk optimization; system performance; system restoration and troubleshooting.
-------------------	---

Rationale:

This description needs to be revised in order to reflect the recent and current technological changes that have occurred in computer operating systems and the related techniques and methods of using modern operating systems.

CIS-204 Web Design

FROM:	TO:
CIS-204 Web 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-102 and MA-10 or satisfactory score on the Mathematics Placement Test Co-requisite: none	CIS-204 Web Design 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-102 and MA-10 or satisfactory score on the Mathematics Placement Test Co-requisite: none
Course description for college catalog: This course introduces Web Page Design principles and concepts, provides hands-on experience utilizing Web page authoring software, employs Scripting Programming Languages for data manipulation, and prepares students for developing business applications deployed on the World Wide Web (WWW).	Course description for college catalog: <u>This course introduces web page design principles and concepts and provides practical experience utilizing web page authoring software. Scripting programming languages are employed for data manipulation and interactivity. Students are prepared for developing business applications deployed on the internet utilizing hands-on lab exercises and projects to apply these techniques.</u>

Rationale:

This description needs to be revised in order to use more up-to-date language to describe the course content and student involvement in developing modern web sites.

CIS-251 Analysis and Design of Systems Projects

FROM:	TO:
CIS-251 Analysis and Design of Systems Projects 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-152, CIS-153, CIS-208 and MA-10 or satisfactory score on the Mathematics Placement Test. Co-requisite: none	CIS-251 Analysis and Design of Systems Projects 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-152, CIS-153, CIS-208 and MA-10 or satisfactory score on the Mathematics Placement Test. Co-requisite: none
Course description for college catalog: Students use all previously learned data processing concepts and techniques in this laboratory course to design and implement a complete data processing application package for common business needs, such as payroll, inventory management, accounts receivable files, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Design.	Course description for college catalog: <u>Students use all previously learned computer information systems concepts and techniques in this capstone laboratory course to design and implement an original, comprehensive software system to solve a practical business need, such as payroll, inventory management, accounts receivable, and management information systems. Development of the application will be accomplished concurrently with the study of the phases of Systems Analysis and Design. Students will also prepare detailed user and technical manuals to accompany their system.</u>

--	--

Rationale:

This description needs to be revised in order to use more up-to-date language to describe the course content. In addition, more emphasis is placed on the course content and requirements.

CIS-252 Application Development for Mobile Devices

FROM:	TO:
<p>CIS-252 Application Development for Mobile 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-202 or CIS-203 and MA-10 or satisfactory score on the Mathematics Placement Test. Co-requisite: none</p>	<p>CIS-252 Application Development for Mobile Devices 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-152 and MA-10 or satisfactory score on the Mathematics Placement Test <u>or</u> <u>Permission of the Department.</u> Co-requisite: none</p>
<p>Course description for college catalog: This course concentrates on application development for Android based mobile devices – Tablets, Cell Phones, PDA, etc. Topics include fundamentals of Android applications development and programming concepts, and techniques for mobile devices. Emphasis is placed on hands on business applications development for mobile Android devices. This course requires computer programming knowledge in applications development with a GUI programming language.</p>	<p>Course description for college catalog: This course concentrates on application development for Android based mobile devices – Tablets, Cell Phones, PDA, etc. Topics include fundamentals of Android applications development and programming concepts, and techniques for mobile devices. Emphasis is placed on hands on business applications development for mobile Android devices. This course requires computer programming knowledge in applications development with a GUI programming language.</p>

Rationale:

The course prerequisites have been revised since the prior prerequisites were determined to be at a greater level of difficulty than necessary for students who choose to take this elective course for the CIS major. As this is a relatively new course that has been added to the CIS Curriculum, departmental permission was added in order to encourage students who may not have all the prerequisites to attempt to enroll in the course. Students with this request will be evaluated on an individual basis.

CIS-254 Data Security for Business

<p>FROM:</p> <p>CIS-254 Data Security for 2 class hours, 2 lab hours, 3 credits Pre-requisite: CIS-204 and MA-10 or satisfactory score on the Mathematics Placement Test. Co-requisite: none</p>	<p>TO:</p> <p>CIS-254 Data Security for Business 2 class hours, 2 lab hours, 3 credits Pre-requisite: <u>CIS-153</u> and MA-10 or satisfactory score on the Mathematics Placement Test <u>or Permission of the Department.</u> Co-requisite: none</p>
<p>Course description for college catalog: This course is intended to meet the needs of students who want to be able to protect their computers and networks from attacks. The course is designed to provide a truly interactive learning experience through textbook case studies, lectures and hands on lab projects. The case studies place the student (or student groups) in the role of problem solver, requiring them to apply concepts presented in the text and lectures. The course covers desktop security, Internet security, personal security, wireless network security, and enterprise security.</p>	<p>Course description for college catalog: <u>This course introduces students to basic information security and cybersecurity principles expected within business settings and also beneficial for personal data security awareness. Students will learn how to protect information, computers and networks from attacks by means of case studies, discussions, and hands-on lab projects. Topics covered include malware, social engineering, application and networking attacks; data, computer, application and network security; cryptography; access control fundamentals; authentication and account management; and business continuity.</u></p>

Rationale:

This description needs to be revised in order to use more up-to-date language to describe the course content and student involvement in developing modern web sites. The course prerequisites have been revised since the prior prerequisite was determined to be at a greater level of difficulty than necessary for students who choose to take this elective course for the CIS major. As this is a relatively new course that has been added to the CIS Curriculum, departmental permission was added in order to encourage students who may not have all the prerequisites to attempt to enroll in the course. Students with this request will be evaluated on an individual basis.

HEALTH, PHYSICAL EDUCATION & DANCE

Departmental approval: September 26, 2016

HE-104 Addictions and Dependencies

<p>FROM:</p> <p>HE-104 Addictions and Dependencies 3 hours / 3 credits Pre-requisites: HE 101 or HE 102 (The HE 101 or HE 102 prerequisite is not required for students in the Nursing curriculum or for veterans) Co-requisites: None</p>	<p>TO:</p> <p>HE-104 Addictions and Dependencies 3 hours / 3 credits Pre-requisites: None Co-requisites: None</p>
<p>Course description for college catalog: An investigation of recent research related to the psychological and physiological effects of dependencies, such as compulsive eating, gambling, work habits, and smoking. The problems of use and abuse of depressants, stimulants, hallucinogens, and</p>	<p>Course description for college catalog: <u>This course will investigate recent research related to the psychological and physiological effects of dependencies, such as compulsive eating, gambling, work habits, and smoking. The problems of use and abuse of depressants, stimulants, hallucinogens, as</u></p>

rehabilitation also discussed.	well as methods of rehabilitation will also be discussed.
--------------------------------	---

Rationale:

Eliminating the HE 101 or HE 102 pre-requisite for HE 104 will enable students to take HE 104 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-104.

HE105 Human Sexuality

FROM:	TO:
HE105 Human Sexuality 3 hours / 3 credits Pre-requisites: HE-101 or HE-102 (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans) Co-requisites: None	HE105 Human Sexuality 3 hours / 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: Designed to assist students in developing positive and accepting attitudes and behaviors about their own sexuality and that of others throughout the life cycle. Study includes psycho-sexual development, sexual behaviors, reproductive biology, and family planning.	Course description for college catalog: Designed to assist students in developing positive and accepting attitudes and behaviors about their own sexuality and that of others throughout the life cycle. Study includes psycho-sexual development, sexual behaviors, reproductive biology, and family planning.

Rationale:

Eliminating the HE 101/102 pre-requisite for HE 105 will enable students to take HE 105 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-105.

HE107 Mental Health: Understanding Your Behavior

FROM:	TO:
HE107 Mental Health: Understanding Your Behavior 3 hours / 3 credits Pre-requisites: HE-101 or HE-102 or SS-510 (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans) Co-requisites: None	HE107 Mental Health: Understanding Your Behavior 3 hours / 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: An opportunity for students to develop a better understanding of their behavior and adjustment to life situations. Attention given to personal approaches to problem-solving and evaluating available outside resources. Participation is required in at least one course-related field trip to be arranged by the instructor.	Course description for college catalog: This course provides opportunity for students to develop a better understanding of their behavior and adjustment to life situations. Attention is given to personal approaches to problem-solving and evaluating available outside resources. Participation may be required in at least one course-related field trip to be arranged by the instructor.

Rationale:

Listing field trips as 'may be required' provides for flexibility in the curriculum delivery while still fulfilling the objectives of the course. Eliminating the HE 101/102 or SS-510 pre-requisite for HE 107 will enable students to take HE 107 without unnecessary additional credit requirements. The

relevant course topics introduced in HE 101/HE 102 and PSYC 101 are incorporated into HE-107.

HE108 Health and Physical Fitness

FROM:	TO:
HE108 Health and Physical Fitness 3 hours/ 3 credits Pre-requisites: HE 101 or HE 102	HE108 Health and Physical Fitness 3 hours/ 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: An inquiry to the concepts of health, physical fitness, physical performance and wellness. Factors such as nutrition, body composition and weight control, principles of physical conditioning, physiology of exercise, and other issues related to optimal physical performance will be considered. The classroom lectures will be supplemented by laboratories and demonstrations using available gym facilities to provide the students the opportunity to assess their present state of physical fitness. The student should be able to formulate a program of self-improvement in relation to their individual goals after completion of this course of study	Course description for college catalog: This course is an inquiry into the concepts of health, physical fitness, physical performance and wellness. Factors such as nutrition, body composition and weight control, principles of physical conditioning, physiology of exercise, and other issues related to optimal physical performance will be considered. The classroom lectures will be supplemented by laboratories and demonstrations using available gym facilities to provide the students the opportunity to assess their present state of physical fitness. The student should be able to formulate a program of self-improvement in relation to their individual goals after completion of this course of study.

Rationale:

Eliminating the HE 101/102 pre-requisite for HE 108 will enable students to take HE 108 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-108.

HE111 Stress Management

FROM:	TO:
HE111 Stress Management 3 hours/ 3 credits Pre-requisites: HE 101 or HE 102 Co-requisites: None	HE111 Stress Management 3 hours/ 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: This course explores theories of stress to help students understand and cope more effectively with the stress in their daily lives. Topics covered include the types and causes of stress; components, manifestations and consequences of stress; how to evaluate and measure stress, and strategies/techniques to minimize stressors and manage stress.	Course description for college catalog: This course explores theories of stress to help students understand and cope more effectively with the stress in their daily lives. Topics covered include the types and causes of stress; components, manifestations and consequences of stress; how to evaluate and measure stress, and strategies/techniques to minimize stressors and manage stress.

Rationale:

Eliminating the HE 101/102 pre-requisite for HE 111 will enable students to take HE 111 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-111.

HE114 Principles and Practices of Public Health

FROM:	TO:
HE114 Foundations of Health Promotion and Disease Prevention 3 hours / 3 credits Pre-requisites: None Co-requisites: None	HE114 Principles and Practices of Public Health 3 hours / 3 credits Pre-requisites: None Co-requisites: None
Course description for college catalog: The purpose of this course is to provide an overview of the major issues in health promotion and disease prevention. Students will be introduced to the major causes of premature mortality and morbidity and the behavioral and environmental contributions to illness and injury. Strategies for risk reduction and the development and implementation of interventions will be presented. Emphasis will be placed on understanding the socioeconomic, political, and ethical considerations that may impact the implementation and effectiveness of interventions.	Course description for college catalog: This course is designed to introduce students to the principles and practices of public health and strategies used in public health promotion and disease prevention initiatives. The course will provide students with an opportunity to learn about past, present and future key public health topics of importance, and to apply public health strategies to prevent or minimize these problems among culturally diverse populations across the lifespan.

Rationale:

This revision is a reconceptualization of the course in response to the evolution of the public health field and the public health profession. Revising HE 114 will satisfy the following domains to meet the accreditation criteria for the Council on Education for Public Health (CEPH):

1. The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society.
2. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations.

ENGINEERING TECHNOLOGY

Departmental approval: March 16, 2016

ET710 Web Technology I: Building and Maintaining Web Sites

FROM:	TO:
ET710 Web Technology I: Building and Maintaining Web Sites 3 class hours 3 laboratory hours 4 credits Pre-requisites: None Co-requisites: None	ET710 Web Technology I: Building and Maintaining Web Sites <u>2 class hours 2 laboratory hours 3 credits</u> Pre-requisites: None Co-requisites: None
Course description for college catalog: Students will learn to design, build, and administer their own World Wide Web site. The course will cover everything from Web Server installation to the preparation of multimedia content for delivery on the Internet/Intranet. Topics include: Using Microsoft FrontPage; WebSite Design and Implementation; creating WebPages that include Text, Hypertext, Graphics, Sound, Forms, Frames, Links and Embedded Multimedia Content; Java Script Programming, and using Java Applets.	Course description for college catalog: This introductory course focuses on frontend, browser-based user experience. Students will create websites using current web design patterns and publish them to the public internet. Topics include: building a webpage with HTML, cascading style sheets (CSS), Java Script, industry standard web frameworks, responsive web design, data input forms, source and revision control.

Rationale:

Reduction of hours: The course content and objectives remain the same. New tools and

applications do not require the same level of time consuming HTML programming for website development as in the past. Computer speed and operating system advances have made website development, administration, and maintenance quicker and easier. Faculty teaching the course agree and recommend reducing the hours instead of adding additional material to this first course in websites. The Internet and the Information Technology fields change very rapidly. This change will give students additional elective choices which is important for their needs and interests.

Course description update: The course description is revised to eliminate the naming of specific software packages because these can and do change on a regular basis in this dynamic field.

Departmental approval date January 26, 2017

ET110 Electric Circuit Analysis

FROM:	TO:
<p>ET110 Electric Circuit Analysis + 3 class hours, 3 laboratory hours, 4 credits Co-requisite: MA-114 This course must be completed with a grade of C or better before the student will be permitted to register for more advanced courses in electrical or computer engineering technology.</p>	<p>ET110 Electric Circuit Analysis 3 class hours, 3 laboratory hours, 4 credits Co-requisite: MA-114 Note: ET-110 must be completed with a grade of C or better before the student will be permitted to register for more advanced courses in electrical or computer engineering technology.</p>
<p>Course description for college catalog: Resistance; Ohm's law; Kirchhoff's laws, networks with DC current and voltage sources; branch-current analysis; mesh and nodal analysis, superposition. Thevenin's, Norton's, maximum power theorems; capacitance; magnetic circuits; inductance; DC meters. Laboratory hours complement class work.</p>	<p>Course description for college catalog: An introductory course to the fundamentals and basic principles of DC and AC circuits. Topics include: resistance, voltage, current, Ohm's Law, Kirchoff's laws, power, superposition, network theorems, Thevenin's and Norton's Theorems, maximum power transfer, introduction to AC, capacitors and inductors. Laboratory hours complement class work</p>

Rationale:

Basic AC analysis is added to ET-110 and less time will be spent on theoretical concepts such as resistivity and less common network theorems. The department feels that providing a strong knowledge of computer programming with ET-575 is more important for CT majors than the additional AC Circuit Analysis topics covered in ET-140. Thus ET-575 replaces ET-140 for CT majors and basic AC Analysis will be added to ET-110, Electric Circuit Analysis, to prepare students to take ET-210, Electronics I. The course ET-140, Transient and Sinusoidal Circuit Analysis, will be removed from the CT program requirements but will be available as an elective course to these students.

The course is renamed from "Electric Circuit Analysis I" to simply "Electric Circuit Analysis" because for many years there has been no Electric Circuit Analysis II in our curricula.

ET210 Electronics I

FROM:	TO:
<p>ET210 Electronics I 3 class hours, 3 laboratory hours, 4 credits Corequisite: ET-140 or Prerequisite: ET-910 or ET-125</p>	<p>ET210 Electronics I 3 class hours, 3 laboratory hours, 4 credits Pre-requisite: <u>ET-110 with a grade of C or better</u> Co-requisite: none</p>
<p>Course description for college catalog: Basic theory and operation of solid-state devices including diodes, BJTs, FETs, and MOSFETs, silicon-</p>	<p>Course description for college catalog: Basic theory and operation of <u>semiconductor devices and linear integrated circuits including diodes, BJTs,</u></p>

controlled rectifiers, varactors and Zener diodes. Clipping and clamping circuits. Graphical and equivalent circuit analysis of active devices. DC biasing and AC analysis of transistor circuits. Rectifiers, filter and power supply circuit design. Laboratory hours complement class work.	JFETs, MOSFETs, Zener diodes, and operational amplifiers. DC power supply circuit analysis and design. Operational amplifier circuits include inverting and non-inverting amplifiers and applications. Laboratory hours complement class work.
--	--

Rationale:

Due to the ever-increasing complexity of electronic circuits, integrated circuits such as operational amplifiers have become fundamental to the field. Therefore ET-210 will be modified to include the topic of basic operational amplifiers and will spend less time on discrete components such as diodes and transistors. The pre-requisite is changed from ET-140 to ET-110 to support the CT and TC curricular revisions that eliminate ET-140. ET-910 and ET-125 are not currently offered.

ET230 Telecommunications I

FROM:	TO:
ET230 Telecommunications I 3 class hours, 3 laboratory hours, 4 credits Pre-requisite: ET-220 Co-requisite: None	ET230 Telecommunications I 3 class hours, 3 laboratory hours, 4 credits Pre-requisite: <u>ET-210</u> Co-requisite: None
Course description for college catalog: The theory and principles of modern electronic telecommunications devices, including telephones, wire-line and optical communications links, radio, television, radar, and digital communications. Includes the generation of signals, modulation and demodulation methods, receivers and transmitters, transmission lines and antennas. Laboratory hours complement class work.	Course description for college catalog: The theory and principles of modern electronic telecommunications devices, including telephones, wire-line and optical communications links, radio, television, radar, and digital communications. Includes the generation of signals, modulation and demodulation methods, receivers and transmitters, transmission lines and antennas. Laboratory hours complement class work.

Rationale:

The current prerequisite, ET-220, has not been in the TC curriculum for many years. The proposed revisions of ET110 to include AC concepts and of ET-210 to include operational amplifiers will appropriately support students to take ET-230.

ET320 Electrical Control Systems

FROM:	TO:
ET320 Electrical Control Systems 1 class hour, 2 recitation hours, 3 laboratory hours, 3 credits Pre-requisite: ET-220 Co-requisite: None	ET320 Electrical Control Systems 1 class hour, 2 recitation hours, 3 laboratory hours, 3 credits Pre-requisite: None Co-requisite: ET-560
Course description for college catalog: Servomechanism components, operational amplifiers, Laplace transforms, block diagram algebra, transfer functions, steady state and transient analysis of second order systems, proportional control and tach feedback, frequency response analysis, Bode plots, stability gain margin and phase margin, compensation techniques, digital to analog conversion, robotic applications.	Course description for college catalog: Topics will include: servomechanism components, operational amplifiers, Laplace transforms, block diagram algebra, transfer functions, steady state and transient analysis of second order systems, proportional control and tach feedback, frequency response analysis, Bode plots, stability gain margin and phase margin, compensation techniques, digital

Laboratory hours complement class work.	to analog conversion, robotic applications. Laboratory hours complement class work.
---	---

Rationale:

Control systems applications frequently employ microcontrollers, so the co-requisite of ET-560, Microprocessors, will better support ET-320. The course revision of ET-210, Electronics I, will provide an introduction to operational amplifiers that is adequate preparation for ET-320.

ET410 Electronic Project Laboratory

FROM:	TO:
ET410 Electronic Project Laboratory 3 laboratory hours, 1 credit Pre-requisite: ET-501 Co-requisite: ET-230	ET410 Electronic Project Laboratory 3 laboratory hours, 1 credit Pre-requisite: <u>ET-560</u> Co-requisite: None
Course description for college catalog: A practical course exposing the student to the design, fabrication, assembly and trouble-shooting techniques associated with the manufacture and servicing of consumer electronic products. Working individually, students construct finished products employing Computer Aided Design software, the departmental printed circuit fabrication facility, small tools and test equipment.	Course description for college catalog: A practical course exposing the student to the design, fabrication, assembly and trouble-shooting techniques associated with the manufacture and servicing of consumer electronic products. Working individually, students construct finished products employing Computer Aided Design software, the departmental printed circuit fabrication facility, small tools and test equipment

Rationale:

Microprocessors have become more prevalent in both the ET and TC fields and thus course projects have evolved to be more microprocessor based (ET-560). Therefore ET560 is proposed for the current prerequisite. ET-501 is being removed from the ET and CT curricula so it should no longer serve as a prerequisite course.

ET502 Introduction to Computer Programming

FROM:	TO:
ET502 Introduction to Computer Programming 3 laboratory hours, 1 credit Pre-requisite: ET-501 Co-requisite: None	ET502 Introduction to Computer Programming 3 laboratory hours, 1 credit Pre-requisite: <u>None</u> Co-requisite: None
Course description for college catalog: Introduction to the VISUAL Basic programming language with application problems in electrical and Computer Engineering Technology. Provides hands-on experience in the Department's computer center .	Course description for college catalog: Introduction to the VISUAL Basic programming language with application problems in Engineering Technology. Provides hands-on experience in the Department's computer <u>labs</u> .

Rationale:

ET-501, Computer Applications, is being removed from the ET and CT curricula. Students in these curricula now have enough of a computer aptitude to succeed in an introductory programming class such as ET-502. The course description is updated for clarity and current terminology.

ET509 Programming for Embedded Systems

FROM:	TO:
ET509 C++ Programming for Embedded Systems 3 laboratory hours, 1 credit Prerequisite: ET-501 Co-requisite: None	ET509 Programming for Embedded Systems 3 laboratory hours, 1 credit Prerequisite: <u>Either ET-501 or TECH-100</u> Co-requisite: None
Course description for college catalog: The nature of a program, simple C++ programs, variables, binary and hex number system, mathematical and logic operations with binary and hex numbers, looping and delays, arrays, pointers, microprocessor memory characteristics, data manipulation using pointers, input output programming exercises on a real microprocessor.	Course description for college catalog: Introduction to embedded programming of single board microcontrollers and microprocessors, simple machine code, assembly and high-level language programs, binary and hex number systems, debug utility program, program variables, CPU addressing modes and flags, mathematical and logic operations with binary and hex numbers, looping and delays, microprocessor registers and memory characteristics. The course includes data input/output programming exercises on a microcontroller.

Rationale:

The course is and has been an embedded programming course, however due to the title and course description students are often confused that this is not a full-blown C++ course. Additionally the course may not always utilize C++, for instance this semester Arduino C is being utilized in some of the sections as opposed to C++. Thus the references to C++ have been removed from the title and course description. The course content and objectives remains essentially unchanged.

ET-542 Computer and Electrical Device Applications

FROM:	TO:
ET-542 Computer and Electrical Device Applications 3 laboratory hours, 1 credit Pre-requisite: ET-240 and ET-540 or ET-510 Co-requisite: None	ET-542 Computer and Electrical Device Applications 3 laboratory hours, 1 credit Pre-requisite: ET-540 Co-requisite: None
Course description for college catalog: A practical course in the design and building of computer and electrical device applications. Topics include: Zener Diode Voltage regulators, Switching Applications, Darlington Configurations, Photo transistors, OP AMP Applications, Relays, and the use and design of Programmable Logic Devices into circuit applications.	Course description for college catalog: A practical course in the design and building of computer and electrical device applications. Topics include: Zener Diode Voltage regulators, Switching Applications, Darlington Configurations, Photo transistors, OP AMP Applications, Relays, and the use and design of Programmable Logic Devices into circuit applications.

Rationale:

ET-540, Digital Computer Theory, is appropriate preparation for this second course in digital electronics.

ET580 Object Oriented Programming

FROM:	TO:
ET580 Object Oriented Programming 3 class hours 3 credits Pre-requisite: ET-575 Co-requisite: None	ET580 Object Oriented Programming 3 class hours 3 credits Pre-requisite: ET-575
Course description:	Course description for college catalog:

This course covers object-oriented programming principles and techniques using C++. Topics include pointers, classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features.	This course covers object-oriented algorithmic problem solving using C++. Topics include pointers, pointer arithmetic; linked lists; memory management; recursion; operator overloading; inheritance and polymorphism; stream and file I/O; exception handling; templates and STL; applications of simple data structures and debugging techniques.
--	---

Rationale:

The course outline and description have been revised to more accurately reflect the contents of the course and correspond to comparable course at Queens College.

MUSIC DEPARTMENT

Departmental approval: May 25, 2016

FROM:	TO:
MU-110 Introduction to Music	MUS-101 Introduction to Music
MU-140 Twentieth-Century Music	MUS-103 Twentieth-Century Music
MU-141 Jazz: An Introduction	MUS-104 Jazz: An Introduction
MU-180 Music Around the World	MUS-105 Music Around the World
MU-190, 191 Special Topics in Music	MUS-106, 107 Special Topics in Music
MU-290 The Business of Music	MUS-201 The Business of Music
MU-411, 412, 413, 414 Pop Choir	MUS-411, 412, 413, 414 Pop Choir
MU-421, 422, 423, 424 Queensborough Chorus	MUS-421, 422, 423, 424 Queensborough Chorus
MU-431, 432, 433, 434 Queensborough Orchestra	MUS-431, 432, 433, 434 Queensborough Orchestra
MU-441, 442, 443, 444 Queens Symphonic Band	MUS-441, 442, 443, 444 Queens Symphonic Band
MU-461, 462, 463, 464 Jazz Ensemble	MUS-461, 462, 463, 464 Jazz Ensemble
MU-471, 472, 473, 474 Percussion Ensemble	MUS-471, 472, 473, 474 Percussion Ensemble
MU-491, 492, 493, 494 Performance Forum for Songwriters I, II, III, IV	MUS-491, 492, 493, 494 Performance Forum for Songwriters I, II, III, IV

Rationale:

In consultation with the Office of Strategic Planning, Assessment, and Institutional Effectiveness, a new course numbering for these music courses has been developed to accommodate the new course offerings for the revised A.S., Music degree program, and to better differentiate music department courses intended for the first year (100-level) and second year (200-level). Ensemble courses will remain at the 400-level, consistent with CUNY senior colleges in which students of all

undergraduate levels enroll in ensembles at the 400-level. In many cases, these numbering changes for the above courses are to accommodate the addition of new courses.

Date approved by the department August 25, 2016

MUS-102 Survey of Western Music

FROM:	TO:
MU-120 Survey of Western Music 3 class hours 3 credits Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test. Students may not receive credit for both MU-110 and MU-120 . MU-120 is intended for students who have a background in music, or who anticipate majoring in music.	MUS-102 Survey of Western Music 3 class hours 3 credits Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test. Students may not receive credit for both MUS-101 and MUS-102. MUS-102 is intended for students who have a background in music, or who anticipate majoring in music.
Course description for college catalog: Designed to develop understanding and taste in music. Representative works of great masters of the Renaissance, Baroque, Romantic, and modern eras provide material for analysis of musical style and design. Seeks to develop intelligent listening habits and recognition of specific forms and idioms. Musical styles compared to art and literature of the appropriate period. Required readings, listening, and concert attendance.	Course description for college catalog: Designed to develop understanding and taste in music. Representative works of great masters of the Renaissance, Baroque, Romantic, and modern eras provide material for analysis of musical style and design. Seeks to develop intelligent listening habits and recognition of specific forms and idioms. Musical styles compared to art and literature of the appropriate period. Required readings, listening, and concert attendance.

Rationale:

The course number and the course numberings in the prerequisite statement are being changed to be consistent with the new overall MU to MUS numbering scheme.

MUS-102 Survey of Western Music

FROM:	TO:
MU-208 Musicianship I 3 studio hours 1 lab hour 1 recitation hour 3 credits	MUS-111 Musicianship I 3 class hours, 1 studio hour, 3 credits

Rationale:

The class hours, studio hours, lab hours, and recitation hours are being revised so that they more accurately reflect the kind of instruction that is taking place in the course. The total teaching hours of the course are being reduced from five hours to four hours to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs.

3.MU-209 Musicianship II (course number, class hours, studio hours, lab hours, recitation hours, prerequisite, and course description.)

MUS-112 Musicianship II

FROM:	TO:
MU-209 Musicianship II	MUS-112 Musicianship II

2 studio hours 1 class hour 1 lab hour 1 recitation hour 3 credits Prerequisite: MU-208 with a grade of C or better, or a satisfactory score on the Music Placement Test	3 class hours 1 studio hour 3 credits Prerequisite: <u>MUS-111</u> with a grade of C or better, or a satisfactory score on the Music Placement Test
Course description for college catalog: A continuation of MU-208 , focusing on developing further skills and fluency with fundamental elements of musical language, with regard to both performance and analysis. Applied topics include minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical composition.	Course description for college catalog: A continuation of <u>MUS-111</u> , focusing on developing further skills and fluency with fundamental elements of musical language, with regard to both performance and analysis. Applied topics include minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical composition.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The class hours, studio hours, lab hours, and recitation hours are being revised so that they more accurately reflect the kind of instruction that is taking place in the course. The total teaching hours of the course are being reduced from five hours to four hours to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The changes in prerequisite and course description reflect the course number change for the prerequisite class.

MUS-121 Music Theory I

FROM:	TO:
MU-244 Music Theory and Keyboard Harmony I 3 class hours 1 studio hour 3 Credits Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test Co-requisite: MU-241 is recommended to be taken concurrently with MU-211	MUS-121 Music Theory I 3 class hours 1 studio hour 3 credits Prerequisite: <u>MUS-112</u> with a grade of C or better, or satisfactory score on the Music Placement Test
Course description for college catalog: An integrated approach to music; melody, elementary species counterpoint, and keyboard harmony.	Course description for college catalog: An integrated approach to music, <u>diatonic harmony, and species counterpoint</u> . Theoretical concepts are reinforced through a keyboard component and <u>through sight singing, ear training, and dictation of narrow ranged diatonic melodies and simple and compound rhythms.</u>

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed to more concisely reflect the class content as part of the comprehensive music literacy curriculum for the A.S., Music degree program. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the requirements of the new A.S., Music degree program. Course description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression, while incorporating sight singing and ear training competencies typically found in a first semester aural skills course.

MUS-122 Music Theory II

FROM:	TO:
-------	-----

MU-242 Music Theory and Keyboard Harmony II 3 class hours 1 studio hour 3 credits Prerequisite: <u>MU-241 with a grade of C or better.</u> Co-requisite: <u>MU-242 is recommended to be taken concurrently with MU-212</u>	MUS-122 Music Theory II 3 class hours 3 credits Prerequisite: <u>MUS-121 with a grade of C or better.</u> Co-requisite: <u>MUS-124</u>
Course description for college catalog: Continuation of diatonic counterpoint and harmony. The emphasis is upon tonality and the interrelationship of rhythm, melody, and harmony. The material studied is applied to the keyboard with parallel analysis of appropriate forms.	Course description for college catalog: Diatonic progressions and continuation of the species counterpoint. Theoretical concepts are reinforced through a keyboard component.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed more concisely reflect the class content as part of the comprehensive music literacy curriculum for the A.S., Music degree program. The studio hour is being eliminated to better represent the kind of instruction that is going on in the course, and to balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the requirements of the new A.S., Music degree program. Course description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression.

