

To: Members of the College Council
Date: November 7, 2017
From: Michael Sokolow, Secretary
Subject: Agenda for the Meeting of November 14, 2017

The College Council will meet on Tuesday November 14, 2017 at 3:00 PM in room M-240, the MAC Rotunda.

AGENDA

- I. Approval of the minutes of the meeting held on September 26, 2017.
- II. Reports – Curriculum (p.1-24); Instruction (p.24 plus Attachment which follows p.26); Strategic Planning (p.24); and Students (p.25-26)

- A. President’s Report

- B. Curriculum Committee Report

- Resolutions: p.1-16

- Informational Items: p.16-24

- Agenda resumes on: p.24

The Curriculum Committee presents the following resolutions for approval. (The section numbering reflects those used by the Curriculum Committee and CUNY):

SPECIAL ACTIONS

A. Department of Tourism and Hospitality

- 1. Closing of the Certificate in Marine Mechanic

CHANGE IN DEGREE REQUIREMENT

A. Department of Business

Change in Degree Title AND Change in Degree Requirements

- 1. A.A.S. Retail Merchandising

FROM:

A.A.S. Retail Merchandising

TO:

A.A.S. The Business of Fashion

FROM:

TO:

CUNY CORE

CUNY CORE

REQUIRED CORE: (4 Courses, 12 Credits)
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.

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.

ENG 1200 - English Composition I
ENG 2400 - English Composition II
Mathematical and Quantitative Reasoning ±
Life and Physical Sciences ±

3 ENG 1200 - English Composition I 3
3 ENG 2400 - English Composition II 3
3 Mathematical and Quantitative Reasoning ± 3
3 Life and Physical Sciences ± 3

FLEXIBLE CORE: (3 Courses, 9 Credits)
When Flexible Core Courses are specified for a category, they are strongly suggested and/or required for the major.

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

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

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

Recommended: ECO 1200

Macroeconomics
± E. Scientific World

± E. Scientific World

DEGREE REQUIREMENTS: (9 Courses, 25 Credits)

DEGREE REQUIREMENTS: (13 Courses, 39 Credits)

BA 1100 - Fundamentals of Business
BA 1200 - Business Law I
BA 1400 - Principles of Marketing
BA 6000 - Introduction to Computer Concepts

3 BA 1100 - Fundamentals of Business 3
3 BA 1200 - Business Law I 3
3 BA 1400 - Principles of Marketing 3
3 BA 6000 - Introduction to Computer Concepts 3

~~RM~~ 3100 - Elements of Marketing Management
~~RM~~ 3300 - Salesmanship
~~RM~~ 3400 - Merchandising, Planning, and Control

BF 1900 - Fashion Forecasting 3
3 **BF 3100 - Elements of Marketing Management** 3
3 **BF 3300 - Salesmanship** 3
3 **BF 3400 - Merchandising, Planning, and Control** 3

| | | | |
|---|--------------|--|----------|
| RM 9229 - Field Experience in Retail Merchandising | 3 | BF 9229 - Field Experience in the Business of Fashion | 3 |
| HE 1400 - Critical Issues in Personal Health | 4 | | |
| - | - | FD 1300 - Computerized Fashion Design | 3 |

CONCENTRATIONS: (3 to 4 Courses, 10 to 12 Credits)

Select one (1) of the following concentrations:

FASHION MERCHANDISING: (4 Courses, 12 Credits)

| | | | |
|---|--------------|---|----------|
| FM 3200 - Product Development | 3 | BF 3200 - Product Development | 3 |
| FM 3500 - Textile and Non-Textile Analysis | 3 | BF 3500 - Textile and Non-Textile Analysis | 3 |
| FM 3700 - Fashion Merchandising | 3 | | |
| FM 3900 - Fashion Sales Promotion | 3 | BF 3900 - Fashion Sales Promotion | 3 |

MARKETING MANAGEMENT: (3 Courses, 10 Credits)

| | |
|---|--------------|
| ACC 1100 - Fundamentals of Accounting I | 4 |
| BA 5200 - Advertising: Theory and Practice | 3 |
| RM 3000 - Consumer Behavior | 3 |

ELECTIVES: 2-4 credits sufficient to meet required total of 60 credits.

ELECTIVES: 0 credits sufficient to meet required total of 60 credits.

B. Department of Communications and Performing Arts

1. A.S. in Media Arts

FROM:

TO:

CUNY CORE

CUNY CORE

REQUIRED CORE: (4 Courses, 12 Credits):
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.

REQUIRED CORE: (4 Courses, 12 Credits):
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
 ± Life and Physical Sciences

± Mathematical & Quantitative Reasoning
 ± Life and Physical Sciences

3
3

FLEXIBLE CORE: (6 Courses, 18 Credits)
 When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major.

FLEXIBLE CORE: (6 Courses, 18 Credits)
 When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major.

18

One course from each Group A to E **and** one (1) additional course from any group

One course from each Group A to E **and** one (1) additional course from any group

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

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

MCM 3000 – Mass Media

MCM 3000 – Mass Media

± E. Scientific World

± E. Scientific World

No more than two course can be selected from the same discipline

No more than two course can be selected from the same discipline

MAJOR REQUIREMENTS: (8 to 10 Courses, ~~23~~ ~~to 29~~ Credits):

MAJOR REQUIREMENTS: (8 to 10 Courses, 24 to 30 Credits):

- MCB 3900 - Radio Operations
- MCM 3000 - Mass Media
- MCB 4100 - Television Studio Production
- MCB 4600 - Media Technology
- MCB 4900 - Media Production and Editing
- MCB 5000 - Writing for the Electronic Media

- MCB 3900 - Radio Operations
- MCM 3000 - Mass Media
- MCB 4100 - Television Studio Production
- MCB 4600 - Media Technology
- MCB 4900 - Media Production and Editing
- MCB 5000 - Writing for the Electronic Media

3
3
3
3
3
3

AND

AND

Select from the following program electives (6 to 12 crs.)

Select from the following program electives (6 to 12 crs.)

