



The York College Senate  
Tuesday, October 27<sup>th</sup>, 2020  
Senate Plenary

(Online: Blackboard Collaborate Ultra with CHROME browser)  
<https://us.bbcollab.com/guest/80a5192e980a4a4b9bdf731579a2cfaa>

### AGENDA

1. Call to Order
2. Approval of Minutes: September 22, 2020
3. President's Report
4. Student Caucus Report (Cerda)
5. Faculty Caucus Report (Barnes)
6. Standing Committee Reports
  - Curriculum Committee (Wojciechowski)
- ~~7. Title IX changes (Franqui)~~
8. Budget (Trias for Perez)
9. Capital Projects (Akomo for Trimboli)
10. New Business- TBA
11. Adjournment

The York College Senate

Tuesday, October 27<sup>th</sup>, 2020

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**Minutes**

**Present:** Abraham, Adams, Amaghionyeodiwe, Apkarian, Bai, Barnes, Beaton, Brazill, Buxenbaum, Cerda, Chery, Costley, D'Alotto, Daniel, Dhar, Eanes, Fearnley, Garcia Marin, Gray, Henry, Massimino, Maxwell, McGlashing, Meddeb, Misir, Moore, Nath, Neale, Ortega, Perez, Pineda, Profit, Rodgers, Sewkaransing, Sharpe, Silva, Simpson, Singh, Sohan, Sonilal-Rambarran, St. Hillaire, Thompson, Veeria, Wanzer, Yates, Yuan

**Absent:** Davidson, Dawkins, Dehkanov, Donahue, Ellis, Gellis, Kaur, McDonald, McGee, Perez, Ramgadoo, Sarmin, Uddin, Walker

**Guests:** Adams, Akoma, Becker, Dinsman, Kranacher, Madden, Ortega, Rowe, Trias, Trimboli, Tung, Van Belle, Wojciechowski

\*\*See the Blackboard record of attendance in Appendix 1.

1. Meeting was called to order at 12:34 p.m. by President Eanes. (Motion: Henry, Second: Rodgers)
2. Approval of Minutes: September 22, 2020

No discussion, Motion: Adams, Second: Yuan, 33 in favor, 0 against, 0 abstentions

3. President's Report

CUNY Board of Trustees approved planning for courses to continue to be held online in the Spring 2021 semester. The provost and deans will work with faculty to prepare. CUNY and York College will be prepared for any eventual re-opening if the opportunity arises.

President Eanes participated in the American Association of State College and Universities Conference. Sessions included Managing COVID-19 and Onboarding New Presidents.

Investigation of how the Cardinal App could be used to better engage with the student body at York College. Individuals responsible for the Cardinal App will make a presentation to the directors and cabinet, possibly the senate.

Day of Giving – Dec. 1, 2020. Thanks extended to Dana Trimboli for acting as Chief of Staff and Interim VP of Advancement. Fund raising infrastructure needs improvement. Senate members encouraged to visit the Day of Giving website and make suggestions of individuals or organizations who might make a donation to York College.

Foundation Board retreat (October 23) discussed the role of the board. Plan to expand membership and improve fund raising capacity. Thanks given to Michele Chow-Tai.

Continuing Education – remains on hiatus. Ongoing discussion of how to resurrect the program and generate revenue for the college.

Assessment – thanks extended to everyone involved in ongoing assessment and Institutional Effectiveness activities led by Lori Hoeffner.

Grand re-opening and re-naming of the African Studies Center. Future events of this nature need to follow relevant policies and procedures to ensure that the college is in compliance with any relevant

regulations and to maximize the administration's ability to celebrate the event, take advantage of potential fundraising opportunities, and encourage public involvement.

CARES Act / FEMA– A reimbursement request is being prepared as requested by CUNY Central.

York College Commission on Equity, Diversity, and Inclusion is being developed. The commission will examine grant opportunities, establish a spring lecture series and a signature student event, evaluate work currently underway on campus, review faculty/staff diversity data as it related to hiring, and investigate the possibility of a summer retreat. Faculty members will be invited to join the commission.

Strategic Enrollment Management Group has been developed. One of their priorities is to develop a process-mapping experience to alleviate barriers to student success. The will also investigate branding, communication, and recruitment.

At the request of faculty, there will be an examination of the connection between P & B, the Resource Committee, and the Vacancy Control Committee (VCC).

Examination of Advisement procedures to determine if it is optimally timed in relation to the publication of the course catalogue.

No questions.

4. Student Caucus Report (Cerda)

Virtual Club Fair was successful. Thanks extended to the Club President.

Future virtual events are being planned in relation to global literacy, mental health.

Special elections to fill five vacancies on the Student Caucus were ongoing but, should be completed by the end of the semester.

No questions.

5. Faculty Caucus Report (Barnes)

Faculty caucus meeting: Presentations about Day of Giving, capital projects, and the re-opening process (Trimboli). Discussion about advisement and how to best the departments can best coordinate with the advisement center. Presentation about the University Faculty Senate by Leslie Emtage.

All of the standing committees have been filled, members responsible for calling the first meeting were encouraged to do so.

Adhoc committee on class cancelations – continue to gather information, will meet with the provost. Thanks extended to individuals who have helped gather data.

6. Standing Committee Reports

a. Curriculum Committee (Wojciechowski)

**New courses:** ACC 100 Introduction to Accounting

Motion to approve: Barnes, Second: Apkarian,

In favor: 36, Opposed: 0, Abstain: 0

**Course changes:** ENG 275, FA 290, FA 291, FA 296, FA 298, FA 303, FA 304, FA 325, FA 390, FA 393, FA 394, FA 395, FA 396, FA 397, FA 398, FA 402

Motion to approve: Apkarian, Second: Barnes

In favor: 33, Opposed: 0, Abstain: 2

(Appendix 2)

7. ~~Title IX Changes (Franqui)~~ – rescheduled to December

8. Budget (Trias) (Appendix 3)

9. Capital Projects (Akoma) (Appendix 4)

10. New Business- none

11. Adjournment

Motion: Henry, Second: Ortega, All in favor.

draft

# Appendix 1

Name	Username	Role	AttendeeT	First join	Last leave	Total time	Joins
Winie Chery		Participant	Integrator	10/27/2020 12:00	10/27/2020 13:53	1:42:32	2
Laura Beaton		Moderator	Integrator	10/27/2020 12:00	10/27/2020 13:54	1:53:29	1
Alex Costley		Participant	Integrator	10/27/2020 12:02	10/27/2020 13:53	1:50:32	1
Jeanetta Yuan		Participant	Guest	10/27/2020 12:04	10/27/2020 13:53	1:48:11	1
Mark Adams		Participant	Guest	10/27/2020 12:12	10/27/2020 13:53	1:41:04	1
Xin Bai		Participant	Guest	10/27/2020 12:15	10/27/2020 13:27	1:12:09	1
Wilkins Cerda		Participant	Integrator	10/27/2020 12:19	10/27/2020 13:53	1:34:06	1
Vedyiawattie Singh		Participant	Guest	10/27/2020 12:19	10/27/2020 12:41	0:21:53	1
Brianna Maxwell		Participant	Guest	10/27/2020 12:20	10/27/2020 12:22	0:01:55	1
Stephen Fearnley		Participant	Guest	10/27/2020 12:21	10/27/2020 13:53	1:31:55	1
Maria A Sohan		Participant	Integrator	10/27/2020 12:23	10/27/2020 13:52	1:29:18	1
Tiandra Tionnie Thor		Participant	Integrator	10/27/2020 12:24	10/27/2020 13:53	1:28:17	1
Radek Wojciechowski		Participant	Guest	10/27/2020 12:25	10/27/2020 13:53	1:27:51	1
Sandra Bell Adams		Participant	Guest	10/27/2020 12:26	10/27/2020 13:53	1:27:01	1
Aegina Barnes		Participant	Guest	10/27/2020 12:26	10/27/2020 13:52	1:25:52	1
Todd Simpson		Participant	Guest	10/27/2020 12:28	10/27/2020 13:53	1:24:44	1
Phoebe Massimino		Participant	Guest	10/27/2020 12:28	10/27/2020 13:53	1:24:52	1
Veronica Wanzer		Participant	Guest	10/27/2020 12:28	10/27/2020 13:53	1:24:29	1
Melissa Dinsman		Participant	Guest	10/27/2020 12:29	10/27/2020 13:01	0:32:21	1
Regina Misir		Participant	Guest	10/27/2020 12:29	10/27/2020 13:53	1:23:36	1
Lou D'Alotto		Participant	Guest	10/27/2020 12:29	10/27/2020 13:53	1:23:26	1
Aarionna McGlashing		Participant	Guest	10/27/2020 12:29	10/27/2020 13:53	1:23:37	1
Nina Buxenbaum		Participant	Guest	10/27/2020 12:29	10/27/2020 13:52	1:23:13	1
Virginia Garcia-Marin		Participant	Guest	10/27/2020 12:29	10/27/2020 13:53	1:23:23	1
Sreya Sewkaransing		Participant	Guest	10/27/2020 12:30	10/27/2020 13:02	0:31:22	2
Celine Daniel		Participant	Guest	10/27/2020 12:30	10/27/2020 14:07	1:37:27	1
Luis Trias		Participant	Guest	10/27/2020 12:30	10/27/2020 13:52	1:22:16	1
Andie Silva		Participant	Guest	10/27/2020 12:30	10/27/2020 13:52	1:22:15	1
Amy Y Ortega		Participant	Integrator	10/27/2020 12:30	10/27/2020 13:53	1:22:17	1
Chabelys Perez		Participant	Integrator	10/27/2020 12:31	10/27/2020 13:51	1:19:51	2
Adam A Profit		Participant	Integrator	10/27/2020 12:31	10/27/2020 13:53	1:21:57	1
Professor Elise K Heni		Participant	Integrator	10/27/2020 12:31	10/27/2020 13:53	1:21:56	1
Selena T. Rodgers		Participant	Guest	10/27/2020 12:31	10/27/2020 13:53	1:21:35	1
Onyekachi "Kach" Ak		Participant	Guest	10/27/2020 12:31	10/27/2020 13:53	1:21:21	1
Deanna St Hillaire		Participant	Guest	10/27/2020 12:31	10/27/2020 12:41	0:08:28	2
Berenecea		Participant	Guest	10/27/2020 12:31	10/27/2020 13:53	1:21:12	1
Brianna Gray		Participant	Integrator	10/27/2020 12:32	10/27/2020 12:56	0:23:54	1
Fabiola Salek		Participant	Guest	10/27/2020 12:32	10/27/2020 12:36	0:04:02	1
La Toro Yates		Participant	Guest	10/27/2020 12:32	10/27/2020 12:41	0:08:31	1
Debbie Rowe		Participant	Guest	10/27/2020 12:33	10/27/2020 13:39	1:05:51	1
Renee Wright		Participant	Guest	10/27/2020 12:33	10/27/2020 13:30	0:56:37	1
Brianna Maxwell		Participant	Guest	10/27/2020 12:34	10/27/2020 13:53	1:18:59	1
Ratan Dhar		Participant	Guest	10/27/2020 12:34	10/27/2020 13:49	1:14:53	1
Derrick Brazill		Participant	Guest	10/27/2020 12:35	10/27/2020 13:52	1:17:18	1
Mary-Jo Kranacher		Participant	Guest	10/27/2020 12:35	10/27/2020 13:35	1:00:01	1
Dana Trimboli		Participant	Guest	10/27/2020 12:36	10/27/2020 13:52	1:16:48	1