MUS-221 Music Theory III

FROM:	TO:
MU-243 Music Theory and Keyboard Harmony III 3 class hours 1 studio hour 3 credits Prerequisite: <u>MU-242 with a grade of C or better.</u>	MUS-221 Music Theory III 3 class hours 3 credits Prerequisite: <u>MUS-122 with a grade of C or better.</u> Co-requisite: <u>MUS-223</u>
Course description for college catalog: An expansion of diatonic harmony and counterpoint, chromatic alterations and directional analysis developed from material in MU-241, 242. The material studied is applied to the keyboard.	Course description for college catalog: Expansion of diatonic progressions, modulation, advanced counterpoint and analysis of musical form. Theoretical concepts are reinforced through a keyboard component.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed to more concisely reflect the class content as part of the comprehensive music literacy curriculum for the A.S., Music degree program. The studio hour is being eliminated to better to better represent the kind of instruction that is going on in the course, and to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The change in the prerequisite reflects the course numbering change for the prerequisite class. The addition of a co-requisite reflects the requirements of the new A.S., Music degree program, with a new course MUS-223 Sight Reading and Ear Training III. Course Description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression.

MUS-123 Sight Reading and Ear Training I

FROM:	TO:
MU-214 Sight Reading and Ear Training I	MUS-123 Sight Reading and Ear Training I

2 studio hours 1 credit Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test. Co-requisite: MU-211 is recommended to be taken concurrently with MU-231 or MU-241	2 studio hours 1 credit Prerequisite: <u>MUS-112</u> with a grade of C or better, or satisfactory score on the Music Placement Test.
Course description for college catalog: Designed to develop the ability of the student to read and sing notation at sight and to understand the relationship between notation and sound.	Course description for college catalog: Designed to develop the ability of the student to understand the relationship between sound and notation. Sight singing and dictation of narrow ranged diatonic melodies and simple and compound rhythms.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the integral nature of the content with MUS-121. Course Description changes are to better reflect the course content and adherence to NASM standards.

MUS-124 Sight Reading and Ear Training II

FROM:	TO:
MU-212 Sight Reading and Ear Training II 2 studio hours 1 credit Prerequisite: MU-211 with a grade of C or better. Co-requisite: MU-212 is recommended to be taken concurrently with MU-242	MUS-124 Sight Reading and Ear Training II 2 studio hours 1 credit Prerequisite: <u>MUS-121</u> with a grade of C or better. Co-requisite: <u>MUS-122</u>
Course description for college catalog: Continuation of MU-211 .	Course description for college catalog: A continuation of the sight singing and ear training component of <u>MUS-123</u> . Sight singing and dictation of more expansive diatonic melodies in multiple clefs and more extensive simple and compound rhythms.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the requirements of the new A.S., Music degree program. Course Description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression.

MUS-225 Jazz Theory and Improvisation I

FROM:	TO:
MU-231 Jazz Theory I 2 class hours 2 studio hours 3 credits Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test Co-requisite: MU-231 is recommended to be taken concurrently with MU-211	MUS-225 Jazz Theory and Improvisation I 3 class hours 3 Credits Prerequisite: <u>MUS-122</u> with a grade of C or better Co-requisite: <u>MUS-223</u>
Course description for college catalog: A beginning theory course for performers of jazz. Chords, scales, and other theoretical materials are studied from the special viewpoint of the performing artist. Students will be expected to apply this study to	Course description for college catalog: An advanced theory course for performers of jazz. Chords, scales, and other theoretical materials are studied from the special viewpoint of the performing artist. Students will be expected to apply this study to

improvisation on their own instruments. Some proficiency on an instrument or in voice is required.	improvisation on their own instruments. Some proficiency on an instrument or in voice is required.
FROM:	TO:
MU-232 Jazz Theory II 2 class hours 2 studio hours 3 credits Prerequisite: <i>MU-231</i>	MUS-226 Jazz Theory and Improvisation II 3 class hours, 3 Credits Prerequisite: <i>MUS 225 with a grade of C or better</i> Co-requisite: <i>MUS-224</i>
Course description for college catalog: Continuation of topics covered in MU-231 , with additional study devoted to recent changes and innovations in jazz theory.	Course description for college catalog: Continuation of topics covered in MUS-225 , with additional study devoted to recent changes and innovations in jazz theory.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The addition of "and Improvisation" to the course title is to better reflect the course content and relationships between Jazz Theory and Improvisation. The class hours are being increased to three hours, and the two studio hours are being eliminated to better represent the kind of instruction that is going on in the course, and to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The change in the prerequisite course numbers reflects the course numbering change for the prerequisite class. The additions to the prerequisite and change in the co-requisite reflects the requirements of the proposed A.S., Music degree program in which MUS-225/MUS-226 Jazz Theory and Improvisation I, II will be an alternative option to MUS-221/MUS-222 Music Theory III, IV. Course description changes are to better reflect the advanced nature of the course content and adherence to NASM standards for a four-semester Music Theory progression with an emphasis on the Jazz idiom.

MUS-210 Music for Teachers of Children

FROM:	TO:
MU-264 Music for Teachers of Children 3 class hours 3 credits No prerequisite. May not be credited toward the music concentration in the A.S. in Fine and Performing Arts curriculum	MUS-210 Music for Teachers of Children 3 class hours 3 credits Offered as needed No prerequisite. May not be credited toward the <u>A.S., Music curriculum</u>
Course description for college catalog: An introductory course for education majors in the basic concepts of music education and music activities for children, and for elementary school teachers who wish to incorporate music into their daily curriculum. This course includes experiences in the basic language of music as well as a multi- cultural vocal repertoire for holidays, everyday singing and listening skills. The major components of this course are the combination of experiential classroom activities along with the development of skills in compliance with the guidelines set forth in the New York State Learning Standards for the Arts.	Course description for college catalog: An introductory course for education majors in the basic concepts of music education and music activities for children, and for elementary school teachers who wish to incorporate music into their daily curriculum. This course includes experiences in the basic language of music as well as a multi- cultural vocal repertoire for holidays, everyday singing and listening skills. The major components of this course are the combination of experiential classroom activities along with the development of skills in compliance with the guidelines set forth in the New York State Learning Standards for the Arts.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The prerequisite change is to reflect the new title for the A.S., Music degree approved by the Academic Senate.

Catalog description of CLASS INSTRUCTION IN MUSICAL INSTRUMENTS AND VOICE is being revised.

FROM:	TO:
<p>The following courses offer group instruction in various musical instruments and voice for both the music major and the community. Students will supply their own instruments, with the exception of the piano and the larger percussion and string instruments. These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree.</p> <p>The first course in each sequence (or permission of the Department) is a prerequisite for the second course, for example, MU-312 is a prerequisite for MU-313.</p>	<p>The following courses offer group instruction in various musical instruments and voice <u>open to all students, faculty, and members of the community</u>. Students will supply their own instruments, with the exception of the piano and the larger percussion and string instruments. These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree.</p> <p>The first course in each sequence (or permission of the Department) is a prerequisite for the <u>next course in the sequence</u>, for example, MUS-132 is a prerequisite for MUS-231. <u>Class Piano II, III and IV are strongly recommended for students in the A.S., Music degree program to pass the piano proficiency examination for graduation.</u></p>

Rationale:

The course numbers in the description are being changed to be consistent with the new overall MU to MUS numbering scheme. The rewording of “second” to “next course in the sequence” is to accommodate courses that have more than two levels. The additional statement at the end regarding piano proficiency is in regards to the proposed course requirements for the A.S., Music degree program.

MU-311, 312, 313, 314 Class Instruction in Piano I, II, III, IV are being revised in course numbering and prerequisites.

FROM:	TO:
<p>MU-311 Class Instruction in Piano I 2 studio hours 1 credit</p>	<p>MUS-131 Class Instruction in Piano I 2 studio hours 1 credit</p>
<p>MU-312 Class Instruction in Piano II 2 studio hours 1 credit Prerequisite: MU-312: MU-208 with a grade of C, or satisfactory score on the Music Placement Test.</p>	<p>TO: MUS-132 Class Instruction in Piano II 2 studio hours 1 credit Prerequisite: <u>MUS-131 or MUS-111</u> with a grade of C, or satisfactory score on the Music Placement Test.</p>
<p>MU-313 Class Instruction in Piano III 2 studio hours 1 credit Prerequisite MU-313: MU-312 with a grade of C, or satisfactory score on the Music Placement Test.</p>	<p>MUS-231 Class Instruction in Piano III 2 studio hours 1 credit Prerequisite: <u>MUS-132</u> with a grade of C, or satisfactory score on the Music Placement Test.</p>
<p>MU-314 Class Instruction in Piano IV 2 studio hours 1 credit Prerequisite: MU-313 with a grade of C, or satisfactory score on the Music Placement Test.</p>	<p>MUS-232 Class Instruction in Piano IV 2 studio hours 1 credit Prerequisite: <u>MUS-231</u> with a grade of C, or satisfactory score on the Music Placement Test.</p>

Rationale:

The course numbers in the title and prerequisites are being changed to be consistent with the new overall MU to MUS numbering. The addition of MUS-131 to the first prerequisite is to account for Class Instruction in Piano I not being offered since 2005.

MUS-133, 134 Class Instruction in Voice I, II

FROM:	TO:
MU-321, 322 Class Instruction in Voice I, II 2 studio hours 1 credit each course Prerequisite for MUS-322 : MUS-321	MUS-133, 134 Class Instruction in Voice I, II 2 studio hours 1 credit each course Prerequisite for MUS-134 : MUS-133

Rationale:

The course numbers in the title and prerequisite are being changed to be consistent with the new overall MU to MUS numbering.

MUS-135, 136 Class Instruction in Guitar I, II

FROM:	TO:
MU-331, 332 Class Instruction in Guitar I, II 2 studio hours 1 credit each course Co-requisite: MU-208, MU-209, or satisfactory score on the Music Placement Test	MUS-135, 136 Class Instruction in Guitar I, II 2 studio hours 1 credit each course Prerequisite for MUS-136 : MUS-135

Rationale:

The course numbers in the title are being changed to be consistent with the new overall MU to MUS numbering. Co-requisite is being removed to be consistent with other courses in Class Instruction and with the revised course description statement open to all students, faculty, and members of the community". Prerequisite is being added to be consistent with other courses in Class Instruction.

MUS-137, 138 Class Instruction in Percussion I, II

FROM:	TO:
MU-381, 382 Class Instruction in Percussion I, II 3 studio hours 1 credit each course Prerequisite for MU-382 : MU-381	MUS-137, 138 Class Instruction in Percussion I, II 3 studio hours 1 credit each course Prerequisite for MUS-138 : MUS-137

Rationale:

The course numbers in the title and prerequisite are being changed to be consistent with the new overall MU to MUS numbering.

Course Catalog description of PERFORMANCE COURSES is being revised.

FROM:	TO:
The following performance courses are open to students, faculty, and members of the community. For further information, contact the Music Department. Note on Performance Courses (MU-400 Series): Maximum academic credit allowable for performance organizations – 4 credits per organization, 6 credits total maximum.	The following performance courses are open to students, faculty, and members of the community. For further information, contact the Music Department. Note on Performance Courses (MUS-400 Series): Maximum academic credit allowable for performance organizations – 4 credits per organization, 6 credits total maximum. <u>These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree. Students in the A.S., Music degree program are required to take two consecutive semesters (Fall-Spring) of Queensborough Chorus (MUS-421, 422 or MUS-423, 424).</u>

Rationale:

The statement is being edited to reflect the MU to MUS course numbering changes. The first statement is being added to the Performance Courses catalog description to clarify an existing exception regarding requirements for the core in the A.A. and A.S. degrees. The second added

statement reflects the proposed degree requirement for the A.S., Music degree program which is necessary for adherence to NASM standards on accredited degrees in which students participate in a large ensemble that engages with repertoire spanning multiple periods of western music history and multiple cultures of the world.

MU-451, 452, 453, 454 Instrumental and Vocal Ensemble (course numbering, studio hours, and course description).

MUS-401, 402, 403, 404 Instrumental and Vocal

FROM:	TO:
MU-451, 452, 453, 454 Instrumental and Vocal Ensemble 3 studio hours 1 credit each course	MUS-401, 402, 403, 404 Instrumental and Vocal Ensemble 2 studio hours 1 credit each course
Course description for college catalog: Comprises a variety of small instrumental and/or vocal ensembles. Students rehearse and perform music selected from Classical, Gospel, Broadway, Pop, Jazz and Contemporary styles.	Course description for college catalog: Comprises a variety of small instrumental and/or vocal ensembles. Students rehearse and perform music selected from Classical, Gospel, Broadway, Pop, Jazz and Contemporary styles. <u>Does not satisfy the performance courses requirement for the A.S., Music degree program.</u>

Rationale:

The course numbers are being changed to be consistent with the new overall MU to MUS numbering. The studio hours are being reduced from three to two hours to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The added statement reflects the proposed changes to the A.S., Music degree program. The reason this ensemble cannot be used toward the degree is because the student self-directed nature of the ensemble does not satisfy NASM standards for a performance ensemble within an accredited degree program. The ensemble will continue to satisfy the ensemble requirement for students enrolled in the existing A.S., Music degree program, the A.A.S., Music Production degree, and remain available to the wider campus community for musical enrichment.

MU-481, 482, 483, 484 Improvisation Chamber Ensemble (course numbering, title, and description).

MUS-481, 482, 483, 484 Improvisation Lab

FROM:	TO:
MU-481, 482, 483, 484 Chamber Improvisation Ensemble <i>2 studio hours 1 credit each course</i>	MUS-481, 482, 483, 484 Improvisation Lab <i>2 studio hours 1 credit each course</i>
Course description for college catalog: Exploration of creative expression, ensemble performance, and focused listening through group improvisation, culminating in a public performance. Open to all instrumentalists (acoustic and electric) and vocalists.	Course description for college catalog: A performance-based course exploring the fundamentals of music improvisation and its application to jazz, contemporary, hip hop, and other popular styles. The course focuses on the experimentation of various techniques in a group setting, culminating in a public performance. All instrumentalists and vocalists are welcome.

Rationale:

The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed to reflect the course syllabus focus on musical exploration of a broad topic rather than the repertoire-driven syllabi found in typical performing ensembles. The course description is being changed to provide more specific information on the course's scope and purpose, and to provide a clear distinction between this course and MUS-461 Jazz Ensemble.

DEPARTMENT OF ART AND DESIGN

ARTS 130 Art Methods for the K-8 Curriculum I

FROM:	TO:
ARTS-130, ARTS-131 Art for Teachers of Children (formerly AR-271) 4 studio hours 3 credits Pre-requisites (if any) none Co-requisites (if any) none	ARTS 130 Art Methods for the K-8 Curriculum I 4 studio hours 3 credits Pre-requisites (if any) none Co-requisites (if any) none
Course description for college catalog: Provides art experiences for teachers of children using materials and techniques that are easily translatable to art experiences for children. Class work will include paint, clay, cut paper, found materials, paper maché, and puppets. There will be class discussion and keeping of a log. This course is also recommended for students interested in Art Therapy and Occupational Therapy. ARTS-130 and ARTS-131 will be offered in alternate semesters. The projects for each course will be different. Students may take either course or both courses.	Course description for college catalog: Provides art experiences for teachers of children using materials and techniques that are easily translatable to art experiences for children. Class work will include paint, clay, cut paper, found materials, paper maché, and puppets. There will be class discussion and keeping of a log. This course is also recommended for students interested in Art Therapy and Occupational Therapy. ARTS-130 and ARTS-131 will be offered in alternate semesters. The projects for each course will be different. Students may take either course or both courses.

Rationale: Revised name better reflects course content.

ARTS 131 Art Methods for the K-8 Curriculum II

FROM:	TO:
ARTS-130, ARTS-131 Art for Teachers of Children II (formerly AR-271) 4 studio hours 3 credits Pre-requisites (if any) none Co-requisites (if any) none	ARTS 131 Art Methods for the K-8 Curriculum II 4 studio hours 3 credits Pre-requisites (if any) none Co-requisites (if any) none
Course description for college catalog: Provides art experiences for teachers of children using materials and techniques that are easily translatable to art experiences for children. Class work will include paint, clay, cut paper, found materials, paper maché, and puppets. There will be class discussion and keeping of a log. This course is also recommended for students interested in Art Therapy and Occupational Therapy. ARTS-130 and ARTS-131 will be offered in alternate semesters. The projects for each course will be different. Students may take either course or both courses.	Course description for college catalog: Provides art experiences for teachers of children using materials and techniques that are easily translatable to art experiences for children. Class work will include paint, clay, cut paper, found materials, paper maché, and puppets. There will be class discussion and keeping of a log. This course is also recommended for students interested in Art Therapy and Occupational Therapy. ARTS-130 and ARTS-131 will be offered in alternate semesters. The projects for each course will be different. Students may take either course or both courses.

Rationale: Revised name better reflects course content. Speech, Theatre & Communic.

SP-130: "Video Production I" to FMP-141: "Introduction to Digital Media Production" was approved by the Committee on Curriculum at April 25, 2017 meeting, but it will be included in the May 2016 Monthly report for the September 2017 senate agenda together with all other course revisions and new course for the FMP .

DEPARTMENT of SPEECH COMMUNICATION & THEATRE ARTS

Departmental approval 5-9-2017

FMP 141 Introduction to Digital Media Production

FROM	TO
SP-130 Video Production-I	FMP 141 Introduction to Digital Media Production
2 Class Hours; 2 Lab hours; 3 Credits	class hours, 2 lab hours, 3 credits
Pre-requisite: BE112 OR BE205 & BE122 OR BE226	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226)
Co-requisite: None	Co-requisite: None
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	Course description for college catalog: Digital Media Field Production 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

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.	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.
---	---

Rationale:

The new prefix indicates this course a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level of the course within the major. The name change more accurately reflects the changing variety of in media creation that is part of the course work.

FMP 243 American Film History

FROM	TO
SP 474 American Film History †	<u>FMP 243</u> American Film History
3 Class Hours; 1 Recitation Hour, 3 credits	3 Class Hours; 1 Recitation Hour, 3 credits
Pre-requisite: BE112 OR (BE 205) and (BE 122) OR (BE 226) or score of 480 on the SAT Verbal or 75% on NYS English Regents or exemption from Bachelors Degree or appropriate transfer credit or passing of CUNY Assessment tests	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226) or satisfactory score on the CUNY assessment test.
Co-requisite: None	Co-requisite: None
Course description for college catalog: A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session.	Course description for college catalog: A historical study of the nature and development of the cinema as an art form in the United States from its beginnings until present time. Technological, economic, industrial, legal, social and cultural factors which played an important role in shaping film genres are examined decade by decade. Significant foreign influences are also cited along with hundreds of illustrative clips and a classic feature film each session

Rationale:

The new prefix indicates this course is now also as a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level of the course and sequencing within the major and in Pathways. The name change also reflects the fact that the course is a stand-alone course without a continuing component or a pre-requisite to another course

FMP 244 Elements of Film

FROM	TO
SP 472 American Film History II	<u>FMP 244</u> Elements of Film
3 class hours; 1 Recitation Hour	3 class hours; 1 Recitation Hour
Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/AGT Assessment Test	Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY Assessment Test
Co-requisite: None	Co-requisite: None
This course introduces basic concepts of cinematic	This course introduces basic concepts of

communication and presents them as “languages” which filmmakers use to create predictable emotional responses in audiences. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions are positioned to provide an active film vocabulary and achieve critical perspectives of modern cinema.	cinematic communication and presents them as “languages” which filmmakers use to create predictable emotional responses in audiences. Photography, framing, shots, angles, movement both within the frame and of the camera, sound, editing, story narrative, acting and ideology are some of the components of film structure which directors use to create a visual style. Viewings and discussions provide an active film vocabulary and achieve critical perspectives of modern cinema
---	--

Rationale:

The new prefix indicates this course is the now also a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The change in course numeration better reflects the level and sequencing of the course within the major and in Pathways. The name better reflects course content as well as that the course is not a continuation of what was previously American Film History I.

FMP 245 Introduction to Electronic Media (2C)

FROM:	TO
SP-274 Introduction to Electronic Media 3 Hours, 3 Credits Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test Co-requisite: None	FMP 245 Introduction to Electronic Media (2C) 3 Hours, 3 Credits Pre-requisite: BE-112 (<u>or</u> BE-205) <u>and</u> BE-122 (<u>or</u> BE-226), <u>or</u> satisfactory score on the CUNY Assessment Test Co-requisite: None
An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influence on popular culture. This class is a designated Writing Intensive (WI) course.	An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influence on popular culture. This class is a designated Writing Intensive (WI) course.

Rationale:

The new prefix indicates this course is now also a part of the new degree program, A.S. in Film and Media Production, in the Department of Speech Communication and Theatre Arts. The new number indicates the level, major and where the course is in the sequence or coursework.

FMP 246 Media Criticism

FROM:	TO
SP-275 Media Criticism 3 Hours; 3 Credits Pre-requisite: BE-112 (or BE-205) and BE-122 (or BE-226) Co-requisite: None	FMP 246 Media Criticism 3 Hours; 3 Credits Pre-requisite: BE-112 (<u>or</u> BE-205) <u>and</u> BE-122 (<u>or</u> BE-226)) Co-requisite: None
Theories of mass culture will be introduced and applied to a diverse selection of media such as	Theories of mass culture will be introduced and applied to a diverse selection of media such as

film, television, video games and the Internet. In the identification, examination and application of these concepts through viewings and discussion, students will learn to think and write critically about the influences of mediated images on society.	film, television, video games and the Internet. In the identification, examination and application of these concepts through viewings and discussion, students will learn to think and write critically about the influences of mediated images on society. <u>This class is a designated Writing Intensive (WI) course.</u>
---	--

Rationale:

The new prefix indicates this course is now also a part of the new degree program, Film and Media Production, in the Department of Speech Communication and Theatre Arts. The new number indicates the level, major and where the course is in the sequence or coursework.

Program Revision of the A.A. in Liberal Arts concentration in Communication Studies. SEE BELOW

2. CHANGE IN PROGRAMS

HISTORY DEPARTMENT

Departmental approval May 4, 2016

Revision in a program to include a Concentration

Here is the information to include in a proposal to add a new concentration to an existing-degree program.

1. Program Name: Liberal Arts and Sciences A.A. degree, History Concentration
2. Program Code: 01522
3. HEGIS number: 5649
4. Date approved by the department

5	4	2016
Month	Day	Year
5. Date the changes will be effective (if approved)

1	1	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 o program requirements in a From/To format (see example below)

From:	To:	
Liberal Arts and Sciences A.A. degree – (there are currently 15 concentrations)	Liberal Arts and Sciences A.A. degree, History concentration (this concentration will be added to the current list of concentrations)	
Common Core	Common Core	Credits
	REQUIRED CORE: 1. A: English Composition I, II Take ENGL 101 & 102	6

	REQUIRED CORE: 1. B: Mathematical & Quantitative Reasoning Required	3
	REQUIRED CORE: 1. C: Life & Physical Sciences Required:	3
	FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
	FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity:	3
	FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
	FLEXIBLE CORE: II. D: Individual & Society:	3
	FLEXIBLE CORE: II. E: Scientific World	3
	FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3
Subtotal	Subtotal	30-34 ¹
Major	Major	
	Two Foreign language Courses (Two sequential courses required)	6
	One History course from HIST-110, HIST-111, HIST-112 (if already taken in common core, one course from HIST-200 series is recommended; if two History courses have been taken in common core, one additional course from HIST-200 series is recommended).	3
	SP-211 (if already taken in common core, one Social Science course from Anthropology, CRIM-101 or CRIM-102, Economics, Sociology, Political Science, or Psychology is recommended)	3
	One English course from ENGL-200 series	3
	One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112.	0-1
	History Concentration: Choose three courses from HIST100 and/or HIST 200 series	8-9
	Additional Liberal Arts (one course from HIST-200 series recommended)	0-3
Subtotal	Subtotal	23-28
Additional Major Requirements	HE-101 Introduction to Health Education or HE-102 Health Behavior & Society	1-2
	Two courses in Phys. Ed. or Dance from PE-400 or PE-500 series or DAN-100 series	2
Subtotal		3-4
Total	Total	60

¹ The credit range accounts for those students who opt to take STEM Variants in 1B, 1C, 2E, and the additional course in the flexible core.

10. Write a Rationale for all the changes

In preparation for a Dual/Joint in History with Queens College, currently under development, a history concentration in the Liberal Arts and Sciences A.A. degree is recommended. The history concentration will prepare students for majoring in history at a four-year institution.

11. Write a Summary for all the changes

This program adds a History concentration to existing concentrations in the Liberal Arts and Sciences curriculum. No changes need to be made to current curricula or concentrations to accommodate this new concentration. Students will be able to choose additional credits in History to strengthen their History course experiences before transferring to a four-year college.

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.

No new courses (besides those already submitted to curriculum committee) are needed.

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 are to be deleted

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

ART AND DESIGN - Program revision Digital Art and Design

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

1.	Department:	Art and Design		
2.	Program name:	Digital Art and Design A.S.Degree		
3.	Program Code:	<u>26677</u>		
4.	HEGIS number:	<u>5012</u>		
5.	Date approved by the department			
		Month	Day	Year
		11	16	2016
6.	Date the changes will be effective (if approved)			
		Month	Day	Year
		9	1	2017
7.	All text or items that will be deleted or changed should be marked with a <u>strikethrough</u>.			
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.			
9.	All text or items that will be deleted or changed should be marked with a <u>strikethrough</u>.			
10.	Show the whole set of program requirements in a From/To format (see example below)			

11.

Add all Program notes in 11A Add all Course notes in 11B (Number your notes).
--

FROM: A.S. in Digital Art and Design

Common core requirements

REQUIRED CORE: I. A: English Composition I, II (Take ENGL 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Recommended: MA 321 - Mathematics in Contemporary Society) [±]	3
REQUIRED CORE: I. C: Life & Physical Sciences (Recommended: CH 106 - Chemistry in the Arts)*	3-4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Recommended: ARTH 100, 101, 115, 116, 117 or 120)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Select one course)	3
FLEXIBLE CORE: II: A , B , C , D or E (Recommended: ARTH 225)	3
Sub-total	30-31

**The credit range accounts for STEM variant in I.C.*

Major requirements

ARTS 121 or Two Dimensional Design or	3
ARTS 122 Three Dimensional Design	
ARTS 141 Introduction to Photography	3
ARTS 151 or Drawing I or	3
ARTS 221 Color Theory	
ARTS 192 Web Animation	3
ARTS 290 Advertising Design and Layout	3
ARTS 291 Electronic Imaging	3
ARTS 292 Design for Desktop Publishing	3
ARTS 293 Design for Motion Graphics	3
ET 710 Web Technology: Building and Maintaining Web Sites	4
Sub-total	28

Additional Major Requirements

Laboratory Science (required if student does not take STEM variant in Required Core I.C)	0-1
Sub-total	0-1

Electives

Free electives (Strongly recommended: Portfolio Independent Study ARTS 390)	4
Sub-total	4

Total credits required **60**

TO: A.S. in Digital Art and Design

Common core requirements

REQUIRED CORE: I. A: English Composition I, II (Take ENGL 101 & 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Recommended: MA 321 - Mathematics in Contemporary Society)	3

REQUIRED CORE: I. C: Life & Physical Sciences (Recommended: CH 106 - Chemistry in the Arts)*	3-4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)	3
FLEXIBLE CORE: II. C: Creative Expression (Recommended: ARTH 100, 101, 115, 116, 117 or 120)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course)	3
FLEXIBLE CORE: II. E: Scientific World (Select one course)	3
FLEXIBLE CORE: II: A , B , C , D or E (Recommended: ARTH 225)	3
Sub-total	30-31

**The credit range accounts for STEM variant in I.C.*

Major requirements

ARTS 121 or ARTS 122	Two Dimensional Design or Three Dimensional Design	3
ARTS 141	Introduction to Photography	3
ARTS 151 or ARTS 221	Drawing I or Color Theory	3
ARTS 192	Web Animation	3
ARTS 290	Advertising Design and Layout	3
ARTS 291	Electronic Imaging	3
ARTS 292	Design for Desktop Publishing	3
ARTS 293	Design for Motion Graphics	3
ET 710	Web Technology: Building and Maintaining Web Sites	<u>3</u>
Sub-total		<u>27</u>

Additional Major Requirements

Laboratory Science (required if student does not take STEM variant in Required Core I.C)	0-1
Sub-total	0-1

Electives

Free electives (Strongly recommended: Portfolio Independent Study ARTS 390)	<u>2</u>
Sub-total	<u>2</u>
Total credits required	60

12. Write a Rationale for all the changes

The Department of Engineering Technology, for their own programmatic needs, has changed ET 710 from a 4-credit to a 3-credit course. We continue to want to include the revised ET 710 (3 credits) in our Digital Art and Design curriculum, but that leaves an additional credit to be taken. We would like to place that undesignated credit in the Free Elective category.

13. Write a Summary for all the changes

ET 710 has changed from a 4-credit to a 3-credit course. We include the revised ET 710 in our Digital Art and Design curriculum, but that leaves an additional credit to be taken. We place that undesignated credit in the Free Elective category.

14. 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.