- MCB 3600 – Announcing – Radio and Television
- MCB 4000 – Introduction to Pro Tools
- MCB 4800 – Advanced Video Production
- MCB 5100 – Digital Video/Audio Production and Editing II
- MCB 81XX – Independent Study

- MCB 3600 – Announcing – Radio and Television
- MCB 4000 – Introduction to Pro Tools
- MCB 4800 – Advanced Video Production
- MCB 5100 – Digital Video/Audio Production and Editing II
- MCB 81XX – Independent Study

3
3
3
3
1

MCB 82XX – Topical/Pilot Course

MCB 82XX – Topical/Pilot Course

1

| | | | |
|--|---|--|---|
| MCB 92XX – Internship | 3 | MCB 92XX – Internship | 3 |
| MCF 4000 – Film: The Creative Medium | 3 | MCF 4000 – Film: The Creative Medium | 3 |
| MCF 4300 – Film Genre | 3 | MCF 4300 – Film Genre | 3 |
| MCF 4400 – Film and Society | 3 | MCF 4400 – Film and Society | 3 |
| THA 4700 – Stage Management | 3 | THA 4700 – Stage Management | 3 |
| THA 5500 – Introduction to Technical Theatre | 3 | THA 5500 – Introduction to Technical Theatre | 3 |
| THA 5600 – Fundamentals of Theatrical Lighting | 3 | THA 5600 – Fundamentals of Theatrical Lighting | 3 |
| THA 6000 – Introduction to Costuming and Make-Up | 3 | THA 6000 – Introduction to Costuming and Make-Up | 3 |
| THA 6300 – Basic Sound Technology | 3 | THA 6300 – Basic Sound Technology | 3 |
| JRL 3100 – Basic Journalism | 3 | JRL 3100 – Basic Journalism | 3 |

ELECTIVES: 0-15 ~~1-13~~ credits sufficient to meet required total of 60 credits.

ELECTIVES: 0-15 ~~1-13~~ credits sufficient to meet required total of 60 credits.

C. Liberal Arts and Department of History, Philosophy, and Political Science

1. A.A. Liberal Arts
Addition of Political Science Concentration

FROM:

TO:

CUNY CORE

CUNY CORE

REQUIRED CORE: (4 Courses, 12 Credits):
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.
ENG 1200 - English Composition I
ENG 2400 - English Composition II
± Mathematical & Quantitative Reasoning
± Life and Physical Sciences

12 **REQUIRED CORE:** (4 Courses, 12 Credits): 12
3 When Required Core courses are specified for a 3
category, they are strongly suggested and/or
required for the major.
3 ENG 1200 - English Composition I 3
3 ENG 2400 - English Composition II 3
3 ± Mathematical & Quantitative Reasoning 3
± Life and Physical Sciences

FLEXIBLE CORE: (6 Courses, 18 Credits):
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
B. U.S. Experience In Its Diversity

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
A. World Cultures and Global Issues
B. U.S. Experience In Its Diversity

- C. Creative Expression
- D. Individual & Society
- ± E. Scientific World

No more than two course can be selected from the same discipline

MAJOR REQUIREMENTS: (9 Courses, 27 Credits):

No more than **four (4)** of the following **nine (9)** courses may also satisfy a CUNY Common Flexible Core requirement:

- Art or 3
- Media and Film Studies or
- Music or
- Theatre
- Speech 3
- Literature 3
- Philosophy 3

American Politics

3

American History

3

World History or
Anthropology

3

Psychology
Sociology

3

3

ELECTIVES: 3 – 15 credits sufficient to total 60 credits for the degree.

- C. Creative Expression
- D. Individual & Society
- ± E. Scientific World

No more than two course can be selected from the same discipline

MAJOR REQUIREMENTS: (9 Courses, 27 Credits):

No more than **four (4)** of the following **nine (9)** courses may also satisfy a CUNY Common Flexible Core requirement:

- Art or 3
- Media and Film Studies or
- Music or
- Theatre
- Speech 3
- Literature 3
- Philosophy 3

**PHI 6700 - Political Philosophy or
PHI 7900 - Global Ethics**

3

**POL 5100 - American Government and
Politics or**

3

**HIS 1100 - American Civilization I or
HIS 1200 - American Civilization II or
HIS 1900 - History if U.S. Civil Rights
and the Movements it Inspired**

3

World History or
Anthropology

3

**HIS 6500 - Social Unrest and Revolution
in Modern Times or**

ANT 3800 - Human Rights

3

Psychology

3

Sociology

3

ELECTIVES: 3 – 15 credits sufficient to total 60 credits for the degree.

Students are required to select a Global Politics course (3 credits), POL 5900 - International Relations or POL 5200 - Comparative Government is recommended. If additional elective credits are available, consultation with the concentration advisor is highly recommended.

D. Department of Tourism and Hospitality

1. A.A.S. Culinary Arts

FROM:

TO:

CUNY CORE

CUNY CORE

REQUIRED CORE: (4 Courses, 12 Credits)
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.

- ENG 1200 - English Composition I
- ENG 2400 - English Composition II
- Mathematical and Quantitative Reasoning ±
- Life and Physical Sciences ±

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.

- 3 ENG 1200 - English Composition I 3
- 3 ENG 2400 - English Composition II 3
- 3 Mathematical and Quantitative Reasoning ± 3
- 3 Life and Physical Sciences ± 3

FLEXIBLE CORE: (3 Courses, 9 Credits)
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±

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: (~~14~~ Courses, ~~38~~ Credits)

DEGREE REQUIREMENTS: (9 Courses, 24 Credits)

- CA 990 - Culinary Concepts
- CA 100 - Culinary Arts I: Skills

- 3 CA 990 - Culinary Concepts 3
- 3 CA 100 - Culinary Arts I: Skills 3

| | | | |
|---|---|--|----------|
| CA 200 – Culinary Arts II: Major Techniques | 3 | - | - |
| 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 300 – Garde Manger and Charcuterie or CA 1200 – Patisserie | 3 | - | - |
| CA 5000 - Food and Beverage Cost Control | 3 | CA 5000 - Food and Beverage Cost Control | 3 |
| CA 6000 - Beverage Management or TAH 4300 - Event Catering Management | 3 | CA 6000 - Beverage Management or TAH 4300 - Event Catering Management | 3 |
| CA 7200 – Restaurant and Food Service Operations | 3 | - | - |
| CA 7400 – Menu and Dining Room Management | 3 | - | - |
| CA 9000 – Global Culinary Improvisation Capstone | 3 | - | - |
| - | - | CA 7000 - Entrepreneurship | 2 |
| CA 9200 - Internship in Culinary Arts | 3 | CA 9200 - Internship in Culinary Arts | 3 |
| HE 1400 – Critical Issues in Personal Health | 4 | - | - |
| TAH 7100 - Introduction to Professional Food Service | 3 | TAH 7100 - Introduction to Professional Food Service | 3 |