Dean Maureen Becke	Participant Guest	10/27/2020 12:36	10/27/2020 14:23	1:46:51	1
Elizabeth Meddeb	Participant Guest	10/27/2020 12:37	10/27/2020 13:51	1:13:29	2
Sheridan Abraham	Participant Guest	10/27/2020 12:37	10/27/2020 13:53	1:15:46	1
Lloyd Amaghionyeodi	Participant Guest	10/27/2020 12:37	10/27/2020 12:38	0:01:06	1
Jacob Apkarian	Participant Guest	10/27/2020 12:37	10/27/2020 13:53	1:15:08	1
Rishi Nath	Participant Integrator	10/27/2020 12:38	10/27/2020 13:52	1:14:45	2
assoc prof tom moore	Participant Guest	10/27/2020 12:38	10/27/2020 12:40	0:01:45	1
Reginald Madden	Participant Guest	10/27/2020 12:39	10/27/2020 13:17	0:38:45	1
Michael Sharpe	Participant Guest	10/27/2020 12:39	10/27/2020 13:27	0:48:16	1
Fabiola Salek	Participant Guest	10/27/2020 12:39	10/27/2020 13:52	1:12:51	1
Lloyd Amaghionyeodi	Participant Guest	10/27/2020 12:40	10/27/2020 12:46	0:06:10	1
tom moore	Participant Guest	10/27/2020 12:40	10/27/2020 13:53	1:12:42	1
Deanna St Hillaire	Participant Guest	10/27/2020 12:42	10/27/2020 12:51	0:09:22	2
Lloyd Amaghionyeodi	Participant Guest	10/27/2020 12:44	10/27/2020 12:57	0:12:41	1
Annmarie Veeria	Participant Integrator	10/27/2020 12:45	10/27/2020 13:53	1:08:04	1
Greet Van Belle	Participant Guest	10/27/2020 12:45	10/27/2020 13:34	0:48:41	2
4471	Participant Telephony	10/27/2020 12:46	10/27/2020 12:52	0:05:48	1
Lloyd Amaghionyeodi	Participant Guest	10/27/2020 12:49	10/27/2020 13:54	1:05:00	1
La Toro Yates	Participant Guest	10/27/2020 12:50	10/27/2020 12:55	0:05:44	1
Deanna St Hillaire	Participant Guest	10/27/2020 12:52	10/27/2020 13:53	1:01:01	1
Karishma	Participant Guest	10/27/2020 12:52	10/27/2020 14:59	2:06:04	1
La Toro Yates	Participant Guest	10/27/2020 12:56	10/27/2020 13:56	0:59:54	1
Lloyd Amaghionyeodi	Participant Guest	10/27/2020 12:57	10/27/2020 13:20	0:22:17	3
Shaniza Pineda	Participant Integrator	10/27/2020 13:00	10/27/2020 13:53	0:53:03	1
Sreya Sewkaransing	Participant Guest	10/27/2020 13:02	10/27/2020 13:46	0:43:30	1
Kay Neale	Participant Guest	10/27/2020 13:11	10/27/2020 14:00	0:49:17	1
Larry Tung	Participant Guest	10/27/2020 13:20	10/27/2020 13:45	0:25:16	1
Lloyd Amaghionyeodi	Participant Guest	10/27/2020 13:23	10/27/2020 13:54	0:27:27	12
Xin Bai	Participant Guest	10/27/2020 13:28	10/27/2020 13:53	0:24:38	1
Michael Sharpe	Participant Guest	10/27/2020 13:34	10/27/2020 13:50	0:16:32	1

## Appendix 2



**Executive Summary**  
**September and October 2020 Curriculum Items**

1. **New course**

1.1. *Accounting and Finance*

1.1.1.ACC 100 Introduction to Accounting

2. **Course changes**

2.1. *English*

2.1.1.ENG 275

Update of pre-requisites and the catalogue description to better reflect course content

2.2. *Performing and Fine Arts*

2.2.1 FA 290, FA 291, FA 296, FA 298, FA 303, FA 304, FA 325, FA 390, FA 393, FA 394, FA 395, FA 396, FA 397, FA 398, FA 402

Update of pre-requisites, change of course title of FA 398

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Accounting & Finance	Mary-Jo Kranacher

**Please indicate items submitted for Committee approval**

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input checked="" type="checkbox"/> New Course Proposal	<u>ACC 100</u>	
<input type="checkbox"/> Course Change Proposal	_____	
<input type="checkbox"/> Course Deletion	_____	

**Please provide an executive summary of your proposal**

ACC 100: Introduction to Accounting. This is a survey course that will introduce basic accounting principles, concepts, and procedures to students with no previous accounting exposure and limited college course experience. It will emphasize the importance of financial statements and the decision-making process.

**Department Curriculum Committee Approval**

Signature	Date
Mary-Jo Kranacher	8/17/2020

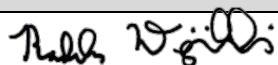
**Department Approval**

Chairperson Signature	Date
Robert Clovey	8/17/2020

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature	Date
	10/6/20

**College Senate Approval**

Signature	Date

\*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.



**Assessment:**

Is the creation of this course the result of departmental assessment?

If so, please describe.

*This course would help to further the stated mission of the accounting program by: (1) readying students for leadership positions in the public, private, governmental, and not-for-profit sectors; and (2) providing a diverse student body with the tools needed to be productive members of their local, national, and global communities.*

*Program-level Student Learning Outcomes 1.2 “Interpret the business implications of financial statement information” and 3.1 “Identify the financial implications related to accounting decisions” will also be furthered with this course.*

If not in response to assessment, please outline how this course will be assessed in the future.

IRP Code:

**ACC 100- Introduction to Accounting (3 credits)**  
**Course Outline**

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***Instructor Information:***

Instructor:  
Section:  
Class Time:  
Room:

***Course Description***

This is a survey course that will introduce basic accounting principles, concepts, and procedures to students with no previous accounting exposure and limited college course experience. It will emphasize the importance of financial statements and the decision-making process.

***Prerequisites***

None

***AREQ***

ACC 101 and above

***Text***

*Survey of Accounting*, 2<sup>nd</sup> Edition, Paul D. Kimmel and Jerry J. Weygandt, Wiley, 2019 ISBN: 978-1-119-59134-4

***Learning Outcomes:***

By completion of this course, students will be able to:

- discuss the users and uses of financial information
- apply fundamental accounting concepts
- demonstrate an understanding of business transactions
- explain the accounting reporting cycle
- compare managerial and financial accounting
- analyze financial statements
- make decisions based on financial analysis

***Course Grade***

First Midterm Exam: 25%  
Second Midterm Exam: 25%  
Final Exam 40%  
Homework Problems / Cases 10%

The exams in the course focus on selected major areas of principles of finance. The exams form the major part of your evaluation and allow both me and you to evaluate your progress in the course. This on-going feedback is crucial for your success in the course. Each part of the course

builds on what has gone before. For example, if you do poorly in the first, test, you probably will not have the foundation to do well on the second test.