--

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

--

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

--

Social Science
 QCC/QC Dual/Joint Lib.Arts & Scien.Child. Educ.(Grad.1-6)

Health,Phys.Ed.Dance Depart.
 Dual-degree program ...QCC/York A.S./B.S.Publ.Health

Depart. of Engineering. Technology
 DEPARTMENT OF ENGINEERING TECHNOLOGY
 IIT Program Revision due ET-710 credit reduction
Date approved by the department October 5, 2016

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

1. Program Name:	Internet and Information Technology A.A.S			
2. Program Code:	25539			
3. HEGIS number:	5105			
4. Date approved by the department	March	16	2016	
	Month	Day	Year	
5. Date the changes will be effective (if approved)	January	1	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 <u>underlining</u>.			
8.	All text or items that will be deleted or changed should be marked with a strikethrough.			
9.	Show the whole set o program requirements in a From/To format (see example below)			

From:	To:

Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-103 ¹ Writing for the New Media	3	REQUIRED CORE 1A: ENGL-103 Writing for the New Media.	3
REQUIRED CORE 1A: ENGL-102 English Composition II: Intro. to Literature	3	REQUIRED CORE 1A: ENGL-102 English Composition II: Intro. to Literature	3
REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society	3	REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society or above***	3
*REQUIRED CORE 1C: Laboratory Science	3-4	*REQUIRED CORE 1C: Laboratory Science	3-4
FLEXIBLE CORE 2A, 2B, 2D, or 2E: Social Science or History courses (ECON-101, ECON-102 highly recommended)	6	FLEXIBLE CORE 2A, 2B, 2D, or 2E: Social Science or History courses (ECON-101, ECON-102 highly recommended)	6
FLEXIBLE CORE: 2A, 2B, 2C, or 2D: Humanities elective	3	FLEXIBLE CORE: Any 2A, 2B, 2C, or 2D: Humanities elective	3
Subtotal	22	Subtotal	22
Major		Major	
ET-504§ Operating Systems and System Deployment	2	ET-504§ Operating Systems and System Deployment	2
ET-575 Introduction to C++ Programming	3	ET-575 Introduction to C++ Programming	3
ET-704 Networking Fundamentals I	4	ET-704 Networking Fundamentals I	4
ET-705 Networking Fundamentals II	4	ET-705 Networking Fundamentals II	4
ET-710§ Web Technology I: Building and Maintaining	4	ET-710§ Web Technology I: Building and Maintaining	3
ET-712 Web Client Programming: JavaScript	3	ET-712 Web Client Programming: JavaScript	3
ET-716 Java Programming Technology	4	ET-716 Java Programming Technology	4
ET-718 Database Technology	3	ET-718 Database Technology	3
ET-725 Computer Network Security	3	ET-725 Computer Network Security	3
ET-720 Advanced Web and Multimedia Programming	1	ET-720 Advanced Web and Multimedia Programming	1
Major Subtotal	34	Major Subtotal	<u>30</u>
Additional Major Requirements		Additional Major Requirements	
*Laboratory Science BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1	*Laboratory Science BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1
Sub-total	0-1	Sub-total	0-1
Electives – Select 7 Credits From The Following:		Electives – <u>Select 8</u> Credits From The Following:	
ET-375 Introduction to Robotics	4	ET-375 Introduction to Robotics	4
ET-481 Personal Computer Technology, Architecture, and Troubleshooting	2	ET-481 Personal Computer Technology, Architecture, and Troubleshooting	2
ET-510 Introduction to Digital Electronics	4	ET540 Digital Computer Theory	4

ET-570 Creating Smartphone Apps Design and Implementation	3	ET-570 Creating Smartphone Apps Design and Implementation	3
ET-714 Web Technologies II: Building Database-Driven Web Sites	4	ET-714 Web Technologies II: Building Database-Driven Web Sites	4
ET-728 Web Tech: XML	4	ET-728 Web Tech: XML	4
ET-991 Cooperative Education	1	ET-991 Cooperative Education	1
ET-992 Cooperative Education	1	ET-992 Cooperative Education	1
		ET-580 Object Oriented Programming	3
		ET-585 Computer Architecture	3
Electives Subtotal	7	Electives Subtotal	8
Total	60	Total	60
<i>*Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.</i>		<i>*Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.</i>	
<i>**All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.</i>		<i>**All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.</i>	
		<u>***Based on math placement students may take MA-114, MA-119, MA-440 or MA441 in place of MA-321.</u>	

10. Write a Rationale for all the changes

The ET-710 reduction in credits from 4 credits to 3 credits requires this adjustment in the curriculum. Students who place into higher levels of math may need to be explicitly reminded of the opportunity to take more challenging math courses.

ET-580, Object Oriented Programming, and ET-585, Computer Architecture, are new courses which were developed and previously approved for the Dual Joint AS in Computer Science and Information Security program. These courses are very relevant to Internet and Information Technology students.

11. Write a Summary for all the changes

ET-710 was reduced from 4 credits to 3 credits
 Elective credits are increased from 7 credits to 8 credits
 Upper levels of math are footnoted explicitly.
 ET-580, Object Oriented Programming, and ET-585, Computer Architecture, are new courses which were developed and approved for the Dual Joint AS in Computer Science and Information Security program are being added as electives.

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.

ET-710 is being reduced to 3 credits (2 class hours, 2 laboratory hours). See the associated ET-710 course revision proposal.

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.

N/A

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

Current students will take an additional elective credit.

New Media Certificate Program Revision due ET-710 revision and updated for use with Mineola HS program

Date approved by the department October 5, 2016

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

1. **Program Name:** New Media Certificate Program
Internet and Information Technology Certificate Program
2. **Program Code:** 25538
3. **HEGIS number:** 5105
4. **Date approved by the department**

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

January	1	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 o program requirements in a From/To format (see example below)

From:		To:	
Common Core	Credits	Common Core	Credits
EN-103 Writing for the New Media	3	<u>ENGL-101 English Composition I</u>	<u>3</u>
		<u>MA-321 Mathematics in Contemporary Society or above*</u>	<u>3</u>
		<u>FLEXIBLE CORE: 2A, 2B, 2D, or 2E: Humanities elective</u>	<u>3</u>
Common Core Subtotal	3	Common Core Subtotal	<u>9</u>
Major		Major	
ET-504§ Operating Systems and System Deployment	2	ET-504§ Operating Systems and System Deployment	2

ET-704 Network Fundamentals I	4	ET-704 Network Fundamentals I	4
ET-710§ Web Technology I: Building and Maintaining Web Sites	4	ET-710§ Web Technology I: Building and Maintaining Web Sites	3
ET-712 Web Client Programming: JavaScript	3	ET-712 Web Client Programming: JavaScript	3
AR-121 Two-Dimensional Design	3	ET575 Introduction to C++ Programming Design & Implementation	3
AR-473 Electronic Imaging	2		
Major Sub Total	48	Major Sub Total	15
Electives – Select 9 <u>6</u> Credits From The Following:		Electives – Select <u>6</u> Credits From The Following:	
ET-375 Introduction to Robotics	4	ET-375 Introduction to Robotics	4
ET-481 Personal Computer Technology, Architecture and Troubleshooting	2	ET-481 Personal Computer Technology, Architecture and Troubleshooting	2
ET-714 Web Technologies II: Building Database Driven Web Sites	4	ET-714 Web Technologies II: Building Database Driven Web Sites	4
ET-716 Java Programming Technology	4	ET-716 Java Programming Technology	4
		ET-728 Web Technology: XML	4
ET-718 Database Technology	3	ET-718 Database Technology	3
ET-720 Advanced Web and Multimedia Programming Applications	1	ET-720 Advanced Web and Multimedia Programming Applications	1
ME-200 Digital Audio for New Media	3	ET-725 Computer Network Security	3
AR-642§ Web Animation	3	ET-570 Creating Smartphone Apps	3
Electives Sub Total	9	Electives Sub Total	6
Total	30	Total	30
		*Based on math placement students may take MA-114, MA-119, MA-440 or MA441 in place of MA-321.	

10. Write a Rationale for all the changes

The AAS degree program in New Media Technology was revised and the degree name changed to Internet and Information Technology in November, 2015 (Approved by State Ed.). The revision of the New Media Certificate Program is being proposed for consistency with the AAS degree program revision. In this way students who complete the New Media Certificate program can continue on for the AAS in Internet and Information Technology without loss of credit (some courses are no longer offered). The Engineering Technology Department strives to keep all its curricula up to date in order to provide

our students with the best preparation for current jobs and for successful transfer to quality programs upon graduation.

11. Write a Summary for all the changes

- EN-103 will be replaced by EN-101 to give students more choices in scheduling.
- MA-321 will be part of the certificate requirement for consistency with the AAS degree requirement.
- FLEXIBLE CORE: 2A, 2B, 2D, or 2E: Humanities elective will be part of the certificate requirement for consistency with the AAS degree requirement.
- ET-575 will replace AR-121 as part of the certificate requirement for consistency with the AAS degree requirement. AR-121 was previously dropped from the AAS degree program with the concurrence of the Art Department.
- ME-200 is dropped as part of the certificate requirement for consistency with the AAS degree requirement. ME-200 was previously dropped from the AAS degree program with the concurrence of the Music Department.
- The number of elective credits are reduced from 9 credits to 6 credits to complete the 30 credit certificate requirement and accommodate the increase in General Education credits proposed for the certificate program revision.
- Additional pertinent elective courses are provided to allow students a wider range of choices.

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.

ET-710 is being reduced to 3 credits (2 class hours, 2 laboratory hours). See the associated ET-710 course revision proposal.

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.

The deleted courses are from Art and Music. These courses have already been deleted from the AAS in Internet and Information Technology.

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

Course substitutions will be used to allow current students to complete the requirements.

New Media Certific.Prog.Rev.due ET-710 revision and updated for use with Mineola HS program
 Certificate revision for Internet and Information Technology.
 CT Program Revision
 ET Program Revision
 TC Program Revision

Music Department
 A.S. Music Curriculum revision

DEPARTMENT OF MUSIC

A.S. Music Curriculum Revisions

Date approved by the department August 25, 2016

The [A.S. Music Curriculum Revisions proposal](http://www.qcc.cuny.edu/governance/academicSenate/curr/docs/MASTER-REVISION-DOCUMENT--AS-Music-Curriculum-Rev-12-2-2016.pdf) can be viewed here in its entirety:
<http://www.qcc.cuny.edu/governance/academicSenate/curr/docs/MASTER-REVISION-DOCUMENT--AS-Music-Curriculum-Rev-12-2-2016.pdf>

FORM 02 DEGREE PROGRAM REVISION

1. Department:	Music		
2. Program name:	Associate in Science (A.S.) in Music		
3. Program Code:	38011		
4. HEGIS number:	5610		
5. Date approved by the department	05	25	2016
	Month	Day	Year
6. Date the changes will be effective (if approved)	08	25	2017
	Month	Day	Year
7.	All text or items that will be deleted or changed should be marked with a strikethrough .		
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u> .		
9.	All text or items that will be deleted or changed should be marked with a strikethrough .		
10.	Show the whole set of program requirements in a From/To format (see example below)		
11.	Add all Degree Program notes in 11A. Add all Course notes in 11B.		

From:		To:	
A.S., Music		A.S., Music	
Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-101 English Composition I	3	REQUIRED CORE 1A: ENGL-101 English Composition I	3
REQUIRED CORE 1A: ENGL-102 English Composition II	3	REQUIRED CORE 1A: ENGL-102 English Composition II	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)	3	REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)	3
REQUIRED CORE 1C: Life and Physical Science (select one from 1C)	3	REQUIRED CORE 1C ¹ : Life and Physical Science (select one from 1C ¹)	<u>3-4²</u>

FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)	3	FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)	3
FLEXIBLE CORE 2B: U.S. Experience & Its Diversity (select one from 2B)	3	FLEXIBLE CORE 2B: <u>SP-211 Speech Communication</u>	3
FLEXIBLE CORE 2C ¹ : Creative Expression (select one from 2C ¹)	3	FLEXIBLE CORE 2C ³ : Creative Expression (select one from 2C ³)	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3	FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3
FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3	FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D, or 2E: (select one course ²)	3	FLEXIBLE CORE 2A, 2B, 2C, 2D, or 2E ⁴ : (select one course ⁴)	3
Subtotal	30	Subtotal	30-31 ²
Major		Major	
MU 110 Introduction to Music or MU 120 Survey of Western Music	3	MUS-241 History of Western Music: 18 th and 19 th Centuries	3
MU 241 Music Theory and Keyboard Harmony I or MU 231 Jazz Theory I	3	MUS-121, 122 Music Theory I & II	6
MU 242 Music Theory and Keyboard Harmony II or MU 232 Jazz Theory II	3	MUS-221, 222 Music Theory III & IV or MUS-225, 226 Jazz Theory and Improvisation I & II	6
MU 211 Sight Reading and Ear Training I	4	MUS-124, 223, 224 Sight Reading and Ear Training II-IV	3
MU 212 Sight Reading and Ear Training II	4		
MU 312 Piano II	4	MUS-132, 231, 232 Class Instruction in Piano II-IV	3
		Individual Study in Music Performance I-IV ⁵	4
		MUS-186, 187, 286 and MUS-287 Convocation I-IV ⁵	0
Two credits selected from the: MU 400-series	2	MUS-421 & 422 or 423 & 424 Queensborough Chorus	2
The remaining 6-12 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU 208, 209, 210, and 261. Please note that MU 208 replaces MU 205 and MU 311, and MU 209 replaces MU 206 and MU 207.	6-12	The remaining two credits may be selected from the following courses ⁶ MUS-411, 412, 413, 414 Pop Choir MUS-421, 422, 423, 424 Queensborough Chorus MUS-441, 442, 443, 444 Queens Symphonic Band MUS-461, 462, 463, 464 Jazz Ensemble MUS-471, 472, 473, 474 Percussion Ensemble MUS-290, 291, 292, 293 Study in Chamber Music Performance	2
SP-211 ³ Speech Communication ³	3	Music Electives	0-3 ⁷
HE 101 Health Behavior & Society	1-2		
One course in PE 400 or PE 500 series or DAN 100 series	1		

Laboratory Science ⁴ BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112	0-1	Laboratory Science ¹ BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112	0-1 ²
Free Electives	0-3		
Subtotal	30	Subtotal	29-30 ²
Total	60	Total	60
11A. Program Note: From: <hr/> REQUIREMENTS FOR THE MAJOR All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, Theatre Arts or Interdisciplinary Program (see details following pages) to complete the degree requirements. MUSIC CONCENTRATION— Students select 20-26 credits in consultation with a departmental advisor as indicated below.		To: <hr/> REQUIREMENTS FOR THE MAJOR Students select 29-30 credits in consultation with a department advisor as indicated below:	
11B. Course Note: From: <hr/> ¹ Recommended: select from area different from concentration (ARTH 100—SRTH 128 including ARTH 202 & ARTH 225, or DAN 111, or MU 110, or MU 120, or SP 471, or SP 472, or TH 111). ² Recommended: select course from 2C in concentration discipline. ³ Students who have taken SP 211 in the Common Core are recommended to take a Foreign Language course; or HI 110, HI 11, HI 112; or a Social Sciences course.— ⁴ Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. — All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements.		To: <hr/> ¹ Laboratory science elective required for students who do not take STEM Variant in Required Core 1C ² The credit range accounts for STEM variant in 1C ³ Recommended: select course from 2C in music history ⁴ Recommended: select course from an area different than music ⁵ Students must register for Individual Study in Music Performance and Convocation concurrently ⁶ Students may not select MUS-401, 402, 403, or 404 to satisfy this requirement ⁷ Available for students who pass the Piano Proficiency Examination without taking Class Piano MUS-132, 231, 232 All students must successfully complete two (2) writing-intensive classes (designated “WI”) to fulfill degree requirements.	

12. Rationale for all the changes

Our current A.S., Music degree program will need several modifications in order to:

1. Better meet the needs of our students.
2. Strengthen our mission of providing a transfer degree to four year institutions of higher learning.
3. Create a more viable music program that provides the skills needed for success in the field of music by comprehensively addressing the areas of music literacy and performance.

These modifications were made in conjunction with the standards of a two-year transfer program articulated by the National Association of Schools of Music (NASM), through which we are also seeking accreditation.

Sample course sequence for new students in the revised degree program

FRESHMAN YEAR: FALL		FRESHMAN YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MUS-121 Music Theory I	3	MUS-122 Music Theory II	3
Individual Study in Music Performance I	1	MUS-124 Sight Reading and Ear Training II	1
MUS-186 Music Convocation I	0	MUS-132 Class Instruction in Piano II	1
MUS-421/423 Queensborough Chorus	1	Individual Study in Music Performance II	1
RC 1A: ENGL-101 English Composition I	3	MUS-187 Music Convocation II	0
RC 1B: Mathematical & Quantitative Reasoning (Recommended MA- 321 Math. in Contemporary Society)	3	MUS-422/424 Queensborough Chorus	1
FC 2B: SP-211 Speech Communication	3	RC: ENGL-102 English Composition II	3
		FC 2A: World Cultures & Global Issues	3
		FC 2C: Creative Expression (Recommended: select course from 2C in music history)	3
Total Credits	14	Total Credits	16

SOPHOMORE YEAR: FALL		SOPHOMORE YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MUS-221 Music Theory III	3	MUS-222 Music Theory IV	3
MUS-223 Sight Reading and Ear Training III	1	MUS-224 Sight Reading and Ear Training IV	1
MUS-241 History of Western Music: 18 th and 19 th Centuries	3	MUS-232 Class Piano IV	1
MUS-231 Class Instruction in Piano III	1	Individual Study in Music Performance IV	1
Individual Study in Music Performance III	1	MUS-287 Music Convocation IV	0
MUS-286 Music Convocation III	0	400-Level Performance Course Elective	1
400-Level Performance Course Elective	1	FC 2D: Individual and Society	3
RC 1C: Life and Physical Science	3-4	FC 2E: Scientific World	3
Lab. Science: BI-123, 171; CH-102, 111, 121; ET-842, PH-112	0-1	FC 2A, 2B, 2C, 2D or 2E (Recommended: select course from an area different than music)	3
Total Credits	14	Total Credits	16
Total credits required for A.S., Music 60			

Art and Design
 Program Revisions
 Art & Design - Program revision Digital Art and Design

Biology + PE & Dance
 Revision in the State applic. for creating a dual-degree program from
 existing registered program – QCC/York A.S./B.S. Public Health

Health, Phys.Educat. & Dance
 Program Proposal Revision in current A.S. Public Health Program

Health, Phys.Educat. & Dance
 Proposal to eliminate the Health Promotion + Disease Prevent. Concentration

Social Science
 Program Revision for the Dual-Joint AS/BA Degree in Criminal Justice

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 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 and 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 Civilization I: Colonial 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 GE 101 or BI 140*</i>	4	FLEXIBLE CORE II. E Scientific World: <u>Recommended: GE 101 or BI 140</u>	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: HI 128 Growth of American Civilization II: Reconstruction to 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 ENGL 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	EDUC 230: Childhood Learning and Development in Cultural Context	3

		SP 211: Speech Communication	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 (advised): choose from any Liberal Arts category (Humanities; Natural Sciences; Mathematics; Social Sciences; Communications)	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.

DEPARTMENT OF SOCIAL SCIENCES

Social Science Program Review QCC/QC Dual/Joint LAS in Childhood Edu

Date approved by the department **October 27, 2016**

Revisions of the notes

Grade Requirements for LE1 Dual/Joint Degree Program:

FOOTNOTES

**FROM:
QCC/Queens College Dual/Joint Degree
Program: A.A. in Liberal Arts and Sciences
Leading to the B.A. Childhood Education
(Grades 1-6)**

²A grade of B is required in one course in each of the NYS Core Areas (English, Social Science, Math, and Physical Science); ~~no grade lower than a C is acceptable in the program and is not transferable.~~

³Grade of B or better required in ~~EN~~-101.

⁴Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

⁵Minimum grade of C is required in MA-119 in order to register for the next sequenced Math courses.

⁶Grade of B or better required in EDUC-101.

**TO:
QCC/Queens College Dual/Joint Degree
Program: A.A. in Liberal Arts and Sciences
Leading to the B.A. Childhood Education
(Grades 1-6)**

¹A grade of B is required in one course in each of the NYS Core Areas (English, Social Science, Math, and Physical Science).

²Grade of B or better required in ENGL-101 or ENGL-102.

³Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

⁴Minimum grade of C is required in MA-119 in order to register for the next sequenced Math courses.

⁵Grade of B or better required in EDUC-101.

2

3

4

5

6

DEPARTMENT OF BIOLOGICAL SCIENCES AND GEOLOGY

No grade lower than a C is acceptable in the program and is not transferable.

No grade lower than a C is acceptable in the program and is not transferable.
The following Liberal Arts courses are required pre-requisites in the program for transfer: PH 101, HI 127, HI 128, MA 303, MU 261.

EDUC 101, MU 261, EDUC 230 are approved CUNY Gateway Courses into the Education Major.

Minimum cumulative GPA of 2.75 is required to graduate from the program.

Minimum cumulative GPA of 2.75 is required to graduate from the program.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

DEPARTMENT HEALTH, PHYSICAL EDUCATION AND DANCE

This revision is requested jointly by the Department of Biological Sciences and Geology and Health, Physical Education and Dance Department

Program Proposal Revision in current A.S. Public Health Program

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

1. **Program Name:** A.S. Public Health
2. **Program Code:** 38115
3. **HEGIS number:** 1214.00
4. **Date approved by the departments HPED Biological Sciences and Geology**

Month	Day	Year
12	14	2016
02	08	2017
5. **Date the changes will be effective (if approved)**

08	25	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	Credit	Common Core	Credits
Required Core 1A: EN-101 English Composition I	3	Required Core 1A: EN-101 English Composition I	3

Required Core 1A: EN-102 English Composition II	3	Required Core 1A: EN-102 English Composition II	3
Required Core 1B: MA-119 College Algebra*	3	Required Core 1B: MA-119 College Algebra*	3
Required Core 1C: BI-201 General Biology I*	4	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 2A: World Cultures and Global Issue(Recommended ANTH 160 Anthropology of Health & Healing)	3
Flexible Core 2B: US Experience & its Diversity (Recommended SP-211 Speech Communication)	3	Flexible Core 2B: US Experience & its Diversity (Recommended SP-211 Speech Communication)	3
Flexible Core 2C: Creative Expression (Select one from 2C)	3	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 2D: Individual and Society (Recommended PHIL 148 Public Health Ethics or SOCY- 101 Introduction to Sociology)	3
Flexible Core 2E: BI-520 Introduction to Public Health*	4	Flexible Core 2E: BI-520 Introduction to Public Health*	4
Select one from 2A-E: (Recommended PHIL-148 Public Health Ethics	3	Select one from 2A-E: (Recommended PHIL-148 Public Health Ethics	3
Subtotal	32	Subtotal	32
Major		Major	
HE-103 Fundamentals of Human Nutrition	3	HE-103 Fundamentals of Human Nutrition	3
HE 114 Foundations of Health Promotion and Disease Prevention	3	HE 114 <u>Principles and Practices of Public Health</u>	3
BI 461 General Microbiology	4	BI 461 General Microbiology	4
BI 503 General Epidemiology	3	BI 503 General Epidemiology	3
IS 151 The Health of the Nation	2	IS 151 The Health of the Nation	2
MA 336 Statistics	3	MA 336 Statistics	3
HE-103 Fundamentals of Human Nutrition	3	HE-103 Fundamentals of Human Nutrition	3
Subtotal	18	Subtotal	18
Major Electives <i>Advised major electives selected from the list below and guided by appropriate transfer articulations</i>			
BI 521 Public Health Biology	3	BI 521 Public Health Biology	3
BI 501 Environmental Health	4	BI 501 Environmental Health	4
BI 554 Research Laboratory Internship	2	BI 554 Research Laboratory Internship	2
BI 505 Current Environmental Issues	1	BI 505 Current Environmental Issues	1
HE 102 Health, Behavior and Society	2	HE 102 Health, Behavior and Society	2
HE 104 Addictions and Dependencies	3	HE 104 Addictions and Dependencies	3
HE 105 Human Sexuality	3	HE 105 Human Sexuality	3
HE 107 Mental Health: Understanding Your Behavior	3	HE 107 Mental Health: Understanding Your Behavior	3
HE 108 Health and Physical Fitness	3	HE 108 Health and Physical Fitness	3

HE 110 Cardiopulmonary Resuscitation	1	HE 110 Cardiopulmonary Resuscitation	1
HE 111 Stress Management	3	HE 111 Stress Management	3
		BI 522 Applied Biostatistics	3
		HE 202 Social and Behavior Determinants of Health	3
Subtotal	10		10
Total	60	Total	60

10. Write a Rationale for all the changes

Write a Summary for all the changes

The revision of HE 114 Foundations of Health Promotion and Disease Prevention to HE 114 Principles and Practices of Public Health to be equivalent to York College's PH 201 History and Principles of Public Health.

The addition of two 3-credit major elective courses as options in the A.S. Public Health Degree Program:

BI 522 Applied Biostatistics

HE 202 Social and Behavioral Determinants of Health

The inclusion of these courses in both the A.S. Public Health and the A.S./B.S. Public Health degree programs.

The current articulation agreement with Hunter College to be revised to reflect the inclusion of the course revision and the new courses. Additionally, the courses are to be transferable to other CUNY colleges including, Brooklyn College and Lehman College.

PHIL -148 Public Health Ethics recommended for Pathways Flexible Core 2D.

11. 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.

Please see attached.

12. 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

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

Since the A.S. Public Health Program was launched in Fall 2016, currently enrolled QCC students are in their first semester of the program and will only be able to take the new courses once they have completed the required pre-requisites for BI 522 and HE 202 and are in their final semester at QCC.

CT Program Revision

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

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

1. Dept. Name:	Engineering Technology		
2. Program Name:	A.A.S., Computer Engineering Technology		
3. Program Code:	01528		
4. HEGIS number:	5105		
5. Date approved by the department	01	26	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	06	31	2017
	Month	Day	Year

From:		To:	
A.A.S., Computer Engineering Technology		A.A.S., Computer Engineering Technology	
Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-101 and ENGL-102	6	REQUIRED CORE 1A: ENGL-101 and ENGL-102	6
REQUIRED CORE 1B: MA-114 or higher ¹	4	REQUIRED CORE 1B: MA-114 or higher ¹	4
REQUIRED CORE 1C: PH-201 ²	4	REQUIRED CORE 1C: PH-201 ²	4
FLEXIBLE CORE 2E: PH-202 ²	4	FLEXIBLE CORE 2E: PH-202 ²	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6	FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6
Subtotal	24	Subtotal	24
Major		Major	
ET-110 Electric Circuit Analysis I	4	ET-110 Electric Circuit Analysis	4
ET-140 Sinusoidal & Transient Circuit	3		
ET-210 Electronics I	4	ET-210 Electronics I	4
ET-350 Computer Control Systems	4	ET-350 Computer Control Systems	4
ET-420 Computer Project Laboratory	1	ET-420 Computer Project Laboratory	1
ET-501 Computer Applications	4		
ET-502 Introduction to Computer Programming	1	ET-502 Introduction to Computer Programming	1
ET-504 Operating Systems & System	2	ET-504 Operating Systems & System	2
ET-509 C++ Programming for Embedded Systems	1	ET-509 Programming for Embedded Systems	1

ET-540 Digital Computer Theory	4	ET-540 Digital Computer Theory	4
ET-542 Computer & Electrical Device	1	ET-542 Computer & Electrical Device	1
ET-560 Microprocessors & Microcomputers	4	ET-560 Microprocessors & Microcomputers	4
		ET-575 Introduction to C++ Programming Design and Implementation	3
ET-704 Networking Fundamentals I	4	ET-704 Networking Fundamentals I	4
MA-128 Calculus for Technical & Business	4	MA-128 Calculus for Technical & Business	4
		TECH-100 Introduction to Engineering and Technology	1
Subtotal	38		38
ET elective (choose from):		ET elective (choose from):	
ET-220, ET-230, ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-503, ET-505 , ET-506, ET-507 , ET-570, ET-575 , ET-580, ET-701, ET-705, ET-706, ET-707, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	2	ET-140 , ET-220, ET-230, ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-503, ET-506, ET-570, ET-580, ET-701, ET-705, ET-706, ET-707, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	2
Total	64	Total	64
11A. Program Note: From:		To:	
11B. Course Note: From:		To:	
¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.		¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.	
² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.		² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.	

9. Write a Rationale for all the changes

Overview

The proposed Computer Engineering Technology (CT) curriculum represents a balanced curriculum of computer hardware, software, system design, liberal arts and science, and communications, to prepare students for the current and future computer engineering technology needs of industry. Furthermore it will provide Computer Engineering Technology students with the prerequisites to continue on for a four-year degree and introduces additional opportunity for students to engage in a credit bearing coop education experience.

This proposal maintains the CUNY 64-credit constraint and is in full compliance with the new ETAC/ABET guidelines. This revision fixes discrepancies that have been around for many years; provides common courses for the freshman semester to make advisement easier; allow students in remedial math more options to progress in the degrees; creates an elective in the TC program where there was none before. Existing courses are repositioned in the curriculum and no new courses are created. Curricular flow is modified through pre and co-requisite adjustments and in some cases course outlines are revised. The proposal is the outcome of many hours of discussion among the faculty and staff and will benefit our Computer Engineering Technology students without compromising academic standards. We would be happy answer any questions that the College Curriculum Committee may have or come to one of your meeting to further discuss this proposal.

Please find below the individual proposed changes with their respective rationale.

Curricular Change 1 - TECH-100, Introduction to Engineering and Technology, 3 Laboratory

Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit. TECH-100 then becomes a prerequisite for ET-509.

Rationale 1 - Students often come to Engineering Technology without a clear sense of the disciplines it encompasses and what they entail. Before a long-term commitment is made to study in Computer, Electronic or Mechanical Engineering Technology, it is wise to give an overview of the profession and other related disciplines. For those students who continue on in the major, this overview will give them a firm foundation in technical skills on which to build future studies. TECH-100 was created for the Mechanical Engineering Technology Curriculum and has been found to be very successful and useful to students. Our goal is to have all technology students take this course. Furthermore, we feel that ET-501 Computer Applications is less critical to technology students because many of the computer applications are addressed in other courses.

ET-575, Introduction to C++ Programming Design and Implementation, 2 Lecture Hours, 2 Lab Hours/3 Credits, will replace ET-140, Transient and Sinusoidal Circuit Analysis, 2 Lecture Hours, 1 Recitation Hour, 3 Laboratory Hours/3 Credits. ET-110, Electric Circuit Analysis I, will be revised with some introductory topics from ET-140. ET-575 is designed to be a fully compatible course with other degree programs at four-year colleges. ET-505 and ET-507 overlap with ET-575, so they are to be deleted as electives.

Rationale 2 - It has become more and more important for computer engineering technology students to develop strong computer programming skills. Transferability and the competition offered by the growth of coding boot camps are two reasons why our students need a comprehensive programming course. The current curriculum has two, one credit programming courses: ET-502 focuses on Visual Basic Programming and ET-509 focuses on Embedded Processing and serve to prepare students for subsequent courses in the curriculum. While both courses do transfer to New York City College of Technology and SUNY Farmingdale, they transfer as elective credit. Faculty members at SUNY Farmingdale have specifically mentioned the need for our students to complete an in depth programming class in C++ to fully prepare them for the Farmingdale technology curricula. ET faculty believe that the requirement of a traditional and complete computer programming course will improve articulation and better serve computer engineering technology students to compete in the workplace.

ET-575 is designed to be a fully compatible course with other degree programs. ET-505 and the follow-on course ET-507 are to be deleted as electives in CT because they overlap in content with ET-575 which is now required in the CT curriculum.

To make room in the curriculum for ET-575, ET-140, Transient and Sinusoidal Circuit Analysis, will be removed as a CT program requirement. It will remain part of the ET curriculum and will be available as an elective course to CT students. A strong knowledge of computer programming has become more important for CT majors than the additional AC Circuit Analysis topics covered in ET-140. Some AC Analysis will be added to ET-110, Electric Circuit Analysis I, to prepare students to take ET-210, Electronics I.

Curricular Change 2 - ET-210 course revision to emphasize integrated circuits.

Rationale 3 - Due to the ever-increasing complexity of electronic circuits, integrated circuits such as operational amplifiers have become essential to the field. Therefore ET-210 will be modified to include the topic of basic operational amplifiers and will spend less time on discrete components such as diodes and transistors.

10. Write a Summary for all the changes

- 1) TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit, for degree credit and as a prerequisite.

- 2) ET-509, C++ Programming for Embedded Systems is renamed to "Programming for Embedded Systems", and TECH-100 becomes a prerequisite for ET-509.
- 3) ET-575, Introduction to C++ Programming Design and Implementation, 2 Lecture Hours, 2 Laboratory Hours/ 3 Credits, will replace ET-140, Transient and Sinusoidal Circuit Analysis, 2 Lecture Hours, 1 Recitation Hour, 3 Laboratory Hours/3 Credits.
- 4) ET-110, Electric Circuit Analysis I, will be modified to include additional AC topics to prepare students for ET-210 in lieu of ET-140.
- 5) ET-210, Electronics I, will be modified to include more currently relevant topics and the prerequisite changes from ET-140 to ET-110.