Select one (1) of the following concentrations:

| | | | |
|---|--|--|-----------|
| - | | Culinary Arts (5 Courses, 15 Credits) | 15 |
| | | CA 200 - Culinary Arts II: Major Techniques | 3 |
| | | CA 300 - Garde Manger and Charcuterie | 3 |
| | | CA 7200 - Restaurant and Food Service Operations | 3 |
| | | CA 7400 - Menu and Dining Room Management | 3 |
| | | CA 9000 - Global Culinary Improvisation Capstone | 3 |

| | | | |
|---|--|--|-----------|
| - | | Baking and Pastry (5 Courses, 12 Credits) | 15 |
| | | CA 1200 – Patisserie | 3 |
| | | CA 1300 - Contemporary Plating | 3 |
| | | CA 1400 - Specialty Cakes | 3 |
| | | CA 1500 - Bread Baking | 3 |
| | | CA 1600- Chocolate and Sugar Confections | 3 |

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

2. A.A.S. Maritime Technology

FROM:

TO:

CUNY CORE

CUNY CORE

REQUIRED CORE: (4 Courses, ~~13~~ Credits)

13 **REQUIRED CORE:** (4 Courses, 12 -13 Credits)

12-13

When Required Core Courses are specified for a category, they are required for the major

When Required Core Courses are specified for a category, they are required for the major

ENG 1200 - English Composition I

3

ENG 1200 - English Composition I

3

ENG 2400 - English Composition II

3

ENG 2400 - English Composition II

3

Mathematical and Quantitative Reasoning:

3

Mathematical and Quantitative Reasoning:

3

~~For Marine Technician Option:~~

~~—————MAT 2000 - Elements of Statistics~~

Life and Physical Sciences*: EPS 3200 - Oceanography

4

Life and Physical Sciences* - **ANY Earth & Planetary Science (EPS) course**

4

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 required for the major

When Flexible Core Courses are specified for a category, they are required for the major

Nine (9) credits with one (1) course from three (3) Groups A to E. ~~For Marine Technician Option~~

Nine (9) credits with one (1) course from three (3) Groups A to E.

~~Group E is satisfied by Course Shown~~

A. World Cultures & Global Issues

A. World Cultures & 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

E. Scientific World:

E. Scientific World

For Marine Technician Option*:

MAT 900 -

College Algebra

Each Course Must be in a Different Discipline

Each Course Must be in a Different Discipline

DEPARTMENT REQUIREMENTS: (~~12 to 13~~ Courses, ~~30 to 34~~ Credits)

DEPARTMENT REQUIREMENTS: (15 Courses, 38 Credits)

HE 3500 - First Aid and Personal Safety

2

HE 3500 - First Aid and Personal Safety

2

MT 3300 - Vessel Technology I

3

MT 3300 - Vessel Technology I

3

MT 3400 - Vessel Technology II

3

MT 3400 - Vessel Technology II

3

MT 4300 - Marina Operations

3

MT 4300 - Marina Operations

3

MT 4600 - Coastal Piloting and Seamanship
 MT 5000 - Introduction to Outboard Motors
 MT 5100 - Introduction to Diesel Engines
 MT 5200 - Welding
 MT 5300 - Fiberglass, Refrigeration and Hydraulic Repairs
 MT 5400 - Low Voltage Electrical Systems
 MT 5500 - Marine Electronics
 BA 6000 – Introduction to Computer Concepts ~~or~~
For Marine Technician Option:
 _____ BA 6100 – Spreadsheet Applications in Business
Plus for Marine Technician Option:
 _____ CP 500 – Introduction to Computer Programming

4 MT 4600 - Coastal Piloting and Seamanship 4
 2 MT 5000 - Introduction to Outboard Motors 2
 2 MT 5100 - Introduction to Diesel Engines 2
 2 MT 5200 - Welding 2
 2 MT 5300 - Fiberglass, Refrigeration and Hydraulic Repairs 2
 2 MT 5400 - Low Voltage Electrical Systems 2
 2 MT 5500 - Marine Electronics 2
 3
 -
 -
 -
 4

MT 5600 - Advanced Outboards 3
MT 5700 - Vessel System, Theory, Maintenance and Troubleshooting 3
MT 5800 - Advanced Welding 2

ELECTIVES: 4-8 credits sufficient to meet required total of 60 credits.

ELECTIVES: 0-1 credits sufficient to meet required total of 60 credits.

*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.

*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.

3. A.A.S. Tourism and Hospitality

FROM:

TO:

CUNY CORE

CUNY CORE

REQUIRED CORE: (4 Courses, 12 Credits)
 ENG 1200 - Composition I
 ENG 2400 - Composition II
 ± Mathematical & Quantitative Reasoning
 ± Life and Physical Sciences

12 **REQUIRED CORE:** (4 Courses, 12 Credits) 12
 3 ENG 1200 - Composition I 3
 3 ENG 2400 - Composition II 3
 3 ± Mathematical & Quantitative Reasoning 3
 3 ± Life and Physical Sciences 3

FLEXIBLE CORE: (3 Courses, 9 Credits)

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.

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

Each Course Must be in a Different Discipline

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 |
| BA 1400 - Principles of Marketing or 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): | 9 |
| TAH 200 - Destination Geography | 3 |

9 **FLEXIBLE CORE:** (3 Courses, 9 Credits)

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.