Numerical grade for the course will be determined on a straight scale percentage basis with students obtaining:

A+	97%
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	60%
F	Below 60%

The schedule could possibly be adjusted downward but if you earn the listed percentages you will be assured of the grades that are shown. For people that are on the margin I will also consider their class participations and contributions to class discussions.

ABS/INC can only be applied on a student who, because of extenuating circumstances, is absent from the final and has completed the work for the course.

### ***Makeup Examination***

‘Make-up’ examinations for Midterms and Quizzes will not be given in general. They are granted only in extremely exceptional situations. If any of the 1<sup>st</sup> or 2<sup>nd</sup> midterm examinations is not taken as scheduled, the grade weight of the missed examination will be transferred to the Final examination in determining the student’s grade for the course. Makeup examination for Final is given by the department. Please contact the department for further information.

### **Class Policies and Procedures:**

**You are required to check Blackboard postings regularly.** Class materials such as lecture notes and other handouts will be posted. Before each class session you should have read the relevant textbook chapters and other assigned readings and should be prepared to discuss the relevant topics.

Several sets of exercises will be assigned throughout the course and the solutions will be discussed at the following class meeting. You should be prepared to discuss the issues raised in the exercises and your solution to the problem.

**The exams will be based on the class lectures and the textbook.** The lectures will roughly follow the textbook as indicated in the schedule of topics below, but sometimes the lectures will go beyond what is covered in the text. Conversely, the lectures often will not cover everything that is in the assigned chapter. Attending class and taking good notes is therefore very important.

**Missing any class will expose the student to significant risks.** An attendance sign in sheet will be circulated in each class for the first 10 minutes of the class. If you miss a class, it will be your responsibility to pick up what you missed.

**Attendance at all exams is mandatory. Students missing an exam without prior notification and permission from the instructor will receive a grade of zero for that exam.**

**The midterm exams will only cover the material discussed in class since the prior exam, but you still need to know what you have learned previously. The final exam is a comprehensive and departmental exam.**

**All Grades will be posted on Blackboard. If there is any discrepancy between what you received and what Blackboard says, unless there is a deadline specified, you have to contact me within 2 weeks after the grade is posted, otherwise no grade correction will be allowed.**

**Beepers, cellular phones, and pagers need to be turned off before entering the classroom.**

**Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class. Private conversations should be held outside the classroom. In some cases, students will try to get a word or concept they missed during the lecture. Asking your neighbor is disruptive to the entire class; either raise your hand and ask the instructor for clarification or fill in the blank with the help of a fellow student after class.**

### **Academic Integrity:**

**Each student is expected to model behaviors that reflect honesty and integrity.**

**Academic Dishonesty, such as cheating on examinations, plagiarism, obtaining unfair advantage, and falsification of records and official documents, is prohibited at York College, City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.**

**All assignments for this class must represent new work developed specifically for this class. Reusing assignments or papers from previous classes will be considered equivalent to plagiarism. You may include references to material you have written for other classes, provided they are cited properly.**

**In most cases, it should be clear what constitutes academic dishonesty. In other cases, especially when students work together, it may be less obvious. Please follow these guidelines:**

- **If you use an external source for information, cite it.**
- **If assigned team projects, follow the specific instructions for that project. Team projects may allow for a closer level of collaboration than usually permitted.**
- **For all assignments, the final write-up should always be done individually. The write-up should reflect your analysis, your conclusions, and your writing.**
- **Unless directed otherwise, when you collaborate with another student, you are allowed (and in fact encouraged) to tutor each other, bounce ideas and questions off each other, clarify concepts, give general advice, and demonstrate techniques using examples. You are not allowed to solve a problem for another student or to copy a solution from another student. Copying between students constitutes a serious infraction.**

**Each student is expected to perform complete academic honesty during the class.**

**Academic Dishonesty, such as cheating on examinations, plagiarism, obtaining unfair advantage, and falsification of records and official documents, is prohibited at York College, City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. Please go to <http://www.york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legal-policies-procedures/Academic-Integrity-Policy.pdf/view?searchterm=integrity> for further information.**

**If you have any questions about whether a specific studying technique would constitute academic dishonesty, feel free to ask me.**

### **Student with Disabilities**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you should contact the Programs/Services for Students with Disabilities Office (AC-1G03) and request I be provided with official notification of your accommodation needs as soon as possible. Please feel free to discuss with me accommodations and how my course requirements and activities may impact your ability to fully participate. My obligation is to accommodate all students; however, I need to be notified of the nature of accommodations required.



**Steps to be successful in ACC 100**

***To be successful in ACC 100, you need to:***

- 1. Attend classes regularly and punctually***
- 2. For every one (1) hour of time spent in class, two (2) hours is needed for preparing outside of the classroom. Therefore this course requires at least eight (8) additional hours each week (not including **time spent in class**).***
- 3. Read the assigned chapter at least twice before class and at least once after class – make notes***
- 4. Participate in classroom discussion***
- 5. Study your class notes regularly***
- 6. Attempt all assigned homework problems/cases***
- 7. Participate in a study group***
- 8. If you are still having difficulties, attend tutoring regularly***

**Miscellany:**

Students are responsible for understanding the course policies and requirements as expressed in this syllabus, as well as those policies and requirements announced in class.

***Course Schedule***

<b>Week</b>	<b>Topic</b>
Week 1	Introduction to Financial Statements (Ch1) Users and Uses of Financial Information
Week 2	The Balance Sheet (Ch2) Analyzing the Balance Sheet Using Ratios
Week 3	The Information System (Ch3) Reporting & Analyzing Transactions
Week 4	Accrual Accounting Concepts (Ch4) Financial Statement Adjustments Preparing the Financial Statement
Week 5	Midterm Exam One
Week 6	Fraud, Internal Control, and Cash (Ch5) Merchandising Operations and the Multiple-Step Income Stmt.(Ch6)
Week 7	Reporting & Analyzing Inventory & Receivables (Ch7) Reporting & Analyzing Long-Lived Assets (Ch8)
Week 8	Reporting & Analyzing Liabilities & Stockholders' Equity (Ch9)
Week 9	Financial Analysis (Ch10)
Week 10	Midterm Exam Two
Week 11	Managerial Accounting (Ch11) Comparing Managerial and Financial Accounting
Week 12	Incremental Analysis (Ch14) Decision-Making and Incremental Analysis
Week 13	Budgetary Planning (Ch15)
Week 14	Budgetary Control and Responsibility Accounting (Ch16) Planning for Capital Investments (Ch18)
Week 15	Final Exam

**YORK** College **CU**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
English	Melissa Dinsman

**Please indicate items submitted for Committee approval**

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	ENG 275: Peer Tutoring of College Writing	
<input type="checkbox"/> Course Deletion		

**Please provide an executive summary of your proposal**

This change removes the prerequisite of departmental permission, and language about embedded and Collaborative Learning Center tutoring from the description of ENG 275. It also changes the title of ENG 275 to reflect these alterations.

**Department Curriculum Committee Approval**

Signature	Date
<i>Melissa Dinsman</i>	8-10-20

**Department Approval**

Chairperson Signature	Date
<i>Jonathan L. Hall</i>	08 / 10 / 2020

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature	Date
<i>Ruth Wiggin</i>	9/17/20

**College Senate Approval**

Signature	Date

\*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Section AV: Course Changes

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	English	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	<del>ENG 275: Peer Tutoring of College Writing</del>	<b>Course</b> [Prefix, #, title]	<u>ENG 275: Theories and Practices of Tutoring</u>
<b>Prerequisite(s)</b>	1. ENG 126 or ENG 200; Departmental permission.	<b>Prerequisite(s)</b>	1. ENG 126 or ENG 200
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	3 (lecture 3, lab 0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	3	<b>Credits</b>	N/C
<b>Catalogue Description</b>	English 275 is an <del>experiential learning</del> course where writers help other writers. Students will study and reflect upon theories of <del>writing and</del> peer tutoring, as well as their own <del>writing</del> practices, all while concurrently embedded as tutors in assigned sections of ENG 125, or while working as tutors in the Collaborative Learning Center. The course will have three major components that are intertwined: theory, <del>experience</del> , and reflection.	<b>Catalogue Description</b>	English 275 is a course <u>in which</u> students will study and reflect upon theories of peer tutoring, as well as their own <u>tutoring and learning</u> practices. The course will have three major components that are intertwined: theory, <u>practice</u> , and reflection.
<b>Liberal Arts</b>	<input checked="" type="checkbox"/> Yes [ ] No	<b>Liberal Arts</b>	<input checked="" type="checkbox"/> Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>	Fall 2021	<b>Effective</b>	Fall 2021

Rationale: The prerequisite of department permission is an unnecessary hindrance to student access to and enrollment in the course. The requirement of CLC or embedded tutoring work was removed from the description as these cannot be assured without department permission, and students will gain tutoring experience within the course. Finally, the title and description are changed to interest a broader array of students tutoring across disciplines, and because a course like this one is a requirement for College Reading & Learning Level II certification, allowing the College the flexibility to better train tutors for the CLC and other peer tutoring initiatives in the future.

