M-240
November 15, 2018
Meeting of College Council Volume 46 Number 2

There were present:

Prof. Alessandrini	Ms. Hinds	Mr. Perez Martinez
Prof. Barnhart	Prof. Hume	Prof. Repetti
Prof. Cally	Prof. Krishnan	Prof. Ricciardi
Prof. Chapman	Ms. Louche	V.P. Rios
Ms. J. Cohen	Prof. Martin	V.P. Russell
V.P. P. Cohen	Prof. McDevitt	Prof. Sokolow
Prof. Dawson	Prof. McKinney	Dr. Sutton-Young
Prof. Del Principe	Prof. Mikalopas	Ms. D. Vargas
Prof. Derimanova	Prof. Mintz	Prof. Washburn
Ms. Driscoll	Prof. Miranda	Prof. Wood
Prof. Feeley	Prof. Murphy	Prof. Yarmish
V.P. Fox	Ms. Olvina	Prof. Young

President Schrader called the meeting to order at 3:06 PM.

I. The minutes of the meeting of October 4, 2018 were approved by acclamation.

II. Reports

A. President's Report

The President gave the following report:

The second month of my administration has been met with both highs and lows. In just one week in unimaginable attempted and actualized acts of violence rooted in hate reverberated throughout the country, the world and our college. An African American couple was targeted and shot to death in Jeffersontown, Kentucky; explosive devices were sent to a number of elected and non-elected leaders across the country; and a gunman entered the Tree of Life Synagogue in Pittsburgh and savagely ended the lives of 11 people who simply came to worship. In subsequent letters to the campus community and memorial events, I called upon us to mourn, but honor the lives that were lost. I used this opportunity to remind us of our collective purpose in ensuring that Kingsborough remains a place where we are respectful of the spectrum of diversity that characterizes our college community.

Hate, I reminded everyone has no place here. We should bring into these gates with the best of ourselves, not worst of ourselves to others. Both recently and in the not to distance past, there have been instances where faculty, staff and students have been made to feel uncomfortable and disrespected. I addressed this in my November 1st letter to the campus and unfortunately, I am addressing it again today, because it continues to happen.

What I didn't say in the letter, but will say today, is that if there are those that continue to act in these ways, we will not have to wait for a hurricane even more powerful than

Sandy to destroy our college; we will not have to worry about the low enrollment affecting the viability of the college, because the actions of a few can easily destroy the Kingsborough we love.

I am asking that you as the Governing body of the college do your part in ensuring that Kingsborough is the brightest jewel in CUNY's crown.

I ask that you start by coming out and encouraging your colleagues to come out to celebrate our students. We recently had a Dean's List Awards ceremony. When I asked for faculty to stand and be acknowledged, there were some chairpersons in attendance seated behind me that stood, I counted one maybe two faculty members in the audience. I was also surprised that there were not many staff members in attendance. Celebrating our students is equally important as teaching, advising, and working to support their success.

I ask that you start by actively attending College Council and committee meetings and tell your colleagues who are not here today to do the same. I asked the Council Secretary to share with me attendance records for the past five years and was dismayed to find attendance rates hovering at 55% or even 70%. And my understanding is that attendance at some committee meetings may not be good either. Colleagues we can do better. The governance of the college is in our hands. I know we are in the midst of assessing/studying our governance structure. But if we abdicate the very special responsibility we have now, a new structure will not make a difference.

Also, I want you to know that I have discussed with the executive body of the council my desire to move into the 21st century with the use of clickers to facilitate voting actions. Hopefully, we will have this up and running in the new year. We have identified a solution that has an individual clicker, and an app that you can download to your smart phone which can be used to vote. I have also asked that we rethink even how we arrange our seats at the council. The council is not about being on opposite sides, it's not about fighting, or winning or losing-- it's about having a common purpose and commitment to the success of our students and the college.

I ask that you continue to do your part in keeping the King in Kingsborough. Again, at this point I might as well get a tee shirt that says…. if we take Gutmann out of the equation, we have the highest graduation and retention rates among community colleges in CUNY. You did that.

Colleagues, I've been on a high meeting with faculty and staff. I've had four Meet & Greet Breakfasts and have met with 4 academic departments. I have been using these opportunities to identify areas of strength and concern. In addition, on December 3rd the Office of Institutional Research and Assessment will launch a campus wide Faculty and Staff Satisfaction Survey. These data will provide me additional and comprehensive information about areas of both high and low satisfaction. The Survey will be administered annually in December. I also plan to start meeting with student clubs beginning in the Spring.

In my various venues with faculty and staff, it warms me to see and hear all the good things that are happening at Kingsborough. Such as, not only were we the only community college to participate in the Fed Challenge, but our Bull and Bear Club advanced from the quarter finals to the semi-finals and from there to placing 2nd. We

have the leadership of both Eric and Cesar from the Department of Business to thank for this.

We had four students complete in the Big Apple Chapter Competition of the American Culinary Federation; and they brought home honorable mentions, Bronx and silver medals for their culinary creations in hot food, and my favorite, desserts. David, Anthony and Naxielly in the Culinary Arts Program to thank for this.

And the NYC Office of Financial Empowerment designated KCC as the first official site for EmpoweredNYC. This is a national initiative as well as that of the Mayor, to strengthen the financial health of people with disabilities. It will be housed in our Single Stop Office and we will have a financial counselor provided by the City to meet with students. We have KCC staff Hattie, Stella and Nick to thank for this.

I endeavor to continue to ensure that members of our community are recognized and celebrated for their contributions to the college. I this spirit, I held the first annual Veterans Day Luncheon to honor our students, faculty and staff who have served and in the coming week, I will be celebrating Season of Thanks Breakfast in appreciation of our DC 37 and trade workers.