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

Each Course Must be in a Different Discipline

DEGREE REQUIREMENTS (9 Courses, 27 Credits)

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

CONCENTRATIONS: (4 Courses, 12 Credits)

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

Tourism: (4 Courses, 12 Credits)

| | | |
|--|---|---|
| TAH 1700 - Tourism Technology | 3 | 3 |
| Select three (3) courses from the following (9 credits): | 9 | 9 |
| TAH 200 - Destination Geography | 3 | 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 | TAH 6600 - Cruise Line Marketing and Sales | 3 |

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 |

Hotel Management: (4 Courses, 12 Credits)

Sports Management: (4 Courses, 12 Credits)

| | | | |
|---|---|---|---|
| TAH 700 - Introduction to Sports Management | 3 | TAH 700 - Introduction to Sports Management | 3 |
| TAH 4600 - Facilities Planning in Sports | 3 | TAH 4600 - Facilities Planning in Sports | 3 |
| RPE 1100 - Introduction to Recreation | 3 | RPE 1100 - Introduction to Recreation | 3 |
| RPE 4000 - Sports and American Society | 3 | RPE 4000 - Sports and American Society | 3 |

Sports 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 |

Food & Beverage Management: (4 Courses, 12 Credits)

| | | | |
|--|---|--|---|
| - | | - | |
| ELECTIVES: 0 credits sufficient to meet required total of 60. | 0 | ELECTIVES: 0 credits sufficient to meet required total of 60. | 0 |

NEW COURSES

A. Department of Business

1. BF 1900, Fashion Forecasting

Prerequisite: None

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 3

Course Description: Students will learn to identify socio-cultural indicators in fashion, past and present trends, and apply methods for determining future trends in fashion and related industries culminating in a trend forecasting project.

B. Department of Biology

1. BIO 1800, The Biology of the Human Body

Includes Pathways Form

Prerequisite: None

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 2 hours lecture/2 hours lab

Course Description: **For non-science majors and those who plan to transfer to senior colleges within CUNY.**

This course will offer a one-semester overview of anatomy and physiology of all organ systems of the human body. The interrelationships between organ systems will be emphasized to provide a holistic view, practical applications to healthcare and reinforcement of health literacy skills. Through lecture and discussion, the processes of the human body will be explored. For each topic, interactive computerized lab experiences involving application of the process of scientific inquiry will be conducted. In addition, current ethical issues in medicine and healthcare will be studied.

C. Department of English

1. ENG 5800, Creative Writing: Nonfiction

Prerequisite: ENG 1200

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 3

Course Description: Instruction and practice in the art of writing nonfiction, including autobiography and memoir, cultural memoir and critique, nature, travel, and community writing, and literary journalism.

2. ENG 7600, Violence in American Literature and Visual Culture

Prerequisite: ENG 1200

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 3

Course Description: The course explores the ways in which violence permeates and shapes people's different experiences in the United States. Students will examine different forms of violence, from war and terrorism, to crime and domestic violence, as they appear in post-1945 American literature, film, and photography. Students will also explore related issues such as punishment and justice. Students will discuss, analyze, and compare the different texts and their relevance to one's daily life.

D. Department of Health, Physical Education, and Recreation

1. COH 1600, Patient Engagement Techniques in Community Health

Prerequisite: None

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 3

Course Description: This course will provide students the opportunity to learn and practice techniques in self-management support and motivational interviewing strategies to facilitate behavior change in patients with chronic conditions. Students will gain an understanding of chronic disease management, wellness and disease prevention, and the basic skills used in health coaching. At course completion, students will have acquired skills to educate, engage, and support individual patients to improve the patient's health outcomes.

2. PEC 800, Body Weight Resistance Training

Prerequisite: None

Corequisite: None

Pre/Co-requisite: None

Credits: 1

Equated Credits: N/A

Hours: 2 lab/field/gym

Course Description: This course will introduce students to the methodology and practice for improving health-and-skill-related components of physical fitness. The mode of activity will include body weight and callisthenic type activities with the use of minimal equipment.

E. Department of Tourism and Hospitality

1. CA 1400, Artisan Bread Baking

Prerequisite: CA 1100

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 1 hr. lecture/ 4 hours lab/field

Course Description: This course offers an introduction to basic and advanced bakeshop techniques that include: pre-ferments and liquid starter preparation and maintenance, steps of dough-making and shaping, and the baking of breads from a variety of flours and grains.

2. CA 1500, Professional Cake Decorating

Prerequisite: CA 1100

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 1 hr. lecture/ 4 hours lab/field

Course Description: This course offers an introduction to different techniques of cake decorating. They will learn how to bake, fill and ice a cake using a variety of specialty frostings. Basic and advanced piping techniques, royal icing flowers, brush embroidery, color flow, extension work, lace, marzipan and chocolate modeling skills, classical drapery, gumpaste flowers and more. A wedding cake workshop will provide students with the basic concepts for operating a cake business such as pricing, customer consultation, cake portions and design.

3. CA 1600, Chocolate and Sugar Confections

Prerequisite: CA 1100

Corequisite: None

Pre/Co-requisite: None

Credits: 3

Equated Credits: N/A

Hours: 1 hr. lecture/ 4 hours lab/field

Course Description: This course is designed to introduce students to sugar and chocolate techniques. Students will be exposed to pastillage, poured sugar, casting sugar, pulled sugar and blow sugar to create showpieces emphasizing creative thinking, design, construction and planning. Students will learn basic principles involved in tempering chocolate, chocolate sculptures and other confections. Students will use both traditional and contemporary production methods in creating confections by hand with special equipment.

4. CA7000. Industry Exploration and Entrepreneurship

Prerequisite: CA 100

Corequisite: None

Pre/Co-requisite: None

Credits: 2

Equated Credits: N/A

Hours: 1 hr. lecture/ 2 hours lab/field

Course Description: This course allows students with advanced culinary skills the opportunity to learn the art and science of managing culinary innovation and entrepreneurship. The learner is directly involved in planning, organizing and the implementation of culinary presentation skills, which highlight innovation and global influences

COURSES FOR PATHWAYS APPROVAL

A. Department of Biology

1. BIO 1800, The Biology of the Human Body,
Required Core: Life and Physical Science

Included with New Course Proposal

B. Department of English

1. ENG 7600, Violence in American Literature and
Visual Culture, Flexible Core: U.S. Experience in its
Diversity (Group B)

Included with New Course Proposal

C. Department of History, Philosophy, and Political Science

1. HIS 1500, Era of the Civil War, 1828-1877,
Flexible Core: U.S. Experience in its Diversity
(Group B)

The following items are informational for the College Council:

CHANGES IN EXISTING COURSES

A. Department of Behavioral Sciences and Human Services

Change: Course Title

1. SOC 3600, Minority Groups in the United States

FROM:

Minority Groups in the United States

TO:

Race and Ethnicity

B. Department of Business

Change: Course Designation and Prerequisite

1. FM 3200, Product Development

FROM:

FM 3200

TO:

BF 3200

FROM:

TO:

Prerequisite: FM 3700

NONE

2. FM 3500, Textile and Non-Textile Analysis

FROM:

FM 3500

TO:

BF 3500

FROM:

