



Department Meeting

Room 1A11

08 March, 2012 at 12:15pm

I. Approval of Minutes: 13 December, 2011

II. Faculty Update

- A. Welcome to all new adjuncts
- B. Status of full-time faculty
 - Prof. David Ernst status
 - Prof. James Como - Honorary title of Prof. Emeritus
 - Commitment from OAA to hire a Sub. Music Lecturer
 - No senior faculty, 4 mid-rank faculty and 5 junior faculty

III. New Business

- A. Budget Update
 - OTPS remains the same
 - Reassigned time being evaluated
- B. Fall 2011 Grade Submission
 - New requests from Provost and Dean
 - Rationale
 - Letters filed
 - Consideration for reappointment
- C. Co-Seating Courses for Fall 2012 & Spring 2013
- D. Enrollment & Certified Rosters submitted on time to 1A12 only
- E. Submit Spring 2012 syllabi
- F. Committee Updates
 - Curriculum - T. Zlabinger
 - Library - E. Metcalf
 - Senate - T. Marion
- G. Adjunct Profiles on the Dept. Website
- H. Pathways Update
 - York Committee and University Committee
 - Liberal Arts courses
 - Discussion on 3 credits, 3 hours for common core courses

IV. OLD BUSINESS

V. ANNOUNCEMENTS

A. Past Events

1. General

- a. Ken Adams books donated to the library, Feb. 2012 – *M. Adams*
- b. Joan Mitchell Foundation Painters and Sculptors Grant - *Adjunct N. Awai*
- c. " 'Will Write Later': Postcards, Technology and Social History in Early 20th Century New England" – Provost Lecture Series, Feb. 22 – *E. Metcalf*
- d. Guest Conductor of Sullivan County All-County Middle School Jazz Ensemble, March 2-3, Monticello, NY – *T. Zlabinger*

2. Music

- a. SPIRIT WEEK: FUNKATEERS (pep band) performed at Men's and Womens' Basketball games, February 11, Health & Phys Ed Building – *T. Zlabinger*
- b. YORK COLLEGE CREATIVE ENSEMBLE (feat. members of YCBB), February 13, Clemente Soto Véllez Cultural & Educational Center, Manhattan – *T. Zlabinger*
- c. YORK COLLEGE BLUE NOTES finalists in Charles Mingus High School Competition, February 19, Manhattan School of Music, Manhattan – *T. Zlabinger*
- d. YCMC MUSIC MOVIE TIME: *The Soloist*, February 28, Academic Core 2M05
- e. JAZZ AT THE CHAPEL: York College Community Jam Session, February 28, Illinois Jacquet Performance Space – *T. Zlabinger*

3. Theatre

- a. SUBURBIA: Drama Club & TA 490, March 1-2, Little Theatre, PAC – *D. Jones & T. Amrhein*

4. Fine Arts

- a. Fall 2011 Student Art Exhibition – *J. Price*

B. Up-And-Coming Events

1. Music

- a. YCMC MUSIC MOVIE TIME: *Stevie Wonder - Live at Last* (2009), March 15 @ NOON, Academic Core 2M05
- b. PANEL DISCUSSION: Life in the Key of Love: The Music of Stevie Wonder w/ George White, Tom Zlabinger, and others, March 19 @ 7PM, African Amercian Resource Center
- c. JAZZ AT THE CHAPEL: FILM - An Evening with Lena Horne (2006), March 20 @ 7PM, Illinois Jacquet Performance Space (in conjunction with Women's Studies as part of Women's History Month)
- d. YORK COLLEGE BIG BAND w/ TK Blue: A Tribute to Stevie Wonder, March 23 @ 7PM, PAC
- e. YORK COLLEGE BLUE NOTES @ CW Post Jazz Day w/ Herbie Hancock, March 24, LIU