I want to take this opportunity to reiterate that change is inevitable. when we actively engage in institutional assessment (looking at what we do, how we do it, why we do it, who is doing and let face it how much it costs to do it) change will happen. When there is new leadership, there is likely change in the wind. Some of these changes have been in the hopper prior to my arrival, like enhancing the scheduling grid, addressing the exam schedule framework, relaunching the student evaluations of teaching, and improving advisement. These are probably changes that you are excited about. But I know there are some changes that will not be popular. Change as I have said is difficult, but l like I've said, I am not and my senior leadership team are not purposely trying to make any one's life difficult. If we have to reassign space, this should not be taken as a personal affront. If we have to redirect resources to support critical initiatives, this should not be taken personally. No decision that is made is done so without thorough consideration of all the factors involved. And when decisions are made, I endeavor to ensure that we provide context and reasons for these decisions.

Many of you have expressed the lack of communication or information as an issue. As promised, I issued my first monthly report to the campus and I am working with my senior staff and they in turn will work with their staff to ensure that information is not bottle-necked among the leadership, but that it is shared with the masses of faculty.

In the spirit of communication, I want to share with you that the University has rolled out a new Applications system. In the old system, students could apply to up to six CUNY colleges and they would rank them by choice. After admission, the University would then invite the student to test at their first choice college. Many times students did not actually realize they were listing colleges by choice and this created some confusion at the time of admission. With the new system, we now receive the files of prospective students who listed KCC on their CUNY application and we are in full control of our applicant pool. While this is a good thing for us, it also creates increased competition amongst the CUNY colleges for many of the same students.

Now more than every we have to ensure that we not only attract, but ensure that our processes with regards to onboarding students are high quality and effective.

I end with sharing with you our enrollment to date. We have 11,013 students excluding CN; this represents a 3.2% decrease in enrollment from last year at this time. We increased the number of first-time freshmen by 5.4% to 2085 students. But experienced decreases in returning and readmit students. We have a work cut out for us, but I have no doubt that we will be successful in turning the tide.

B. Curriculum Committee Report [Voting items p.4-18; Informational items p.18-27; Minutes resume p.28]

All of the following resolutions were approved unanimously, with the exception of Resolution A3, Change in Degree Requirement for A.S. in Mental Health and Human Services [below p.10-14]. After some discussion on the floor regarding the reasons for the changes and the nature of concentrations at the College, that resolution passed by overwhelming majority with three "No" votes against: Profs. Alessandrini, Feeley, and Washburn:

A. Business Department

1. Closing of A.A.S. Office Administration and Technology
HEGIS: 5005.00
PROGRAM CODE: 01052
Sunset Date: FALL 2024

2. Closing of A.A.S. Website Development and Administration
HEGIS: 5104.00
PROGRAM CODE: 27756
Sunset Date: FALL 2024

B. Nursing Department

1. Addition of Admission Criteria for A.A.S. Polysomnographic Technology

FROM:

All first-time freshman and transfer students are enrolled as Liberal Arts (A.A.) students.

~~Once students satisfactorily complete a sequence of courses they will be considered into the polysomnographic technology major~~

TO:

All first-time freshman and transfer students are enrolled as Liberal Arts (A.A.) students.

Admission Criteria:

To be considered for the Polysomnographic Technology program, students must comply with the following:

1. Pass the CUNY Assessment Tests in Reading, Writing, and Math or satisfy all requirements for existing developmental coursework.

2. Students must complete BIO 1100, MAT 900, and PSG 100 with a minimum grade of "C"

3. Formal interview with the Program Director

2. Change in Retention Criteria for A.A.S. Polysomnographic Technology

FROM:
Retention Criteria

Criteria for retention in the Polysomnographic Technology Program mandates that students:

1. Receive no more than two grades below "C" in any of the general education Prerequisite courses.

1. 2. Earn a minimum of "C" in all Polysomnographic Technology (PSG) courses.

2. 3 Earning less than a "C" grade in a PSG course may repeat the course ONE TIME (subject to space availability) and must earn at least a grade of "C" in the repeated course.

3. 4. Earning a grade of less than "C" in any repeated PSG course will be dismissed from the Polysomnographic Technology Program.

TO:
Retention Criteria
Criteria for retention in the Polysomnographic Technology Program mandates that students:

1. Earn a minimum of **a** "C" **grade** in all **required courses (both PSG and general education)**

2. Earning less than a "C" grade in **any** course, may repeat the course ONE TIME (subject to space availability) and must earn at least a grade of "C" in the repeated course.

3. Earning a grade of less than "C" in any repeated course **the student** will be dismissed from the Polysomnographic Technology Program.

Any student who has not attended PSG courses for two or more consecutive semesters cannot be readmitted into the Polysomnographic Technology Program unless qualifying examinations have been passed in sequential order of the course previously completed. These qualifying examinations can be repeated only once. In addition, the student must demonstrate clinical competency by passing a clinical practical examination prior to returning to any of the clinical courses.

CHANGE IN DEGREE TYPE
NONE

CHANGE IN DEGREE REQUIREMENT

A. Department of Behavioral Sciences & Human Services

1. A.S. Chemical Dependency Counseling
HEGIS: 5506.00
PROGRAM CODE: 33508

FROM: **TO:**

CUNY CORE	CREDITS	CUNY CORE	CREDITS
REQUIRED CORE: (4 Courses, 12 Credits)	12	**REQUIRED CORE:** (4 Courses, 12 Credits)	12
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major		When Required Core courses are specified for a category, they are strongly suggested and/or required for the major	
ENG 1200	3	ENG 1200	3
ENG 2400	3	ENG 2400	3
± Mathematical & Quantitative Reasoning	3	± Mathematical & Quantitative Reasoning	3
± Life and Physical Sciences	3	± Life and Physical Sciences	3
FLEXIBLE CORE: (6 Courses, 18 Credits)	18	**FLEXIBLE CORE:** (6 Courses, 18 Credits)	18

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major.   One course from each Group A to E and one (1) additional course from any group. No more than two courses can be selected from the same discipline.