*Assessment:*

Is this an administrative change? **No**

If not an administrative change, is this change the result of departmental assessment? **No, in its current form ENG 275 never ran.**  
 If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

**The alterations we are hoping make to the curriculum of this course have been done in order to get this course to run. When this course runs, it will be assessed the same semester. Currently, the English department is looking to run the revised ENG 275 in Fall 2021, at which time it is scheduled to be assessed.**

Program Code: 35587

## ENGLISH 275: Peer Tutoring

<b>Instructor</b>	Dr. Debbie Rowe	<b>Office</b>	AC-2A14
<b>Class Meetings</b>	Thursdays 2:00-4:50 p.m.	<b>Office Hours</b>	Tuesdays & Thursdays: 5:00-5:50 p.m. and by appointment
<b>Classroom</b>	AC-1B04	<b>Campus Phone</b>	(718) 262-2481
<b>Time/Credit</b>	3 hours, 3 credits	<b>E-mail</b>	drowe@york.cuny.edu

### Course Description

English 275 is a course in which students will study and reflect upon theories of peer tutoring, as well as their own tutoring and learning practices. The course will have three major components that are intertwined: theory, practice, and reflection. This course may be offered in a face-to-face, hybrid, or fully online format.

#### Theory, Practice and Reflection Components:

Throughout the course, students will read and write about theory, practice working on student assignments, and role playing as tutors and tutees. Various ways of helping tutees at various stages of learning multiple subjects will be explored. Throughout the semester, students will be asked to reflect on the theories that are espoused, on their own experience learning in college, and on their experiences in tutoring. That reflection will be demonstrated in informal and formal ways, such as tying in theory to what is experienced in mock tutoring sessions. An individual blog, maintained on Blackboard, and a final reflective paper are two of the concrete activities that will help students think through and communicate their learning.

### Learning Objectives

By the end of the course, students should be able to show progress in:

- critical reading of scholarly sources on peer tutoring.
- applying tutoring theory to real world situations.
- analyzing their own approach to learning and to tutoring.
- discussing the roles tutors can play in the college success.
- developing a toolkit of strategies for collaborating effectively with tutees.

### Required Texts

Newton, Fred B. *Students Helping Students: A Guide for Peer Educators on College Campuses*. 2nd ed., Jossey-Bass, 2010.

Rafoth, Ben, ed. *A Tutor's Guide: Helping Writers One to One*. 2nd ed. Boynton/Cook Publishers, 2005.

Other readings will be posted on Blackboard in the "Course Documents" section.

### Important Websites

<https://bbhosted.cuny.edu/webapps/login/NoPortal> Blackboard Course Management System

<http://www.york.cuny.edu/library> York College Library

<https://www.york.cuny.edu/academics/collaborative-learning-center> York College Collaborative Learning Center

<http://dictionary.com/> Online Dictionary and Thesaurus

<https://grammarly.com/> Grammarly is a free grammar-checking utility that can check writing typed inside web browsers and documents.

## ENGLISH 275: Peer Tutoring

### Requirements

All formal assignments that are to be turned in by email should be sent to me as a Microsoft Word **attachment** or similar word processing program. **Do not submit your essays as writings within the body of an email.** If you are not submitting an MS Word document, please verify with me whether I will be able to accept your word processing program of choice, especially if you are working on a Mac, *before* the first paper is due. **Per department policy, all work must be prepared by you personally. You may not use the services of a typist or have anyone else type drafts, and you may not receive assistance in editing or proofreading your work before it is submitted.**

### List of Assignments

Reading Response Papers:	20% of overall grade
Tutoring Blog:	10%
Mid-term Exam	10%
Mock Tutoring Sessions	30%
Tutoring Toolkit	10%
Final Reflective Paper:	20%

### Assignment Descriptions

**Reading Response Papers**—These are short essays 250-300 words long. In each Reading Response, include the following:

- Three specific observations about the reading: avoid making simple judgments about the text or summarizing the readings. [Not acceptable: “I liked it/didn’t like it” or “This was the most boring reading” or “It’s interesting.”] Try to write statements that help me understand what YOU noticed when you were reading, what you found interesting, what YOU think about what an author has written, and what connections you draw between texts we read.
- Three open-ended questions that grow out of the text you read. [Not acceptable: questions that we can answer with a “yes” or “no.”] Ask “real” questions—questions you do not know the answer to—questions you can contribute in-class to help promote interesting discussions!

One purpose for these responses is to allow you to demonstrate that you have actually read the reading. Another equally-important purpose is to encourage you to reflect on what you read. A sample paper will be posted on Blackboard under “Course Documents.”

**Tutoring Blog**—These are summaries that provide unique insight into the times students go for tutoring, or role play being a tutor or tutee, or personal insights based on readings. These blogs entries, to be posted in Blackboard, are designed to give students a place to “digest” their experiences as tutees and tutors, to process them, and connect them cognitively to other experiences and areas of knowledge. Blog entries can be used to describe what happened in the tutoring sessions and demonstrate critical thinking about those events. Please keep the summaries general, and any discussions of particular people should keep their identities anonymous.

**Tutoring Toolkit**—As you work go through materials and practical exercises in this course, you will make decisions on what works well to helps students through various aspects of learning with a tutor—understanding what assignments ask for, brainstorming, finding answers together, collaborating, empowerment. As you gain that

## ENGLISH 275: Peer Tutoring

knowledge, you will put together a collection of resources—primarily checklists, web pages, and personal protocols—that you can quickly turn to in order to help you aid students. This collection of resources will form your tutoring toolkit, which you will present as a portfolio at the end of the semester.

***Final Reflective Paper***—This will be a 6 to 8-page paper presenting an argument couched as a reflection on some issue relating to theory and/or practice of peer tutoring. You will propose the topic to me, and we will agree on your chosen subject before you begin writing.

### **Evaluation:**

- A+ =97.0-100%
- A =93.0-96.9%
- A- =90.0-92.9%
- B+ =87.0-89.9%
- B =83.0-86.9%
- B-=80.0-82.9%
- C+= 77.0-79.9%
- C =73.0-76.9%
- C-=70.0-72.9%
- D+=67.0-69.9%
- D = 60.0-66.9%
- F, WU,FAB, FIN =0-59%
- WA, W, NC, P, R= not counted in the GPA

### ***The Collaborative Learning Center***

The Collaborative Learning Center assists students with writing skills, as well as most other disciplines studied at York College. Check the Collaborative Learning Center's website for more info:

<https://www.york.cuny.edu/academics/collaborative-learning-center>

### ***Student Responsibilities and Class Policies: Assignments***

Please read assignment instructions carefully to see WHERE they are to be submitted. Activities from each new class day/week build upon work completed prior, so please ensure all assignments are done before beginning the work of a new day or week. Some of your assignments will be returned to you with a grade, while others, such as Discussion Board activities, Achieve website activities, and Peer Review(s) build up value over time from simply completing them on time.

### **Late Paper Policy**

If you see that you are getting lost or overwhelmed, contact me via email before the deadline for an assignment. If you have missed a deadline, email me with precise information on exactly when you will catch up, or if you intend to drop the course. Although I will allow for truly extenuating circumstances, as a rule, papers submitted late will have grades reduced by one unit in value (for example, C grade reduced to a C-, C- to D+, etc.) for each day the work is late. It is VERY easy to fall behind in this course if not enough care is put into delegating time DAILY to fulfill the workload. It is extremely difficult to catch up if you lose days from being sick, there is a death in the family, or have time-consuming emergencies, and sometimes a decision should be made about whether or not to take the course in a different semester.



## ENGLISH 275: Peer Tutoring

### ***Academic Integrity and Plagiarism***

The four definitions of types of academic integrity violation at York College are:

- Cheating: Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
- Plagiarism: Plagiarism is the act of presenting another person's ideas, research or writings as your own.
- Obtaining Unfair Advantage: Obtaining an unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
- Falsification of Records and Official Documents

A significant problem in research writing classes, where the ideas of others are often discussed and written about, is plagiarism. As noted, plagiarism is cheating, passing off the words and works of others as your own. Depending on the severity of the cheating, you could be assigned an F for the assignment on which you have been found to be cheating, or you could be assigned an F for the whole course, or you could be expelled from the college. For detailed information on York College's Academic Integrity Policy and Procedures, please see:

<https://www.york.cuny.edu/academics/academic-affairs/academic-integrity>.

### ***Students with Disabilities***

It is highly recommended that students with disabilities, of any kind, contact York's Center for Students with Disabilities (CSD) (<https://www.york.cuny.edu/student-development/csd>). There are timed writing and reading sessions in this class for which you may require an accommodation. Registering with the CSD will provide you with the documentation required to allow for what you need to be a successful college student.

### ***Struggling with School***

If school, or life in general, starts to feel overwhelming at any point, help is available. One safe place to turn to for help is York's Counseling Center: <https://www.york.cuny.edu/student-development/counseling-center>.