11. **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.**

The course revision forms are attached for the following actions:
 ET-110 and ET-210 outlines are revised.
 ET-210 and ET-509 prerequisites are modified.

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

1) ET-140 will be deleted from the CT program, but it will remain in the ET program and be offered as an elective in CT and TC.
 2) The department will continue to offer ET-501 in support of other degrees as well as students who choose to be grandfathered into the previous curriculum.

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

See above.

ET Program Revision

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

1. Dept. Name:	Engineering Technology
2. Program Name:	A.A.S., Electronic Engineering Technology
3. Program Code:	01532
4. HEGIS	5310

number:

--

5. Date approved by the department	01	26	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	06	31	2017
	Month	Day	Year

From:		To:	
A.A.S., Electronic Engineering Technology		A.A.S., Electronic Engineering Technology	
Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-101 and ENGL-102	6	REQUIRED CORE 1A: ENGL-101 and ENGL-102	6
REQUIRED CORE 1B: MA-114 or higher ¹	4	REQUIRED CORE 1B: MA-114 or higher ¹	4
REQUIRED CORE 1C: PH-201 ²	4	REQUIRED CORE 1C: PH-201 ²	4
FLEXIBLE CORE 2E: PH-202 ²	4	FLEXIBLE CORE 2E: PH-202 ²	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6	FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6
Subtotal	24	Subtotal	24
Major		Major	
ET-110 Electric Circuit Analysis I	4	ET-110 Electric Circuit Analysis	4
ET-140 Sinusoidal & Transient Circuit	3	ET-140 Sinusoidal & Transient Circuit Analysis	3
ET-210 Electronics I	4	ET-210 Electronics I	4
ET-220 Electronics II	4	ET-220 Electronics II	4
ET-230 Telecommunications I	4	ET-230 Telecommunications I	4
ET-320 Electrical Control Systems	3	ET-320 Electrical Control Systems	3
ET-410 Electronic Project Laboratory	1	ET-410 Electronic Project Laboratory	1
ET-501 Computer Applications	4		
ET-509 C++ Programming for Embedded Systems	1	ET-509 Programming for Embedded Systems	1
ET-510 Introduction to Digital Electronics	4	ET-540 Digital Computer Theory	4
ET-542 Computer & Electrical Device	1	ET-542 Computer & Electrical Device	1
ET-560 Microprocessors & Microcomputers	4	ET-560 Microprocessors & Microcomputers	4
MA-128 Calculus for Technical & Business	4	MA-128 Calculus for Technical & Business	4
		TECH-100 Introduction to Engineering and Technology	1
Subtotal	38		38

ET elective (choose from):	ET elective (choose from):
----------------------------	----------------------------

ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-502, ET-503, ET-504, ET-505, ET-506, ET-507, ET-570, ET-575, ET-580, ET-701, ET-704, ET-705, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	2	ET-232, ET-305, ET-360, ET-375, ET-481, ET-490, ET-502, ET-503, ET-504, ET-505, ET-506, ET-507, ET-570, ET-575, ET-580, ET-701, ET-704, ET-705, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	2
Total	64	Total	64
Comments		Comments	
¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.		¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.	
² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.		² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.	

9. Write a Rationale for all the changes

Overview

The proposed Computer Engineering Technology (CT) curriculum represents a balanced curriculum of computer hardware, software, system design, liberal arts and science, and communications, to prepare students for the current and future computer engineering technology needs of industry. Furthermore it will provide Computer Engineering Technology students with the prerequisites to continue on for a four-year degree and introduces additional opportunity for students to engage in a credit bearing coop education experience.

This proposal maintains the CUNY 64-credit constraint and is in full compliance with the new ETAC/ABET guidelines. This revision fixes discrepancies that have been around for many years; provides common courses for the freshman semester to make advisement easier; allows students in remedial math more options to progress in the degree. Existing courses are repositioned in the curriculum and no new courses are proposed. Curricular flow is modified through pre and co-requisite adjustments and in some cases course outlines are revised. Requested revisions for ET-110 and ET-210 are primarily aimed at the CT and TC programs. The topics of AC circuits and operational amplifiers will continue to be addressed at greater length in ET-140 and ET-220, respectively. The proposal is the outcome of many hours of discussion among the faculty and staff and will benefit our Computer Engineering Technology students without compromising academic standards. We would be happy answer any questions that the College Curriculum Committee may have or come to one of your meeting to further discuss this proposal.

Please find below the individual proposed changes with their respective rationale.

Curricular Change 3 - TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit. TECH-100 then becomes a prerequisite for ET-509.

Rationale 1 - Students often come to Engineering Technology without a clear sense of the disciplines it encompasses and what they entail. Before a long-term commitment is made to study in Computer, Electronic or Mechanical Engineering Technology, it is wise to give an overview of the profession and other related disciplines. For those students who continue on

in the major, this overview will give them a firm foundation in technical skills on which to build future studies. TECH-100 was created for the Mechanical Engineering Technology Curriculum and has been found to be very successful and useful to students. Our goal is to have all technology students take this course. Furthermore, we feel that ET-501 Computer Applications is less critical to technology students because many of the computer applications are addressed in other courses.

Curricular Change 4 - ET-540, Digital Fundamentals, 3 Lecture Hours, 3 Laboratory Hours/4 Credits will replace ET-510, Introduction to Digital Electronics, 3 Lecture Hours, 3 Laboratory Hours/4 Credits

Rationale 2 - As the growth and importance of microprocessors has grown it became paramount that all ET, CT, and TT students take a comprehensive course in microprocessors. A curriculum revision a number of years ago required all students to take ET-560, Microprocessors and Microcomputers. At that time ET students and CT students each required a different treatment of the prerequisite for ET-560. Therefore ET students took ET-510, Introduction to Digital Electronics, while CT and TT students took ET-540, Digital Fundamentals. Over the years the differences have diminished or completely gone away. Thus today these courses have become very similar. By having all students take the same course all students will have greater scheduling choices. Furthermore, ET-540 articulates to technology programs at New York City College of Technology and SUNY Farmingdale technology programs as well as CCONY Engineering Programs.

Curricular Change 5 - ET-110, Electric Circuit Analysis I, will be revised to include some introductory AC topics from ET-140. The topics of AC circuits and operational amplifiers will continue to be addressed at greater length in ET-140 and ET-220, respectively.

Rationale 3 - Due to the curricular changes for the CT program, some AC Analysis will be added to ET-110, Electric Circuit Analysis I, to prepare students to take ET-210, Electronics I.

Curricular Change 6 - ET-210 course revision to emphasize integrated circuits.

Rationale 4 - Due to the ever-increasing complexity of electronic circuits, integrated circuits such as operational amplifiers have become essential to the field. Therefore ET-210 will be modified to include the topic of basic operational amplifiers and will spend less time on discrete components such as diodes and transistors.

Curricular Change 7 - ET-230, Telecommunications I, prerequisite is changed from ET-220, Electronics II, to ET-210, Electronics I.

Rationale 5 - AC topics and operational amplifiers are moved earlier into the curriculum, thus ET-210 is now an appropriate prerequisite for ET-230.

10. **Write a Summary for all the changes**

6) TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit.

- 7) ET-509, C++ Programming for Embedded Systems is renamed to Programming for Embedded Systems, and TECH-100 becomes a prerequisite for ET-509.
- 8) ET-540, Digital Fundamentals, 3 Lecture Hours, 3 Laboratory Hours/4 Credits replaces ET-510, Introduction to Digital Electronics, 3 Lecture Hours, 3 Laboratory Hours/4 Credits
- 9) ET-230, Telecommunications I, ET-210 replaces ET-220 as the prerequisite course.

11. 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.

The course revision forms are attached for the following actions:
 ET-110 and ET-210 outlines are revised.
 ET-210, ET230 and ET-509 prerequisites are modified.

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

- 1) The department will continue to offer ET-501 in support of other degrees as well as students who choose to be grandfathered into the previous curriculum.
- 2) ET-510 will be deleted from the department’s offerings.

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

Students requiring ET-510 will be able to take ET-540 as a substitution.

TC Program Revision

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

1. Dept. Name:	Engineering Technology		
2. Program Name:	A.A.S., Telecommunications Technology		
3. Program Code:	21057		
4. HEGIS number:	5310		
5. Date approved by the department	01	26	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	06	31	2017
	Month	Day	Year

From:	To:
--------------	------------

A.A.S., Telecommunications Technology		A.A.S., Telecommunications Technology	
Common Core	Credits	Common Core	Credits
REQUIRED CORE 1A: ENGL-101 and ENGL-102	6	REQUIRED CORE 1A: ENGL-101 and ENGL-102	6
REQUIRED CORE 1B: MA-114 or higher ¹	4	REQUIRED CORE 1B: MA-114 or higher ¹	4
REQUIRED CORE 1C: PH-201 ²	4	REQUIRED CORE 1C: PH-201 ²	4
FLEXIBLE CORE 2E: PH-202 ²	4	FLEXIBLE CORE 2E: PH-202 ²	4
FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6	FLEXIBLE CORE 2A, 2B, 2D or 2E: Two courses	6
Subtotal	24	Subtotal	24
Major		Major	
ET-110 Electric Circuit Analysis I	4	ET-110 Electric Circuit Analysis	4
ET-140 Sinusoidal & Transient Circuit	3		
ET-210 Electronics I	4	ET-210 Electronics I	4
ET-230 Telecommunications I	4	ET-230 Telecommunications I	4
ET-231 Telecommunications II	4		
		ET-232 Wireless Mobile Communication	3
ET-501 Computer Applications	4		
ET-502 Introduction to Computer Programming	4	ET-509 Programming for Embedded Systems	1
ET-540 Digital Computer Theory	4	ET-540 Digital Computer Theory	4
ET-560 Microprocessors & Microcomputers	4	ET-560 Microprocessors & Microcomputers	4
ET-704 Network Fundamentals I	4	ET-704 Network Fundamentals I	4
ET-705 Network Fundamentals II	4	ET-705 Network Fundamentals II	4
MA-128 Calculus for Technical & Business	4	MA-128 Calculus for Technical & Business	4
		TECH-100 Introduction to Engineering and Technology	1
Subtotal	44		37

		ET elective (choose from):	
		ET-140, ET-220, ET-305, ET-360, ET-375, ET-481, ET-490, ET-502, ET-503, ET-504, ET-505, ET-506, ET-507, ET-570, ET-575, ET-580, ET-701, ET-706, ET-707, ET-710, ET-712, ET-720, ET-725, ET-841, ET-842, ET-880, ET-991, ET-992, or ET-993	3
Total	65	Total	64
Comments		Comments	
¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.		¹ Students may substitute MA-440 and MA-441 for MA-114 and MA-128.	

² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.

² PH-301 and PH-302 or PH-411, PH-412 and PH-413 may be substituted for PH-201 and PH-202.

9. Write a Rationale for all the changes

Overview

The proposed changes to the TC curriculum reduce the number of required credits from 65 to 64 and bring the program into alignment with other A.A.S. curricula. There are no changes to the general education and liberal arts and sciences course requirements. Furthermore it will provide students with the prerequisites to continue on for a four-year degree and provides a new opportunity for students to engage in elective credits for the degree including a credit bearing coop education experience.

The Engineering Technology Department strives to keep all its curriculums up to date in order to provide our students with the best preparation for current jobs and for successful transfer to quality baccalaureate programs upon graduation. This revision proposal is fully compliant with the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC of ABET) criteria. Existing courses are repositioned in the curriculum and no new courses are proposed. Curricular flow is modified through pre and co-requisite adjustments and in some cases course outlines are revised.

Please find below the individual proposed changes with their respective rationale.

Curricular Change 8 - TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit. TECH-100 then becomes a prerequisite for ET-509.

Rationale 1 - Students often come to Engineering Technology without a clear sense of the disciplines it encompasses and what they entail. Before a long-term commitment is made to study in Computer, Electronic or Mechanical Engineering Technology, it is wise to give an overview of the profession and other related disciplines. For those students who continue on in the major, this overview will give them a firm foundation in technical skills on which to build future studies. TECH-100 was created for the Mechanical Engineering Technology Curriculum and has been found to be very successful and useful to students. Our goal is to have all technology students take this course. Furthermore, we feel that ET-501 Computer Applications is less critical to technology students because many of the computer applications are addressed in other courses.

Curricular Change 9 - ET-232, Wireless Mobile Communication, 3 Lecture Hours/3 Credits, will replace ET-140, Transient and Sinusoidal Circuit Analysis, 2 Lecture Hours, 1 Recitation Hour, 3 Laboratory Hours/3 Credits. ET-110 will replace ET-140 as the pre-requisite for ET-210.

Rationale 2 - One of the key characteristics of today's society is that people are mobile. The devices and applications that we use today already show the great importance of mobile communications. We cannot make a precise prediction, but as a general feature, most computers in the future will certainly be portable. Users, access networks with the help of computers or other communication devices without any wires, i.e., wirelessly. The term "wireless" only describes the way of accessing a network or other communication partners. The wire is replaced by the transmission of

electromagnetic waves through 'the air' (although wireless transmission does not need any medium).

This course will offer students practical insight into wireless network and medium issues and will empower students to deal with the growing need of most current technologies: mobile and wireless devices and the networks supporting them. Wireless communication is one of today's most promising technological advances and is a necessary course in order to keep the telecommunications curriculum current and up-to-date.

Students will now progress directly from ET-110, Electric Circuit Analysis, to ET-210, Electronics I. ET-110 will be modified include an introduction to AC circuits to support this transition. This structure is compatible with the Telecommunications program at Farmingdale. ET-110 will be renamed to clarify that there is no follow-on electric circuit analysis course.

Curricular Change 10 - ET-Electives/3 Credits will replace ET-231, Telecommunications II, 3 Lecture Hours, 3 Laboratory Hours/4 Credits

Rationale 3 - Few professions have grown as rapidly as Telecommunications Technology. Technological growth has led to almost daily change. The continued growth makes the flexibility of elective courses extremely important. Current topics in telecommunications like cyber security, mobile technology, the internet, computer maintenance, operating systems, and computer programming can be made available to meet student interest and industry requirements. The implementation of elective courses will help to keep the curriculum up to date with the latest changes in the telecommunications industry. It will also give students choices to pursue their personal interests and obtain the academic and technical training needed to compete for a career in this field.

Telecommunications Technology students need to be exposed to many areas of telecommunications in order to keep in sync with this fast changing global marketplace. ET-231, Telecommunications II, will be removed as a program requirement but will remain as an elective for Telecommunications Technology students.

Curricular Change 11 - ET-509, 3 Laboratory Hours /1 Credit will replace ET-502, 3 Laboratory Hours /1Credit

Rationale 4 - This revision allows students to take all required prerequisites within the TC degree for ET-560. Both courses are introductory programming classes for the same amount of credit and hours. However, ET-509 introduces Assembly Language that is a prerequisite for ET-560.

Curricular Change 12 - Pre-requisites for ET-230, Telecommunications I, 3 Lecture Hours, 3 Laboratory Hours /4 credits will be changed from ET-220, Electronics II, to ET-210, Electronics I.

Rationale 5 - The current prerequisite, ET-220, has not been in the TC curriculum for many years. The revision of ET-210 to include operational amplifiers will appropriately support students to take ET-230.

10. Write a Summary for all the changes

- 1) TECH-100, Introduction to Engineering and Technology, 3 Laboratory Hours/1 Credit, will replace ET-501, Computer Applications, 3 Laboratory Hours/1 Credit.
- 2) ET-232, Wireless Mobile Communication, 3 Lecture Hours/3 Credits, will replace ET-140, Transient and Sinusoidal Circuit Analysis, 2 Lecture Hours, 1 Recitation Hour, 3 Laboratory Hours/3 Credits
- 3) ET-110, Electric Circuit Analysis, will be modified to include an introduction to AC analysis. ET-110 will be renamed from "Electric Circuit Analysis I" to simply "Electric Circuit Analysis".
- 4) ET-Electives/3 Credits will replace ET-231, Telecommunications II, 3 Lecture Hours, 3 Laboratory Hours/4 Credits
- 5) ET-509, Programming for Embedded Systems, 3 Laboratory Hours /1 Credit will replace ET-502, Introduction to Computer Programming, 3 Laboratory Hours /1 Credit
- 6) Pre-requisites for ET-230, Telecommunications I, 3 Lecture Hours, 3 Laboratory Hours /4 credits will be changed from ET-220, Electronics II, to ET-210, Electronics I.

11. 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.

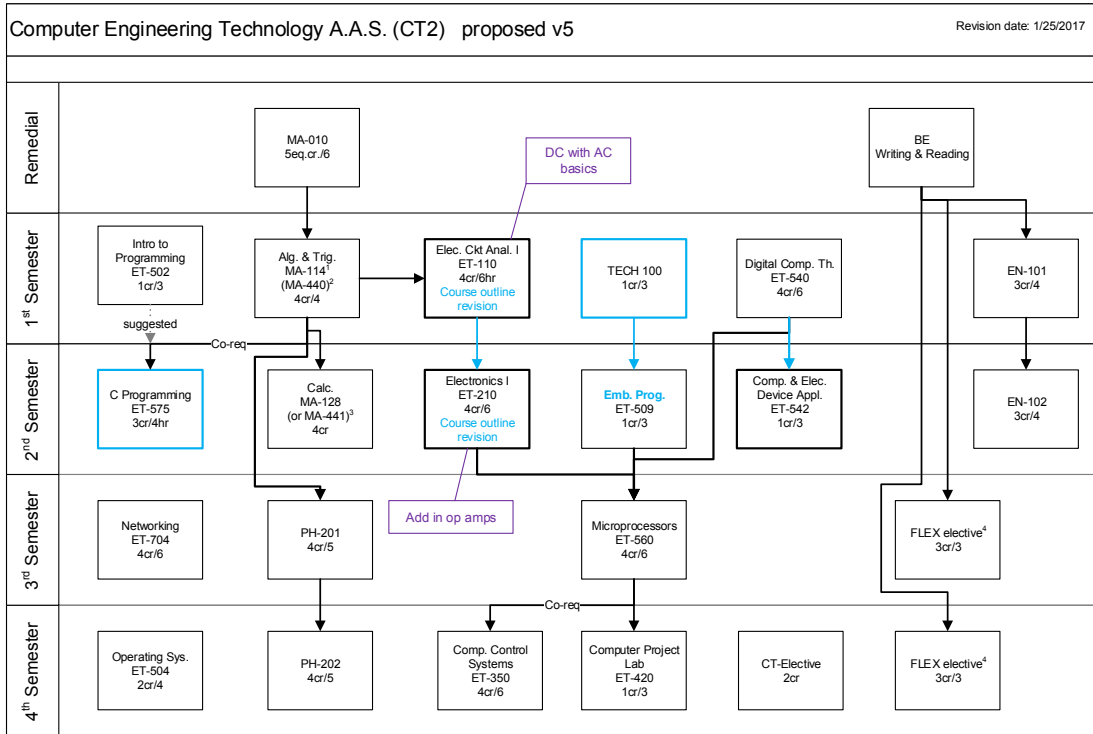
The course revision forms are attached for the following actions:
 ET-110 and ET-210 outlines are revised.
 ET-210, ET-230 and ET-509 prerequisites are modified.

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

- 3) The department will continue to offer ET-501 in support of other degrees as well as students who choose to be grandfathered into the previous curriculum.
- 4) ET-140 will continue to be required for the ET degree. It will be offered as an elective for the CT and TC degrees.
- 5) ET-231 will be offered as an elective.
- 6) ET-502 will continue to be required in the CT degree and offered as an elective for the CT and TC degrees.

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

Students requiring ET-510 will be allowed to take ET-540 as a substitution.



¹ Taking both MA-119 & MA-121 is equivalent to MA-114

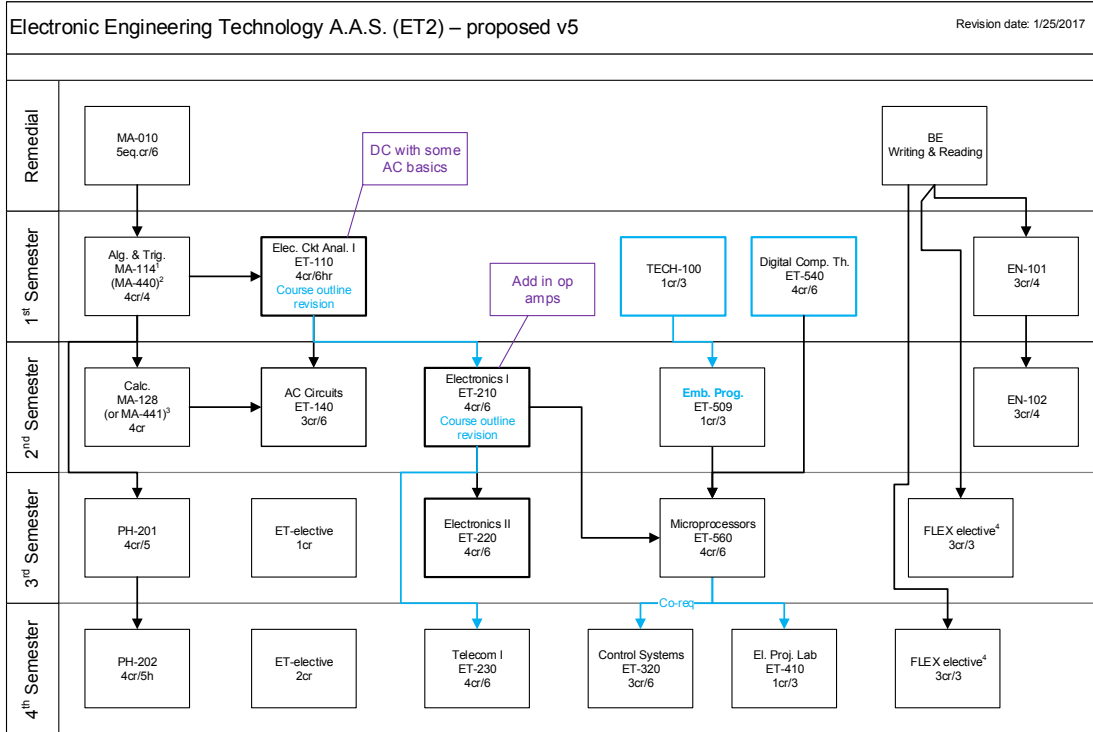
² Must take MA-114 or equivalent before MA-440

³ Must take MA-440 before MA-441

⁴ Requires passing BE reading only. Elective chosen from FLEX IA, B, D or E (ONLY HI 100 series, ANTH, CRIM101 OR 102, ECON, PLSC, PSYCH, OR SOCY)

CT Electives:
 ET-230 Telecommunications 4cr/6hr
 ET-232 Mobile communications 3hr/3cr
 ET-375 Robotics 4cr/6hr
 ET-481 PC Tech (A+) 2cr/4hr

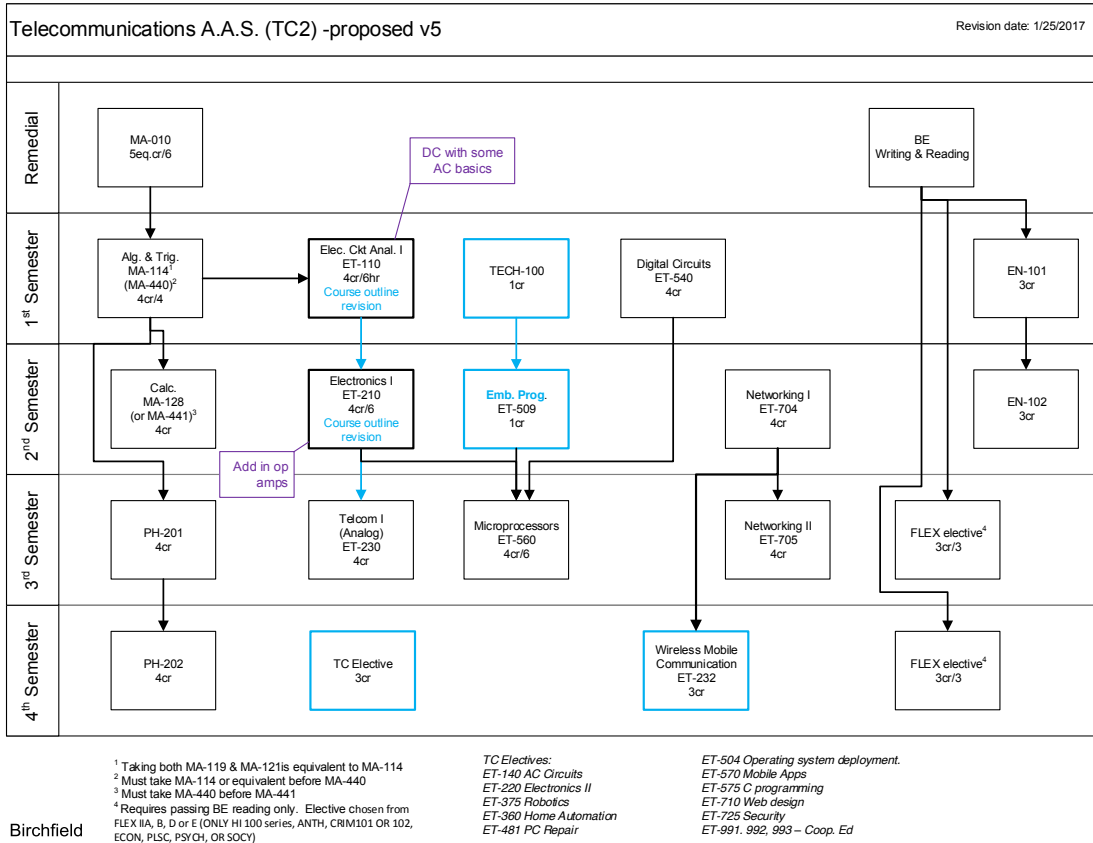
ET-705 Net Fund. II 4cr/5hr
 ET-710 Web Tech. I 4cr/6hr,
 ET-712 JavaScript Prog. 3cr/4hr,
 ET-725 Security 3cr/3hr
 ET-585 Obj. Oriented Prog. 3cr/4
 ET-991, 992, 993 Coop Ed.



¹ Taking both MA-119 & MA-121s equivalent to MA-114
² Must take MA-114 or equivalent before MA-440
³ Must take MA-440 before MA-441
⁴ Requires passing BE reading only. Elective chosen from FLEX IA, B, D or E (ONLY HI 100 series, ANTH, CRM101 OR 102, Birchfield ECON, PLSC, PSYCH, OR SOCY)

ET Electives:
 ET-305 Transients & Elec. Trans 2cr/3hr,
 ET-360 Electronics & Automation for the Home 4cr/6hr
 ET-375 Robotics 4cr/6hr
 ET-481 PC Tech (A+) 2cr/4hr
 ET-502 Intro to Programming 1cr/3hr
 ET-504 Operating Systems Deployment 2cr/4hr

ET-505 C++ 4cr/6hr
 ET-575 C Programming 3cr/3hr
 ET-704 Net. Fund. 14cr/6hr
 ET-725 Computer Security 3hr/3cr
 ET-991, 992, 993 Coop Ed.



SPEECH COMMUNICATION & THEATRE ARTS - Revision in a program to include a New Concentration

Departmental approval: 3-22-2017

Revisions of an existing degree or certificate program

A.A. in Liberal Arts concentration in Communication Studies

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

1. Department:	Speech Communication and Theatre Arts		
2. Program name:	A.A. in Liberal Arts concentration in Communication Studies		
3. Program Code:	01522		
4. HEGIS number:	5649		
5. Date approved by the department	3	22	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	1	15	2018
	Month	Day	Year
7.	All text or items that will be deleted or changed should be marked with a strikethrough.		
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u> .		
9.	Show the whole set of program requirements in a From/To format (see example below)		
10.	Add all Program notes in 11A Add all Course notes in 11B (Number your notes).		

From:	To:
Liberal Arts and Sciences A.A. degree program	Communication Studies (This concentration will be added to the list of concentration)

Common Core	Credits	Common Core unchanged	Credits
Required Core: 1A English Composition ENGL-101, 102 English Composition I, II	6	Required Core: 1A English Composition ENGL-101, 102 English Composition I, II	6
Required Core: 1B Mathematical and Quantitative Reasoning (Select one course from 1B)	3	Required Core: 1B Mathematical and Quantitative Reasoning (Select one course from 1B)	3
Required Core: 1C Life and Physical Sciences (Select one course from 1C)	3	Required Core: 1C Life and Physical Sciences (Select one course from 1C)	3
Flexible Core: 2A World Cultures and Global Issues (Select one course from 2A)	3	Flexible Core: 2A World Cultures and Global Issues (Select one course from 2A)	3
Flexible Core: 2B U.S. Experience in Its Diversity (Select one course from 2B)	3	Flexible Core: 2B U.S. Experience in Its Diversity (Select one course from 2B)	3
Flexible Core: 2C Creative Expression (Select one course from 2C)	3	Flexible Core: 2C Creative Expression (Select one course from 2C)	3
Flexible Core: 2D Individual and Society (Select one course from 2D)	3	Flexible Core: 2D Individual and Society (Select one course from 2D)	3
Flexible Core: 2E Scientific World (Select one course from 2E)	3	Flexible Core: 2E Scientific World (Select one course from 2E)	3
Flexible Core: II A, B, C, D, or E (Select one course)	3	Flexible Core: II A, B, C, D, or E (Select one course)	3
Sub-total	30-34*	Sub-total	30-34*

MAJOR REQUIREMENTS

Liberal arts and sciences courses to make up a minimum of 48 Liberal Arts and Sciences credits	14-18	Liberal arts and sciences courses to make up a minimum of 48 Liberal Arts and Sciences credits	14-18
ALL STUDENTS IN THE LIBERAL ARTS AND SCIENCE A.A. DEGREE PROGRAM MUST CHOOSE FROM AND COMPLETE ONE OF THE CONCENTRATIONS (SEE DETAILS BELOW) TO COMPLETE THE DEGREE REQUIREMENTS.		ALL STUDENTS IN THE LIBERAL ARTS AND SCIENCE A.A. DEGREE PROGRAM MUST CHOOSE FROM AND COMPLETE ONE OF THE CONCENTRATIONS (SEE DETAILS BELOW) TO COMPLETE THE DEGREE REQUIREMENTS.	
		Sub-total	14-18

ADDITIONAL MAJOR REQUIREMENTS

HE 101 or HE-102	1-2	HE 101 or HE-102	1-2
Two courses in Phys. Ed. or Dance from PE 400 and 500 series or DAN 100 series	2	Two courses in Phys. Ed. or Dance from PE 400 and 500 series or DAN 100 series	2
Sub-total	3-4	Sub-total	3-4

ELECTIVES OR CONCENTRATION CHOICES

Free electives or concentration choices – see below		Free electives or concentration choices – see below	8-9
Sub-total	8-9	Sub-total	8-9
TOTAL CREDITS REQUIRED	60	TOTAL CREDITS REQUIRED	60

**The credit range accounts for those students who opt to take STEM variants in I.B, I.C, II.E, and the additional course in the flexible core.*

Communication Studies – To complete a concentration in Communication Studies, students must complete the major requirements below:

- Two Foreign Language courses (*two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature*)

department placement. (If already satisfied with one course in common core take SP213.)