Prerequisite: RM 3100 or ~~MM 3100~~

TO:

Prerequisite: RM 3100 or **BF 3100**

3. FM 3900, Fashion Sales Promotion

FROM:

FM 3900

TO:

BF 3900

FROM:

Prerequisite: ~~FM 3700 or MM 3700 or MM 3800~~

TO:

Prerequisite: **BF 1900**

Change: Course Designation

4. RM 3100, Elements of Marketing Management

FROM:

RM 3100

TO:

BF 3100

5. RM 3300, Salesmanship

FROM:

RM 3300

TO:

BF 3300

6. RM 3400, Merchandising, Planning, and Control

FROM:

RM 3400

TO:

BF 3400

Change: Course Designation, Title, and Description

7. RM 9229, Field Experience in Retail Merchandising

FROM:

TO:

RM 9229

FROM:

Field Experience in Retail Merchandising

FROM:

A capstone course for Retail Merchandising majors. Eight (8) hours per week of supervised field experience in fashion or marketing management, plus one (1) hour seminar a week devoted to developing strategies for personal career success. For Retail Merchandising seniors only

Change: Prerequisite

8. FD 1200, Fashion Sketching For Fashion Designers II

FROM:

Only open to Fashion Design Majors and Retail Merchandising Majors

9. FD 1300, Computerized Fashion Designs

FROM:

Only open to Fashion Design Majors and Retail Merchandising Majors

Prerequisite: for Fashion Merchandising Majors: BA 6000

10. FD 1400, Garment Construction

FROM:

Only open to Fashion Design, Retail Merchandising, and Theatre Arts Majors

BF 9229

TO:

Field Experience in **the Business of Fashion**

TO:

A capstone course for **Business of Fashion** majors. Eight (8) hours per week of supervised field experience, plus one (1) hour seminar a week devoted to developing strategies for personal career success. For **Business of Fashion** seniors only.

TO:

Only open to Fashion Design Majors and **Business of Fashion** Majors

TO:

Only open to Fashion Design Majors and **Business of Fashion** Majors

Prerequisite: for **Business of Fashion** Majors: BA 6000

TO:

Only open to Fashion Design, **Business of Fashion**, and Theatre Arts Majors

11. FD 2100, Fashion Design I

FROM:

Pre/Corequisite: FM 3500

TO:

Pre/Corequisite: FM 3500 or BF 3500

13. FD 2200, Fashion Design II

FROM:

Pre/Corequisite: FM 3500 and FD 2100

TO:

Pre/Corequisite: FM 3500 **or BF 3500** and FD 2100

B. Department of Communications and Performing Arts

Change: Credits and Hours and Course Description

1. MCB 4600, Media Technology

FROM:

2 credits, 2 hours

TO:

3 credits, 3 hours

FROM:

Basic broadcasting technology skills utilized in the field of radio and television and other audio and video applications. Topics include set-up, alignment, synchronization, interfacing of various equipment with an emphasis on profession industry trends and workflows.

TO:

A survey course designed for non-engineers covering motion picture, television, and radio technology with an emphasis on professional industry trends and workflows by providing a guide to understanding the technical world of radio and television broadcast engineering covering standards, video servers, editing, electronic newsrooms, and more.

Change: Course Title

2. MUS 2700, Music of the World's People

FROM:

Music of the World's People

TO:

Music in World Cultures

Change: Course Title and Description

3. SPE 1000, Introduction to Communication

FROM:

Introduction to Communication

TO:

Survey of Communication

FROM:

A survey of communication, history and models, including the listening process, family and gender communication, public communication, mass media, and health, intercultural and nonverbal communication. Communication research and research methods are introduced

TO:

An introductory survey of the principles, concepts, theories, models, and methods that define the study of communication. Attention is given to the history of the field, verbal and nonverbal communication, communication research, and research methods. Students will examine the field in a variety of contexts, including interpersonal, organizational, public, intercultural, and mediated communication.

4. SPE 1100, Listening and Speaking Skills

FROM:

Listening and Speaking Skills

TO:

Basic Communication Skills and Practice

FROM:

An introductory course in listening and speaking including the basics of human communication, verbal and nonverbal communication, and elements of listening with an emphasis on critical listening. Students will develop and deliver several presentations as well as evaluate the presentations of their peers Not open to students at ENG 1200 level or higher. Recommended for students at the ENG 91A5, 92A6 or 9A93 level.

TO:

An introductory course in listening and speaking including the basics of human communication, verbal and nonverbal communication, and elements of listening with an emphasis on critical listening. Students will develop and deliver several presentations as well as evaluate the presentations of their peers Not open to students at ENG 1200 level or higher.

Change: Prerequisite

5. THA 4700, Stage Management

FROM:

This course open only to students in Theatre Arts and Media Arts Plans

TO:

This course is open to all students

C. Department of Health, Physical Education and Recreation

Change: Prerequisite

1. COH 1200, Critical Issues in Community Health

FROM:

Prerequisite: COH 1100

TO:

Prerequisite: NONE

2. COH 1300, Epidemiology

FROM:

Prerequisite: COH 1200, and a passing score on the ACCUPLACER CUNY Assessment Test in Math or completion of developmental mathematics.

TO:

Prerequisites: **COH 1100**, COH 1200, and a passing score on the ACCUPLACER CUNY Assessment Test in Math or completion of developmental mathematics.

3. COH 2000, Community Health Interventions

FROM:

Prerequisite: COH 1200

TO:

Prerequisite: COH 1200 **or Departmental Permission**

4. COH 91E1, Field Experience in Community Health

FROM:

Prerequisites: COH 1100, COH 1200, COH 2000
Pre/Corequisite: COH 1300

TO:

Prerequisite: **COH 2000**
Pre/Corequisite: COH 1300

Reinstatement of Course

5. PEC 1500, Badminton

D. History, Philosophy, and Political Science

Change: Course Description

1. POL 5900, International Relations

FROM:

TO:

Analysis of the role of America in international relations with emphasis on sovereignty, state power, colonialism, imperialism, nationalism and ideologies, the role of international organizations and law, collective security and regionalism in the maintenance of international order.

Exploration of concepts and issues in international relations with an emphasis on state power, sovereignty, nationalism, colonialism, and the role of international law and organizations in the maintenance of order and security. Course includes analysis of globalization, the world economy, transnational actors, human rights, and the environment.