A. World Cultures and Global Issues

B. U.S. Experience In Its Diversity

C. Creative Expression

D. Individual & Society

   PSY3600 – Abnormal Psychology

± E. Scientific World

Suggested: **PSY 1100 – General Psychology**

± Plus another course selected from any Group A – E

DEGREE REQUIREMENTS: (10 Courses, 29 to 30 Credits)

PSY 3600 - Abnormal Psychology	3
SAC 2000 - Introduction to Alcoholism and Substance Abuse Counseling	3
SAC 2200 - Counseling Techniques In Substance Abuse Field I	3
SAC 2400 - Counseling Techniques in the Substance Abuse Field II	3
SAC 2600 - Confidentiality, Ethics and the Counselor/Client Relationship in Substance Abuse Counseling	3
SAC 2800 - Approaches to Treatment: Varieties of Alcoholism and Substance Abuse Modalities	3
SAC 3000 - Compulsive Gambling: Treatment and Prevention for Substance Abuse Counselors **or** SAC 3200 - Addiction and the Family	3 - 4

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to **D (Group E is satisfied by the course shown)** and one (1) additional course from any group. No more than two courses can be selected from the same discipline.

A. World Cultures and Global Issues

B. U.S. Experience In Its Diversity

C. Creative Expression

D. Individual & Society

   PSY3600 – Abnormal Psychology

± E. Scientific World*

   PSY 1100 – General Psychology

± Plus another course selected from any Group A – E

DEGREE REQUIREMENTS: (10 Courses, 29 to 30 Credits)

PSY 3600 - Abnormal Psychology	3
SAC 2000 - Introduction to Alcoholism and Substance Abuse Counseling	3
SAC 2200 - Counseling Techniques In Substance Abuse Field I	3
SAC 2400 - Counseling Techniques in the Substance Abuse Field II	3
SAC 2600 - Confidentiality, Ethics and the Counselor/Client Relationship in Substance Abuse Counseling	3
SAC 2800 - Approaches to Treatment: Varieties of Alcoholism and Substance Abuse Modalities	3
SAC 3000 - Compulsive Gambling: Treatment and Prevention for Substance Abuse Counselors **or** SAC 3200 - Addiction and the Family	3 - 4

SAC 091A - Substance Abuse Counseling - Field Internship I	4	SAC 091A - Substance Abuse Counseling - Field Internship I	4
SAC 091B - Substance Abuse Counseling - Field Internship II	3	SAC 091B - Substance Abuse Counseling - Field Internship II	3
HE 1400 - Critical Issues in Personal Health	1	HE 1400 - Critical Issues in Personal Health	1

ELECTIVES: 0 - 4 credits sufficient to total 60 credits for the degree.

ELECTIVES: 0 - 4 credits sufficient to total 60 credits for the degree.

Note: Successful completion of the entire course of study satisfies the educational requirements for the Certification in Alcohol and Substance Abuse Counseling (CASAC- Trainee) from the New York State Office of Alcoholism and Substance Abuse Services (OASAS).

*This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

2. A.S. Early Childhood Education/Child Care
HEGIS: 5503.00
PROGRAM CODE: 01063
Sunset: FALL 2024

FROM:

TO:

CUNY CORE	**CREDITS**	**CUNY CORE**	**CREDITS**
REQUIRED CORE: (4 Courses, 12 Credits)	12	**REQUIRED CORE:** (4 Courses, 12 Credits)	12
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major		When Required Core courses are specified for a category, they are strongly suggested and/or required for the major	
ENG 1200 Composition I	3	ENG 1200 Composition I	3
ENG 2400 Composition II	3	ENG 2400 Composition II	3

± Mathematical & Quantitative Reasoning	3		± Mathematical & Quantitative Reasoning	3
± Life and Physical Sciences	3		± Life and Physical Sciences	3

FLEXIBLE CORE: (6 Courses, 18 Credits)   18

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major One course from each Group A to E. and one (1) additional course from any group

A. World Cultures and Global Issues
   Suggested: ANT 3700 – Introduction to Anthropology

B. U.S. Experience In Its Diversity
C. Creative Expression
D. Individual & Society
 PSY 3000 – Child and Adolescent Development

   Suggested: SOC 3100 – Introduction to Sociology
± E. Scientific World

± Plus another course selected from any Group A – E

DEGREE REQUIREMENTS: (~~9~~ Courses, ~~24~~ Credits)

EDC 200 – Social Foundations of Education	3
EDC 2100 – Social Science in Education	3
EDC 2200 – Art Workshop in Education	3
EDC 2300 – Music and Movement Workshop in Education	2
EDC 2800 – Techniques in Math, Science and Technology Teaching for Early Childhood Education	2

FLEXIBLE CORE: (6 Courses, 18 Credits)   18

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major One course from each Group A to E. and one (1) additional course from any group

A. World Cultures and Global Issues
   Suggested: ANT 3700 – Introduction to Anthropology

B. U.S. Experience In Its Diversity
C. Creative Expression
D. Individual & Society
   ***Suggested:** PSY 3000 – Child and Adolescent Development*

   Suggested: SOC 3100 – Introduction to Sociology
± E. Scientific World
      PSY 1100 –General Psychology
± Plus another course selected from any Group A – E

DEGREE REQUIREMENTS: (**11** Courses, **30** Credits)

EDC 200 – Social Foundations of Education	3
EDC 2100 – Social Science in Education	3
EDC 2200 – Art Workshop in Education	3
EDC 2300 – Music and Movement Workshop in Education	2
EDC 2800 – Techniques in Math, Science and Technology Teaching for Early Childhood Education	2
EDC 3000 – Seminar and Practicum in Education	**3**
EDC 9105 – Supervised Instructional Experience in Education I	**3**

EDC 9307 – Supervised Instructional Experience in Education II	3	EDC 9307 – Supervised Instructional Experience in Education II	3
HUM 200 – Early Literacy and Children's Literature	2	HUM 200 – Early Literacy and Children's Literature	2
		PSY 1100 –General Psychology	**3**
~~PSY 3000 – Child and Adolescent Development~~	~~3~~		
PSY 2400 – Psychological Disorders in Young Children ~~OR~~	3	PSY 2400 – Psychological Disorders in Young Children	3
~~HIS 7000 – Historical Geography~~			