- SP-211 (*if already taken in common core, one Social Science course from Anthropology, CRIM 101 or 102, Economics, Sociology, Political Science, or Psychology is recommended*)
- One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH106, CH-111, CH-121; ET-842; PH-112.
- One English course from ENGL-200, ENGL-300 or ENGL-400 series
- One History course from HI-110 or HI-111 or HI-112 (*if already taken in common core, one additional course from SP213, SP214, or TH152*)

Communication Studies Concentration (8-9 credits):
Take SP101 and two courses from the following:
SP212, SP213, SP214, SP321, SP275, TH152 * (*If any of these courses are taken as a part of common core, students must elect courses from this list to complete the 9 credits in the major.*)

12.

Write a Rationale for all the changes

The concentration in Communication Studies will offer our students the opportunity to develop both their own communication skills as well as conduct more sophisticated analysis of human communication. The addition of new courses that accompany this proposal to the current offerings of the college will provide students the foundational courses needed for more advanced study in Communications at a four-year college. Additionally, the concentration in Communication Studies will provide our students with a solid foundation for their future career path fields where knowledge of human communication strategies is required.

13.

Write a Summary for all the changes

A new concentration in the current A.A. in Liberal Arts will be offered in Communication Studies. Additionally, four new courses: (SP101, Introduction to Communication Studies; SP212, Interpersonal Communication; SP213, Intercultural Communication; and SP214, Communication in a Professional Setting will be added to the course offerings of the Dept. of Speech Communication and Theatre Arts

14.

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.

Submitted as attachments to this proposal.

15.

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 to be deleted

16.

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

New concentration, so there is no current enrollment in this program.

SOCIAL SCIENCES

Departmental approval: April 6, 2017

Program Revision for the Dual-Joint AS/BA Degree in Criminal Justice

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

1. Department:	Social Sciences			
2. Program name:	Dual-Joint A.S./B.A. Degree in Criminal Justice with John Jay College of Criminal Justice			
3. Program Code:	CJ1			
4. HEGIS number:	5505.00			
5. Date approved by the department	April	6	2017	
	Month	Day	Year	
6. Date the changes will be effective (if approved)	Jan	1	2018	
	Month	Day	Year	
7.	All text or items that will be deleted or changed should be marked with a strikethrough.			
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.			
9.	All text or items that will be deleted or changed should be marked with a strikethrough.			
10.	Show the whole set of program requirements in a From/To format (see example below)			
11.	Add all Program notes in 11A			
	Add all Course notes in 11B (Number your notes).			

From:		To:	
Common Core	Credits	Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II Take ENGL 101 & 102	6	REQUIRED CORE: I. A: English Composition I, II Take ENGL 101 & 102	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning Required: MA-119 or higher*	3	REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning Required: MA-119 or higher*	3
REQUIRED CORE: I. C: Life & Physical Sciences (Select one course)	3-4	REQUIRED CORE: I. C: Life & Physical Sciences (Select one course)	3-4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3	FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity Recommended: PLSC-101	3	FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity Recommended: PLSC-101	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3	FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3
FLEXIBLE CORE: II. D: Individual & Society Recommended: SOCY-101, PHIL-101	3	FLEXIBLE CORE: II. D: Individual & Society Recommended: SOCY-101, PHIL-101	3

FLEXIBLE CORE: II. E: Scientific World (Select one course)	3	FLEXIBLE CORE: II. E: Scientific World (Select one course)	3
FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3	FLEXIBLE CORE: II: A, B, C, D or E (Select one course)	3
Subtotal	30-31	Subtotal	30-31
Major		Major	
CRIM-101 Introduction to the American Criminal Justice System	3	CRIM-101 Introduction to the American Criminal Justice System	3
CRIM-102 Criminology	3	CRIM-102 Criminology	3
		CRIM106 Introduction to Criminal Justice Research	1
CRIM-202 Corrections and Sentencing	3	CRIM-202 Corrections and Sentencing	3
CRIM-203 Criminal Law	3	CRIM-203 Criminal Law	3
CRIM-201 Policing or CRIM 204 Crime and Justice in the Urban Community	3	CRIM-201 Policing or CRIM 204 Crime and Justice in the Urban Community	3
Subtotal	15	Subtotal	16
Additional Major Requirements		Additional Major Requirements	
Foreign Language	6-8	Foreign Language	6-8
MA-336 Statistics	3	MA-336 Statistics	3
One course from the PE-400 or 500 or DAN-100 series	4		0
Science lab (students who take STEM variant in I.C. have met this requirement): choose BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1	Science lab (students who take STEM variant in I.C. have met this requirement): choose BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1
Subtotal	11-13	Subtotal	10-12
Elective(s)		Elective(s)	
Free electives: Students are recommended to take SOCY240	0-4	Free electives: Students are recommended to take SOCY240	0-4
Total	60	Total	60
11A. Program Note:			
From:		To:	
*Students who are exempt from MA 119 will use MA 336 to satisfy the common core 1B requirement and must take either CRIM201 or CRIM204 to complete the 60-credit degree. Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree		*Students who are exempt from MA 119 will use MA 336 to satisfy the common core 1B requirement and must take either CRIM201 or CRIM204 to complete the 60-credit degree. Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.	
11B. Course Note (number your notes):			
From:		To:	

12. Write a Rationale for all the changes

In response to the October 2015 Academic Program Review Report for the Dual-Joint A.S./B.A. Degree Program with John Jay College of Criminal Justice and to the recommendations of the external reviewer of that report an Action Plan was drafted and approved by the VP of Academic Affairs, Dr. Paul Marchese on 3/30/16. One of the stipulations in the approved Action Plan was to "develop a one-credit research methods course, eliminating Physical Education requirement." The reason for this action is to provide a basic foundation in research to better enable Criminal Justice students to read, comprehend, analyze and evaluate research in their discipline.

13. Write a Summary for all the changes

A new course, CRIM106 Introduction to Criminal Justice Research (1 credit) is added to the Major courses, and the 1 credit "One course from the PE-400 or -500 or DAN-100 series" course in Additional Major Requirements is deleted. This affects the pre-requisites of CRIM 201, CRIM202, CRIM203, and CRIM204.

14. 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

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

The PE-400 and -500 and DAN-100 series courses are not removed from the HPED Dept. offerings.

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

Students who matriculated in the program prior to the approval of the curriculum revision will have the option of completing the program requirements that were in place at the time of their matriculation, or they may opt to complete the program with the revised requirements.

SPEECH COMMUNICATION & THEATRE ARTS

New Concentration in a program.

Departmental approval: 3-22-2017

Revisions of an existing degree or certificate program

A.A. in Liberal Arts concentration in Communication Studies

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

1. Department:	Speech Communication and Theatre Arts		
2. Program name:	A.A. in Liberal Arts concentration in Communication Studies		
3. Program Code:	01522		
4. HEGIS number:	5649		
5. Date approved by the department	3	22	2017
	Month	Day	Year
6. Date the changes will be effective (if approved)	1	15	2018
	Month	Day	Year
7.	All text or items that will be deleted or changed should be marked with a strikethrough.		
8.	All new text, courses, credits, etc. should be marked by <u>underlining</u> .		
9.	Show the whole set of program requirements in a From/To format (see example below)		

10. Add all Program notes in 11A
Add all Course notes in 11B (Number your notes).

Liberal Arts and Sciences – A.A. – Curricular Revision

From:	To:
Liberal Arts and Sciences A.A. degree program	Communication Studies (This concentration will be added to the list of concentration)

Common Core	Credits	Common Core unchanged	Credits
Required Core: 1A English Composition ENGL-101, 102 English Composition I, II	6	Required Core: 1A English Composition ENGL-101, 102 English Composition I, II	6
Required Core: 1B Mathematical and Quantitative Reasoning (Select one course from 1B)	3	Required Core: 1B Mathematical and Quantitative Reasoning (Select one course from 1B)	3
Required Core: 1C Life and Physical Sciences (Select one course from 1C)	3	Required Core: 1C Life and Physical Sciences (Select one course from 1C)	3
Flexible Core: 2A World Cultures and Global Issues (Select one course from 2A)	3	Flexible Core: 2A World Cultures and Global Issues (Select one course from 2A)	3
Flexible Core: 2B U.S. Experience in Its Diversity (Select one course from 2B)	3	Flexible Core: 2B U.S. Experience in Its Diversity (Select one course from 2B)	3
Flexible Core: 2C Creative Expression (Select one course from 2C)	3	Flexible Core: 2C Creative Expression (Select one course from 2C)	3
Flexible Core: 2D Individual and Society (Select one course from 2D)	3	Flexible Core: 2D Individual and Society (Select one course from 2D)	3
Flexible Core: 2E Scientific World (Select one course from 2E)	3	Flexible Core: 2E Scientific World (Select one course from 2E)	3
Flexible Core: II A, B, C, D, or E (Select one course)	3	Flexible Core: II A, B, C, D, or E (Select one course)	3
Sub-total	30-34*	Sub-total	30-34*

MAJOR REQUIREMENTS

Liberal arts and sciences courses to make up a minimum of 48 Liberal Arts and Sciences credits ALL STUDENTS IN THE LIBERAL ARTS AND SCIENCE A.A. DEGREE PROGRAM MUST CHOOSE FROM AND COMPLETE ONE OF THE CONCENTRATIONS (SEE DETAILS BELOW) TO COMPLETE THE DEGREE REQUIREMENTS.	14-18	Liberal arts and sciences courses to make up a minimum of 48 Liberal Arts and Sciences credits ALL STUDENTS IN THE LIBERAL ARTS AND SCIENCE A.A. DEGREE PROGRAM MUST CHOOSE FROM AND COMPLETE ONE OF THE CONCENTRATIONS (SEE DETAILS BELOW) TO COMPLETE THE DEGREE REQUIREMENTS.	14-18
		Sub-total	14-18

ADDITIONAL MAJOR REQUIREMENTS

HE 101 or HE-102	1-2	HE 101 or HE-102	1-2
Two courses in Phys. Ed. or Dance from PE 400 and 500 series or DAN 100 series	2	Two courses in Phys. Ed. or Dance from PE 400 and 500 series or DAN 100 series	2
Sub-total	3-4	Sub-total	3-4

ELECTIVES OR CONCENTRATION CHOICES

Free electives or concentration choices – see below		Free electives or concentration choices – see below	8-9
Sub-total	8-9	Sub-total	8-9
TOTAL CREDITS REQUIRED	60	TOTAL CREDITS REQUIRED	60

**The credit range accounts for those students who opt to take STEM variants in I.B, I.C, II.E, and the additional course in the flexible core.*

Communication Studies – To complete a

concentration in Communication Studies, students must complete the major requirements below:

- Two Foreign Language courses (*two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement. (If already satisfied with one course in common core take SP213.)*)
- SP-211 (*if already taken in common core, one Social Science course from Anthropology, CRIM 101 or 102, Economics, Sociology, Political Science, or Psychology is recommended*)
- One science lab. course (STEM variant in common core satisfies this requirement):
Applicable courses include BI-132, BI-171; CH-102, CH106, CH-111, CH-121; ET-842; PH-112.
- One English course from ENGL-200, ENGL-300 or ENGL-400 series
- One History course from HI-110 or HI-111 or HI-112 (*if already taken in common core, one additional course from SP213, SP214, or TH152*)

Communication Studies Concentration (8-9 credits): Take SP101 and two courses from the following: SP212, SP213, SP214, SP321, SP275, TH152 * (*If any of these courses are taken as a part of common core, students must elect courses from this list to complete the 9 credits in the major.*)

12.

Write a Rationale for all the changes

The concentration in Communication Studies will offer our students the opportunity to develop both their own communication skills as well as conduct more sophisticated analysis of human communication. The addition of new courses that accompany this proposal to the current offerings of the college will provide students the foundational courses needed for more advanced study in Communications at a four-year college. Additionally, the concentration in Communication Studies will provide our students with a solid foundation for their future career path fields where knowledge of human communication strategies is required.

13.

Write a Summary for all the changes

A new concentration in the current A.A. in Liberal Arts will be offered in Communication Studies. Additionally, four new courses: (SP101, Introduction to Communication Studies; SP212, Interpersonal Communication; SP213, Intercultural Communication; and SP214, Communication in a Professional

Setting will be added to the course offerings of the Dept. of Speech Communication and Theatre Arts

14. **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.**

Submitted as attachments to this proposal.

15. **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 to be deleted

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

New concentration, so there is no current enrollment in this program.

New courses

HIST203

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 for college catalog:

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.

HIST204

HIST 204 Topics in the History of Slavery

Prerequisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course description for college catalog:

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.

HIST212

HIST 212 History of Pirates and the Sea

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course description for college catalog:

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 for college catalog:

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 for college catalog:

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 263 History of American Cities

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course description for college catalog:

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.

DEPARTMENT OF HISTORY

Departmental approval February 28, 2017

HIST-240 "Environmental History of North America."

3 class hours, 3 credits

Pre-requisite or co-requisite: ENGL 101

Course Description for college catalog:

This course explores how human relations with the nonhuman world—including land, plants, water, wildlife, minerals, and disease—have helped inform, mediate, and shape broader social, political, economic, and cultural developments in North America and the United States from the pre-contact period to the recent past. The course examines the multiple ways in which human understandings, manipulations, and uses of the non-human, "natural" world—often resulting in unintended yet damaging consequences—have helped effect historical change over space and time.

Rationale:

This is an entry level elective course that explores how human relations with the nonhuman world—including land, plants, water, wildlife, minerals, and disease—helped mediate social, political, economic, and cultural developments in the United States from the pre-contact period to the recent past. An understanding of how human beings have responded to the challenges of environmental degradation and epidemic disease will provide valuable context for students—our future leaders—who must grapple with the ongoing crisis of human-induced climate change. As such, a course on environmental history will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course will also enable students to develop research, listening, note-taking, critical thinking, and textual interpretation skills.

DEPARTMENT SOCIAL SCIENCE

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 for college catalog:

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.

Departmental approval date February 7, 2017

PHIL170 Asian Philosophies

3 class hours / 3 credits

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

Course Description for college catalog:

An overview of the four most influential philosophical traditions of East Asia, namely Vedanta (Hinduism), Confucianism, Daoism, and Buddhism. More specifically, this course will focus on reading central texts in the Hindu, Confucian, Daoist, and Buddhist traditions to explore their philosophical architecture, or radically non-Western conceptions such as the Daoist understanding of emptiness, and the various implications of these insights for Western philosophy, culture, and everyday life.

Rationale:

At present, our philosophy courses only cover the traditions originating in one continent (Europe), roughly 25% of our students are of Asian descent, and campus integration and harmony would be fostered by the rest of the student body being at least minimally familiar with the most important ideas in Asian history.

DEPARTMENT OF SOCIAL SCIENCE

Departmental approval April 6, 2017

CRIM 106 -Introduction to Criminal Justice Research

1 class hour, 1 credit

Pre-requisites: BE122 (or BE226) or satisfactory score on the CUNY/ACT Assessment Test

Co-requisite: none

Course Description for college catalog:

This course is an entry level course designed to provide an introduction to criminal justice research by familiarizing students with current issues, techniques and evaluation of current criminal justice research. The course will provide an overview of the various approaches to criminal justice research as well as an overview of the philosophy of science and research ethics, research design issues including defining a research problems and development of relevant hypothesis, defining and measuring variables of interest, and methods of data collection.

Rationale:

This course will provide a necessary foundation in criminal justice research methods and applications for students who are criminal justice student and those who participate in the Justice Academies. As the role of evidence based practices and research in increasing in all aspects of criminal justice it is imperative that students obtain increased knowledge in this area in order to maximize their classroom learning as well as acquire the skills and understanding in the area the will be crucial for advancing their education (advancing to a 4 year degree as well as advanced degrees) as well as increasing their skills to make them competitive in the criminal justice job market and workplace. The information obtained in this class will provide a foundation for students that will aide in their overall success.

Departmental approval date February 7, 2017

PHIL170 Asian Philosophies

3 class hours / 3 credits

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

Course Description for college catalog:

An overview of the four most influential philosophical traditions of East Asia, namely Vedanta (Hinduism), Confucianism, Daoism, and Buddhism. More specifically, this course will focus on reading central texts in the Hindu, Confucian, Daoist, and Buddhist traditions to explore their philosophical architecture, or radically non-Western conceptions such as the Daoist understanding of emptiness, and the various implications of these insights for Western philosophy, culture, and everyday life.

Rationale:

At present, our philosophy courses only cover the traditions originating in one continent (Europe), roughly 25% of our students are of Asian descent, and campus integration and harmony would be fostered by the rest of the student body being at least minimally familiar with the most important ideas in Asian history.

DEPARTMENT HEALTH, PHYSICAL EDUCATION AND DANCE

Departmental approval date February 8, 2017

HE-202, Social and Behavioral Determinants of Health

3 class hours / 3 credits

Pre-requisites: HE114, Principles and Practices of Public Health

Course Description for college catalog:

This course introduces students to the various biological, psychological, socio-cultural, economic, environmental, institutional, organizational and political factors influencing health behavior and relevant disparities in health outcomes. Students are exposed to core theories and models used in the analysis of health behavior and outcomes from a systems perspective. Emphasis is placed on applying theories/models at various levels of influence to current health problems as a basis for intervention design.

Rationale:

This course is needed to satisfy a major requirement for students in the QCC-York A.S./B.S. Dual/Joint Public Health Degree Program. Offering this foundational public health course at QCC enables students to fulfill the pre-requisite for subsequent upper-level courses that they will take at York in their 3rd and 4th years in the program.

MATHEMATICS & COMPUTER SCIENCE

Date approved by the department October 5, 2016

CS 204 Algorithmic Problem Solving II in Java

3 class hours, 2 lab hours, 4 credits

Pre-requisite MA-441 and C or better in CS-101

Co-requisite: none

Course Description for college catalog:

Object-oriented algorithmic problem solving in Java; elements of graphical user interfaces (GUIs) and event driven programming; exception handling; inheritance and polymorphism; searching and sorting; recursion; linked lists, stacks, and queues; file processing; testing and debugging.

Rationale:

CS 204 would serve as one of the two programming pre-requisites for the junior level course in data structures at Queens College. We would align our courses with other institutions where Java is taught. We would broaden our programming experience as C++ (for CS 203) is operating system oriented while Java is internet and graphical interface oriented.

**BUSINESS DEPARTMENT
FOR INFORMATION**

Experimental Course

BU-902/BU-901 I and II renumbered BU-350 and BU351 – Not approved by President Call

DEPARTMENT HEALTH, PHYSICAL EDUCATION AND DANCE

Departmental approval date February 8, 2017

HE-202, Social and Behavioral Determinants of Health

3 class hours / 3 credits

Pre-requisites: HE114, Principles and Practices of Public Health

Course Description for college catalog:

This course introduces students to the various biological, psychological, socio-cultural, economic, environmental, institutional, organizational and political factors influencing health behavior and relevant disparities in health outcomes. Students are exposed to core theories and models used in the analysis of health behavior and outcomes from a systems perspective. Emphasis is placed on applying theories/models at various levels of influence to current health problems as a basis for intervention design.

Rationale:

This course is needed to satisfy a major requirement for students in the QCC-York A.S./B.S. Dual/Joint Public Health Degree Program. Offering this foundational public health course at QCC enables students to fulfill the pre-requisite for subsequent upper-level courses that they will take at York in their 3rd and 4th years in the program.

MUSIC DEPARTMENT

Date approved by the department May 25, 2016

MUS-222 Music Theory IV

3 Class Hours; 3 Credits

Pre-requisites: MUS-221 with a grade of C or better;

Co-requisite: MUS-224

Course description for college catalog:

Advanced chromatic alterations, fugues, analysis, and 20th Century musical techniques. Theoretical concepts are reinforced through a keyboard component.

Rationale:

In order to meet the standards of a viable transfer program as articulated by the National Association of Schools of Music (NASM) our A.S., Music degree program must include four semesters of Music Theory (I-IV) rather than the two semesters, with an optional third semester that our degree currently requires. This class is designed to be the fourth and final class of that four semester sequence and covers the advanced topics typical for the final semester of the first two years of a college music theory sequence. It will give the student a solid understanding of the techniques and practices of late 19th Century tonal composers as well as the techniques and practices of the post tonal generation of composers of the 20th and 21st Centuries. This knowledge is essential in order to interpret, perform and understand the historical development of music up to the present time.

MUS-223 Sight Reading and Ear Training III

1 credit; 2 studio hours

Pre-requisites: MUS-124 with a grade of C or better; co-requisite: MUS-221 or MUS-225

Course description for college catalog:

A Continuation of MUS-124. Sight singing and dictation of melodies with limited chromaticism, two part rhythms and diatonic harmonic dictation.

Rationale:

In order to meet the standards of a viable transfer program as articulated by the National Association of Schools of Music (NASM) our A.S. Degree in Music needs to require four semesters of Music Theory supported by four semesters of Sight Reading and Ear Training classes. Currently our degree only requires two supporting Sight Reading and Ear Training classes. This class is designed to be the third class in a four semester sequence that allows students to develop the needed aural skills typical for a musician to obtain in the first two years of college study. It will give the student the ability to hear how melodies expand their expression through chromaticism and learn to control these chromatic tones in their own performances. They will learn the basics of four-part dictation, a standard for all music theory sequences, and to hear and identify different diatonic harmonic progressions. They will further improve their rhythmic control of music by distinguishing between compound and simple meters with syncopations and barrow values. All these skills are crucial for a musician to develop within the first two years of a college sequence so they can be applied to their remaining years of study.

MUS-224 Sight Reading and Ear Training IV

2 studio hour 1 credit

Pre-requisites: MUS-223 with a grade of C or better;

Co-requisite: MUS-222 or MUS-226

Course description for college catalog:

A Continuation of MUS-223. Sight singing and dictation of chromatic and expansive melodies, mixed meter rhythms and expanded four-part harmonic dictation.

Rationale:

In order to meet the standards of a viable transfer program as articulated by the National Association of Schools of Music (NASM) our A.S. Degree in Music needs to require four semesters of Music Theory supported by four semesters of Sight Reading and Ear Training classes. Currently our degree only

requires two supporting Sight Reading and Ear Training classes. This class is designed to be the final class in a four semester sequence that allows students to develop the needed aural skills typical for a musician to obtain in the first two years of college study. It will give the student the ability to hear how chromaticism is used to define secondary functions and in modulations. They will learn how to control these techniques in their own performances. They will learn how to fully dictate progressions in four parts, a standard for all music theory sequences, and further improve their rhythmic control of music by learning to perform rhythms using cross relationships and mixed meter. All these skills are crucial for a musician to develop within the first two years of a college sequence so they can be applied to their remaining years of study.

MUS-241 History of Western Music: 18th and 19th Centuries

3 class hours, 3 credits

Prerequisites: MUS-122 and MUS-124

Co-Requisite: none

Course description for college catalog:

A comprehensive survey of the music and history of the eras comprising the Viennese classical period (Haydn, Mozart, and Beethoven), Romanticism and the Romantic period (Schubert to Brahms), and the advent of Modernism (Mahler, R. Strauss, and their contemporaries). The course emphasizes listening, analysis, and critical interpretation and will engage students with the cultural contexts of this music, including historical, aesthetic, stylistic and biographical topics.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of one semester (3 credits) of music history is required of degree programs that are granted accreditation by NASM. The curriculum of the music history component should be one that aligns with other areas of instruction, particularly that in music theory. It is the feeling of the faculty of the Music Department that a music history course of the kind proposed here, as an upper-level course with music theory prerequisites, will strengthen our accreditation efforts. This course will focus on the main areas of the music history canon (18th and 19th centuries), and the prerequisite music theory courses will strengthen the students' abilities to analyze and discuss the music of these periods in deeper and more sophisticated ways, in contrast to the levels found in lower-level courses, such as Introduction to Music. Not only will this course, in conjunction with the music theory courses that are prerequisite to it, or which are taken at the same time, offer students an opportunity to engage in the historical and analytical issues that are central to an understanding of these great periods in music history, it will also serve as a course that will transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-290, 291, 292, 293 Study in Chamber Music Performance I, II, III, IV

1 credit, 0.5 class hour each course

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test and Consent of Instructor

Course description for college catalog:

Thirty minute weekly small-group instruction in chamber music.

Rationale:

The new A.S., Music degree program as proposed requires the student to select from the various performance course offerings in the MUS-400 level. The currently offered course Instrumental and Vocal Ensemble, (though not being deleted as a course) is being removed as an option for the proposed program revision due to its inability to meet NASM standards for an accredited transfer degree program. As a result, a new course is necessary to provide students within the degree program the opportunity to engage in Chamber Music performance. Study in Chamber Music Performance I, II, III, IV allows for the formation of chamber music ensembles that closely match student abilities, and for the grouping of instruments together to provide chamber music performance experiences of established repertoires within significant historical periods and cultural contexts of western music (for example: string quartet, woodwind quintet, piano trio, jazz trio, new-music chamber group). It also allows for each chamber group to be privately instructed by a faculty member, which is the standard found in all chamber music classes in four year programs. Due to the wide variety of established chamber music groups of varying instrumentation,

it is understood that there are many repertoires, numerous successful methodologies, and that students will arrive at the final level of expected competency through unique means.

MUS-186, 187, 286, 287 Convocation I, II, III, IV

0.5 hours 0 credits

Pre-requisites: None

Co-requisites: Individual Study in Music Performance I, II, III, IV

Course description for college catalog:

A recital and master class hour for students, department ensembles, and guest performers meeting twice each month. Pass/Fail.

Rationale:

Individual Study in Music Performance on an instrument or voice is of central importance to the A.S., Music degree program revision, and Convocation provides an important live performance forum through which students will apply performance-related skills learned in Individual Study in Music Performance. The variety of events, performances, and discussion topics that can be integrated into the Convocation curriculum will allow the instructor to address issues relevant to any student currently studying an instrument or voice. Convocation will not only help to contextualize curriculum studied in Individual Study in Music Performance, but will also aid in preparing students for transfer to 4-year institutions, in which many music degree programs consider performance experience a very important trait when assessing applicants.

MUS-150, 151, 250, 251 Individual Study in Music Performance: Violin I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 152, 153, 252, 253 Individual Study in Music Performance: Viola I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 154, 155, 254, 255 Individual Study in Music Performance: Cello I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 156, 157, 256, 257 Individual Study in Music Performance: Double Bass I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction

in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 158, 159, 258, 259 Individual Study in Music Performance: Harp I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-160, 161, 260, 261 Individual Study in Music Performance: Flute I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this

course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-162, 163, 262, 263 Individual Study in Music Performance: Oboe I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-164, 165, 264, 265 Individual Study in Music Performance: Clarinet I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as

demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-166, 167, 266, 267 Individual Study in Music Performance: Bassoon I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-168, 169, 268, 269 Individual Study in Music Performance: Saxophone I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-170, 171, 270, 271 Individual Study in Music Performance: Trumpet I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-172, 173, 272, 273 Individual Study in Music Performance: French Horn I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-174, 175, 274, 275 Individual Study in Music Performance: Trombone I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-176, 177, 276, 277 Individual Study in Music Performance: Tuba I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury. (See Item 19)

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-178, 179, 278, 279 Individual Study in Music Performance: Piano I, II, III, IV

0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-180, 181, 280, 281 Individual Study in Music Performance: Percussion I, II, III, IV
0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-182, 183, 282, 283 Individual Study in Music Performance: Guitar I, II, III, IV
0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-184, 185, 284, 285 Individual Study in Music Performance: Voice I, II, III, IV
0.5-1 class hours 1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.

Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course description for college catalog:

Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:

The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

BIOLOGICAL SCIENCES AND GEOLOGY DEPARTMENT

Departmental approval date 02/08/16

BI-522, Applied Biostatistics

3 class hours, 3 credits

Pre-requisites: MA 336, Statistics; HE 114: Principles and Practices of Public Health; BI 503:

Epidemiology

Course Description for college catalog:

This survey course is designed to provide students with basic knowledge and skills to conduct statistical techniques applied to tests and measurements in public health. It will concentrate on the interpretation and comprehension of graphical and statistical techniques that are important components of research and public health practice. Students will be exposed to topics such as vital statistics, and the evaluation of tools to measure health attitudes, knowledge, and behavior. In addition, students will learn to use

computer software for statistical analysis.

Rationale:

The course will satisfy the major's requirement in the proposed Dual-Joint B.S. Public Health Program with York College (proposal in progress). This course is designed to provide students with basic knowledge and skills to conduct statistical techniques applied to tests and measurements in public health.

DEPARTMENT OF SPEECH COMMUNICATION & THEATRE ARTS

Departmental approval March 17, 2017

SP-101 Introduction to Communication Studies

3 class hours, 3 credits

Pre-requisite: none

Co-requisite: none

Course Description for college catalog:

This course will be a survey of the current methods and theories that inform the study of Communication. Student will develop an understanding of the issues encompassed by Communication Studies including: Mass Media, Intrapersonal, Interpersonal, Intercultural and Small Group Communication as well as Public Address. This course will inform both the beginning Communication Studies student, and also students who seek to improve their communication skills in general.

Rationale:

This course will be the foundation course for a new concentration in Communication Studies proposed for the A.A in Liberal Arts. Communication is a popular major across the nation and an ongoing concern among employers. The adoption of this concentration will equip our students with increased opportunities to both transfer and achieve employment.

SP-212 Interpersonal Communication

3 class hours, 3 credits

Pre-requisites: ENGL 101 (and SP101 for Speech Comm. Majors)

Co-requisite: none

Course Description for college catalog:

This course introduces the practices and principles of interpersonal communication in both one-on-one and group settings. Students will study how the individual characteristics of the speaker and the environment can influence the way we communicate.

Rationale:

The department of Speech Communication and Theatre Arts is proposing a concentration in the A.A. in Liberal Arts Communication Studies and SP212- Interpersonal Communication satisfies requirements in the concentration and is a foundational requirement in B.A. degrees in Communication Studies. The course is needed for seamless transfer. The course will be offered every semester and the projected enrollment is 22-25 students per semester.

SP-213 Intercultural Communication

3 class hours, 3 credits

Pre-requisites: none

Co-requisite: none

Course Description for college catalog:

An exploration of multiculturalism and diversity, focusing on the communication process. Course is designed to help students develop intercultural competence in national and international settings.

Rationale:

This course is required at the lower divisional level of B.A. degrees in Communication Studies and is needed for seamless transfer. Our students live in a highly multicultural society. SP212 examines intercultural communication on interpersonal levels and in international arenas through a wide variety of topics. We will examine concepts such as culture, communication, and perception, and look at gender as culture. Classroom discussions will address barriers such as ethnocentrism, racism, and explore cultural imperialism and globalization. Throughout the course, students will examine the role of media in helping

and harming intercultural communication.

SP-214 Communication in a Professional Setting

3 class hours, 3 credits

Pre-requisites: none

Co-requisites: none

Course Description for college catalog:

This course will examine communication theory and prepare students to deliver professional presentations. Students will explore scenarios common in a professional environment and use critical thinking skills to resolve them. Topics will include interpersonal communication in professional settings, active and critical listening skills, diversity in the workplace, conferences, client presentations, group problem solving, leadership and conflict resolution, resumes, cover letters, interviewing, and formal presentations in professional settings.