Change: Course Title and Description

2. POL 6100, Principles of Public Administration and Public Agencies

FROM:

Principles of Public Administration and Public Agencies

TO:

Public Policy and Public Administration

FROM:

The practice of American public administration emphasizing the role of bureaucracy in the American political system, political environment of public sector administrative units, process of policy-making and policy implementation in the American political context, policy-making function of administrators and their relationships with other factors in the political process.

TO:

An introduction to public policy making, policy analysis, governance, and public service in the American context. The course will emphasize the role of bureaucracy in the American political system, the political environment of public-sector agencies, the process of policy making and policy implementation, and the policy making function of administrators and their relationships with other actors in the political process.

F. Department of Mathematics and Computer Science

Change: Prerequisite

1. MAT 1600, Calculus II

FROM:

Prerequisite: MAT 1500

TO:

Prerequisite: Grade of "C" or better in MAT 1500

G. Department of Tourism and Hospitality

Change: Prerequisite

1. CA 9200, Internship in Culinary Arts

FROM:

Prerequisite: CA 100 and CA 200

TO:

Prerequisite: CA 100, and CA 200 **or CA 1200**

2. TAH 3000, Financial Decision Making

FROM:

Prerequisite: TAH 100 and TAH 1900

TO:

Prerequisite: TAH 100

Pre/Corequisite: TAH 1900

DELETION OF COURSES

A. Department of Business

1. ACC 7000, Financial Investigation
2. BA 7700, Business Images in Media
3. ECO 2000, International Trade: Trading Beyond Borders

The Curriculum Committee also attaches the following Remand Subcommittee Procedures:

The REMAND SUB-COMMITTEE of the CURRICULUM COMMITTEE

1. We reaffirm the Curriculum Committee action of 10/12/2004 that the Provost retains the right to remand curriculum item(s) back to a department for corrections, if necessary. Such remands remove the item(s) from the upcoming Curriculum Committee agenda.
2. We further resolve that a Curriculum Committee Remand Subcommittee continue to provide additional oversight into items that have been remanded as follows:
 - a. The Remand Subcommittee shall consist of 3 current members of the curriculum committee (and one alternate should a member be unable to serve) who shall be elected for a year's term at the first Curriculum Committee meeting for the upcoming year (typically in May). Members of the subcommittee shall elect a chair and be available once each during the Fall and Spring semesters (typically October and April) should the subcommittee be convened. (Note: a subcommittee member whose own department's submission is being remanded, shall recuse him/herself from serving for that item and be replaced by the alternate.)
 - b. When convened, the subcommittee shall examine the curriculum submission, the reasons for remand, the department's response, and then decide by majority vote either: (1) that the remand was appropriate and the item should remain off the agenda, or (2) that the item should be included in the agenda.
3. Process:
 - a. If the Provost perceives a problem with a curriculum submission that is not easily corrected by the Provost's staff, he/she may "remand" the item—that is, remove the item from the curriculum committee agenda and communicate the concerns by email to the appropriate department chair in a timely manner. After discussion between Provost and Chair, if changes are made by the Chair that are acceptable to the

Provost, the item is returned to the agenda. If the remand is accepted by the Chair, no further action is required.

b. If the department chair disagrees with the Provost's objections, the chair shall immediately notify the Provost and Curriculum Committee Chair that he/she wants the matter to be reviewed by the Remand Subcommittee.

c. Once notified, the Curriculum Committee Chair shall convene the subcommittee—that is, contact its chair, provide appropriate documentation (department submission and remand letter), and specify a deadline that allows the agenda to be finalized and distributed.

d. The process used by the subcommittee is determined by its chair and members, who may hold discussions face-to-face, by email, by phone or any combination thereof. The chair will notify the department chair and Provost of the scheduled meeting, affording both an opportunity to speak. The subcommittee should review the documentation and may contact any other persons deemed appropriate to provide additional insight or clarification.

e. The final vote (which will either be by roll-call paper ballot or an oral roll-call ballot, duly noted in the meeting minutes) should answer the question: "Is the remand appropriate"—that is, should the item(s) remain off the agenda? A positive vote is simple majority—it need not be unanimous. The Subcommittee Chair shall inform the Provost and Curriculum Chair, who will, in turn, inform the appropriate Department Chair in a timely manner.

f. Items for which the remand was deemed appropriate will not appear on the agenda and will not be discussed at the Curriculum Committee meeting. However, they may be resubmitted the next semester.

C. Instructional Committee Report

The Instructional Committee presents the following Resolution:

WHEREAS, the college has evaluated on line and face to face differently with distinct peer evaluation forms; and

WHEREAS, all faculty should be evaluated through the same process; be it

RESOLVED: The College should adopt the attached new peer evaluation form for all classes including face-to-face (in-person), hybrid, partially online, and fully online instruction.

[The proposed form is attached following the remaining Agenda items below. The current forms are available at: <http://www.kingsborough.edu/sub-administration/sub-academic-affairs/Pages/forms.aspx> , scroll down to "Faculty Forms."]

D. Strategic Planning Committee Report

The Strategic Planning Committee will report the results of the Cookie Hour meetings held earlier this Fall.

E. Students Committee Report

The Students Committee presents the following resolution:

Resolution to Restructure Student Government (by combining the five Student Council Constituencies into a single Student Govt. body)

WHEREAS the structure of Kingsborough's Student Government Constituency Councils no longer conforms to standards and practices at most colleges nationwide and throughout CUNY; and

WHEREAS the parameters of CUNYFirst render it nearly impossible to hold annual individual elections for the existing structure of five discrete Constituency Councils, as mandated by KCC bylaws; and

WHEREAS the student body of Kingsborough has indicated through a legitimate referendum that the majority of voting students support the following structural change to Student Government; be it

RESOLVED that the five Student Government Constituency Councils shall be consolidated into a single Student Government body with a single set of officers: President, Vice President, Treasurer, and Secretary; and be it further

RESOLVED that all students shall maintain their eligibility to participate in student activities and organizations as delineated in the Constitution of the Student Government, and that no student shall be disfranchised by this change; and be it further

RESOLVED that this change will in no way decrease the number of student members of the College Council; and be it further

RESOLVED that the appropriate sections of the College Council Constitution and Bylaws shall be edited to reflect this change.