~~Select **one (1)** of the following concentrations:~~

~~**EARLY CHILDHOOD EDUCATION/CHILD CARE:** (2 Courses, 6 Credits)~~	-		
~~EDC 3000 – Seminar and Practicum in Education~~	~~3~~		
~~EDC 9105 – Supervised Instructional Experience in Education I~~	~~3~~		

~~**OR**~~

~~**INFANCY/TODDLER DEVELOPMENT:** (2 Courses, 6 Credits)~~	-		
~~EDC 3200 – Infant/Toddler Development~~	~~3~~		
~~EDC 9400 – Supervised Instructional Experience in Infant/Toddler Education~~	~~3~~		

ELECTIVES: 0 - 3 credits sufficient to total 60 credits for the degree.		**ELECTIVES:** 0 - 3 credits sufficient to total 60 credits for the degree. **PSY 3000 - Child and Adolescent Development is recommended if not taken to fulfill Pathways Flexible Core: Individual and Society (Group D).**	

TOTAL CREDITS: 60	60	**TOTAL CREDITS: 60**	60

3. A.S. Mental Health and Human Services

HEGIS: 5216.00

PROGRAM CODE: 78382

Sunset: FALL 2025

FROM: **TO:**

CUNY CORE	CREDITS	**CUNY CORE**	CREDITS
REQUIRED CORE: (4 Courses, 12 Credits)	12	**REQUIRED CORE:** (4 Courses, 12 Credits)	12
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major		When Required Core courses are specified for a category, they are strongly suggested and/or required for the major	
ENG 1200 Composition I	3	ENG 1200 Composition I	3
ENG 2400 Composition II	3	ENG 2400 Composition II	3
± Mathematical & Quantitative Reasoning	3	± Mathematical & Quantitative Reasoning	3
± Life and Physical Sciences	3	± Life and Physical Sciences	3
FLEXIBLE CORE: (6 Courses, 18 Credits)	18	**FLEXIBLE CORE:** (6 Courses, 18 Credits)	18
When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major One course from each Group A to E. and one (1) additional course from any group		When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major One course from each Group A to E. and one (1) additional course from any group	

A. World Cultures and Global Issues	A. World Cultures and Global Issues
B. U.S. Experience In Its Diversity	B. U.S. Experience In Its Diversity
C. Creative Expression	C. Creative Expression
D. Individual & Society	D. Individual & Society

PSY3200 – Human Growth and Development **or**
   PSY3600 – Abnormal Psychology
	PSY3200 – Human Growth and Development **or**
	   PSY3600 – Abnormal Psychology

± E. Scientific World	± E. Scientific World
~~Suggested:~~ *PSY 1100 – General Psychology*	PSY 1100 – General Psychology
± Plus another course selected from any Group A – E	± Plus another course selected from any Group A – E

DEGREE REQUIREMENTS: (~~6~~ Courses, ~~18~~ Credits)

MH 1100 – Introduction to Human Services	3
MH 3000 – Human Services Organizations	3
MH 9801 – Supervised Instructional Experience in Mental Health I	3
MH 9802 – Supervised Instructional Experience in Mental Health II	3
PSY 3200 – Human Growth and Development	3
PSY 3600 – Abnormal Psychology	3

~~Select **one (1)** of the following concentrations:~~

~~**Mental Health and Human Services:** (4 Courses, 12 Credits)~~

~~MH3100 – Principals of Interviewing and Group Leadership~~	~~3~~
~~MH 3400 – Mental Health Practices with Vulnerable Populations~~	~~3~~
~~MH 3500 – Introduction to Gerontology~~	~~3~~

~~Select **one (1)** from the following: (3 credits)~~

~~ANT 3700 – Introduction to Anthropology **or**~~

~~ANT 3900 – Sexuality and Culture **or**~~

DEGREE REQUIREMENTS: (**10** Courses, **30** Credits)

MH 1100 – Introduction to Human Services	3
MH 3000 – Human Services Organizations	3
MH 3500 – Introduction to Gerontology	**3**
MH3100 – Principals of Interviewing and Group Leadership OR	**3**
MH 3700 – Introduction to Domestic Violence*	
MH 3400 – Mental Health Practices with Vulnerable Populations OR	**3**
MH 3800 – Assessment and Intervention with Domestic Violence Survivors*	
MH 9801 – Supervised Instructional Experience in Mental Health I	3
MH 9802 – Supervised Instructional Experience in Mental Health II	3
PSY 1100 – General Psychology	**3**
PSY 3200 – Human Growth and Development	3
PSY 3600 – Abnormal Psychology	3

PSY XXXX – Any Psychology Course **or**

SAC 2000 – Introduction to Alcohol and Substance Abuse Counseling **or**

SOC XXX – Any Sociology Course (3 crs.) – S*uggested: SOC 3100 – Introduction to Sociology*

OR

Substance Abuse Counseling: (4 Courses, 12 Credits)	-
MH3100 – Principals of Interviewing and Group Leadership	3
SAC 2000 – Introduction to Substance Abuse Counseling	3
SAC 2200 – Basic Counseling Techniques in Substance Abuse Field I	3
SAC 2600 – Confidentiality, Ethics and Counselor/Client Relationship in Substance Abuse Counseling	3
-	-

OR

Domestic Violence Counseling: (4 Courses, 12 Credits)	
MH 3500 – Introduction to Gerontology	3
MH 3700 – Introduction to Domestic Violence	3
MH 3800 – Assessment and Intervention with Domestic Violence Survivors	3
Select **one (1)** of the following (3 credits): ANT XXXX – Any Anthropology Course **or** PSY XXXX – Any Psychology Course **or** SOC XXXX – Any Sociology Course – *Suggested: SOC 3100 – Introduction to Sociology*	3

ELECTIVES: 0 - 6 credits sufficient to total 60 credits for the degree.