- f. MUSIC DISCIPLINE ADVISEMENT, March 29 @ NOON, Academic Core 1A11
 - g. ENERGETIC FUSION w/ York College Creative Ensemble, March 30 @ NOON, Fine Arts Gallery
 - h. YORK COLLEGE GOSPEL CHORUS, "I Know That My Redeemer Liveth," April 01, YC Atrium 3-5pm – *J. Quash*
 - i. YORK COLLEGE BIG BAND @ Spring Swing, March 31 @ 7PM, JPAC
 - j. YCMC MUSIC MOVIE TIME: *Blast!* (2001), April 24 @ NOON, Academic Core 2M05
 - k. YCMC FUNK DANCE, April 27, Health & Phys Ed Building
 - l. JAZZ AT THE CHAPEL: Rick Furel / Phil Williams Graduation Recital, May 1 @ 7PM, Illinois Jacquet Performance Space
 - m. YORK COLLEGE BIG BAND @ CUNY Jazz Festival, May 3, City College
 - n. JAZZ AT THE CHAPEL: Jazz Improv Student Concert, May 8 @ 7PM, Illinois Jacquet Performance Space
 - o. YORK COLLEGE GOSPEL CHORUS: "Shaking the Rafters: A tribute to Gospel Choirs," May 20, YC Atrium, 3-5pm – *J. Quash*
 - p. YORK COLLEGE BLUE NOTES @ JAZZ ON THE PLAZA, May 24 @ NOON, St. Peter's Church, 53rd & Lexington, Manhattan
2. Theatre/Speech
- a. PROSODY 400, March 16-23, Little Theatre, PAC – *T. Marion & T. Zlabinger*
 - b. TRIBUTE TO THE GREATS, Red Shoes Club, Thursday March 29 at 12 noon and 7pm. Friday March 30 at 7pm – *J. Morales*
 - c. SPEECH DEBATE: May 3 at 6pm, Little Theatre – *T. Corkery*
 - d. RENT by Jonathan Larson, May 4 – 13, PAC Auditorium – *T. Amrhein & J. Quash*
- C. Fine Arts
- a. "The Community Collaboration of an Energetic Fusion": March 20, YC Fine Arts Gallery, Room 1B01 – J. Price and R. Seslow

VI. MINUTES:

Eric Metcalf

VII. NEXT MEETING: Tentative 19 April, 2012 from 12:15-2:00pm (1A11)

Minutes – Tom Marion

VIII. Adjournment

Meeting of the Performing and Fine Arts Department, York College
Minutes of the Dec 13th, 2011

In Attendance: M. Adams, T. Amrhein, G. Belcon, S. Billingslea, W. Dixon, C. Gieseler, S. Gillespie, J. Heywood, D. Jones, J. Morales, K. Pitcher, D. Phelps, J. Quash, A. Robinson, N. Simpson, M. Smith and T. Zlabinger

Excused: N. Buxenbaum, T. Marion, T. Corkery and E. Metcalf

I. Presentation of the Minutes.

1. Tom Zlabinger moved, Sarah Gillespie second.

II. New Business

1. Tim Amrhein faculty update:
 - i. With \$625K deficit in the budget. We have no reserve to cover an deficit. OTPS money not mentioned.
 - ii. Grade submissions not early not late. In the 72 hour window.
 - iii. Meeting with the Dean on the Dec 15th regarding winter courses.
 - iv. Meeting with Dean on the Dec 19th regarding spring classes.
 - v. Gen Ed Tim Amrhein is on a subcommittee to look at how to implement the new Pathways plan. Arts of Expression course could be revitalized by our department.
2. Tom Zlabinger curriculum committee update music major and minor update approved. Two Speech courses, and Theatre course went through.
3. Departmental website link for rehires to find Form 210 and Workload Report.