Rationale:

This course will strengthen students' skills in communication in the organizational setting. Additionally, the course is a foundational course in B.A. in Communication degrees and almost universally offered and required in CUNY and private senior college speech programs. As we are looking for articulation agreements with Baruch and Brooklyn colleges, this course will assist Communication Studies students by easing transfer and avoiding delayed graduation at the B.A. or B.S., level.

DEPARTMENT of SPEECH COMMUNICATION & THEATRE ARTS (cont'd)

Departmental approval: 5-9-17

FMP 241 Digital Media Field Production

2 class hours, 2 lab hours, 3 credits

Pre-requisite: FMP 141 Introduction to Digital Media Production

Co-requisite: none

Course Description for college catalog:

Digital Media Field Production 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 divisional course designed as the second in a series of courses in the proposed Film and Media Arts Production Program in the department of Speech and Theatre. The course is necessary if students are to transfer seamlessly into a B.A. or B.S. program. Additionally, students have frequently voiced their desire for an advanced course to follow our foundational course and requested a discreet degree in this discipline. This course has successfully run as an experimental section SP 231 this past semester and is supported partially by a grant from the Department of Labor which financed an upgrade of equipment in our lab. The course FMP 241 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. Coursework also transfers into a variety of media programs within CUNY.

FMP 242 Writing for the Screen

3 class hours, 3 credits

Pre-requisite: ENGL 101 or ENGL 103

Co-requisite: none

Course Description for college catalog:

Writing for the Screen is a mid-level course in the theory and practice of writing for film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

Rationale:

Writing for the Screen is a mid-level course in Film and Media Production in a series of courses in the new Film and Media Production degree as well as an elective in Theatre. Student demand for a course that focuses on creative writing for media has been high as has the demand for a major in this area of study. This course is also a foundational course for articulation and transfer to four-year programs. The course will be offered every fall semester.

FMP 341 Editing

2 class hours, 2 lab hours 3 credits

Pre-requisite: FMP 241 Digital Media Field Production

Co-requisite: none

Course Description for college catalog:

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

Rationale:

Editing will be an upper-level course for students majoring in the proposed A.S. in Film and Media Production. The course will take students to a more advanced level in post-production techniques utilizing industry-standard software and server in the Multimedia Lab. Avid Media Composer and Adobe Premiere are standards in advertising and newsgathering and thus a highly coveted skillset in the labor market in New York City. This course will offer our students a path to certification by Avid and inclusion in their industry database of certified users by covering material needed for certification as well as advancing students' understanding of post-production. Coursework also transfers into a variety of media programs within CUNY.

FMP 342 Television Studio Production

2 class hours, 2 lab hours, 3 credits

Pre-requisite: FMP 241: Digital Media Field Production

Co-requisite: none

Course Description for college catalog:

Television Studio Production is an upper-level course in the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

Rationale:

Television Studio Production will be an upper-level course in a series of courses in the proposed A.S. in Film and Media Production degree within the department of Speech and Theatre. This course will articulate with a number of courses in four-year institutions in CUNY, fulfilling requirements for a technological and aesthetic skillset for a transfer degree as well as contribute to the campus culture with training in the new television studio.

New programs

New program

Proposal to establish a program in Film & Media Production leading to A.S. Degree

For information only

Revisions of Forms 01, 02, 03, 04 Gen. Ed. Outcomest revisions Deceber 2016

ELIMINATIONS

DEPARTMENT HEALTH, PHYSICAL EDUCATION AND DANCE
 Elimination of concentration
 Departmental approval date February 08, 2017

Proposal to eliminate the Health and Behavior Concentration

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

- | | | | |
|--|--|------------|-------------|
| 1. Program Name: | Liberal Arts and Sciences A.A. Degree Program | | |
| 2. Program Code: | 24.01010 | | |
| 3. HEGIS number: | 5649.00 | | |
| 4. Date approved by the department | February | 8 | 2017 |
| | Month | Day | Year |
| 5. Date the changes will be effective (if approved) | August | 25 | 2017 |
| | Month | Day | Year |
| 6. | All text or items that will be deleted or changed should be marked with a <u>strikethrough</u>. | | |
| 7. | All new text, courses, credits, etc. should be marked by <u>underlining</u>. | | |
| 8. | All text or items that will be deleted or changed should be marked with a <u>strikethrough</u>. | | |
| 9. | Show the whole set of program requirements in a From/To format (see example below) | | |

From:		To:	
Liberal Arts and Sciences A.A. Degree Program: Health and Behavior Concentration (one of 15 concentrations)		Liberal Arts and Sciences A.A. Degree Program: Deletion of Health and Behavior Concentration	
COMMON CORE		COMMON CORE UNCHANGED	
		30-34 ⁷	
REQUIREMENTS FOR THE MAJOR			
Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Language Department placement)	8		0
HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-125, SOCY-290 or ANTH-160 is recommended)	3		0

⁷ The credit range accounts for those who opt to take STEM Variants in 1B, 1C, 2E, and the additional course in the flexible core.

SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-125, SOCY-290 or ANTH-160 is recommended)	3		0
One English course from ENGL-200 series	3		0
One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121; ET-842; PH-112	4		0
Sub-total:	14-18		0
ADDITIONAL MAJOR REQUIREMENTS		ADDITIONAL MAJOR REQUIREMENTS UNCHANGED	3-4
ELECTIVES OR CONCENTRATION CHOICES			
Health and Behavior Concentration (8-9 credits): Take HE-107 Mental Health: Understanding Your Behavior and choose from HE-104 Addictions and Dependencies, HE-105 Human Sexuality, HE-111 Stress Management, IS-151 Health of the Nations			
Sub-total:	8-9		0
EXISTING CONCENTRATIONS		EXISTING CONCENTRATIONS UNCHANGED	22-27
Total credits:			60

10. Write a Rationale for all the changes

The Health and Behavior Concentration in the Liberal Arts and Sciences A.A. Degree Program has had consistent low enrollment (there are currently 7 students enrolled). While this proposal is to eliminate the concentration, students can remain in the Liberal Arts degree program and take the courses from the Health and Behavior Concentration as free electives in the Liberal Studies Concentration or they may choose another concentration. Students interested in studying Public Health at Queensborough are recommended to enroll in the A.S. Public Health.

Summary for all the changes:

Deletion of the Health and Behavior Concentration as one of 15 concentrations in the Liberal Arts and Sciences A.A. Degree Program.

11. 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.

Not applicable.

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

The courses from the program will not be deleted from the departments' offerings. Students may take these courses to fulfill other degree requirements.

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

Students currently in the Health and Behavior concentration may complete the program in spring 2017 or choose to use the credits earned and apply them towards the Liberal Studies concentration or other LA concentration. They may also choose to enroll in the A.S. Public Health degree program. Students currently enrolled in the program will be advised of their options to make the best choice for their degree attainment and career goals.

4. DELETION OF A CONCENTRATION IN A PROGRAMS

Proposal to eliminate the Health Promotion and Disease Prevention Concentration

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

- | | | | |
|--|--|------------|-------------|
| 1. Program Name: | Liberal Arts and Sciences A.A. Degree Program | | |
| 2. Program Code: | 24.0101 | | |
| 3. HEGIS number: | 5649.00 | | |
| 4. Date approved by the department | February | 8 | 2017 |
| | Month | Day | Year |
| 5. Date the changes will be effective (if approved) | August | 25 | 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 <u>underlining</u>. | | |
| 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:
Liberal Arts and Sciences A.A. Degree Program: Health Promotion and Disease Prevention (one of 15 concentrations)	Liberal Arts and Sciences A.A. Degree Program: Deletion of Health Promotion and Disease Prevention
COMMON CORE	COMMON CORE UNCHANGED
	30-34 ⁸
REQUIREMENTS FOR THE MAJOR	

⁸ The credit range accounts for those who opt to take STEM Variants in 1B, 1C, 2E, and the additional course in the flexible core.

Two Foreign Language courses (two sequential courses are required, level and sequence to be determined by Foreign Languages & Literature department placement)	8		0
HI-110 or HI-111 or HI-112 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from Anthropology, Economics, Sociology, Political Science, Psychology is recommended)	3		0
SP-211 (if already taken in common core, one course from HI-100 series is recommended; if two History courses have been taken in common core, one additional course from PSYC-100 series is recommended)	3		0
One English course from ENGL-200 series	3		0
One science lab. course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132; BI-171; CH-102, CH-111, CH-121; ET-842; PH-112	4		0
Sub-total:	14-18		0
ADDITIONAL MAJOR REQUIREMENTS		ADDITIONAL MAJOR REQUIREMENTS UNCHANGED	3-4
ELECTIVES OR CONCENTRATION CHOICES			
Health Promotion and Disease Prevention Concentration (8-9 credits): Take HE-114 Foundations of Health Promotion and Disease Prevention and choose from IS-151 Health of the Nations, HE-105 Human Sexuality, PE-540 Introduction to Physical Fitness.			
Sub-total:	8-9		0
EXISTING CONCENTRATIONS		EXISTING CONCENTRATIONS UNCHANGED	22-27
Total credits:			60

10. Write a Rationale for all the changes

The Health Promotion and Disease Concentration in the Liberal Arts and Sciences A.A. Degree Program has had consistent low enrollment. There are currently 5 students enrolled. While this proposal is to eliminate the concentration, students can remain in the Liberal Arts degree program and take the courses from the Health Promotion and Disease Prevention Concentration as free electives in the Liberal Studies Concentration or they may choose another concentration. Students interested in studying Public Health at Queensborough are recommended to enroll in the A.S. Public Health.

Summary for all the changes:

Deletion of the Health Promotion and Disease Prevention Concentration as one of 15 concentrations in the Liberal Arts and Sciences A.A. Degree Program.

11. 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.

Not applicable.

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

The courses from the program will not be deleted from the departments' offerings. Students may take these courses to fulfill other degree requirements.

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

Students currently in the Health Promotion and Disease Prevention concentration may complete the program in spring 2017 or choose to use the credits earned and apply them towards the Liberal Studies concentration or other LA concentration. They may also choose to enroll in the A.S. Public Health degree program. Students currently enrolled in the program will be advised of their options to make the best choice for their degree attainment and career goals.

GENERAL EDUCATION ASSESSMENT TASK FORCE FINDINGS AND RECOMMENDATIONS

Approval by the Committee on Curriculum: November 29, 2016

Approval by the Gen. Ed. Task Force: November 2, 2016

This report in its entirety will be submitted as an attachment to the November Committee on Curriculum Report.

The General Education Assessment Task Force proposes revision of Queensborough's current Educational Objectives (2007) as described below and in the Findings and Recommendations Report attached:

FROM:

EDUCATIONAL OBJECTIVES

1. Communicate effectively through ~~reading, writing, listening and speaking~~
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. Reason quantitatively ~~and mathematically~~ as required in their fields of interest and in everyday life

TO:

GENERAL EDUCATION OUTCOMES
(TO BE ASSESSED ACROSS DISCIPLINES)

1. *Communicate effectively through written and oral forms*
2. *Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.*
3. *Reason quantitatively as required in various fields of interest and in everyday life*
4. *Apply information management and digital technology skills useful for academic research and lifelong learning*
5. *Discipline-Specific Outcomes*

A robust general education is founded on the knowledge,

4. ~~Use~~ information management and technology skills ~~effectively~~ for academic research and lifelong learning
5. Integrate knowledge and skills in their program of study
6. ~~Differentiate and make informed decisions about issues based on~~ multiple value systems
7. Work collaboratively in ~~diverse groups directed at accomplishing~~ learning objectives
8. ~~Use historical or social sciences~~ perspectives to examine formation of ideas, human behavior, social institutions, or social processes
9. ~~Employ~~ concepts and methods of the natural and physical sciences to make informed judgments
10. Apply aesthetic and intellectual criteria ~~in the evaluation or creation of~~ works in the humanities or the arts

concepts, methods and perspectives that students gain through study of the social sciences and history, the natural sciences, the arts and the humanities. These disciplinary studies stimulate intellectual inquiry, global awareness, and cultural and artistic appreciation; they equip students to make informed judgments and engage with life beyond the classroom.

5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments

5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.

5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

OUTCOMES SUPPORTING GENERAL EDUCATION (TO BE ASSESSED IN PROGRAM REVIEW)

- *Integrate knowledge and skills in the program of study*
- *Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.*
- *Work collaboratively to accomplish learning objectives*

ASSESSMENT PROCESS for the General Education Outcomes:

Outcomes 1, 2, 3, and 4: Assess student artifacts from courses across the disciplines using the rubrics created by the Task Force. Assignments, artifacts, and aggregated scores to be kept in electronic repository so results can be reviewed over multiple years.

5. A., 5.B., and 5.C.: Rubrics for these more discipline-specific outcomes will be written in disciplinary clusters and assessed through collection and scoring of student artifacts from designated courses across the disciplinary clusters (by disciplinary scorers using same methods as for Outcomes that are assessed across disciplines college-wide). Courses should be selected from those which students most frequently take to fulfill common core requirements.

ASSESSMENT PROCESS for the Outcomes supporting General Education but assessed within Academic Program Review:

Assess as part of Academic Program Review, incorporated in program outcomes; each program will designate at least one course where each of these outcomes will be assessed at least once every five years.

PLEASE SEE THE ATTACHED REPORT, Findings and Recommendations, for the Rationale.

For Information Only

ENGINEERING SCIENCE

Program Information Catalog Addition for the A.S. in Engineering Science

HEGIS: 5609

NYSED Code: 01521

Effective: Upon approval

Informational Footnote To Be Added To Catalog:

****Students, who due to their initial placement, are required to begin their mathematics studies in a course before MA 441: Calculus I, will require as many as 73 (65+8) credits to complete the degree requirements.**

Rationale: Students who do not initially begin their studies at MA 441, Calculus I, can be required to complete as many as 8 additional credits to satisfy degree requirements. For transparency, CUNY requests that text be added to the college catalog to describe this fact.

Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II (EN 101 and EN 102)	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning (Required: MA 441)	4
REQUIRED CORE: I. C: Life & Physical Sciences (Required: CH 151)	4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course from II.A)	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course from II.B)	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course from II.C)	3
FLEXIBLE CORE: II. D: Individual & Society (Select one course from II.D)	3
FLEXIBLE CORE: II. E: Scientific World (Required: PH 411)	3.5
FLEXIBLE CORE: II: A , B , C , D or E (Required: PH 412)	3

Subtotal 32.5*

**Students are required to take STEM variants in I.B, I.C, and II.E; if students do not take STEM variants in common core, they will have to take additional credits to complete their degree requirements.*

Major

MA 442 and 443 Analytical Geometry II and III	8
MA 451 Differential Equations	4
PH 413 Calculus Physics III	3.5
EE 101 Engineering Design I	1
EE 204 Electric Circuits	3
EE 103 Computer-aided Analysis for Electrical Engineers	2
<i>Computer programming options</i> (select one): PH 240 Computerized Physical Measurement using Graphical Programming OR ET 575 Introduction to C++ Programming Design and Implementation OR ET 505 Introduction to C++ Object Oriented Programming OR CS 101 Algorithmic Problem solving I	3-4
Subtotal	24.5-25.5

Engineering Advised Electives

Students may select from any of the following courses:

<i>Chemical Engin.:</i> CH 152, Gen. Chem. II; CH 251, Organic Chem. I; CH 252, Org. Chem. II	
<i>Civil Engin.:</i> PH 416, Thermodynamics; MT 345, Strength of Materials; MA 461, Linear Algebra	
<i>Electrical Engin.:</i> EE 205, Linear Systems Analysis; PH 416, Thermodynamics; CH 152, Gen. Chem. II; ET 540, Digital Computer Theory I	6.5-7.5
<i>Mechanical Engin.:</i> MT 293, Parametric Computer-aided Design Drafting; PH 416, Thermodynamics; PH 440, Modern Physics; MA 461, Linear Algebra; CH 152, Gen. Chem. II	

Subtotal 8

TOTAL CREDITS REQUIRED 65

5. New Programs

1. New Programs

Proposal to establish a program in Film and Media Production leading to the A.S. Degree

THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN FILM AND MEDIA PRODUCTION LEADING TO THE A.S.
DEGREE

EFFECTIVE FALL_____

SPONSORED BY THE DEPARTMENT OF SPEECH COMMUNICATION AND THEATRE ARTS

APPROVED BY

Dr. Timothy Lynch
Queensborough Community College
Contact: (718) 631-6344
Email: tlynch@qcc.cuny.edu
Signature _____

Name: _____

TABLE OF CONTENTS

I.	EXECUTIVE SUMMARY.....	1
II.	ABSTRACT.....	3
III.	PURPOSE AND GOALS.....	3
IV.	NEEDS AND JUSTIFICATIONS.....	4
V.	STUDENTS.....	
	A. Interest/Demand	
	B. Enrollment Projections	
	C. Admission Requirements	
	D. Anticipated Enrollment	
VI.	CURRICULUM.....	
VII.	COST ASSESSMENT.....	
	A. Faculty	
	B. Facilities and Equipment	
VIII.	APPENDICES:	
APPENDIX A	COURSE DESCRIPTIONS FOR REQUIRED COURSES.....	
APPENDIX B	SYLLABI FOR NEW COURSES.....	
APPENDIX C	PROGRAM CONTENT AND REQUIREMENTS.....	
APPENDIX D	PROGRAM SCHEDULING (SED Form).....	
APPENDIX E	FACULTY TEACHING ASSIGNMENTS (SED Form)...	
APPENDIX F	FACULTY TO BE HIRED (SED Form).....	
APPENDIX G	NEW RESOURCES TABLE (CUNY).....	
APPENDIX H	PROJECTED REVENUE TABLE (CUNY).....	
APPENDIX I	SUPPORTING MATERIALS FOR PROJECTED REVENUE TABLE (CUNY).....	
APPENDIX J	FIVE-YEAR FINANCIAL PROJECTION (CUNY).....	
APPENDIX K	PROJECTED ENROLLMENT.....	
APPENDIX I	TABLES	
APPENDIX M	AVID LEARNING PARTNER BROCHURE	
APPENDIX N	SAMPLE JOB POSTINGS.....	

Executive Summary

The Department of Speech Communication and Theatre Arts proposes an associates degree (A.S.) in Film and Media Production. The program will attract students interested in this burgeoning area of study at colleges CUNY and nationwide. The addition of an A.S. in Film and Media Production would offer intensive preparation for those students who wish to pursue a career or further studies in media production and communication, as well as a desirable secondary skillset in other many other majors and careers. This program would accommodate those who wish, upon graduation, to either enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY. This proposed degree would also increase opportunities for Hispanics, African-Americans, Asians, women and other under-represented minorities in the entertainment industry.^{1&2} The proposed A.S. degree in Film and Media Production will be supported by current courses offered at QCC as well as the addition of three new courses in Speech and Theatre to satisfy various requirements needed for transfer to four-year programs.

Media production is a growing requirement in today's job market. It can include filmmaking, television, game design, animation and programming, graphic design, audio and visual arts, social media, e-publication, advertising and journalism. A recent study, *Projections of Jobs and Education Requirements Through 2020*, by Georgetown University, cites that "the knowledge-domains of high-wage, high-growth, and high-demand occupations include more complex competencies"³ and one of these competencies listed is fluency in the various areas of communication & media, defined as, "Knowledge of media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media."³ In New York City, the entertainment industry has seen "explosive growth over the last year... contributing nearly \$9 billion and over 130,000 jobs."⁴ A popular and growing major on college campuses nationwide, an A.S. degree in Film and Media Production would allow our diverse population of students, who often lack access to state-of-the-art technology and facilities, to acquire 21st century skills in a public university setting, geographically located in a job market for media production second only to the greater Los Angeles area. The New York City Economic Development Council (NYEDC) has established the Center for Economic Transformation that is working with a variety of industries on policy and projects. One of the strategic industry clusters identified by the council is digital media. Considered it's most "advanced innovation cluster," digital media production accounts for many of the new entrepreneurial businesses that would benefit from increased representation from our diverse student body.⁵ Last year, "marked a 40 percent increase compared to the previous year, and a 13 percent growth in TV production brings the tally to 52 series shooting in New York. According to (Julie) Menin (the commissioner of the Mayor's Office of Media and Entertainment), the media and entertainment sector currently encompasses 385,000 area jobs, more than the financial and insurance industries combined."⁶ The city is also about to invest \$136 million to expand production facilities in New York City as current facilities are not enough to keep up with demand.⁷ The Department of Speech Communication and Theatre Arts has also recently received a \$30,000 grant from the New York State Department of Labor Career Advancement funds to develop and implement this course of study as a result of this industry trends. The funding is being used as seed money for the technology needed to develop student skills in advanced media skills such as digital cinematography, post-production and writing for the media. This funding has allowed the department to align coursework with current technological and aesthetic standards utilizing cinema-style cameras with prime and zoom lenses and wired and wireless location sound equipment. This grant also has allowed the department to purchase some lower-cost cameras so students can film projects independently outside of class time, which is an important organizational skill set they will need to succeed in the industry as well additional opportunity to develop their skills and portfolios. Queensborough has recently become an Avid Learning Partner, allowing students in Music to take coursework in the classroom that can help them achieve certification in industry-standard software for music production (ProTools and Sibelius). Speech and Theatre's Multimedia Arts Centre is equipped with AVID's non-linear editing software, Media Composer, so we would be joining the ranks of Columbia, NYU and Brooklyn College in offering coursework that can lead to industry-standard certification and the attendant job opportunities. This course of study will offer intensive preparation for these students who wish to enter the tech and media industries immediately while serving those who wish to continue their studies at four-year institutions in a variety of media and communication-related disciplines including film, television, communication studies and journalism. QCC has also begun the design and bidding process of renovating existing facilities in the Library into a three-camera high definition television studio, allowing for a potential expansion of course offerings so our students can gain experience an industry standard of television production with coursework in three-camera news/documentary production.

Geographically, Queensborough is well situated to serve students interested in this course of study. New York City is one of the media production capitals in the world. This program would serve the interest of the considerable amount of students who have been interested in a career in the media in high school or earlier where an increasing number of institutions that are using media production in the curriculum as well as provide under-represented groups to pursue a career in this area. Indeed, this program would provide many opportunities to do outreach in area high schools, both in person and on the college and departmental websites. New York City is also well-served by numerous initiatives such as the “Made in NY” Production Assistant Program from the Mayor’s Office of Media and Entertainment, Ghetto Film School, Downtown Community Television, Reel Works and The Educational Video Center that bring media production instruction and access to New York City high school students thus many students come to Queensborough looking to further their studies in this area. CUNY offers Digital Media programs at a majority of its campuses including Queens College (Communication Arts and Media, Journalism, Film Studies), Brooklyn College (Film, Television and Radio), York College (Communication Technology), Lehman College (Film and Television Studies, Journalism and Media Communication Studies), City College (Advertising & Public Relations, Film & Video, Journalism, Cinema Studies, Sonic Arts), College of Staten Island, (Cinema Studies, Communication), New York College of Technology (Emerging Media Technologies) and Hunter College (Film, Media). Nearby Digital Media programs are also offered at Old Westbury, Hofstra, C.W. Post, St. John’s, Stony Brook, Adelphi, Purchase and New Paltz. In an historic move, u College just established the first public graduate school on a working film lot where “...women make up half the student population. And typically underrepresented groups, such as Latinos and African-Americans, make up 45 percent.” The proposed program would offer students foundation courses that a would mirror the first two years of B.A. and B.F.A. programs creating the possibility for a path into these existing programs. Articulation and eventually dual/joint agreements would be sought for these programs at York College, Brooklyn College, Lehman College and Old Westbury. Most community colleges in the CUNY system offer some version of this course of study and the addition of this program would put Queensborough in the position to further partnerships with four year institutions and offer our students an opportunity to pursue this course of study while taking advantage of the unique experience Queensborough offers.

ABSTRACT

The Queensborough Community College (QCC) Department of Speech Communication and Theatre Arts proposes an Associate in Science (A.S.) in Film and Media Production. The degree is designed as a transfer degree for those wishing to continue this course of study at four-year programs in and outside of CUNY. Lower division courses in media production are prerequisites for the upper division courses as well as designed to articulate at institutions across CUNY. In addition, this curriculum is designed to provide a solid foundation in the humanities and critical thinking. Media Production is one of the fastest growing skillsets in the job market in New York City so Queensborough is uniquely poised to offer this course of study with a wide variety of career paths for our students who are traditionally under represented in the entertainment industry.

1. Purposes and Goals

The skill set of the 21st century workplace is complex and constantly shifting. As technological changes continue to advance and transform, the ability of our students to master and adapt to these changes, while utilizing the critical thinking skills a college education reinforces, becomes a priority. The Film and Media Production Major is designed for students to access fundamental coursework in video and audio production within a broad Liberal Arts framework that can lead to careers in a variety of fields such as broadcast journalism, public relations, corporate communications and marketing, narrative and documentary production, visual effects, game design, and screenwriting. Film and Media Production, while based in Creative Arts, is also traditionally a skill-oriented discipline. The portfolio of work produced by the student as well as the mastery of specific skills needed to produce all types of media are integral to entry in to the workplace or to continue to a B.A. or B.F.A program. Students completing the A.S. Degree in Film and Media Production fulfill the requirements that prepare them for entry into academically oriented B.A. programs at a variety of institutions within and outside of CUNY. The B.A. path is provides a broad base of general knowledge as well as course work specific to the discipline and complementary to other communications-oriented specializations at the four year level.

2. Needs and Justifications

The Visual and Performing Arts Academy, encompassing Theatre, Music, Dance and Art, has 16.4% growth (Table 1) in degrees awarded with more than half continuing, with a degree, to four-year programs. Digital Art and

Design alone has 7.9% growth in enrollment (Table 2). Historically, of the nine transfer programs offered at QCC, Visual and Performing Arts has the fourth largest amount of degrees awarded from 1962-2015 (Table 3). The needs and justifications a program in Film and Media Production are two-pronged in that the proposed Associate in A.S. degree in Film and Media Production touches many of the goals in the CUNY Master Plan as well as key New York City initiatives as outlined by the New York City Economic Development Corporation¹². Additionally, coordinators in the VAPA Academy have repeatedly discussed great student interest in this course of study being offered. The elective video courses we currently offer are often populated with students from Music and Digital Arts and Design who are seeking more instruction and mentoring in this course of study.

The first mission in the CUNY Master Plan is for CUNY to “Expand its Portals of Opportunity and Access.” CUNY has several approaches to this issue that this degree addresses. College Now and College Discovery have already offered basic media production classes at Queensborough in our Multimedia Lab and a Film and Media Production Program stands to provide a gateway to college courses for those students wishing to pursue studies in the arts, journalism and communication-related majors at QCC. The Master Plan states, “Even so, now more than ever there is a need to strengthen students’ digital skills so that they are prepared for the digital demands of careers and 21st century citizenship.” Expanding access to the fundamentals of emerging technologies to our diverse student body is a priority for CUNY. Our students often lack access to the necessary equipment and technology to pursue this course of study, which is traditionally very expensive to pursue. It is also no secret that women and minorities are woefully under-represented in the entertainment industry. CUNY’s commitment to diversity and affordability puts it in the unique position to address these issues. This degree would offer a solid technological grounding with transferable and buildable skills with a solid Liberal Arts foundation. In a time of rapidly changing technology in media creation, importance will be placed on the fundamental skillset that students can expand and build upon no matter where the future takes them.

Academic success rates and preparation for “...work in a globalized, knowledge-based economy,” are also addressed in the Master Plan. The degree has been designed to articulate with a variety of CUNY colleges. Students could either continue their studies by transferring directly into the four year colleges offering this course of study within CUNY such as York, Queens, Brooklyn, Hunter, City and Lehman College directly or through dual joint degrees as well as being able to enter the workforce directly, though an A.S. degree. This degree track, besides giving our students a competitive edge in the marketplace, would allow for seamless transfer within CUNY to a variety of programs in media, communication and journalism with foundational coursework as well as at such area schools as New York University, The School of Visual Arts, Pratt Institute, Old Westbury, C.W. Post, Purchase, Hofstra and St. John’s. Transfers are a growing percentage of those seeking a baccalaureate in CUNY⁹ and this degree seeks to further CUNY’s mission for a more integrated university.⁹ The program utilizes existing Theatre and Speech courses that have been approved into the Pathways Common Core in Individual and Society (SP 211 Speech Communication) and Creative Expression (FMP 243 American Film History formerly SP 471 American Film History, FMP 244 Elements of Film, formerly SP 472 American Film History II, FMP 245 Introduction to Electronic Media, formerly SP 274 Introduction to Electronic Media and FMP 246 Media Criticism, formerly SP 275 Media Criticism). Fine and Performing Arts are integral in a liberal arts education which has been stated repeatedly, most famously by Steve Jobs in his 2011 address releasing the iPad2, “It is in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.”¹⁴ In 2013 Chief Strategist at Adobe, Mark Randall, talked about how the digital revolution will make this confluence of technology and the liberal arts so vital in that “Thinking will be now more important than knowing.”¹⁶ Queensborough, with its strong tradition of Liberal Arts, unique among community colleges, stands poised to give our students a program that expands on this practice. Film and Media Production would continue in promoting the College’s Mission to “offer Associate Degree and Certificate programs that prepare its students for transfer to four-year institutions and for entry into the job market . . . based on a strong foundation in the liberal arts and sciences.”

While expanding portals of “opportunity and access” for our students to technologically advanced hardware and software that builds experiential learning that addresses core outcomes of reading, critical thinking, writing and information literacy, this program film also address student success with a variety of high impact practices such as collaborative assignments, undergraduate research, service learning, and internships. The program also has the potential to partner with the private sector, which is also addressed in CUNY’s Master Plan. New York City is a leading entertainment production center in the country (Table 4 & 5). The New York City Economic Development Corporations report, Media.NYC.2020 states that, “On a national scale NYC has the largest share of US media jobs. For example, NYC is home to 2.7% of the US population, yet accounts for 20.4% of magazine publisher employment, 15.4% of book publisher employment, 11.5% of motion picture employment, and 11.2% of advertising employment (19.6% of ad agency employment).” Geographically, we are ideally suited to place our

students in internships throughout the New York area with industry leaders as 29 media companies, with revenue of over \$2 billion each, have their corporate headquarters in New York City.² This is more than twice as many as the second most popular media hub, Paris. New York City's economic Development Corporation's 2020 Final Report also states that, "NYC's media ecosystem includes the largest advertisers, the most respected news agencies, and the largest broadcast and cable television networks. Small and mid-sized companies also abound. More than one-third of NYC's media jobs come from companies with 100 or fewer employees; and 46% of media employees work in media companies with 500 or fewer employees." Students will be given the opportunity to develop strengths and skills in experiential learning that enhances and insures professional currency in today's job market.