ELECTIVES: 0 - 6 credits sufficient to total 60 credits for the degree. **If additional elective credits are available, consultation with an advisor is highly recommended. SOC 3100 - Introduction to Sociology is recommended if not taken to fulfill Pathways Flexible Core: Individual and Society (Group D)**

TOTAL CREDITS: 60	60	**TOTAL CREDITS: 60**	60

*NOTE: Students who complete MH 3700 and MH 3800 will be enrolled at internships (MH9801 AND MH 9802) that focus on Domestic Violence

B. Department of Tourism and Hospitality

1. Certificate in Culinary Arts

HEGIS: 5404.00

PROGRAM CODE: 33947

FROM: **TO:**

COLLEGE REQUIREMENTS	CREDITS	COLLEGE REQUIREMENTS	CREDITS
Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required		Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required	
CERTIFICATE REQUIREMENTS (10 Courses, 28 Credits)		**CERTIFICATE REQUIREMENTS** (10 Courses, 28 Credits)	
TAH 7100 – Introduction to Professional Food Service	3	TAH 7100 – Introduction to Professional Food Service	3
		CA 990 - Culinary Concepts	**3**
CA 100 – Culinary Arts I: Skills	3	CA 100 – Culinary Arts I: Skills	3
CA 200 – Culinary Arts II: Major Techniques	3	CA 200 – Culinary Arts II: Major	3

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FROM	CREDITS	TO	CREDITS
		Techniques	
CA 1100 – Baking and Pastry	3	CA 1100 – Baking and Pastry	3
CA 2100 – Food Safety and Sanitation Certification	1	CA 2100 – Food Safety and Sanitation Certification	1
CA 3000 – Garde Manger and Charcuterie **OR** CA 1200 – Patisserie	3	CA 3000 – Garde Manger and Charcuterie **OR** CA 1200 – Patisserie	3
CA 7200 – Restaurant and Food Service Operations **OR** CA 7400 – Menu and Dining Room Management	3	CA 7200 – Restaurant and Food Service Operations **OR** CA 7400 – Menu and Dining Room Management	3
~~CA 5000 – Food and Beverage Cost Control~~ **~~OR~~**	3	-	-
~~CA 6000 – Beverage Management~~	-	-	-
CA 9000 – Global Culinary Improvisation Capstone	3	CA 9000 – Global Culinary Improvisation Capstone	3
CA 9200 – Internship in Culinary Arts	3	CA 9200 – Internship in Culinary Arts	3
TOTAL CREDITS: 28	28	**TOTAL CREDITS: 28**	28

2. A.A.S. Tourism and Hospitality
HEGIS: 5011.10
PROGRAM CODE: 81183
Sunset: FALL 2022

FROM:

TO:

CUNY CORE	CREDITS	**CUNY CORE**	CREDITS
REQUIRED CORE: (4 Courses, 12 Credits) When Required Core Courses are specified for a category, they are required for the major	12	**REQUIRED CORE:** (4 Courses, 12 Credits) When Required Core Courses are specified for a category, they are required for the major	12
ENG 1200 - Composition I	3	ENG 1200 - Composition I	3
ENG 2400 - Composition II	3	ENG 2400 - Composition II	3
± Mathematical & Quantitative Reasoning	3	± Mathematical & Quantitative Reasoning	3
± Life and Physical Sciences	3	± Life and Physical Sciences	3
FLEXIBLE CORE: (3 Courses, 9 Credits)	9	**FLEXIBLE CORE:** (3 Courses, 9 Credits)	9

When Flexible Core Courses are specified for a category, they are strongly suggested and/or required for the major

Select **one (1)** course from **three (3)** Groups A to E for a total of **nine (9)** credits. Each course must be in a different discipline.

A. World Cultures & Global Issues
B. U.S. Experience In Its Diversity
C. Creative Expression
D. Individual & Society
± E. Scientific World

DEGREE REQUIREMENTS (9 Courses, 27 Credits)

TAH 100 - Introduction to Tourism and Hospitality	3
TAH 500 - Labor Relations and Customer Service	3
~~TAH 1800 - Case Studies in Tourism and Hospitality~~	~~3~~
TAH 1900 - The Business of Tourism and Hospitality	3
TAH 3000 - Financial Decision Making	3
TAH 9000 - The Virtual Enterprise	3
TAH 9250 - Field Experience in Tourism and Hospitality	3
TAH 2500 - Tourism & Hospitality Marketing	3
BA 6000 - Introduction to Computer Concepts	3

CONCENTRATIONS: (4 Courses, 12 Credits)

Select **one (1)** of the following concentrations:

Tourism: (4 Courses, 12 Credits)

TAH 1700 - Tourism Technology	3

~~Select **three (3)** courses from the following (9 credits):~~		-	
TAH 200 - Destination Geography	3	TAH 200 - Destination Geography	3
TAH 1500 - Cruises and Specialty Travel Markets	3	TAH 1500 - Cruises and Specialty Travel Markets	3
TAH 6500 - Airport and Aviation Security and Management	3	TAH 6500 - Airport and Aviation Security and Management	3
~~TAH 6600 - Cruise Line Marketing and Sales~~	~~3~~	-	-
Hotel Management: (4 Courses, 12 Credits)		**Hotel Management:** (4 Courses, 12 Credits)	
TAH 2200 - Front Office Operations	3	TAH 2200 - Front Office Operations	3
TAH 4100 - Meeting and Convention Management	3	TAH 4100 - Meeting and Convention Management	3
TAH 5200 - Hotel Property Management Systems	3	TAH 5200 - Hotel Property Management Systems	3
TAH 5500 - Housekeeping Management	3	TAH 5500 - Housekeeping Management	3
~~**Sports Management:** (4 Courses, 12 Credits)~~	-		-
~~TAH 700 - Introduction to Sports Management~~	~~3~~	-	-
~~TAH 4600 - Facilities Planning in Sports~~	~~3~~	-	-
~~RPE 1100 - Introduction to Recreation~~	~~3~~	-	-
~~RPE 4000 - Sports and American Society~~	~~3~~	-	-
Food & Beverage Management: (4 Courses, 12 Credits)		**Food & Beverage Management:** (4 Courses, 12 Credits)	
CA 990 - Culinary Concepts	3	CA 990 - Culinary Concepts	3
TAH 7100 - Introduction to Professional Food Service	3	TAH 7100 - Introduction to Professional Food Service	3
CA 5000 - Food and Beverage Cost Control	3	CA 5000 - Food and Beverage Cost Control	3
CA 6000 - Beverage Management	3	CA 6000 - Beverage Management	3
ELECTIVES: 0 credits sufficient to meet required total of 60.	0	**ELECTIVES:** 0 credits sufficient to meet required total of 60.	0
TOTAL CREDITS: 60	60	**TOTAL CREDITS: 60**	60