### ***Syllabus Caveat***

You are responsible for reading and understanding all that is written in this syllabus. Please note, however, that information presented here is subject to change.

## ENGLISH 275: Peer Tutoring

### Course Schedule

<b>Week 1: Getting Started</b>	
In class:	Introduction to one another, Blackboard tools. Enrollment in <i>The Bedford Handbook</i> quiz site.
Homework:	<ol style="list-style-type: none"><li>1) Post to the Blackboard Blog a 150 to 200-word description of your strongest and weakest college subjects, and your approach to studying for each of them.</li><li>2) Read Macauley Jr's "Setting the Agenda for the Next Thirty Minutes" from the <i>A Tutor's Guide</i> textbook.</li><li>3) You will be assigned various general education course assignments to review. Bring them to our next class with a game plan of at least 3 things you would do to help students work on at least two of these assignments if you were their tutor.</li></ol>
<b>Week 2: Tutoring Scenarios</b>	
In class:	<ol style="list-style-type: none"><li>1) Discussion on tutoring sample general education assignments provided in the previous week.</li><li>2) Videos on various tutoring scenarios.</li></ol>
Homework:	<ol style="list-style-type: none"><li>1a) Read Brooks' "Minimalist Tutoring: Making the Student Do All the Work," which is posted to Blackboard under "Course Documents."</li><li>1b) Read "Chapter 5 — Problem Solving with Individuals" in the Newton textbook <i>Students Helping Students</i>.</li><li>2) Reading Response Paper 1: Write a 250-300 word reading response, and email it to me as a Microsoft Word attachment by next week Tuesday.</li><li>3) Start building your tutoring toolkit. Read at least one article under "Course Documents" that deals with teaching and learning in the subject you feel best suited to tutor. Find specific rules, tools and techniques for addressing some of the common problems found in learning those general education subjects. Make a blog post regarding things you find useful from your reading.</li></ol>
<b>Week 3: More Tutoring Scenarios</b>	
In class:	<ol style="list-style-type: none"><li>1) Discussion of Brooks' "Minimalist Tutoring."</li><li>2) Working on student assignments on the spot. You will be given more general education assignments to address in the moment, with no time to prepare beforehand. You will have to make tutoring decisions on the spot of how to help a student in the moment.</li><li>3) Videos on various tutoring scenarios</li><li>4) In-class mock tutorials</li></ol>
Homework:	<ol style="list-style-type: none"><li>1) Watch the tutoring scenario videos "The Wrong Way—Appropriating the Student's Work" and "The Right Way—Avoiding Appropriation of the Student's Work." Links to these videos are posted to Blackboard under "Internet Resources."</li><li>2a) Read Severino's "Avoiding Appropriation," which is posted to Blackboard under "Course Documents."</li><li>2b) Read "Chapter 4—Interpersonal Communication Skills" in Newton textbook <i>Students Helping Students</i>.</li><li>3) Reading Response Paper 2 is due by next week Tuesday.</li><li>4) Continue building your tutoring toolkit based on this week's student samples. You are required to continue doing this without further prompts in the syllabus.</li><li>5) Go for at least one tutoring session with a tutor in York's Collaborative Learning Center for a current assignment in one of your other classes. Post a blog of what your experience was like in</li></ol>

## ENGLISH 275: Peer Tutoring

relation to what you have been learning about being a tutor and a tutee so far in the course. The post should also be completed by next week Tuesday.

### Week 4: Appropriation in Tutoring

In class:	1) Discussion of Severino's "Avoiding Appropriation" and Newton "Chapter 4." 2) Discussion of various students' experiences being tutored. 3) In-class role playing of group tutoring sessions.
Homework:	1) Read Chapters 6 and 7 of Newton's <i>Students Helping Students</i> textbook on group tutoring. 2) Reading Response Paper 3 is due by next week Tuesday. 3) Work with a group of students from the class to demonstrate and perform a group tutoring session for next week's class.

### Week 5: Tutoring Online

In class:	1) Roleplaying tutoring groups and leading workshops.
Homework:	1) Read Cooper, Bui, and Riker's "Protocols and Process in Online Tutoring" from Raforth's <i>A Tutor's Guide</i> textbook. 2) Reading Response Paper 4 is due by next week Tuesday. 3) Go for another tutoring session at York's Collaborative Learning Center, and write about new things you have learned <i>about</i> tutoring in your weekly blog post.

### Week 6: Ongoing Tutoring

In class:	1) Discussion of Cooper, Bui, and Riker's "Protocols and Process in Online Tutoring" and the differences between tutoring online versus face to face. 2) Assignments for student-led workshops.
Homework:	1) Read Raforth's "Helping Writers to Write Analytically" from your textbook, <i>A Tutor's Guide</i> . 2) Reading Response Paper 5 is due by next week Tuesday. 3) Weekly blog post on a tutoring subject of your choice.

### Week 7: Ongoing Tutoring

In class:	1) Midterm exam based on assigned readings 2) Discussion of Raforth's "Helping Writers to Write Analytically" in the <i>A Tutor's Guide</i> textbook. 3) Student-led workshop on working through a writing-intensive assignment.
Homework:	1) Read Harris' "Collaboration is not Collaboration is not Collaboration: Writing Center Tutorials vs. Peer Response Groups," which is posted to Blackboard under "Course Documents." 2) Reading Response Paper 6 is due by next week Tuesday. 3) Attend a Collaborative Learning Center workshop and write blog post on your experience.

### Week 8: Ongoing Tutoring

In class:	1) Student-led workshops on studying for exams in various subjects.
Homework:	1) Review assigned materials on tutoring students with disabilities, cultural differences, and reluctant tutees.

## ENGLISH 275: Peer Tutoring

- 2) Reading Response Paper 7 is due by next week Tuesday.
- 3) Start thinking of ideas for your Final Reflective Paper.

### Week 9: Approaching the Final Paper

In class:	Students meet with Professor one-on-one to discuss course progress and reflective paper ideas.
Homework:	1) Start finding sources beyond those already used in class to support the theory or theories you will discuss in your final reflective paper, if your paper idea is accepted by the professor. Otherwise, work on new ideas and contact the professor before moving on to research.

### Week 10: Limiting Miscommunication in Tutoring

In class:	1) Discuss various communication obstacles in tutoring.
Homework:	1) Read Beth Rapp Young's "Can You Proofread This?" from Raforth's <i>A Tutor's Guide</i> textbook. 2) Reading Response Paper 8 is due by next week Tuesday. 3) Create an outline for your final reflective paper. Bring outline to discuss in our next class.

### Week 11: Empowering Students

In class:	1) Discuss students asking tutors to do their assignments for them. 2) Videos of tutors tackling difficult situations. 3) Peer review of outlines for final paper.
Homework:	1) Reading Response Paper 9 is due by next week Tuesday based on various, difficult tutoring situations.

### Week 12: Ongoing Tutoring

In class:	1) One-on-one tutoring sessions for drafting of the course's final reflective paper.
Homework:	1) Keep working on draft of final reflective paper.

### Week 13: Tutoring Online

In class:	1) Small group discussions of each student's reflective paper.
Homework:	1) Complete full draft of final reflective paper. Submit to professor as an email attachment by next Tuesday. 2) Make final compilation of your Tutoring Toolkit for presentation in class next week.

### Week 14: Tutoring Toolkits

In class:	Presentation of students' Tutoring Toolkits.
Homework:	Revise critiqued draft of Final Reflective Paper. Submit the final draft as an email attachment by the final exam date.

### Final Examination Date

This is the deadline for submitting the final, revised draft of your *Final Reflective Paper*.

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Performing and Fine Arts	Larry Tung

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	<b>FA290; FA291; FA296; FA298; FA303; FA304; FA325; FA390; FA393; FA394; FA395; FA396; FA397; FA398; FA402</b>	
<input type="checkbox"/> Course Deletion		

Please provide an executive summary of your proposal


**FA290; FA291; FA296; FA298; FA325; FA390; FA393; FA394; FA395; FA397; FA398; FA402:** Replace FA104 with FA 105 or FA 106 as prerequisite as FA 104 is no longer offered

**FA303 and FA304:** Remove ENG120 and FA104 as pre-requisite as the two classes are no longer offered. Replace FA104 with FA105 or FA106.


**FA396:** Remove “to the present time” in the catalogue description as the course title is Art in the 20<sup>th</sup> Century. Replace FA104 with FA 105 or FA 106 as prerequisite as FA 104 is no longer offered

**FA398:** Change the course title from Afro-American Art to African American Art. Replace FA104 with FA 105 or FA 106 as prerequisite as FA 104 is no longer offered.