III. Announcements

1. Thank Dr. Kayla Pitcher for her work with the Department as she is moving on.
2. Jim Como retiring but still going to adjunct. The "football" retirement. Tim Amrhein thanks him for all of his service.
3. Thanks to Tom Marion, David Jones, Jessica Morales and Garth Belcon on the success of Macbeth.
4. Mark Adams and Jonathan Quash described the Ken Adams tribute and concert three Saturday's ago. As well as the Ken Adams scholarship.
5. Tom Zlabinger update on the big band – Toys for Tots event and Blue Notes.
6. B-Sides exhibition Ryan Seslow w/ Jeffery Price show next Spring. Student show delayed to the winter.
7. Tom Zlabinger big band tomorrow night at the chapel.
8. Tom Zlabinger will be playing with Lucky Cheng's Orchestra in Dec and Jan.
9. Daniel Phelps screening his MFA thesis film this Sunday, 8PM at Hunter's Lang Theatre.

10. Tim Amrhein reminder to update your CV online.
11. Michael Smith advised faculty to make requests for equipment through Tim Amrhein to Tech Fee. Daniel Phelps is willing to support specification of equipment.

Motion to adjourn Tom Zlabinger.

Submitted by Michael Smith

Draft Common Core Structure
November 1, 2011

I. Required Common Core

A. English Composition: 7 credits

English composition courses must meet all of the following learning outcomes. A student will be able to:

- Demonstrate critical reading, listening, and analytical skills, including identifying an argument's major assertions and assumptions, and evaluating its supporting evidence.
- Produce coherent texts (such as formal essays, research papers, and reports) using appropriate technology, critique one's own and others' texts, and improve them using standard English, grammar, mechanics, and clear prose.
- Demonstrate research skills using appropriate technology, including finding, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with a well-reasoned argument and communicate persuasively across a variety of contexts, purposes, audiences, and media, using appropriate rhetorical modes and technology.
- Formulate original ideas and integrate them with the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: 4 credits

Mathematical and quantitative reasoning courses must meet all of the following learning outcomes. A student will be able to:

- Interpret and draw appropriate inferences from mathematical models, such as formulas, graphs, and tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate inferences and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Identify and apply logically valid arguments.
- Apply mathematics in a real world context.

C. Life and Physical Sciences: 4 credits

Life and physical science courses must meet all of the following learning outcomes. A student will be able to:

- Identify and apply the fundamental concepts and research methods of a scientific discipline.
- Apply the scientific method to explore natural phenomena, including observation, hypothesis development, experimentation, measurement,

data collection, evaluation of evidence, quantitative analysis, and presentation of data.

- Use the tools of a scientific discipline to carry out collaborative investigations in appropriate laboratory settings.
- Obtain, analyze, and interpret data and present it in an effective written laboratory report.
- Apply scientific ethics and unbiased assessment in the reporting of scientific data.
- Retrieve, evaluate, and interpret information from a variety of sources.

II. Flexible Common Core: five 3-credit liberal arts courses, with at least one course from each of the four areas and no more than one course in any discipline. All Flexible Common Core courses must meet the following three learning outcomes. A student will be able to:

- Retrieve, evaluate, and interpret information from a variety of sources and points of view.
- Evaluate evidence and arguments critically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A. World Cultures

A course in this area must meet at least three of the following additional learning outcomes. A student will be able to:

- Identify and apply the fundamental concepts and research methods of a discipline or interdisciplinary field exploring world cultures, including, but not limited to, anthropology, economics, foreign languages (non-duplicative of previous language acquisition), history, political science, and world literature.
- Analyze the concept of culture and global cultural diversity and describe any given event or process from more than one cultural viewpoint.
- Analyze the historical development of a non-U.S. society.
- Analyze the significance of a major movement that has shaped the world's societies.
- Identify and discuss the role that race, ethnicity, class, gender, or belief plays in cultural systems.
- Speak, read, and write a language and use the conceptual skills to appreciate and respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A course in this area must meet at least three of the following additional learning outcomes. A student will be able to:

- Identify and apply the fundamental concepts and research methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, economics, history, political science, sociology, and U.S. literature.