NEW COURSES

A. Department of Art

1. ART 2300, Asian Art through Religion, Philosophy, and Politics,

Prerequisite: None

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 3

Course Description: Introduction to the history of Asian art (early India, China, Korea, and Japan) from prehistory to the present. The course will examine a broad range of artifacts including monuments, city planning, architecture, sculpture, painting, calligraphy, ceramics, and prints. How religion, philosophy, and politics uniquely shaped visual culture in Asia is discussed. The course equally emphasizes the cultural transfers, how one culture influences another, and how at the same time a non-indigenous element becomes vernacularized by mixing with the local culture.

2. ART 2400, Global Contemporary Art: Diversities and New Expressions

Prerequisite: None

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 3

Course Description: Introduction to global contemporary art (the arts in the Americas, Europe, Middle East, Asia, and Africa). Art of the 21st century emerges from a vast variety of materials and means. This interdisciplinary course will examine a broad range of artistic practices including painting, sculpture, photography, video, performance art, animation, architecture, city planning, environmental art, activist art, and art using digital and social media. We will examine how arts from different geopolitical locations were uniquely shaped, responding to contemporary issues and concerns.

COURSES FOR PATHWAYS APPROVAL

A. Department of Art

1. ART 2300, Asian Art through Religion, Philosophy, and Politics, Flexible Core: World Cultures and Global Issues (Group A)   **Included with New Course Proposal**

2. ART 2400, Global Contemporary Art: Diversities and New Expressions , Flexible Core: World Cultures and Global Issues (Group A)

Included with New Course Proposal

B. Department of Communications and Performing Arts

1. THA 5200, Fundamentals of Acting, Flexible Core: Creative Expression (Group C)

C. Department of English
1. ENG 6300, Shakespeare Survey, Flexible Core: Creative Expression, (Group C)

*****The Curriculum Committee presented the following Informational Items to College Council*****

CHANGES IN EXISTING COURSES

A. Department of Art

Change: Course Title and Course Description

1. ART 3500, Modern Art: From 1880 to 1945

FROM:	**TO:**
Modern Art: From 1880 to 1945	**Nineteenth-Century Art**

FROM:	**TO:**
An introduction to the development of modern art, beginning in ~~late~~ nineteenth-century France. The course traces the emergence of various art movements, the rise of the historical avant-garde in Europe, and the development of abstract art.	An introduction to the development of modern art, beginning in **early** nineteenth-century France. The course traces the emergence of various art movements, the rise of the historical avant-garde in Europe **and the United States** and the development of abstract art **to 1900**

2. ART 3600, Modern Art: From 1945 to Present

FROM:	**TO:**
Modern Art: From 1945 to Present	**Twentieth-Century Art**

FROM:	**TO:**

An introduction to movements in painting, sculpture and architecture ~~in the aftermath of World War II~~. The course begins with the rise ~~of New York as the international center of the art world and continues through recent developments in visual arts.~~

An introduction to movements in painting, sculpture and architecture **in the twentieth-century**. The course begins with the rise of **abstraction in Europe before the wars, and follows the course of art movement and styles in the aftermath of World War II. The course covers recent developments in visual arts at the turn of the century.**

B. Behavioral Science and Human Services

Change: Credit hours

1. EDC 2100, Social Science in Education

FROM:

3 credits, 3 hours

TO:

3 credits, 4 hours (2 hrs. lecture, 2 hrs. field)

Change: Prerequisite and Pre-/Co-requisite

2. EDC 3000, Seminar and Practicum in Early Childhood Education Curriculum

FROM:

Prerequisite: EDC 200 ~~or EDC 2000~~

Pre-/Co-requisite: EDC 2100 (If a Prerequisite, with a minimum grade of "C")

TO:

Prerequisite: **EDC 200**

Pre-/Co-requisite: **NONE**

Change: Prerequisite

3. EDC 9105, Supervised Instructional Experience in Education I

FROM:

Prerequisite: EDC 2100 ~~and EDC 3000 or EDC 3200,~~ with a grade of "C" and Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading and Writing

TO:

Prerequisite: EDC 2100 with a grade of "C" and Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading and Writing.

4. MH 9801, Supervised Instructional Experience in Mental Health I

FROM:

TO:

Prerequisite: MH 1100, MH 3500 and either MH 3100 or MH 3400 or Department permission required

Prerequisite: MH 1100, MH 3500 and either MH 3100 or MH 3400 or **MH 3700** or Department permission required

5. MH9802, Supervised Instructional Experience in Mental Health II

FROM:

Prerequisite: MH 1100, MH 3500 and either MH 3100 or MH 3400 or Department permission required

TO:

Prerequisite: **MH 9801**, MH 3000 and either MH 3100 or MH 3400 or **MH 3800** or Department permission required

Change: Prerequisite and Course Description

6. PSY 2400, Psychological Disorders in Young Children

FROM:

Psychological disorders in young children and the practices required to deal with them in educational settings. The problems and needs of children with behavioral, emotional, intellectual, developmental and sensory disabilities are studied. The causes, diagnostic, therapeutic and educational interventions with teaching methods are reviewed for each category based upon principles learned in introductory and developmental psychology courses.