Department Curriculum Committee Approval

Signature	Date
Larry Tung 	August 20, 2020

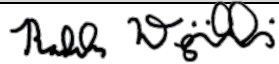
Department Approval

Chairperson Signature	Date
Margaret Vendryes 	April 28, 2020

Other Departments Affected\*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	10/6/20

College Senate Approval

Signature	Date

\*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA290 – Ancient Art	<b>Course</b> [Prefix, #, title]	FA290 – Ancient Art
<b>Prerequisite(s)</b>	FA104	<b>Prerequisite(s)</b>	<u>FA105 or FA106</u>
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3,0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Ancient architecture, sculpture, and painting from prehistoric to Roman times.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2021

Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

## Section AV: Course Changes

Program Code: 1003

FROM		TO	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA291 – Art of Medieval Europe	<b>Course</b> [Prefix, #, title]	FA291 – Art of Medieval Europe
<b>Prerequisite(s)</b>	FA104	<b>Prerequisite(s)</b>	FA105 or FA106
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Architecture, sculpture, and painting from early Christian through the Gothic period.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2021

**Rationale:** FA104 (Liberal Arts) Introduction to Fine Arts has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.



*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes

Program Code: 1003

FROM		TO	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA296 – African Art	<b>Course</b> [Prefix, #, title]	FA296 – African Art
<b>Prerequisite(s)</b>	FA104	<b>Prerequisite(s)</b>	FA105 or FA106
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	The forms and historical style of African Art.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2021

Rationale: FA104 (Liberal Arts) Introduction to Fine Arts has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes  
 Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA298 – Twentieth Century Trends in Photography	<b>Course</b> [Prefix, #, title]	FA298 – Twentieth Century Trends in Photography
<b>Prerequisite(s)</b>	FA104 or FA297 or FA381	<b>Prerequisite(s)</b>	FA105 or FA106 or FA297 or FA381
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Significant photographic movements and figures in 20th century photography with emphasis on the documentary and art aspects. Investigation of the effect of photography on contemporary thought and action and of the relation of photography to other modes of plastic expression.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World ___ College Option		___ Scientific World ___ College Option
<b>Effective</b>		<b>Effective</b>	Fall 2021

**Rationale:** FA104 (Liberal Arts) Introduction to Fine Arts has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA 303 – Film History: Style and Imagination I	<b>Course</b> [Prefix, #, title]	FA 303 – Film History: Style and Imagination I
<b>Prerequisite(s)</b>	<del>ENG 120 or FA 104</del>	<b>Prerequisite(s)</b>	<u>FA105 or FA106</u>
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	4 (2, 2 )	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	A chronological exploration, from the beginnings to the end of World War II, of the ways in which film makers have expressed their responses to the world. A feature film will be shown each week and will be discussed before and after its presentation.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>

Effective		Effective	Fall 2021
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Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 and Eng120 are no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA 304 – Film History: Style and Imagination II	<b>Course</b> [Prefix, #, title]	FA 304 – Film History: Style and Imagination II
<b>Prerequisite(s)</b>	ENG 120 or FA 104	<b>Prerequisite(s)</b>	<u>FA105 or FA106</u>
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	4 (2, 2)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	A chronological exploration, from the end of World War II to the present, of the ways in which film makers have expressed their responses to the world. A feature film will be shown each week and will be discussed before and after its presentation.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



	<u>    </u> <i>College Option</i>		<u>    </u> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2021

Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 and Eng120 are no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

## Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA 325 – Women and Art	<b>Course</b> [Prefix, #, title]	FA 325 – Women and Art
<b>Prerequisite(s)</b>	FA 104	<b>Prerequisite(s)</b>	FA105 or FA106
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	A chronological and thematic overview of women as both producers and subject of art, including a historical survey of prominent female artists and their work, as well as investigation of how women have been portrayed in art over time by both genders.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Liberal Arts</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>

Effective		Effective	Fall 2021
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Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes

Program Code: 1003

FROM		TO	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA 390 - High Renaissance and Late Sixteenth-Century Art	<b>Course</b> [Prefix, #, title]	FA 390 - High Renaissance and Late Sixteenth-Century Art
<b>Prerequisite(s)</b>	FA 404	<b>Prerequisite(s)</b>	<u>FA105 or FA106</u>
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Architecture, sculpture, and painting of the Italian masters of the 16th century.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2021

Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?  
If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA 393 – American Art to 1913	<b>Course</b> [Prefix, #, title]	FA 393 – American Art to 1913
<b>Prerequisite(s)</b>	FA 104	<b>Prerequisite(s)</b>	FA105 or FA106
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Survey of American painting, sculpture, and architecture from Colonial times to the Armory Show of 1913. Emphasis on establishing the American tradition as it relates to Western Europe and England.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>

Effective		Effective	Fall 2021
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Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA394 - Twentieth-Century Art in the United States	<b>Course</b> [Prefix, #, title]	FA394 - Twentieth-Century Art in the United States
<b>Prerequisite(s)</b>	FA 104	<b>Prerequisite(s)</b>	FA105 or FA106
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Critical survey of American art forms from 1913 to the present. American developments from Impressionism and Post-Impressionism through the 20th century movements of Cubism, Surrealism, Abstract Expressionism, Pop, Optical, Computer, Minimal, and Conceptual Art. The introduction of photography and film as plastic arts.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression



	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option		<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option
<b>Effective</b>		<b>Effective</b>	Fall 2021

**Rationale:** **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?  
If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA 395 – Latin-American Art	<b>Course</b> [Prefix, #, title]	FA 395 – Latin-American Art
<b>Prerequisite(s)</b>	FA 104	<b>Prerequisite(s)</b>	FA105 or FA106
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Architecture, sculpture, and painting in Mexico, Central and South America; Pre-Columbian styles of the New World; spread of the Spanish tradition.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute [WI]</b>		<b>Course Attribute [WI]</b>	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2021

Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA396 – Twentieth Century Art	<b>Course</b> [Prefix, #, title]	FA396 – Twentieth Century Art
<b>Prerequisite(s)</b>	FA 104	<b>Prerequisite(s)</b>	FA105 or FA106
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Architecture, sculpture, and painting in the 20th century to the present time.	<b>Catalogue Description</b>	Architecture, sculpture, and painting in the 20th century.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2021

Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

The Course description was written in the 20<sup>th</sup> Century, which has since ended; “to the present time” was removed. **FA397- Contemporary Art** covers to the present.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?  
If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA397 – Contemporary Art	<b>Course</b> [Prefix, #, title]	FA397 – Contemporary Art
<b>Prerequisite(s)</b>	FA-104	<b>Prerequisite(s)</b>	FA105 or FA106
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	This course serves as an introduction to issues relating to the production and reception of art since the mid-1960s.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>	Fall 2021	<b>Effective</b>	Fall 2021

Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

*Assessment:*

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

## Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA398 — <del>Afro-American Art</del>	<b>Course</b> [Prefix, #, title]	<u>FA398 – African American Art</u>
<b>Prerequisite(s)</b>	FA 104	<b>Prerequisite(s)</b>	<u>FA105 or FA106</u>
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Art of Black people in the United States: its form as a significant contribution to the American scene.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2021



Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

The course was titled in the 1970s. African American is the appropriate title for this group.

*Assessment:*

Is this an administrative change? Yes

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If so, please describe.

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## Section AV: Course Changes

Program Code: 1003

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Performing and Fine Arts	<b>Department</b>	Performing and Fine Arts
<b>Course</b> [Prefix, #, title]	FA402 - Media, Culture, and the Visual Arts	<b>Course</b> [Prefix, #, title]	FA402 - Media, Culture, and the Visual Arts
<b>Prerequisite(s)</b>	FA 104	<b>Prerequisite(s)</b>	FA105 or FA106
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3 (3, 0)	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Impact of mass media on the contemporary arts; influential critics appearing in newspapers, magazines, popular books, and the broadcast media, together with prominent art exhibits, dance concerts, etc.; current status of the arts through mass media interpretations; television as an art form.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option		<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option
<b>Effective</b>		<b>Effective</b>	Fall 2021

Rationale: **FA104 (Liberal Arts) Introduction to Fine Arts** has been replaced by FA105 and FA106, which divided the Western art history survey course into two manageable parts. FA104 is no longer offered.

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## Appendix 3



**YORK** College

# OFFICE OF FACILITIES AND PLANNING

UPDATES

10-25-20



# *OVERVIEW*

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**YORK** College

OPERATIONS & MAINTENANCE

CAPITAL PROJECTS

VISION



# *BUILDINGS AND GROUNDS*

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*OPERATIONS & MAINTENANCE*





**YORK** College

- **COVID 19 RESPONSE- LABORERS ASSISTING WITH MOVING OF FURNITURE, ETC.**
- **WINTER PREPARATION- ORDERING SALT**
- **ASSESSMENT OF EQUIPMENT FOR COLD WEATHER WORK**