The major constitutional changes are as follows:

College Council Constitution, ARTICLE III: Section IV (p.ii in the November 2014 revised version, http://www.kbcc.cuny.edu/sub-about/pdfs/Documents/college_council_constitution.pdf)

From: a) Student delegates shall be elected for one year terms as follows: ~~two student delegates elected by each Constituency Council~~; with the balance to be elected by the general student body.

To: a) Student delegates shall be elected for one year terms as follows: **ten student delegates elected by the Student Government**; with the balance to be elected by the general student body.

Section B, Heading and Article I (p.viii):

From:

B. Kingsborough Community College Student ~~Constituency Councils~~

CONSTITUTION OF THE ~~CONSTITUENCY COUNCILS~~

ARTICLE I: NAME

In accordance with the rules designated by the Governance Plan, there shall be ~~five~~
~~(5) academic constituencies:~~

~~1. Business Constituency~~

~~2. Mathematics and Science Constituency~~

~~3. Liberal Arts Constituency~~

~~4. Public and Health Services Constituency~~

~~5. Evening Constituency~~

To:

B. Kingsborough Community College Student **Government**

CONSTITUTION OF THE **STUDENT GOVERNMENT**

ARTICLE I

NAME

In accordance with the rules designated by the Governance Plan, there shall be **a**
single Student Government body.

ARTICLE III: MEMBERSHIP shall be deleted, and subsequent Articles renumbered accordingly. (p.viii)

~~ARTICLE III: MEMBERSHIP~~

~~Day Session students shall be assigned to student constituencies based upon curricular affinity. Evening Session students and students taking the majority of their classes at night, shall be assigned to the Evening Constituency.~~

ARTICLE V: ELECTIONS shall delete the reference to curriculum affiliations.

A. All students will participate in elections ~~according to their curriculum affiliations.~~(p.ix)

The remaining changes will all be minor semantic changes where appropriate in the Constitution's **B. Kingsborough Community College Student Government: Articles II, IV, V and VI** (p. viii-x). In those sections, all references to "Student Constituency Councils," "constituencies," or "councils" shall be changed to "Student Government."

III. New Business

KINGSBOROUGH COMMUNITY COLLEGE
of
The City University of New York

Peer Review of Teaching

Kingsborough Community College values excellence in teaching. Teaching quality and effectiveness include a collaborative effort by the individual instructor and the entire faculty. This shared responsibility should be reflected within the process of evaluating teaching through peer review.

Each untenured member of the faculty is evaluated at least once a semester through classroom observation by another faculty member of equal or higher rank in his or her department. Observations of tenured faculty are required for all promotions. The observation of an instructor teaching a class and the evaluation of teaching effectiveness by a peer have two purposes. Article 18 of the CUNY-PSC Collective Bargaining Agreement states:

The evaluation of the professional activities of all employees in a public institution of higher education is essential to the maintenance of academic and professional standards of excellence. The purpose of professional evaluations shall be to encourage the improvement of individual professional performance and to provide a basis for decisions on reappointment, tenure and promotion Evaluation of a member of the teaching faculty shall be based on total academic performance, with special attention to teaching effectiveness

The observation and evaluation of teaching by one's peers should foster professional growth. While there is no single best way to deliver instruction, the observation and evaluation of classroom teaching should reflect practices of good teaching which the departmental faculty values.

The purposes of the attached form are to provide a systematic basis for observation and evaluation of instruction that is as equitable as possible for all disciplines, styles, and modes of instruction (in-person, hybrid, and online) and to create a standardized record that promotes greater reliability among different observers. The form is a combination of checklist, rating sheet and written analysis. By using the form to its fullest capacity, the observer can mentor new instructors, assist colleagues, and promote teaching excellence. Personnel and Budget Committee decisions regarding reappointment, promotion or tenure should not be the first time a member of the faculty hears he or she needs to improve teaching effectiveness. Observers have responsibility for providing specific feedback and suggestions via this process each time they evaluate a colleague's performance.

Furthermore, the observer's task is not only to evaluate, but to create a dialogue between peers. The focus of the discussion should be the theories, best practices and ideas about what constitutes excellence in teaching. It is hoped that both practitioners of the art of teaching benefit from the peer review process.

Peer Review of Teaching Report

In observing faculty members, we are looking to see ways in which instructors help students achieve the learning objectives of each course. We can usefully think about the teaching performance under several necessarily interrelated headings. We understand that different disciplines will entail different pedagogical emphases, and so we have allowed room for departments to create their own questions under Departmental Priorities. In addition, the mode of instruction (in-person, hybrid, or online) may necessitate shifts in emphasis within these guidelines. Throughout the observation form the term "learning unit" is used instead of lesson in order to be inclusion of all delivery modes. This Departmental Priorities section also provides space for the

department and/or the observer to note the areas they feel are most significant for a given discipline and/or mode of instruction. The following questions are meant to serve as guides in observation of faculty members.

1. Classroom or Course Site Management. Is the instructor an effective facilitator for the learning environment? Is attendance recorded? Is the atmosphere in the learning environment conducive to effective learning? Are course expectations and standards of behavior clearly communicated?
2. Instructional Coherence. Is the lesson under observation coherent in itself, with a clear focus which is clearly presented and reinforced by the instructor? Does the instructor provide/ elicit enough depth and detail to adequately consider the subject? Is the lesson part of a coherent learning process? Is the pacing of the lesson appropriate to the course and to the students? Are topics/activities sequenced logically? What evidence is there that the class fits in with a series of lessons designed to help students achieve the objectives of the course?
3. Teaching Strategies. What teaching strategies or premises about teaching does the instructor rely on? How is the subject of the lesson related to the course objectives? How effectively do the instructor's strategies help students achieve the course objectives? How does the instructor's presentation of material, including discussion, questioning, class and group activities, support learning objectives? Is the teaching of critical thinking* emphasized? Is there good use of examples/explanation to clarify points, including those questioned by students? Are student questions encouraged? Is sufficient time given for students to respond to instructor's questions? Is there opportunity for students to interact so that they may discover, discuss, or apply content points? Are graphics, chalkboard, etc. used effectively?
*Critical Thinking could include any of the following: challenging students to understand complex ideas, analyze, compare/contrast, evaluate arguments, carefully consider a variety of perspectives, draw conclusions, and synthesize information.
4. Subject Mastery. Does the instructor demonstrate mastery of the subject matter and understanding of the learning situation (including a sense of the students themselves) in which the subject matter is presented? Is the subject matter and level of analysis being asked of the students of a degree of difficulty suitable to the course? Is the material presented relevant to the purpose of the course?
5. Instructor and Students Attitudes and Characteristics. Are interactions among students and instructor respectful, positive, and educationally productive? Is it clear that both instructor and students are prepared for the class? What evidence is there of interest, enthusiasm, and engagement in class activities on the side of the instructor and of the students? Does the instructor motivate students and encourage student learning in appropriate ways? Does the instructor respond appropriately to student behaviors and concerns? Does the instructor's tone, voice, etc. contribute to engaging students?
6. Departmental Priorities. In what ways does the lesson support the specific educational priorities of a given department? Are there any specific elements of instruction that warrant stronger emphasis than others, due to the nature of the discipline or mode of instruction? Additional Departmental Observation Elements (if needed) will be determined annually by each departmental P&B.