TO:

Psychological disorders in young children and the practices required to deal with them in educational settings. The problems and needs of children with behavioral, emotional, intellectual, developmental and sensory disabilities are studied. The causes, diagnostic, therapeutic and educational interventions with teaching methods are reviewed for each category based upon principles learned in **introductory psychology.**

FROM:
Prerequisite: PSY 3000 or PSY 3200

TO:
Prerequisite: PSY 1100

C. Department of Business
Change in Prerequisite and Pre-/Co-requisite
1. FD 1200, Fashion Sketching II

FROM:
Only open to Fashion Design Majors and Business of Fashion Majors
Prerequisite: FD 1100

TO:
Only open to Fashion Design Majors and Business of Fashion Majors
Prerequisite: FD 1100 **and BF 3500**

Pre-Co-requisite: FD 1300

Change in Prerequisite

2. FD 1300, Computerized Fashion Design

FROM:

Only open to Fashion Design Majors and Business of Fashion Majors

Prerequisite for Fashion Design Majors: FD 1100, FD 1200 and BA 6000

Prerequisite: for Business of Fashion Majors: BA 6000

TO:

Only open to Fashion Design Majors and Business of Fashion Majors

Prerequisite for Fashion Design Majors: **FD 1100 and BA 6000**

Prerequisite: for Business of Fashion Majors: BA 6000

Change in Pre-/Co-requisite

3. FD 2200, Fashion Design II

FROM:

Pre-/Co-requisites: FM 3500 or BF 3500 and FD 2100

TO:

Prerequisites: FM 3500 or BF 3500 and FD 2100

Pre-/Co-requisites: NONE

4. FD 2500, Advanced CAD for Fashion Design

FROM:

Prerequisites: BA 6000, FD 2100, and FD 1300

Pre-Co-/requisites: FD 2200

TO:

Prerequisites: BA 6000, FD 2100, and FD 1300

Pre-Co-/requisites: FD 2200 **and FD 2000**

D. Department of Communications and Performing Arts

Change: Course Description

1. THA 5200, Acting I: Fundamentals of Acting

FROM:

TO:

This class introduces students to the fundamental concepts of basic acting technique including actions, beat analysis, vocal technique, emotional memory and physical awareness. Students will explore these concepts, as well as other theories and details associated with the Stanislavski acting system through lecture, readings, writing assignments and class discussion, as well as explore the actor's creative process through acting exercises and the rehearsal and presentation of scripted material.

This survey course serves as an introduction to the theories, techniques, histories and applications of modern acting. Students will study fundamental concepts associated with Stanislavski acting **theory** including action/**objective, beat analysis, vocal technique, emotional memory and physical awareness.** Students will explore **and apply these and** other theories **through various writing and reading assignments, as well as the interpretation and performance of diverse works of dramatic literature.**

Change: Credit hours

2. THA 5500, Introduction to Technical Theatre

FROM:

3 credits, 3 hours

TO:

3 credits, **4 hours (2 hours lecture, 2 hours lab)**

E. Department of English

Change: Course Title

1. ENG 6300, Shakespeare

FROM:

Shakespeare

TO:

Shakespeare **Survey**

2. ENG 6600. Literature and Human Behavior

FROM:

Literature and Human Behavior

TO:

Literature and **Psychology**

3. ENG 6700, Women in Literature

FROM:

Women in Literature

TO:

Women **and** Literature

F. Department of Health, Physical Education and Recreation

Change: Credits

1. HE 3400, Survey of Holistic Health Care

FROM:

2 credits, 2 hours lecture

TO:

3 credits, **3** hours lecture

G. Department of History, Philosophy, and Political Science

Change: Course Title and Course Description

1. PHI 6900, Environmental Ethics

FROM:

Environmental Ethics

TO:

Environmental **Philosophy**

FROM:

TO:

This course examines the ethics of human behavior as it impacts other species and the natural environment. Topics include the earth's energy/resource carry capacity (land use, industrial agriculture, seed patents, soil depletion, deforestation, and population expansion), ecological conservation (biodiversity, global pollution, globalization of disease, endangered species, and genetically modified organisms), and the ethical treatment of animals (factory farming, hunting, circuses, zoos, pets, leather and fur, scientific/medical and cosmetics research on animals). Leading theories of environmental ethics, their moral and conceptual foundations, and their expression in policy and practice will be examined critically.

A selection of the range of ethical and philosophical issues raised by humanity's acceleration of environmental change. Topics include our obligations to living organisms, ecosystems, and future generations, animal rights, and the definition of "nature" and what is "natural."

2. POL 5600, City Politics

FROM:

City Politics

TO:

Urban Politics

FROM:

TO:

An examination of the urban community's political actions and response to government policy. How ethnic, racial, religious and economic groups interact within the political system to meet the needs of their respective communities.

This course explores the economic, historic, political, and social forces that shape urban life. It then examines several contested policy issues - housing, economic development, education and/or welfare. Through readings, films, discussions, and research, students will become familiar with key concepts in urbanism and how intersections of race/class/gender inform urban experience.

H. Department of Mathematics and Computer Science

Change: Course Description

1. CIS 3100, Introduction to Database

FROM:

TO:

Microcomputer applications used in an information systems environment. Introduction to database management systems, and integrated software systems and packages.

This course covers the basics of building relational databases and presenting the data in a user-friendly manner. The concepts of database normalization, data validation and referential integrity issues are stressed. The course utilizes Microsoft Access to cover these concepts but what is taught can easily be ported to large database systems such as Oracle and SQL Server. Data presentation layers using forms and reports are also covered as well as the basics of the SQL query language.

2. CIS 3200, Advanced Database Programming

FROM:

TO:

Concepts and features of a contemporary database language. Emphasis is on fundamentals of good programming style and the use of the language syntax to develop database applications.

Building on concepts covered by the CIS 3100 (Introduction to Database) course and using VBA as the underlying programming language, this course focuses on accessing data contained in a typical database system and extracting and manipulating such data through code and the SQL language. Also covered are concepts of looping datasets, decisions using If/Then/Else and case statements. Both DAO and ADO data access methods are utilized and the code snippets needed to manipulate various controls of a typical presentation layer are covered.