# *CUSTODIAL SERVICES*

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*OPERATIONS & MAINTENANCE*



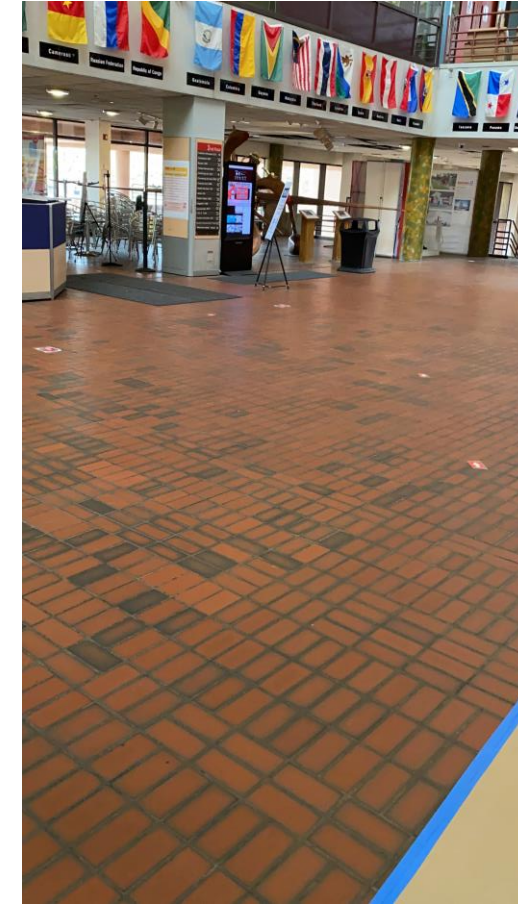
- **COVID 19 RESPONSE- CLEANING AND PLACEMENT OF DECALS**
- **MAINTAINING TOILET CLEANING CHECKLIST**
- **SHOWING UP DAILY FOR WORK AT THE CAMPUS**
- **ONGOING CLEANING OF ALL AREAS**
- **ONGOING REPLENISHMENT OF SUPPLIES AS REQUIRED**



# YORK College

PICTURE 1- SHOWING UP DAILY FOR WORK AT THE CAMPUS

PICTURE 2- COVID 19 RESPONSE- DECALS ON FLOOR FOR SOCIAL DISTANCING





# *ENVIRONMENTAL HEALTH SERVICES*

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*OPERATIONS & MAINTENANCE*



- **COVID 19 RESPONSE COORDINATION WITH CUNY EHS**
- **FDNY ANNUAL LAB PERMIT RENEWAL INSPECTIONS**
- **PUBLIC EMPLOYEE SAFETY AND HEALTH ACT OF 1980 (PESH) INSPECTION RESPONSE**



# *FACILITIES PLANNING*

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*OPERATIONS & MAINTENANCE*



- **COORDINATE WITH CURRENT CUNY CAMPUS WIDE SPACE SURVEY**  
- OCCURS EVERY 2 YEARS
- **REVIEW HPEC BATHROOM UPGRADE DESIGN SCHEMES**  
-PROJECT TO PROVIDING GENDER NEUTRAL TOILET
- **COORDINATE DEPLOYMENT OF GENDER-NEUTRAL TOILET SIGNS**





# *CAPITAL PROJECTS*

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## **ACTIVE CONSTRUCTION**

- 1. CAMPUS WIDE MEP UPGRADES**
- 2. BMS CONTROLS UPGRADE**
- 3. CAMPUS WIDE ESCALATOR AND ELEVATOR UPGRADES**
- 4. CHEMISTRY AND BIOLOGY LAB RENOVATIONS**
- 5. COMPUTER & MULTIMEDIA (FACULTY DINING ROOM)**
- 6. PAC ROOF UPGRADES AND FAÇADE REPAIRS**
- 7. ACADEMIC CORE LECTURE HALLS**







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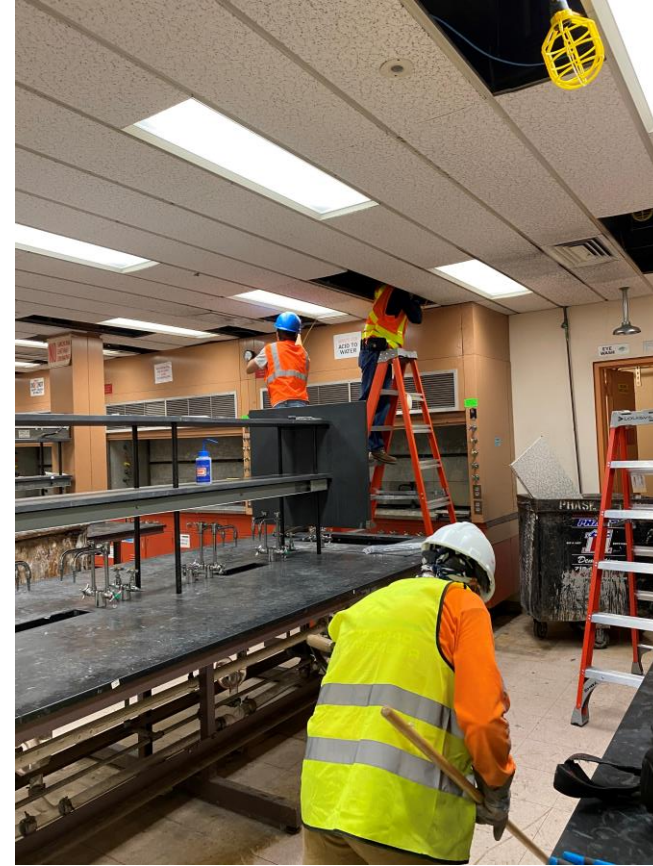


**Chemistry and Biology Lab Renovations**

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**PAC Roof Upgrades and Façade Repairs**

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**Academic Core Lecture Halls**

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# *LOW HANGING FRUIT*

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- **IMPROVE QUALITY OF CLEANING**
- **IMPROVE FINISHES & UPGRADE- PAINTING/ WINDOW TREATMENT**
  - INTERIOR SPACES: WALLS/ CEILINGS
  - EXTERIOR FAÇADE: MASONRY/WINDOW FRAME/COLUMNS
  - MISCELLANEOUS: RADIATOR COVERS
- **IMPROVE WAYFINDING AND IMAGE**
  - SIGNAGE
  - GRAPHICS
  - COLOR WAY
- **IMPROVE LANDSCAPING**
- **IMPROVE INTEGRATED PEST MANAGEMENT (IPM)**



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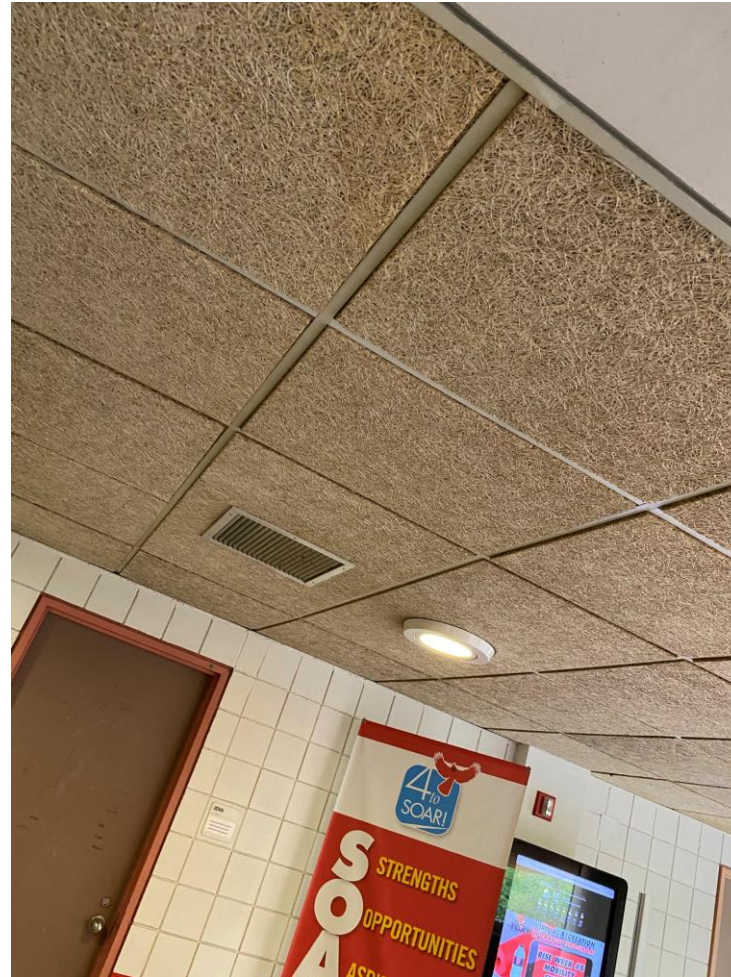