This program dovetails neatly with initiatives by the University and New York City to provide students access to industry partnerships such as the new CUNY Arts Initiative which includes the CUNY Cultural Corps, where CUNY will partner with New York City's Department of Cultural Affairs to place students as paid interns in the city's museums, studios, theaters, and other cultural institutions. Speech and Theatre is in the process of partnering with Avid Technologies and their Learning Partner Program (Kingsborough and Bronx Community College, City College and Brooklyn College also participate in this program) to offer classes and seminars in film and television editing that would allow students to complete coursework at Queensborough that would enable them to be certified editors, ready to work in a state-of-the art broadcast environment as well as articulate with course work at a variety of four-year institutions in and outside of CUNY. The AVID Learning Partner Program also runs workshops and an internship database for students in the program. New York City has several initiatives in this area.) The "Made in NY" PA Training Program that aims to provide "unemployed and low-income New York City residents with training and placement into entry-level positions in film and television production," and "Promote diversity within New York City's entertainment production workforce." The NYC Media Lab "Seeks to partner companies looking to advance new media technologies with academic institutions undertaking related research." These are some of the industry-aligned programs that will increase access to college degrees and professional development opportunities for our students, improving, their long-term career prospects⁹. Brooklyn College has taken "connecting the curriculum to the workplace"⁹ even further in recently establishing the only graduate film program on a working film lot, Steiner Studios, in Brooklyn.

Finally, the degree addresses key points in providing students with updated curriculum and pedagogy that fosters digital literacy. The proposed Film and Media Production degree also serves the College Mission to "function as a community resource by serving the educational, professional and cultural needs of the general community." Lifelong learning is a given in the entertainment industry as it is constantly shifting and changing course as technology changes. The demand for the skills addressed by the CUNY Jobs Task Force's report from 2012 include "written and oral communication skills," "creativity and curiosity and a broad understanding of the world that is often obtained from a well-rounded liberal education," "business process skills, including project management," process management, and client management, learning agility and flexibility, such as the ability to change course and learn on the job," and "previous exposure to work." These are all learning goals addressed in the Film and Media Production A.S. A career in media today can take a student in many directions. An editor must be responsive to the needs of a client and be able to creatively solve problems in a collaborative environment. A cinematographer must learn new techniques as technology changes. A writer must adjust to changing technology while considering his or her audience. A public relations executive must make creative decisions while managing a marketing campaign. The "broad knowledge across fields" while honing a specific set of skills is a key component of a Film and Media Production specialty.

The program is designed to accommodate this and future-proof the coursework as much as possible. The Multimedia Lab in H-122 includes a desktop teacher's station, 16 student 27" iMacs running editing and imaging software (Adobe Creative Suite and AVID Media Composer) as well as Storyboard Quick and Final Draft for planning and screenwriting. These computers also service various speech communication classes integrating technology into their curriculum with PowerPoint and Camtasia as well as basic audio editing with Audacity with our vocal booth. Recently, the grant from the New York State Department of Labor Career Advancement funds has allowed the department to upgrade its camera and sound equipment to cinema-style high definition cameras and digital single lens reflex cameras (DSLRs) with an assortment of prime and zoom lenses that allow us to teach to current trends in image creation both in baccalaureate programs as well as in the field. We have also upgraded our sound and lighting equipment. Importantly, the Media Lab has also been outfitted with a state of the art NAS AVID Isis server, commonly used in newsrooms and ad agencies, giving the lab the capability to edit and collaborate in real time HD video. The department has two faculty certified as trainer in AVID Media Composer, an industry standard in post-production. The department is aiming to become an AVID Learning Partner, like BMCC, City College, Brooklyn College and Kingsborough Community College, to be able to offer low cost

certification and access to workshops and internships to our students. Our goal is to establish a program that prepares our students to be able to enter a professional situation or four-year program with a solid skillset in writing, directing, shooting and editing digital media. With the facilities available, we seek to turn out flexible, grounded students, experienced in the creation of media from the creative and technical standpoints. The introductory production class, FMP 130 Introduction to Digital Media Production (formerly SP 130 Video Production I), FMP 245 Introduction to Electronic Media, (formerly SP 274 Introduction to Electronic Media) and FMP 246 Media Criticism (formerly SP 275 Media Criticism) have successfully incorporated high-impact learning strategies such as Service Learning, and Writing-Intensive coursework.

3. Students

A. Student interest

The Academy in Visual and Performing Arts builds upon the unique assets of the college in these areas. The college has a growing Theatre Program that has achieved the prestigious external certification with National Association of Schools of Theatre (NAST) and a well established and expanding Digital Art and Design major that is also pursuing external certification with the National Association of Schools of Art and Design or NASAD. QCC also has a thriving Music Production program. Both the Music and Digital Art and Design programs stand to provide great opportunity for collaboration with a Media Production track of study. The existence of these programs as well as QCC's first-rate art gallery, theatre and music facilities and the Queensborough Performing Arts Center, a valuable presenting entity providing a cultural magnet that attracts the community, all create an excellent base to create a Media Production track of study that would augment and complement various field of study at Queensborough. Since the establishment of the Visual And Performing Arts Academy, an increasing number of students interested in pursuing careers and transfers programs in the arts are enrolling to QCC. This will only increase with the rigorous and prestigious external certifications from NAST and NASAD.

B. Anticipated enrollment and sources

Demand for Speech and Theatre courses is high as many serve the general education core of the college as part of the Pathways Common Core with seven (7) courses in the Creative expression category (American Film History I & II, Introduction to Electronic Media, Media Criticism, Oral Performance for the Actor, Introduction to Theatre and Acting I) and one (1) in the Individual and Society category (Speech Communication). Full time enrollment in the Digital Art and Design program is up 38%. Art and Design also recently revamped of their credit hours to enhance the transferability of their courses. New courses within Film and Media Production will all be designed to transfer to a variety of four-year colleges. The flexibility in electives in Art and Design, Music and English will enable students to pursue fundamental coursework for transfer in a variety of majors such as Communications, Film and Television Production, Journalism and Public Relations where an up to date skillset and a strong Liberal Arts background are highly desired.

Media Studies/Production has been mentioned as far back as 2008 in the report detailing the future priorities of the Fine and Performing Arts as a result of the Academic Program review in 2008.¹⁷ It states "A Media Studies curriculum would be an interdisciplinary program utilizing the talents and resources of several other departments: Art and Photography, Music, Social Science and English being the most prominent. The end result would be both a stand alone curriculum and enhanced facilities benefiting all of the arts-centered programs." The most recent external review of Art and Design addressed the area of Media Production as an area that needs to be developed for the college to remain competitive in the Arts and Technology.¹⁸ Nationally, degrees conferred in Communication-related majors, that often include media production as well as communication, journalism, public relations and film studies, has risen 15% in the last ten years while Visual and Performing Arts degrees are up by 18%. (Table 6)

4. Curriculum

For their general education requirements, students will follow the Pathways Common Core structure. Many B.A. programs and most B.F.A. programs require that students in one area of the visual or performing arts take a course in the other arts. As part of general education and major courses, students will take a course in one of arts other than their major. Completion of these requirements strengthens the QCC graduate's potential for success even with the many variances within each field of study.

The program will enable students to meet Queensborough's General Education Goals and Objectives. All associate degree students at Queensborough must complete two Writing Intensive (WI) courses.

5. Course Requirements:

PROPOSED A.S. in FILM AND MEDIA PRODUCTION

QCC A.S. FILM AND MEDIA PRODUCTION	No. of Credits	Is this a new Course ?	Is this a revised course?
Gen Ed: Required Core			
Required Core 1A			
EN-103 Writing for New Media	3	No	No
EN-102 English Composition II	3	No	No
Required Core 1B Mathematical and Quantitative Reasoning (Recommend MA-321 Mathematics in Contemporary Society)*	3	No	No
Required Core 1C Life and Physical Sciences*	3	No	No
Gen Ed: Flexible Core			
Flexible Core 2A World Cultures and Global Issues*	3	No	No
Flexible Core 2B U.S. Experience in Its Diversity (Recommended SP 211 Speech Communication)*	3	No	No
Flexible Core 2C Creative Expression (SP 321 Oral Performance for the Actor and Speaker or FMP 243 American Film History or FMP 244 Elements of Film recommended)*	3	No	No
Flexible Core 2D Individual and Society*	3	No	No
Flexible Core 2E Scientific World*	3	No	No
Flexible Core 2A, B, C,D, OR E*	3	No	No
GENERAL EDUCATION SUBTOTAL	30		
Requirements for the Major			
SP 211 Speech Communication (if taken in Pathways, fulfills major requirement)	3	No	No
FMP 141 Introduction to Digital Media Production	3	No	Yes
FMP 241 Digital Media Field Production	3	No	Yes
FMP 242 Writing for the Screen	3	Yes	Yes
FMP 245 Introduction to Electronic Media	3	No	Yes
FMP 341 Editing	3	Yes	No
FMP 342 Television Studio Production	3	Yes	No
FMP 246 Media Criticism	3	No	Yes
Program Elective (Recommended FMP 243 American Film History or FMP 244 Elements of Film, TH 111 Introduction to Theatre, TH 120, TH 131, TH 133; if taken in core choose from: ENGL 242 Documentary Film: The New Journalism, ENGL-220 Introduction to Creative Writing, ENGL 221 Creative Writing: Fiction, ENGL 222 Creative Writing:	3	No	No

Poetry, ENGL 252 Film and Literature, ARTS 141 Introduction to Photography)			
HE 101: Health	2	No	No
Lab Science	1	No	No
SUBTOTAL TOWARD MAJOR	30		
TOTAL CREDITS REQUIRED FOR A.S.	60		

ARTICULATION AGREEMENTS

Students who complete the program will be able to transfer into a Baccalaureate programs in Film and Media Production, Communication and Journalism, where a deeper knowledge and exposure to their creative discipline will make a career in their chosen field more accessible. **Discussions are ongoing with Brooklyn and Lehman Colleges for an articulation agreement.** In the future, the department would like to negotiate dual/joint degrees in CUNY and the program has been designed to fulfill many requirements across the various CUNY programs in this area.

COST ASSESSMENT

Recently, the department became the recipient of \$30,000 in Career Advancement funds from the New York State Department of Labor. This grant has allowed for the purchase equipment that allows the department to teach the advanced production courses as well as equipment students can check out for approved projects. This seed money will greatly add to the student experience and better prepare them for their coursework at four-year schools within CUNY as well as many digital media programs outside of the system. The ability for our students in accessing production equipment as much as possible is also vital experience for the job market in teaching responsibility, established procedure and workplace protocol in media production. The college is also in the process of soliciting bids for renovation of LB 16, eventually returning it to its original use as a small television studio/performance space. The Multimedia Lab has also recently had computer and server upgrades. In the future, equipment will need maintenance and replacement as things wear out over a normal amount of time. Therefore, some sort of budget for yearly maintenance and/or replacement would have to be in place. The program could also raise additional monies by offering editing software certification in AVID, a highly desirable accreditation in the media field, either through the department or Continuing Education. Becoming an AVID Learning Partner would offer complementary upgrades on software for the lab as part of the program as well as all the other benefits previously described. This costs approximately \$1600/year, which would be shared by the Music Production Program as they also use AVID Technologies software and teach course work leading to certification in ProTools and Sibelius.

A. Faculty

Faculty will be drawn from existing faculty at QCC at this time. According to the February, 2008 External Reviewers' Report of the Programs in the Fine and Performing Arts at QCC:

- Faculty across all arts disciplines are well credentialed with the vast majority holding appropriate terminal degrees.
- Faculty are professionally active with an impressive record of exhibition, directing, producing, performance and composition.
- Junior faculty are accorded reduced teaching load to assist in professional development.
- Full time faculty are complemented by part time faculty who bring unique expertise to aid in the diversity and depth of educational experience.
- Students hold faculty in high regard and are impressed by their concern for them as individuals and for their accessibility.

QCC employs highly qualified faculty. Every member of the full-time faculty holds an advanced degree or its equivalent. Nearly 60% hold the doctorate, as compared to the national average for community colleges, which is 13%. Due to its proximity to the major cultural institutions throughout the five boroughs of New York City, QCC is able to draw highly qualified faculty within the visual and performing arts. Many of the faculty members in the visual and performing arts at QCC are professionals in the photography, video, fine arts, dance, and theatre arts. Speech Communication and Theatre Arts has 9 full-time tenured and tenure-track faculty members, 4 Lecturers and two Senior CLTs. 86% of our faculty hold the terminal degree or equivalent in their field. This compares well to the already high college-wide average of approximately 80%. Their academic ranks include one Professor, two Associate Professors, six Assistant Professors and four Lecturers.

C. Library and Instructional Materials

Existing Library and Instructional material presently utilized for the A.S. Degree in Visual and Performing arts will be utilized for this degree.

EVALUATION

Progress of the program will be monitored by the department with emphasis on enrollment patterns, retention and graduation rates. The program will be formally reviewed after five years using Queensborough Community College's academic program review process. The template for program self study includes an analysis of curriculum content, faculty credentials and development, student enrollment, retention and graduation rates, articulations, student learning outcomes measured against program objectives, academic/student life support services, and fiscal resources. An external evaluator will read the self-study, come to the campus to meet with faculty, staff and students, and prepare an evaluative report. Following the report, the sponsoring academic departments prepare an action plan that is presented to the Vice President for Academic Affairs and the President for review and subsequent action.

Works Cited:

1. Deggans, Eric. "Hollywood Has A Major Diversity Problem, USC Study Finds." NPR, NPR, 22 Feb. 2016, www.npr.org/. Web.
2. Stacy L. Smith, PhD, Marc Choueiti, Katherine Pieper, PhD, *Inclusion or Invisibility? Comprehensive Annenberg Report on Diversity in Entertainment*. Institute for Diversity and Empowerment at Annenberg. USC Annenberg, School for Communication and Journalism. Feb. 2016. Web
3. *Projections of Jobs and Education Requirements Through 2020*. Publication. Georgetown University, Center on Education and Workforce, June 2013. Web
4. NYC Mayor's Office of Media and Entertainment. www1.nyc.gov/site/mome/about/agency.page.
5. *New York City Regional Economic Development Council Strategic Plan*. Rep. New York City Regional Economic Development Council, 14 Nov. 2011. Web.
6. Stapinski, Helene. "What Does a Diverse Hollywood Look Like? This Brooklyn Film School." *The New York Times*, *The New York Times*, 28 Feb. 2017. Web.
7. Cox, Gordon. "New York City to Add 100,000 Sq. Feet Production Facility for Film and TV in New \$136 Million Campus." *Variety*. *Variety*, 14 Feb. 2017
8. *Queensborough Community College 2015-2016 Factbook*. Rep. The Office of Institutional Research, 2014. Web.
9. *The Connected University CUNY Master Plan 2016-2020* Web.
10. *27-0000 Arts, Design, Entertainment, Sports, and Media Occupations (Major Group)*. U.S. Bureau of Labor Statistics. U.S. Bureau of Labor Statistics. Web.
11. *U.S. Department of Education. Institute of Education Sciences. Digest of Education Statistics*. Institute of Education Sciences, 2012. Web
12. Strauss, Steven, Kristy Sundjaja, Peter Robinson, and Andrew Chen. *Media.NYC.2020*. Rep. New York City Economic Development Corporation, 2012. Web.
13. *27-0000 Arts, Design, Entertainment, Sports, and Media Occupations (Major Group)*. U.S. Bureau of Labor Statistics. U.S. Bureau of Labor Statistics, n.d. Web. 13 Jan. 2015.
14. Lehrer, Jonah. "Steve Jobs: "Technology Alone Is Not Enough"." *New Yorker.com*. Conde Nast, 7 Oct. 2011. Web. 13 Jan. 2015.
15. *Made in NY - Mayor's Office of Film, Theatre & Broadcasting - About*." *Made in NY - Mayor's Office of Film, Theatre & Broadcasting - About*. nyc.gov, n.d. Web.
16. Mack, Anissa and Rogers, Bob. *Digital Art and Design Action Plan*. *Art and Design, Queensborough Community College*. May 2014. Web
17. McDonald, Jillian. *Digital Arts and Design Program at Queensborough Community College*. May 23, 2014. Web.
18. Fine and Performing Arts Academic Program Review. Rep. The Office of Institutional Research, Spring 2008. Web.
19. Tessandier, Axelle. "The Daily Riff - BE SMARTER. ABOUT EDUCATION." *Steve Jobs: Liberal Arts Essential for Innovation*. N.p., 22 Oct. 2013. Web. 11 Jan. 2015.

APPENDIX A

COURSE DESCRIPTIONS FOR REQUIRED COURSES

ENGL 103 Writing for New Media (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY Writing and Reading tests. Note: Credit will not be given to students who have successfully completed ENGL-101. Students will study and practice writing in Digital Media. They will concentrate on producing clearly and effectively written formal essays with the goal of learning how to communicate in the World Wide Web and e-mail environments. Particular attention will be given to the process of writing, including the use of informal writing strategies. Proficiency in standard grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements will be stressed in the context of preparing essays, arguments, hyperlinked and other new media document

ENGL 102 English Composition II: Introduction to Literature (1A² 1) 3 class hours 1 conference hour 3 credits Prerequisite: ENGL-101

Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

SP 211 Speech Communication (2B1) 3 class hours - 3 credits - Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP-020, or SP-005 and/or SP-006

This course introduces students to the principles and practices of contemporary forms of public speaking in the United States. Selecting topics from current U.S. society and or American history, students will perform research and gather credible evidence from both primary and secondary U.S. sources to create both informative and persuasive speeches. Students are also asked to employ methods taught in this course to analyze both historical and contemporary U.S. rhetoric for authenticity, organizational structure, target audiences and effectiveness as a means of persuasion or communication. Enrollment limited to 22 students.

FMP 245 Introduction to Electronic Media (formerly **SP 274 Introduction to Electronic Media**) (2C2) 3 class hours - 3 credits - Prerequisite: BE-112 (BE-205), BE-122 (BE-226), or satisfactory score on the CUNY Assessment Test

Introduction to Electronic Media is an introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influences on popular culture. This class is a designated Writing Intensive (WI) course.

FMP 246 Media Criticism (formerly **SP 275 Media Criticism**) (2C2) 3 hours - 3 credits- Offered in Fall Prerequisites: BE-112 (BE-205) and BE-122 (BE-226)

Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and discussion of these theories, students will analyze and write critically about the influences of mediated images on society.

SP 321 Oral Performance for the Actor and Speaker (2C2) 3 class hours - 3 credits.

Designed to improve the interpretation skills of actors, speakers, and those individuals desiring to improve the level of their individual oral expression for personal or professional reasons. Techniques of reading aloud from plays, poetry, prose, and essay. Practice in conveying information, projecting ideas, creating emotions, and interpreting from the script and oral interpretation as a means of developing literary criticism and discrimination.

FMP 141 Introduction to Digital Media Production (Formerly SP 130 Video Production I) 2 class hours 2 lab hours - 3 credits - Offered in Fall. Prerequisites: BE-112 (BE-205), BE-122 (BE-226) or satisfactory score on CUNY assessment test.

Introduction to Digital Media Production 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.

FMP 241 Digital Media Field Production (formerly SP 231 Video Production II) 2 Class hours, 2 lab hours.- 3 credits Offered in the spring. Prerequisites: FMP 141:

Digital Media Field Production 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.

FMP 242 Writing for the Screen (new course) 3 class hours -3 credits - Prerequisites: ENGL 101 or 103.

Writing for the Screen is a mid-level course in the theory and practice of writing for the film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

FMP 341 Editing (new course) 2 class hours, 2 lab hours 3 credits Prerequisites: FMP 241.

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

FMP 342 Television Studio Production (new course) 2 class hours, 2 lab hours - 3 credits - Prerequisites:

FMP241. Television Studio Production is an upper-level course the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

APPENDIX A

COURSE DESCRIPTIONS FOR REQUIRED COURSES

ENGL 103 Writing for New Media (1A¹) 3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY Writing and Reading tests. Note: Credit will not be given to students who have successfully completed ENGL-101. Students will study and practice writing in Digital Media. They will concentrate on producing clearly and effectively written formal essays with the goal of learning how to communicate in the World Wide Web and e-mail environments. Particular attention will be given to the process of writing, including the use of informal writing strategies. Proficiency in standard grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements will be stressed in the context of preparing essays, arguments, hyperlinked and other new media document

ENGL 102 English Composition II: Introduction to Literature (1A² 1) 3 class hours 1 conference hour 3 credits Prerequisite: ENGL-101

Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

SP 211 Speech Communication (2B1) 3 class hours 3 credits Prerequisite: satisfactory completion of Speech Placement Test, or successful completion of SP-020, or SP-005 and/or SP-006

This course introduces students to the principles and practices of contemporary forms of public speaking in the United States. Selecting topics from current U.S. society and or American history, students will perform research and gather credible evidence from both primary and secondary U.S. sources to create both informative and persuasive speeches. Students are also asked to employ methods taught in this course to analyze both historical and contemporary U.S. rhetoric for authenticity, organizational structure, target audiences and effectiveness as a means of persuasion or communication. Enrollment limited to 22 students.

FMP 245 Introduction to Electronic Media (formerly **SP 274 Introduction to Electronic Media**) (2C2) 3 class hours 3 credits Prerequisite: BE-112 (or BE-205) and BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

An introduction to the history, growth, development and practices of media technology. Students develop an understanding of the growth and development of electronic media. Historic context of mass media including print, film, television, video games, and the Internet are examined with attention given to economic, legal and creative forces as well as their influences on popular culture. This class is a designated Writing Intensive (WI) course.

FMP 246 Media Criticism (formerly **SP 275 Media Criticism**) (2C2) 3 hours 3 credits Offered in Fall Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

Theories of mass culture will be introduced and applied to a diverse selection of media such as film, television, video games and the Internet. In the identification, examination and discussion of these theories, students will analyze and write critically about the influences of mediated images on society.

SP 321 Oral Performance for the Actor and Speaker (2C2) 3 class hours 3 credits

Designed to improve the interpretation skills of actors, speakers, and those individuals desiring to improve the level of their individual oral expression for personal or professional reasons. Techniques of reading aloud from plays, poetry, prose, and essay. Practice in conveying information, projecting ideas, creating emotions, and interpreting from the script and oral interpretation as a means of developing literary criticism and discrimination.

FMP 141 Introduction to Digital Media Production (Formerly **SP 130 Video Production I**) 2 class hours 2 lab hours 3 credits Offered in Fall Prerequisites: BE-112 (or BE-205) and BE-122 (or BE-226)

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.

FMP 241 Digital Media Field Production (formerly **SP 231 Video Production II**) 2 Class hours, 2 lab hours. 3 credits

Digital Media Field Production 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.

FMP 242 Writing for the Screen (new course) 3 class hours, 3 credit

Writing for the Screen is a mid-level course in the theory and practice of writing for the film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

FMP 341 Editing (new course) 2 class hours, 2 lab hours 3 credits

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

FMP 342 Television Studio Production (new course) 2 class hours, 2 lab hours 3 credits

Television Studio Production is an upper-level course the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

**APPENDIX B
NEW COURSE SYLLABI**

1. Department: Speech Communication and Theatre Arts	
2. Course, prefix, number, & title:	FMP 241 Digital Media Field Production
3. Hours (Class, recitation, Laboratory, studio) & Credits:	2 class hours, 2 lab hours, 3 credits
4. Pre-requisites (if any):	FMP 141: Introduction to Digital Media Production (Formerly SP130) (in Form01)
Co-requisites (if any):	none

5. Course Description in college catalog:

Digital Media Field Production is an intermediate level course in film and media arts production. Students will learn single camera set up, lighting and audio techniques in remote production for short fiction and documentary films as well as advanced skills in pre-production, screenwriting, directing, and editing. All students will construct storyboards, write scripts, direct films, and edit their own projects in the class.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

7. Academic program outcomes addressed by this course:

Note: Program outcomes may include:

- *Integrate knowledge and skills in the program of study*
- *Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.*
- *Work collaboratively to accomplish learning objectives*
- Students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in the production of filmed media.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in producing fiction and non-fiction media, and satisfies their drive toward expression.

8. General Education Outcomes: Check those that will be assessed.

X	1. Communicate effectively through written and oral forms
<input type="checkbox"/>	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
<input type="checkbox"/>	3. Reason quantitatively as required in various fields of interest and in everyday life
X	4. Apply information management and digital technology skills useful for academic research and lifelong learning
	5. Discipline-Specific Outcomes:
<input type="checkbox"/>	5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments

	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)	Briefly describe activities in the course which help students meet each of these General Education Outcomes
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise scripts and shot lists for short individual and group projects. In-class critiques, both oral and written will be incorporated as well as practical labs. There will be low, middle and high stakes filmed assignments in a variety of formats. Students will rotate crew positions on set to develop critical thinking, collaboration and oral communications skills in a professional field production environment.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will develop necessary research skills to research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production. Students will also learn to research and evaluate various modes of digital distribution and dissemination.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

10. Course student learning outcomes:

Students will demonstrate a technological skill set and comprehend its application across curricular disciplines

Students will think and write critically about media design and creation

Students will edit and master studio productions with instructor and peer feedback

Students will demonstrate an understanding of advanced techniques and methodology involved working on a three-camera television shoot

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
------	--------	---

1.	Orientation & Camera & Accessories Review	Students will review focus, filters and apply them to cine-style field cameras and work with learn advanced Camera functions, supports, and prime lenses.
2.	Scripting the Segment	Students will learn and apply the three act structure to a visual storytelling project.
3.	Directing the Segment	Students will practice directing exercises to gain knowledge in working with talent and crew members.
4.	Pitching the Project Project Proposals Due	Students will write and assemble the script for a collaborative project.
5.	Previsualization and Pre-production	Students will break down the script, write a shot list and storyboards.
6.	Cinematography Review Composition, Mise en Scene	Lighting techniques and field strategies will be practiced when composing the frame.
7.	Audio	Students will explore and practice the aesthetics of sound design, recording field audio with mixers, wireless and wire microphones..
8.	Advanced Editing I	Introduction to AVID Media Composer. Starting a project, rough cuts and refining the edit will be covered.
9.	Lighting in the Field	Practicum for lighting in a variety of field production situations.
10.	Advanced Editing 2	Cutting dialogue and m in AVID Media Composer.
11.	Practicum and Demonstration Shooting the Segment – Lecture and Lab Practice	Students will function as crew for a documentary segment.
12.	Production/Filming Lab	Students will function as crew for filming the final projects.
13.	Production/Filming Lab	Students continue to film projects and interstitial elements.
14.	Editing Lab	Students will edit final projects and insert graphics, b-roll, interstitial elements and titles.
15.	Final Exam: View and Critique Final Projects	Students will present and critique final individual projects.

12. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Walter Murch, In the Blink of an Eye, ISBN-13: 978-1879505629
Mick Hurbis Cherrier, Voice & Vision: A Creative Approach to Narrative Film and DV Production 2nd Edition, ISBN-13: 978-0240811581
Media Composer Editing Essentials, v8
Lighting for Cinematography: A Practical Guide to the Art and Craft of Lighting for the Moving Image (Cinetch Guides to the Film Crafts) by David Landau

13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Practical Labs
Quizzes
Group Projects
Midterm Exam
Final Project/Exam
Homework assignments

14. Required Attire (if applicable):

N/A

15. Other expectations for student performance (if applicable):

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):

Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted toward a WU grade.

16. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates.

Plagiarism will not be tolerated. Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at

http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

17. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257 to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: <http://www.qcc.cuny.edu/SSD/>.

OPTIONAL (May be included by instructors.)

Student Life, services: <http://www.qcc.cuny.edu/current-students/index.html>

Single Stop: <http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

1. **Department:** Speech Communication and Theatre Arts
2. **Course, prefix, number, & title:** FMP 242 Writing for the Screen
3. **Hours (Class, recitation, Laboratory, studio) & Credits:** 3 class hours, 3 credits
4. **Pre-requisites (if any):** ENGL 101 or ENGL103
- Co-requisites (if any):** None

5. Course Description in college catalog:

Writing for the Screen is a mid-level course in the theory and practice of writing for film, television and the web. Students will develop, workshop and write scripts for a variety of productions including but not limited to short film, documentary, episodic television and the web series. This course is Writing Intensive (WI).

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in Speech and Theatre.

7. Academic program outcomes addressed by this course:

Note: Program outcomes may include:

- *Integrate knowledge and skills in the program of study*
- *Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.*
- *Work collaboratively to accomplish learning objectives*
- Students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in the production of media such as film, television, radio, and the Internet.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in writing for filmed media including film, television, radio, and the Internet.
- Students will integrate personal observation and objective criticism in the evolution of their artistic work.
- Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in writing for the screen in fiction and non-fiction, and satisfies their drive toward expression.

8. General Education Outcomes: Check those that will be assessed.

X	1. Communicate effectively through written and oral forms
	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
	3. Reason quantitatively as required in various fields of interest and in everyday life
X	4. Apply information management and digital technology skills useful for academic research and lifelong learning
	5. Discipline-Specific Outcomes:
	5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments
	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)	Briefly describe activities in the course which help students meet each of these General Education Outcomes
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise low, mid and high stakes writing assignments for a variety of different types of filmed communication. Students will complete weekly writing assignments designed to demonstrate comprehension of and proficiency with course concepts. Students will complete several scripts working through a process of revisions to demonstrate comprehension of and proficiency with course concepts and storytelling, through cinematic techniques.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students do electronic research for and to evaluate script ideas and concepts. Students will also learn how to research Copyright, Fair Use and legal concepts as they relate to writing for the screen. Students will also utilize digital collaboration and research skills for incorporation into scripted projects.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	Students will make informed judgments of filmic and artistic aesthetics through in-class critiques and evaluations of student and other work as well as extensive solo and collaborative written projects.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:	X	

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

10. Course student learning outcomes:

Students will be aware of the evolving nature of the filmed communication and how various technical elements play a part in filmic communication.

Students will think and write critically about written communication on the screen.

Students will learn to write a variety of writing for the screen and produce several short screenplays.

Students will demonstrate an understanding of screenwriting mechanics and aesthetics.

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Creating the Story; Screenplay Structure; Tools	Assigned reading of a short film script for analysis; Intro to Final Draft & Celtex.

2.	Types of Scripts: Film, Episodic Television & the Web Series	Screenings of different formats and discussion.
	The Story Spine; The Plot Driven Story vs. The Character Driven	Analysis of plot and character-driven films.
3.	Story Synopsis; The Master Scene Outline Anatomy of a Scene; Subplots	Scene outline lab.
4.	Writing Visually; Real Dialogue vs Reel Dialogue	Critique scene outlines. Written exercises in dialogue construction.
5.	Readings and Workshop	Critique dialogue exercises.
6.	Readings and Workshop	Scripts are read and critiqued in class.
7.	Pitches & Loglines	Students learn to craft different pitches and loglines according to format.
8.	Project Pitches & Critiques	Students will pitch projects to the class and receive feedback. Scripts will be refined.
9.	Workshop of Script	Scripts are read and critiqued in class
10.	Workshop of Script	Scripts are read and critiqued in class
11.	Writing for the Audience	Research audience statistics and demographics.
12.	Final Script Pitches	Students orally pitch written scripts for final project.
13.	Group Feedback and Discussion	Scripts are read and critiqued in class
14.	Group Feedback and Discussion	Scripts are read and critiqued in class
15.	Final Exam	Final Exam

12.

Screenplay: The Foundations of Screenwriting, Syd Field, ISBN 978-03853390
 Your Screenplay Sucks: 100 Ways to Make It Great, William M. Akers, ISBN : 978-1932907452
 Poetics, Aristotle, ISBN 978-0140446364

Students must access freeware Final Draft in creating scripts.

13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Writing Assignments
 Group Projects
 Midterm Exam
 Final Project/Exam
 Homework assignments

14. Required Attire (if applicable):

N/A

15. Other expectations for student performance (if applicable):

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):
 Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted toward a WU grade.

16. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates.
Plagiarism will not be tolerated. Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of

Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

17. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257 to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: <http://www.qcc.cuny.edu/SSD/>.

OPTIONAL *(May be included by instructors.)*

Student Life, services: <http://www.qcc.cuny.edu/current-students/index.html>

Single Stop: <http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

1. **Department:** Speech Communication and Theatre Arts
2. **Course, prefix, number, & title:** FMP 341 Editing
3. **Hours (Class, recitation, Laboratory, studio) & Credits:** 2 class hours, 2 lab hours, 3 credits
4. **Pre-requisites (if any):** FMP 241 Digital Media Field Production
- Co-requisites (if any):** None

5. Course Description in college catalog:

Editing is an upper-level course in advanced digital non-linear editing for film, television and the web. Using current industry-standard editing software, students will edit individual and group filmed projects and learn techniques in titles, motion graphics and color correction.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new A.S. in Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

7. Academic program outcomes addressed by this course:

Note: Program outcomes may include:

- *Integrate knowledge and skills in the program of study*
- *Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.*
- *Work collaboratively to accomplish learning objectives*
 - Students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in filmed media.
 - Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
 - Students will integrate personal observation and objective criticism in the evolution of their artistic work.
 - Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in editing and post-production of fiction and non-fiction media, and satisfies their drive toward expression.

8. General Education Outcomes: Check those that will be assessed.

X	1. Communicate effectively through written and oral forms
	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
	3. Reason quantitatively as required in various fields of interest and in everyday life
X	4. Apply information management and digital technology skills useful for academic research and lifelong learning
	5. Discipline-Specific Outcomes:
	5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments
	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)

Briefly describe activities in the course which help students meet each of these General Education Outcomes

Integrate knowledge and skills in their program of study	Through a variety of low, middle and high stakes assignments, students will develop proficiency with non-linear editing techniques and concepts, scripting for editing, basic sound editing, graphics, color correction and effects, building on existing skills in multimedia production, post-production and distribution in contemporary production and post-production. Students will complete a variety of practical scripted projects utilizing new and archival footage to apply these techniques and concepts.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production concerning archival footage, music and other digital elements. Attribution as well as how to research and evaluate digital elements for use in the digital post-production workflow will be covered..
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

10. Course student learning outcomes:

Students will demonstrate a technological skill set in non-linear video editing, digital sound editing, color correction, graphics and effects as well as comprehend its application across curricular disciplines. Students will work individually and collaboratively on digital media projects in research, filming and editing capacities. Edit, and output short video projects, organizing footage and modifying it into a coherent sequence, adding titles, elementary effects and perform basic sound mixing functions with sound effects, music and dialogue.

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	HD Formats; Visual Aesthetics and Editing	Sample lab for settings, formats and outputs from Avid and Adobe Premiere
2.	Lab Practice/Class Shoot	Class will shoot scenario with different lenses and lighting set ups.

3.	Review Avid Media Composer, Edit Scenarios	Edit and Critique Scenes
4.	Additional Elements: Copyright, Fair Use; Using Archives	Students will assemble a project using archival elements and copyright elements that fall under Fair Use.
5.	Working from the Script	Students will cut elements together as per an assigned script
6.	Refining the Edit: Pacing, Rhythm, Continuity	Examples of continuity editing, match on action and jump cuts will be examined. Students will create a unique edit with existing footage
7.	Cutting Dialogue and Music	Sample scenes will be cut with concepts of overlapping and mixing sounds to enhance the edit.
8.	Layering the Cut	Workflow for layering music, effects, text and graphics in the edit
9.	Graphics & Effects, Part I	Titles and graphics will be added to existing scenes.
10.	Graphics & Effects, Part II	Students will learn and practice
11.	Color Correction	Sample scenes will be adjusted for color grading and correction.
12.	Pitch and Critique Individual Projects	Individual final projects will be pitched to the class. Pitches will be critiqued and finalized.
13.	Lab for Final Projects	Students will critique and refine final projects.
14.	Lab for Final Projects	Students will critique and refine final projects.
15.	Final Exam	Final Exam

12. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Media Composer Editing Essentials v8, The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age, ISBN 978-2951360709

13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Practical Labs
 Quizzes
 Individual & Group Projects
 Midterm Exam
 Final Project
 Homework assignments

14. Required Attire (if applicable):

N/A

15. Other expectations for student performance (if applicable):

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):
 Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted toward a WU grade.

16. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates.

Plagiarism will not be tolerated. Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

17. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257 to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: <http://www.qcc.cuny.edu/SSD/>.

OPTIONAL (*May be included by instructors.*)

Student Life, services: <http://www.qcc.cuny.edu/current-students/index.html>

Single Stop: <http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

1. Department: Speech Communication and Theatre Arts	
2. Course, prefix, number, & title:	FMP 342 Television Studio Production
3. Hours (Class, recitation, Laboratory, studio) & Credits:	2 class hours, 2 lab hours, 3 credits
4. Pre-requisites (if any):	FMP 241 Digital Media Field Production
Co-requisites (if any):	None

5. Course Description in college catalog:

Television Studio Production is an upper-level course in the theory and practice of production in a three-camera HD television studio. Students will write, direct and produce short, filmed projects in the television studio. Students will learn directing, camera operation, switching, audio, lighting, and in-camera editing for film and television.

6. Academic programs for which this course is required:

This course will be incorporated as a requirement in the new Film and Media Production degree in the Department of Speech Communication and Theatre Arts.

7. Academic program outcomes addressed by this course:

Note: Program outcomes may include:

- *Integrate knowledge and skills in the program of study*
- *Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.*
- *Work collaboratively to accomplish learning objectives*
 - Students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in filmed media.
 - Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution in film and media production.
 - Students will integrate personal observation and objective criticism in the evolution of their artistic work.
 - Employing critical and creative thinking, students will create art, which clearly articulates their evolving artistic vision in producing fiction and non-fiction media, and satisfies their drive toward expression.

8. General Education Outcomes: Check those that will be assessed.

X	1. Communicate effectively through written and oral forms
<input type="checkbox"/>	2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
<input type="checkbox"/>	3. Reason quantitatively as required in various fields of interest and in everyday life
X	4. Apply information management and digital technology skills useful for academic research and lifelong learning
	5. Discipline-Specific Outcomes:
<input type="checkbox"/>	5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments
<input type="checkbox"/>	5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.
X	5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.

General Education Outcomes addressed by this course: Select from list. (There is no minimum required for these outcomes.)	Briefly describe activities in the course which help students meet each of these General Education Outcomes
Communicate effectively through written and oral forms	In the lab portion of class, students write and revise scripts and shot lists for short studio projects. In-class critiques, both oral and written will be incorporated as well as practical labs. There will be low, middle and high stakes filmed assignments in a variety of formats. Students will rotate crew positions on set to develop critical thinking, collaboration and oral communications skills in a professional multi-camera studio environment.
Apply information management and digital technology skills useful for academic research and lifelong learning	Students will develop necessary research skills to research and evaluate filmic elements in terms of Copyright and Fair Use as it relates to media production. Students will also learn to research and evaluate various modes of digital distribution and dissemination.
Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.	In-class critiques and evaluations of student and other work as well as extensive solo and collaborative projects, students will make informed judgments of filmic and artistic aesthetics.

9. Course categories and attributes (for CUNYfirst):

	Yes	No
Common Core Course*:		X
Requirement for the Major:	X	
Elective for the Major:		X
Liberal Arts and Sciences:		X
Writing Intensive:		X

*If yes, submit [Common Core Course Submission Form](#) & Syllabus to Dr. A. Corradetti

10. Course student learning outcomes:

Students will demonstrate a technological skill set and comprehend its application across curricular disciplines

Students will think and write critically about media design and creation

Students will edit and master studio productions with instructor and peer feedback

Students will demonstrate an understanding of advanced techniques and methodology involved working on a three-camera television shoot

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Studio production and multi camera basics: multi-camera production camera vs. remote single camera production	Students will become familiar with the television studio, multi-camera terminology and crew assignments.
2.	Set design and lighting	Practical lab in lighting and set design for the three-camera

		shoot.
3.	Producing the program – research, development	Students will begin research and development for short shows that will be produced and filmed.
4.	Writing the script and shot list	Students will write and assemble the script.
5.	Preparing for and executing a 3-camera studio shoot	Students will break down the script, write a shot list and storyboards.
6.	B-roll and Interstitial Elements	Students will develop a production plan for interstitials and b-roll.
7.	Studio switching	Students will practice the requirements of positioning cameras, talent and switching for the live or delayed broadcast.
8.	Audio for Live Production	Students will learn and practice audio production for the studio production.
9.	Simple effects such as text, lower thirds, wipes, fades	Students will learn in-camera effects and text in a practice lab.
10.	Non-linear editing of segments into a full show	Editing the three-camera shoot
11.	Basic audio editing and mixing	Students will practice audio editing and mixing in a variety of different scenarios
12.	Lab for Final Projects	Students will function as crew for filming the final projects.
13.	Lab for Final Projects	Students continue to film projects and interstitial elements.
14.	Lab for Final Projects	Students will edit final projects and insert graphics, b-roll, interstitial elements and titles.
15.	Final Exam	Final Exam

12. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Television Production Handbook (Wadsworth Series in Broadcast and Production) 11th Edition, Herbert Zettl, ISBN-13: 978-0495898849

13. Methods by which student learning will be assessed and evaluated (describe the types of methods to be employed; note whether certain methods are required for all sections):

Practical Labs
 Quizzes
 Group Projects
 Midterm Exam
 Final Project/Exam
 Homework assignments

14. Required Attire (if applicable):

N/A

15. Other expectations for student performance (if applicable):

ATTENDANCE/ABSENCE POLICY (Include departmental specific guidelines. Optional):
 Students with unexcused absences totaling 15% or more of the contact hours for the course may receive a grade of WU unless they officially withdraw from the course. Students who have valid excuses for missed classes should speak with their instructor and present documentation explaining the reason for the absence. Absences that have been excused by the instructor will not be counted toward a WU grade.

16. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates. **Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

17. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257 to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: <http://www.qcc.cuny.edu/SSD/>.

OPTIONAL (*May be included by instructors.*)

Student Life, services: <http://www.qcc.cuny.edu/current-students/index.html>

Single Stop: <http://www.qcc.cuny.edu/singlestop/index.html>

Counseling: <http://www.qcc.cuny.edu/counseling/index.html>

APPENDIX C

**PROGRAM CONTENT AND REQUIREMENTS
PROPOSED A.S. in FILM AND MEDIA PRODUCTION**

QCC A.S. FILM AND MEDIA PRODUCTION

	No. of Credits	Is this a new Course?	Is this a revised course?
Gen Ed: Required Core			
Required Core 1A			
ENGL-103 Writing for New Media*	3	No	No
ENGL-102 English Composition II	3	No	No
Required Core 1B Mathematical and Quantitative Reasoning (Recommend MA-321 Mathematics in Contemporary Society)*	3	No	No
Required Core 1C	3	No	No
Life and Physical Sciences*			
Gen Ed: Flexible Core			
Flexible Core 2A World Cultures and Global Issues*	3	No	No
Flexible Core 2B U.S. Experience in Its Diversity (Recommended SP 211 Speech Communication)*	3	No	No
Flexible Core 2C Creative Expression (SP 321 Oral Performance for the Actor and Speaker or FMP 243 American Film History or FMP 244 Elements of Film recommended)*	3	No	No
Flexible Core 2D Individual and Society*	3	No	No
Flexible Core 2E Scientific World*	3	No	No
Flexible Core 2A, B, C, D, OR E*	3	No	No
GENERAL EDUCATION SUBTOTAL	30		
Requirements for the Major			
SP 211 Speech Communication (if taken in Pathways, fulfills major requirement)	3	No	No
FMP 141 Introduction to Digital Media Production	3	No	Yes
FMP 241 Digital Media Field Production	3	No	Yes
FMP 242 Writing for the Screen	3	Yes	Yes
FMP 245 Introduction to Electronic Media	3	No	Yes
FMP 341 Editing	3	Yes	No
FMP 342 Television Studio Production	3	Yes	No
FMP 246 Media Criticism	3	No	Yes
Program Elective (Recommended FMP 243 American Film History or FMP 244 Elements of Film, TH 111 Introduction to Theatre, TH 120, TH 131, TH 133; if taken in core choose from: ENGL 242 Documentary Film: The New Journalism, ENGL-220 Introduction to Creative Writing, ENGL 221 Creative Writing: Fiction, ENGL 222 Creative Writing: Poetry, ENGL 252 Film and Literature, ARTS 141 Introduction to Photography)	3	No	No
HE 101: Health	2	No	No
Lab Science	1	No	No
SUBTOTAL TOWARD MAJOR	30		

TOTAL CREDITS REQUIRED FOR A.S.

60

**Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements. All students must complete two (2) WI designated classes to fulfill degree requirements.*

APPENDIX D
NYSED New Program Registration and Undergraduate Scheduling Form



Application for Registration of a New Program⁹

Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.



This application should NOT be used for the following types of program proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed Professionals;
- Revisions to Existing Registered Programs; or
- Programs Leading to a credit-bearing Certificate or Advanced Certificate.

The application materials for those types of proposals can be found at:
<http://www.highered.nysed.gov/ocue/aipr/register.html>

Doctoral programs: please contact the Office of College and University Evaluation (OCUE).

Directions for submission of proposal:

1. Create a **single** PDF document that includes the following completed forms:
 - Application for Registration of a New Program
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - External Review of Certain Degree Programs and Response (if applicable)
 - Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
 - CEO (or Designee) Approval Form
2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to **OCUERevAdmin@mail.nysed.gov**

When submitting to the mailbox, include the following elements in the subject line of the e-mail:
Institution Name, Degree Award, and Program Title
E.g., Subject: AAA College, New Program, Master of Science, English Literature

Task 1: Institution and Program Information

Institution Information

Institution Name: Queensborough Community College

Institution Code (6 digits): 373500

⁹ CUNY and SUNY institutions: contact System Administration for proposal submission process.

The name and code of the institution should reflect the information found on the Inventory of Registered Programs

Institution Address: 222-05 56th Avenue

City: Bayside

State/Country: NY

Zip: 11364

Regents Regions: Queens County/New York County (Manhattan)

Specify campus(s) of the institution where program is offered, if other than the main campus: N/A

The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs

Specify any other additional campus(s) where the program is offered besides the ones selected above: N/A

If any courses will be offered off campus, indicate the location and number of courses and credits: N/A

If the program will be registered jointly with another institution, please provide the partner institution's name: N/A

Program Information for New Programs

Program Title: Film and Media Production

Degree Award: A.S.Film and Media Production

HEGIS code: 0605.00

Number of Credits*: 60

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

Option/Concentration Name: Credits:

Option/Concentration Name: Credits:

Option/Concentration Name: Credits:

Option/Concentration Name: Credits:

If program is part of a dual degree program, provide the following information:

Program Title:

Degree Award:

HEGIS code:

Contact Information Office of Academic Affairs

Name of contact person Dr. Linda Reesman

Title of contact person: Faculty Fellow Academic Affairs

Telephone 718-281-5253

Fax: 718-281-5684

Email: LReesman@qcc.cuny.edu

Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)
Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format

definitions can be found by clicking here: [Format Definitions](#)

<input type="checkbox"/>	Evening: All requirements for the award must be offered during evening study.
<input type="checkbox"/>	Weekend: All requirements for the award must be offered during weekend study.
<input type="checkbox"/>	Evening/Weekend: All requirements for the award must be offered during a combination of evening and weekend study.
<input checked="" type="checkbox"/>	Day Addition: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
<input type="checkbox"/>	Not Full-Time: The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
<input type="checkbox"/>	5-Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
<input type="checkbox"/>	4.5 Year baccalaureate: Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
<input type="checkbox"/>	Upper-Division: A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.
<input type="checkbox"/>	Independent Study: A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.
<input type="checkbox"/>	Cooperative: The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.
<input type="checkbox"/>	Distance Education: 50% or more of the course requirements for the award can be completed through study delivered by distance education.
<input type="checkbox"/>	External: All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.
<input type="checkbox"/>	Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion. Semester hour requirements in Commissioner's Regulations for instruction and supplementary assignments apply.
<input type="checkbox"/>	Standard Addition: For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.
<input type="checkbox"/>	Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.
<input type="checkbox"/>	Language Other Than English: The program is taught in a language other than English.
<input type="checkbox"/>	Other Non-Standard Feature(s): Please provide a detailed explanation.

b. Diploma Programs

If the program is credit bearing *and* will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply: N/A

c. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution's catalog.

Answer: The Film and Media Production A.S. degree offers a broad foundation in digital film and media production skills for fiction and documentary production. Courses include directing, writing, production and editing prepare students to create film and media projects and to prepare for careers in film and television production as well as other communication fields such as advertising, marketing, public relations, and corporate

communication. Students in the Film and Media Production A.S. acquire a variety of skills in field and studio production, cinematography, sound, graphics, screenwriting, and editing. All degree candidates will work hands-on to write, produce, direct and edit filmed projects. The degree offers students the option to enter the industry upon graduation or to transfer to a four-year program.

2) List the educational and (if appropriate) career objectives of the program.

Answer: 1) Communicate effectively through reading, writing and interpreting various rhetorical forms and voices in fiction and non-fiction for filmed media. 2) Integrate knowledge and skills in media production by creating a variety of filmed presentations while completing sequential courses that build on knowledge and skills from previous course to build mastery within the discipline. 3) Apply aesthetic and intellectual criteria in the evaluation and creation of written and filmed works.

3) How does the program relate to the institution's mission and/or master plan?

Answer: The Film and Media Production degree will utilize mostly full-time faculty at the college. Even the part-time faculty have been working at Queensborough for years, thus creating a connected culture within an already collaborative Theatre Department. Media and Communication majors are some of the fastest growing majors in colleges today. This indicates that there would be a solid return on college investment in increased enrollment as well as visibility for the college as industry partnerships are developed. This degree utilizes a variety of high impact practices (HIP) such as collaborative projects, Service Learning and Writing Intensive courses incorporating a wide variety of technologies for communication and learning. The degree is also designed as a transfer to to baccalaureate programs in and out of CUNY.

4) What is the documented need for this program?

Answer: Visual and Performing Arts, encompassing Theatre, Music, Dance and Art, has 16.4% growth in degrees awarded with more than half continuing, with a degree, to four-year programs. Digital Art and Design alone has 7.9% growth in enrollment. Historically, of the nine transfer programs offered at QCC, Visual and Performing Arts has the fourth largest amount of degrees awarded from 1962-2015. The needs and justifications a program in Film and Media Production are two-pronged in that the proposed Associate in A.S. degree in Film and Media Production touches many of the goals in the CUNY Master Plan as well as key New York City initiatives as outlined by the New York City Economic Development Corporation. Additionally, coordinators in the VAPA Academy have repeatedly discussed great student interest in this course of study being offered. The elective video courses we currently offer are often populated with students from Music and Digital Arts and Design who are seeking more instruction and mentoring in this course of study.

5) Describe the role of faculty in the program's design.

Answer: Faculty will prepare students to meet the academic standards needed to succeed in the program as well as experiential learning opportunities and internships to further prepare students for the workforce or transfer.

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: Queensborough, as an AVID Learning Partner, will incorporate curricula for certification in AVID Media Composer, a broadcast-standard non-linear editing program that dominates film and network television.

7) What are the anticipated Year 1 through Year 5 enrollments?

Answer: 15-100

d. Admissions

1) List all program admission requirements (or note if identical to the institution's admission requirements).

Answer: Same admission requirements as institution.

2) Describe the process for evaluating exceptions to these requirements.

Answer: Transfer credit evaluation at the institution.

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: Media Production is one of the fastest growing skillsets in the job market in New York City so Queensborough is uniquely poised to offer this course of study with a wide variety of career paths for our students who are traditionally under represented in the entertainment industry. This program would also accommodate those who wish, upon graduation, to either enter the New York City job market or continue their studies at 4-year digital media programs in and outside of CUNY. The Film and Media Production degree would increase opportunities for Hispanics, African-Americans, Asians, women and other under-represented minorities in the entertainment industry. NYC is home to 2.7% of the US population, yet accounts for 20.4% of magazine publisher employment, 15.4% of book publisher employment, 11.5% of motion picture employment, and 11.2% of advertising employment (19.6% of ad agency employment). Geographically, we are ideally suited to place our students into internships and in-house training programs at media companies, whose revenues exceed two billion dollars annually, and who have their corporate headquarters in New York City.

e. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: Students are provided with multiple opportunities in a cross-disciplinary, collaborative atmosphere to challenge and promote their academic growth along with appropriate advisement, career mentoring, transfer advisement, tutoring and counseling services.

f. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer: N/A

g. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer: Progress of the program will be monitored by the department with emphasis on enrollment patterns, retention and graduation rates. The program will be formally reviewed after five years using Queensborough Community College's academic program review process. The template for program self-study includes an analysis of curriculum content, faculty credentials and development, student enrollment, retention and graduation rates, articulations, student learning outcomes measured against program objectives, academic/student life support services, and fiscal resources. An external evaluator will read the self-study, come to the campus to meet with faculty, staff and students, and prepare an evaluative report. Following the report, the sponsoring academic departments prepare an action plan that is presented to the Vice President for Academic Affairs and the President for review and subsequent action.

h. Transfer to Baccalaureate Programs

If the program will be **promoted as preparing students for transfer to a baccalaureate program**, provide a copy of an articulation agreement with at least one institution.

Not Applicable:

Task 3 - Sample Program Schedule

NOTE: The sample program schedule is used to determine program eligibility for financial aid. Guidance for this task can be found by clicking here: [Department Expectations: Curriculum \(including Internships, Financial Aid Considerations, and Liberal Arts and Sciences\)](#)
Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 3](#)

a). Complete **Table 1a** (for undergraduate programs) or **Table 1b** (for graduate programs).

b). If the program will be **offered through a nontraditional schedule**, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer: N/A

c). As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

Answer: N/A

d). For existing courses that are a part of the major, enter the **catalog description** of the courses:

Answer: See Appendix A

e). Syllabi: See Appendix B

For undergraduate programs, provide syllabi for all new courses **in the major**.

For graduate programs, provide syllabi for **all new courses**.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for **all** courses required for the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.

Table 1a: Undergraduate Program Schedule

- Indicate **academic calendar** type: 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:						Credits per classification						
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
1A ENGL-103 Writing for New Media	3	X		<input type="checkbox"/>		FMP 242 Writing for the Screen	3	X	X	<input checked="" type="checkbox"/>		
2B U.S. Experience in Its Diversity Recommended SP 211 Speech Communication	3	X	X	<input type="checkbox"/>		FMP 246 Media Criticism	3	X	X	<input type="checkbox"/>		
FMP 141 Introduction to Digital Media Production	3		X	<input type="checkbox"/>		2E - Scientific World	3	X		<input type="checkbox"/>		
HE 101: Health	2	X		<input type="checkbox"/>		Advised Elective	3	X	X	<input type="checkbox"/>		
1B - Mathematical and Quantitative Reasoning	3	X		<input type="checkbox"/>		2D - Individual and Society	3	X		<input type="checkbox"/>		
				<input type="checkbox"/>						<input type="checkbox"/>		
Term credit total:	14					Term credit total:						
Term:						Credits per classification						
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
1A ENGL-102 English Composition II	3	X	X	<input type="checkbox"/>	EN-101 English Composition	FMP 341 Advanced Editing	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production	
FMP 241 Digital Media Field Production	3		X	<input checked="" type="checkbox"/>	FMP 141 Introduction to Digital Media Production	FMP 342 Television Studio Production	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production	
FMP 245 Introduction to Electronic Media	3	X	X	<input type="checkbox"/>		Flexible Core 2C - Creative Expression	3	X		<input type="checkbox"/>		
2A - World Cultures and Global Issues	3	X		<input type="checkbox"/>		Flexible Core 2A, B, C,D, OR E	3	X		<input type="checkbox"/>		
1C - Life and Physical Sciences	3	X		<input type="checkbox"/>		Liberal Arts Elective if SP 211 Speech Communication has been taken	3	X		<input type="checkbox"/>		
Lab Science	1	X		<input type="checkbox"/>						<input type="checkbox"/>		
Term credit total:	16					Term credit total:						
Program Totals:		Credits: 60			Liberal Arts & Sciences: 48			Major: 27		Elective & Other: 6		

Cr: credits **LAS:** Liberal Arts and Sciences

Maj: major requirement

New: new course

Prerequisite(s): list prerequisite(s) for the noted courses

APPENDIX E

FACULTY TEACHING ASSIGNMENTS

Task 4. Faculty

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

a) Complete the faculty tables that describe faculty (**Table 2 and Table 3**), and faculty to be hired (**Table 4**), as applicable. Faculty curricula vitae should be provided only by request.

b) What is the institution's definition of "full-time" faculty? Include the number of credits expected to be taught by full-time faculty per academic term.

Answer:

Table 2: Current Faculty, Full-Time

- 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. *Include and identify the Program Director.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Eileen White, Associate Professor & Program Director	FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production, FMP 341 Advanced Editing, FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	50%	M.F.A. Media Arts Production, City College, CUNY	AVID Certified Instructor
C. Julian Jimenez, Assistant Professor	FMP 242 Writing for the Screen	20%	M.F.A. Acting, New School for Social Research	
Jodi Van Der Horn Gibson	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	20%	Ph.D. Theater, Arizona State University	
Ben Miller	ENGL 103, FMP 242 Writing for the Screen	20	M.F.A. California Institute of the Arts	

Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Daniel McKleinfeld, College Lab Technician	FMP 341 Editing	B.A. Columbia University	Professional Editor & AVID Certified Instructor
Frank Zagottis	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism, FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production	M.A. and M.F.A Long Island University	Extensive professional experience in television production

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK

APPENDIX F
FACULTY TO BE HIRED

N/A

For Information Only:

The Committee on Curriculum revised the submission forms (Form01, Form02, Form03, Form04, Form05) to reflect the revised General Education Outcomes approved in the December 2016 senate to be implemented in Fall 2017. The forms were also formatted by the webmaster Dave Moretti to adhere to ADA compliance.

<http://www.qcc.cuny.edu/governance/academicSenate/curr/documents.html>

- [Form 1: New Course Proposal](#)
- [Form 2: Program Revision Guide/Template](#)
- [Form 3: Course Revision Guide/Template](#)
- [Form 4: Syllabus Template](#)
- [Form 5: Program Discontinuation/Course Deletion](#)

Table 1a: Undergraduate Program Schedule

- Indicate **academic calendar** type: 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:						Credits per classification						
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
1A ENGL-103 Writing for New Media	3	X		<input type="checkbox"/>		FMP 242 Writing for the Screen	3	X	X	<input checked="" type="checkbox"/>		
2B U.S. Experience in Its Diversity Recommended SP 211 Speech Communication	3	X	X	<input type="checkbox"/>		FMP 246 Media Criticism	3	X	X	<input type="checkbox"/>		
FMP 141 Introduction to Digital Media Production	3		X	<input type="checkbox"/>		2E - Scientific World	3	X		<input type="checkbox"/>		
HE 101: Health	2	X		<input type="checkbox"/>		Advised Elective	3	X	X	<input type="checkbox"/>		
1B - Mathematical and Quantitative Reasoning	3	X		<input type="checkbox"/>		2D - Individual and Society	3	X		<input type="checkbox"/>		
				<input type="checkbox"/>						<input type="checkbox"/>		
Term credit total:	14					Term credit total:						
Term:						Credits per classification						
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
1A ENGL-102 English Composition II	3	X	X	<input type="checkbox"/>	EN-101 English Composition	FMP 341 Advanced Editing	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production	
FMP 241 Digital Media Field Production	3		X	<input checked="" type="checkbox"/>	FMP 141 Introduction to Digital Media Production	FMP 342 Television Studio Production	3		X	<input checked="" type="checkbox"/>	FMP 241 Digital Media Field Production	
FMP 245 Introduction to Electronic Media	3	X	X	<input type="checkbox"/>		Flexible Core 2C - Creative Expression	3	X		<input type="checkbox"/>		
2A - World Cultures and Global Issues	3	X		<input type="checkbox"/>		Flexible Core 2A, B, C,D, OR E	3	X		<input type="checkbox"/>		
1C - Life and Physical Sciences	3	X		<input type="checkbox"/>		Liberal Arts Elective if SP 211 Speech Communication has been taken	3	X		<input type="checkbox"/>		
Lab Science	1	X		<input type="checkbox"/>						<input type="checkbox"/>		
Term credit total:	16					Term credit total:						
Program Totals:		Credits: 60			Liberal Arts & Sciences: 48			Major: 27		Elective & Other: 6		

Cr: credits **LAS:** Liberal Arts and Sciences

Maj: major requirement

New: new course

Prerequisite(s): list prerequisite(s) for the noted courses

APPENDIX E

FACULTY TEACHING ASSIGNMENTS

Task 4. Faculty

Guidance for this task can be found by clicking here: [Department Expectations: Faculty](#)

Relevant regulations for this task can be found by clicking here: [Relevant Regulations for Task 4](#)

a) Complete the faculty tables that describe faculty (**Table 2 and Table 3**), and faculty to be hired (**Table 4**), as applicable. Faculty curricula vitae should be provided only by request.

b) What is the institution's definition of "full-time" faculty? Include the number of credits expected to be taught by full-time faculty per academic term.

Answer:

Table 2: Current Faculty, Full-Time

- 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. *Include and identify the Program Director.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Expected Program Course Assignments	Percent of Teaching Time to Program	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Eileen White, Associate Professor & Program Director	FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production, FMP 341 Advanced Editing, FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	50%	M.F.A. Media Arts Production, City College, CUNY	AVID Certified Instructor
C. Julian Jimenez, Assistant Professor	FMP 242 Writing for the Screen	20%	M.F.A. Acting, New School for Social Research	
Jodi Van Der Horn Gibson	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism	20%	Ph.D. Theater, Arizona State University	
Ben Miller	ENGL 103, FMP 242 Writing for the Screen	20	M.F.A. California Institute of the Arts	

Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Daniel McKleinfeld, College Lab Technician	FMP 341 Editing	B.A. Columbia University	Professional Editor & AVID Certified Instructor
Frank Zagottis	FMP 245 Introduction to Electronic Media, FMP 246 Media Criticism, FMP 141 Introduction to Digital Media Production, FMP 241 Digital Media Field Production, FMP 342 Television Studio Production	M.A. and M.F.A Long Island University	Extensive professional experience in television production

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK

APPENDIX F
FACULTY TO BE HIRED

N/A

For Information Only:

The Committee on Curriculum revised the submission forms (Form01, Form02, Form03, Form04, Form05) to reflect the revised General Education Outcomes approved in the December 2016 senate to be implemented in Fall 2017. The forms were also formatted by the webmaster Dave Moretti to adhere to ADA compliance.

<http://www.qcc.cuny.edu/governance/academicSenate/curr/documents.html>

- [Form 1: New Course Proposal](#)
- [Form 2: Program Revision Guide/Template](#)
- [Form 3: Course Revision Guide/Template](#)
- [Form 4: Syllabus Template](#)
- [Form 5: Program Discontinuation/Course Deletion](#)