KINGSBOROUGH COMMUNITY COLLEGE
of
The City University of New York

PEER REVIEW OF TEACHING REPORT

INSTRUCTOR _____ DEPARTMENT _____
SUBJECT _____
OBSERVER _____ DATE OF OBS. _____
Course _____ Section _____ Room _____
Time Obs. Began _____ Time Obs. Ended _____
Instructional delivery: ___ In-person ___ Hybrid ___ Online
Purpose: Reappointment [] Year _____ Promotion []
Other _____

What is the topic of this lesson?

What are the objectives of this lesson? (Must be obtained from instructor prior to observation)

Were the objectives of the lesson communicated to the students? _____

Were the objectives of the lesson met? ___ Yes ___ No

What evidence was there that the instructor did or did not achieve these objectives?

Brief summary of lesson:

Consider each teaching element below and evaluate the teaching skills of the instructor by placing a check mark under the term best describing your evaluation of the instructor's actions. Add comments to illustrate your evaluation. Provide at least a summary evaluation in each category, and evaluations and comments on individual points where you feel you have observed enough to make them. (N.B. "Needs Improvement", "Effective" and "Highly Effective" are to be considered satisfactory evaluations. "Not Applicable" shall not be interpreted as a negative evaluation.)

| Management of Learning Environment | Unsatisfactory | Needs Improvement | Effective | Highly Effective | Not Applicable | Comments |
|---|----------------|-------------------|-----------|------------------|----------------|-----------------|
| The instructor: | | | | | | |
| 1. Timeline of the learning unit, including start and end times, is clearly communicated and applied. | | | | | | |
| 2. Attendance is recorded. | | | | | | |
| 3. Standards of conduct conducive to learning are clearly communicated and maintained. | | | | | | |

Summary

| Instructional Coherence | Unsatisfactory | Needs Improvement | Effective | Highly Effective | Not Applicable | Comments |
|---|----------------|-------------------|-----------|------------------|----------------|-----------------|
| The instructor: | | | | | | |
| 4. Introduced the learning unit (overview or focusing activity). | | | | | | |
| 5. Paced topics or activities appropriately. | | | | | | |
| 6. Sequenced topics or activities logically and with continuity. | | | | | | |
| 7. Related the learning unit to previous or future learning units or assignments. | | | | | | |
| 8. Provided summary or review of major learning unit points. | | | | | | |

Summary

| Teaching Strategies Used The instructor: | Unsatisfactory | Improvement Needs | Effective | Highly Effective | Not Applicable | Comments |
|--|----------------|----------------------|-----------|------------------|----------------|-----------------|
| 9. Presented or explained content clearly. | | | | | | |
| 10. Used examples to clarify points. | | | | | | |
| 11. Varied explanations to respond to student questions or need for clarification. | | | | | | |
| 12. Fostered critical thinking. | | | | | | |
| 13. Emphasized important points or highlighted learning objectives in activities. | | | | | | |
| 14. Used enhancements (to support presentation). | | | | | | |
| 15. Encouraged student participation / questions. | | | | | | |
| 16. Asked questions to assess student learning. | | | | | | |
| 17. Provided opportunities for students to discuss and answer questions. | | | | | | |
| 18. Provided opportunities for students to interact together to discover / discuss or practice content points. | | | | | | |

Summary

| Subject Mastery The instructor: | Unsatisfactory | Improvement Needs | Effective | Highly Effective | Not Applicable | Comments |
|--|----------------|----------------------|-----------|---------------------|----------------|-----------------|
| 19. Presented content at a level appropriate for the students. | | | | | | |
| 20. Presented material relevant to the level of the course. | | | | | | |
| 21. Demonstrated command of the subject matter. | | | | | | |

Summary

| Instructor and Student Attitudes and Characteristics The instructor: | Unsatisfactory | Improvement | Needs | Effective | Highly Effective | Not Applicable | Comments |
|---|----------------|-------------|-------|-----------|------------------|----------------|-----------------|
| 22. Instilled appreciation for the subject. | | | | | | | |
| 23. Showed respect for student questions and responses. | | | | | | | |
| 24. Communicated effectively with the students and was easy to understand. | | | | | | | |
| 25. Presented information or led discussions with enthusiasm and interest. | | | | | | | |
| 26. Responded appropriately to student behaviors and concerns. | | | | | | | |
| The instructor maintained an environment where students were expected to: | | | | | | | |
| 27. Engage in the learning process and activities. | | | | | | | |
| 28. Show evidence of preparation. | | | | | | | |
| 29. Maintain an atmosphere of civility and mutual respect. | | | | | | | |

Summary

| Additional Departmental Observation Elements (if needed) to be determined annually by the departmental P&B | Unsatisfactory | Needs Improvement | Effective | Highly Effective | Not Applicable | Comments |
|--|----------------|-------------------|-----------|------------------|----------------|----------|
| | | | | | | |
| | | | | | | |
| Areas of emphasis specific to the discipline or mode of instruction. | | | | | | |
| 1. Management of learning environment | | | | | | |
| 2. Instructional coherence | | | | | | |
| 3. Teaching strategies | | | | | | |
| 4. Subject mastery | | | | | | |
| 5. Instructor and student attitudes | | | | | | |
| 6. Departmental priorities | | | | | | |

Summary

Evaluation of Lesson:

Comments:

Specific Recommendations for Improvement:

Additional Comments:

Overall Evaluation of Lesson:

Satisfactory:

Unsatisfactory:

Signature of Observer _____ Date _____

I understand that my signature means only that I have read this observation report:

Faculty member's signature _____ Date _____