Low Hanging Fruit

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**Low Hanging Fruit**

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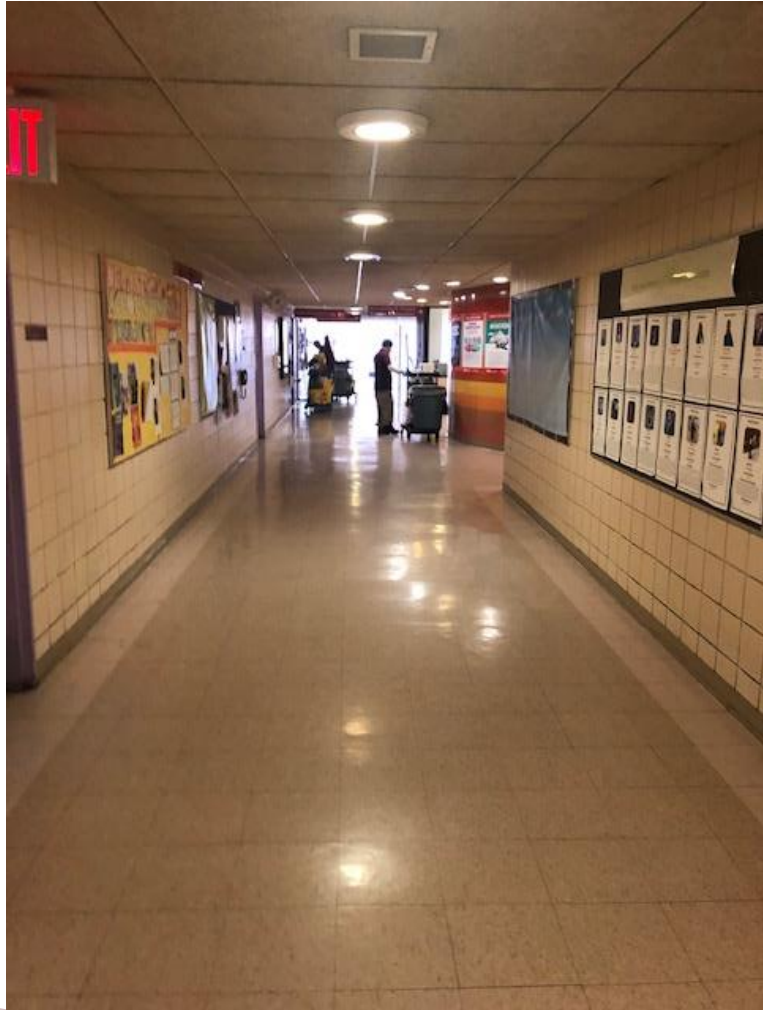


**Low Hanging Fruit**

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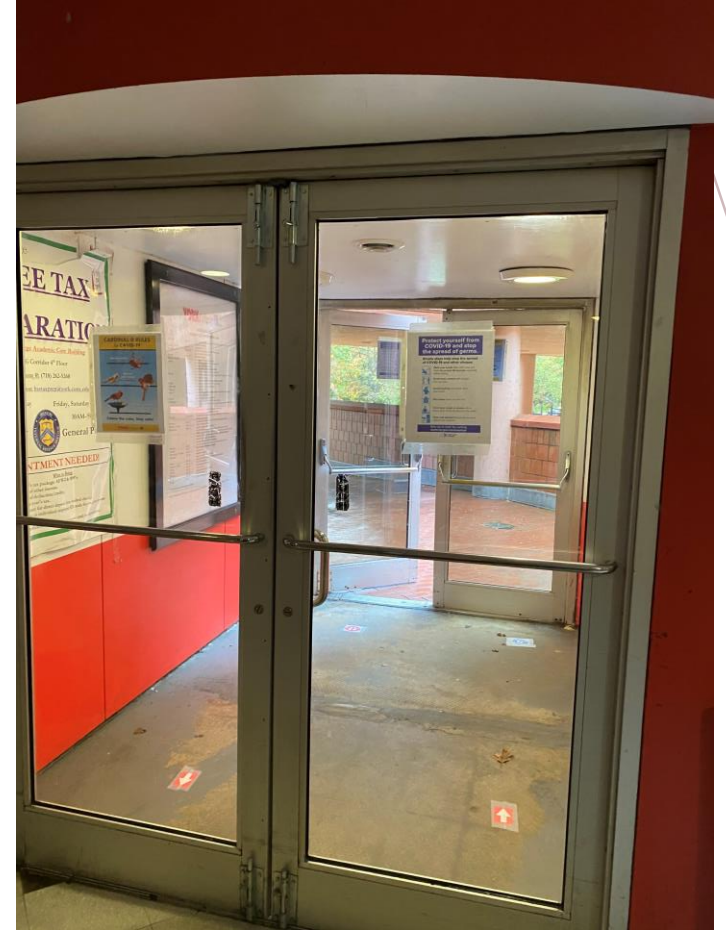


**Low Hanging Fruit**

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**Low Hanging Fruit**

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*VISION*

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- **DEPARTMENTAL GOALS**
  - LEARNING ORGANIZATION
  - ACCOUNTABILITY
  - QUALITY EXECUTION
- **DATA DRIVEN IMPROVEMENT BY LEVERAGING USE OF INFORMATION SYSTEMS TECHNOLOGY**
- **BE THE CHANGE YOU WANT TO SEE IN THE WORLD**
  - WE CAN ONLY ACHIEVE IMPROVEMENT TOGETHER AS A COMMUNITY

## Appendix 4



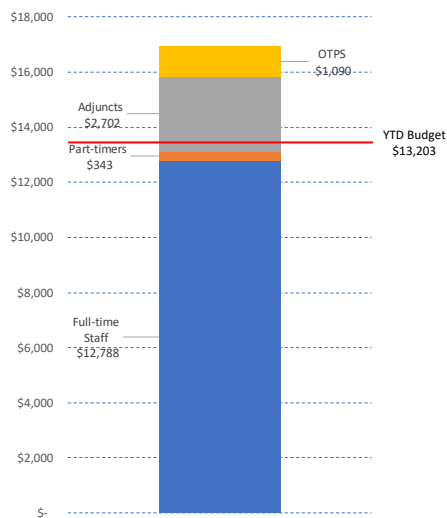
# York College

## FY2021 Budget Outlook

October 2020



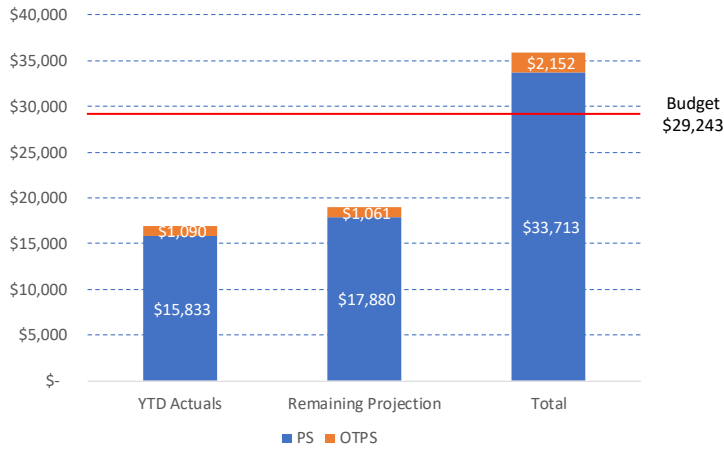
### FY2021 YTD Expenditures vs Budget



- 94% of YTD Expenses are Personnel-related
- YTD Budget Allocation doesn't fully cover personnel costs already incurred
- YTD shortfall = \$3.7M



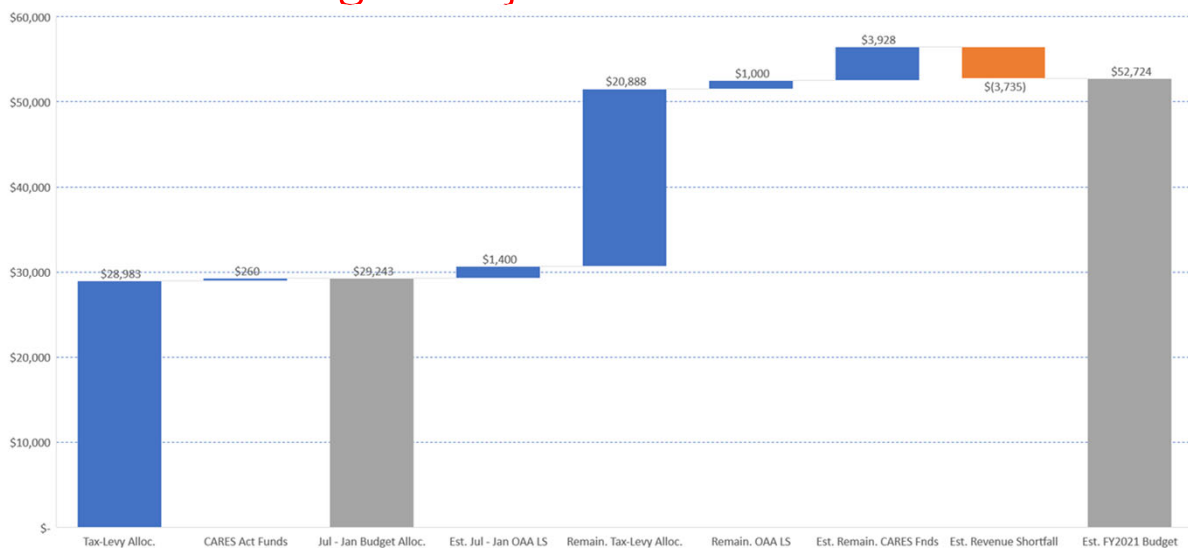
## Jul – Jan Expenditure Projection vs Budget



- Expenditure Projection assumes:
  - No hires or separations
  - PSC collective bargaining increases occur in November
  - Continuation of part-time appointments at current rate
  - No adjunct expenses after mid-December
  - Full utilization of authorized OTPS level
- Projected shortfall by January month-end: \$6.6M

**YORK**College

## FY2021 Budget Projection



**YORK**College

## FY2021 Outlook