Change: Prerequisite

3. CS 1400, Computer Organization and Assembly Language

FROM:

Prerequisite: CS 13A0

TO:

Prerequisite: **CS 1200 with a grade of "C" or higher**

Change: Corequisite

4. MAT M100, Pre-Algebra

FROM:

Prerequisite: Score of 20 to 39 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and either a passing score on the CUNY Assessment Test in Reading **or** demonstration of reading proficiency.

TO:

Prerequisite: Score of 20 to 39 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and either a passing score on the CUNY Assessment Test in Reading **or** demonstration of reading proficiency **or**

Corequisite: Enrollment in ENG 92A6

I. Department of Nursing

Change: Pre-/Co-requisite

1. PSG 101, Neuroscience and Pharmacology in Sleep

FROM:	TO:
Pre-/Co-requisite: NONE	Pre-/Co-requisite: **BIO 1200**

COURSES WITHDRAWN

Department of Tourism and Hospitality

1. TAH 700, Introduction to Sports Management

2. TAH 6600, Cruise Line Marketing and Sales

3. TAH 4600, Facilities Planning in Sports

4. TAH 9160, Professional Portfolio

Program Learning Outcomes

1. AS Exercise Science

2. AAS Nursing

The Curriculum Committee reported that the CUNY Board of Trustees had questions about a number of changes previously approved by the College Council in Spring 2018 and returned them to us. It is included in the official record that the items below have been sent back to us for retooling and adjustment.

The following items have been removed by CUNY from the Chancellor's University Report (CUR):

Changes to Degree Program:

A.S. Degrees: Computer Science, Mathematics, Chemistry, Engineering Science, Earth & Planetary Science, Physics, Science for Forensics

Changes to Courses:

1. MAT/BA 2200, Business Statistics
2. MAT/BIO 9100, Biostatistics
3. CHM 100, Preview of General Chemistry
4. CHM 200, Introduction to Green Chemistry
5. PHY 100, Preview of General Physics I
6. CS 1200, Introduction to Computing
7. MAT 1400 Analytic Geometry and Pre-Calculus
8. EGR 2100 Engineering Design
9. PHY 1100, General Physics I
10. MAT 1500 Calculus I
11. MAT 1600 Calculus II
12. MAT 2100 Calculus III
13. MAT 900 College Algebra
14. MAT 2000 Elements of Statistics

New Courses:

1. MAT 9800 Intermediate Algebra for STEM Majors

2. MAT 9900 Pre-Calculus for STEM Majors

3. MAT 3000 Introduction to Mathematical Concepts in Proof

C. Strategic Planning and Steering Committee Reports

The Strategic Planning Committee reports that it is working on a Vision and Values Statement for the College. Input will be gathered for it in the future. As a first draft, the values include respect, equity, diversity, integrity, community, and collaboration.

On behalf of the College Council Steering Committee, V.P. Fox reported that we are in the early stages of the College's Governance Review. He gave a brief summary of the results of the online KCC Governance Questionnaire survey which took place this semester with selected powerpoint slides. That general information will be shared with the campus via email.

D. Legislative Committee Report

The Legislative Committee presented a resolution regarding part-time delegates-at-large to the College Council (full resolution text appeared in the Agenda). After some discussion on the floor, the resolution text was amended and the following resolution was passed unanimously:

(1) RESOLVED,

That Article III Section IV(c) of the College Council Constitution be amended <u>from</u>:

"Adjunct faculty shall be eligible to vote for delegates-at-large during their third (and successive) year of continuous service. Persons eligible to vote for delegates-at-large shall be eligible to nominate candidates and be nominated for the position of delegate-at-large"

<u>To</u>:

All adjunct faculty currently teaching at the college, including adjunct faculty serving on a substitute full-time line, shall be eligible to vote, nominate candidates, and be nominated for the position of part-time delegate-at large.

Full-time members of the instructional staff or administrative staff who are concurrently teaching in an adjunct capacity at the college shall be ineligible to participate in elections for part-time delegates-at-large.

(2) RESOLVED,

That this change shall supersede current policy in the annual Elections Memo stating that "Retired full-time faculty who continue employment in an adjunct capacity without a break in service fulfill the continuous service requirement and are also eligible to vote in the full-time elections." Instead, they shall be included in the Constitution's reference to "all adjunct faculty currently teaching at the college" and shall be eligible to vote, nominate candidates, and be nominated for the position of part-time delegate-at large;

(3) RESOLVED,

That the following paragraph be added to Article III, Section III(e) regarding vacancies.

Current language:

"Vacancies shall be filled from the list of unsuccessful candidates of the previous election with the person having the greatest number of votes among the unsuccessful candidates designated to fill the vacancy until the next scheduled election. Where vacancies for unexpired terms are to be filled at a regular election, the candidates receiving the next highest number of votes after filling the regular three-year term vacancies shall be declared elected for the unexpired term. The longer terms shall be assigned to those with the highest number of votes." *[Article III, Section III(e)]*

<u>Add</u>:

For all delegate-at-large seats that become vacant before November 1, a special election shall be held prior to the end of that fall semester to fill the vacancy until the next scheduled election. If a seat becomes vacant after that date, then it will be filled at the next scheduled election, by special ballot if necessary.

III. New Business

Prof. Washburn introduced the issue of Concentrations within the Liberal Arts degree, and asked several questions relating to that subject, and the Women's and Gender Studies concentration in particular. The professor asked about the processes involved with moving a concentration to a specific department, the current status of the WSG concentration, creating a full degree program with a major, cross-listing courses, revising articulation agreements (including those from approximately 20 years ago), and how/whether the College Council creates departments.

Responses to those queries came from the President, the Provost, and Curriculum Committee chair Prof. Martin, and included some technical curricular information and assertions that these issues have been addressed at a dedicated meeting on these issues rather than a general meeting of the College Council.

The meeting adjourned at 4:18 PM.

Respectfully submitted,

Michael Sokolow

Michael Sokolow, secretary