- Analyze the major themes of U.S. history from different social, economic, demographic, cultural, or political perspectives.
- Evaluate how immigration and slavery have shaped the development of the United States.
- Explain the role of the United States in international relations and how this role has influenced the country and the rest of the world.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze common institutions or patterns of life in contemporary U.S. society and how they influence or are influenced by race, ethnicity, class, gender, sexual orientation, or other forms of social differentiation.

C. Creative Expression

A course in this area must meet at least three of the following additional learning outcomes. A student will be able to:

- Identify and apply the fundamental concepts and research methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A course in this area must meet at least three of the following additional learning outcomes. A student will be able to:

- Identify and apply the fundamental concepts and research methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, computer science, philosophy, psychology, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, and choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Analyze the transformational impact of science or technology on the individual and society.
- Identify, analyze, and engage with local, national, or global trends and analyze their impact on individual or collective decision-making.

Pathways Common Core Course Review Committee Committee Procedures

SharePoint System

- Much of the work of the committees will be conducted online through the SharePoint system. Committee members will review courses submitted by the colleges and will indicate whether each course meets the required learning outcomes.
- Each committee member will receive log-in information for the SharePoint system. Training and support will be provided.

Meetings

- Subcommittee meetings will be held to allow members to discuss and vote on courses submitted by the colleges.
- Each subcommittee may decide on the frequency and duration of meetings.
- The Chairs of the eight subcommittees may periodically meet with the overall Chair, Professor Kasinitz.
- For assistance scheduling rooms or ordering food/beverages for meetings, please contact Andrea Baker at andrea.baker@mail.cuny.edu.

Timeline

- Once courses have been approved by college governance processes and also by the Course Review Committee, colleges will submit the courses for inclusion in the Chancellor's University Report (CUR) to be voted on by the Board of Trustees. Chancellor's University Report deadlines are usually about three weeks before Board of Trustees meetings. To facilitate the overall process, Course Review Subcommittees might choose to use the following draft deadlines to organize their workflow:

DRAFT Timeline

Submission and Approval of Common Core Courses Prior to Chancellor's University Report Deadline and Board Meeting

Target Date for Colleges to Submit Courses to Review Committee*	Target Date for Review Committee to Vote and Provide Feedback to Colleges*	CUR Deadline	Board Meeting
4/13/2012	5/11/2012	5/29/2012	06/25/12
7/13/2012	8/10/2012	8/28/2012	09/24/12
9/14/2012	10/12/2012	10/30/2012	11/26/12
11/2/2012	11/30/2012	12/20/2012**	1/28/2013**

*The above schedule allows 4 weeks for committees to review courses following campus submission deadline. After receiving committee feedback, colleges will then have 2 weeks to prepare CUR submissions.

**Preliminary dates.



Office of College and University Evaluation

Policy & Guidance

Policy Statement on Liberal Arts and Sciences

This guidance is intended to assist institutions of higher education in New York State in meeting the requirements of the Rules of the Board of Regents, Section 3.47 (c), Requirements for Earned Degrees, Undergraduate degrees:

“Undergraduate degrees shall be distinguished, as follows, by the minimum amount of liberal arts content required for each degree. The required liberal arts core shall not be directed toward specific occupational or professional objectives.”

Degree	Minimum Proportion of Content	Minimum Number of Credits
Associate in Arts (AA)	3/4	45
Associate in Science (AS)	1/2	30
Associate in Applied Science (AAS)	1/3	20
Bachelor of Arts (BA)	3/4	90
Bachelor of Science (BS)	1/2	60
All other undergraduate baccalaureate degrees (BBA, BE, BFA, BPS, BTech, etc.)	1/4	30

The liberal arts and sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences.

A. Examples of course types that are generally considered within the liberal arts and sciences:

1. Humanities:

- English—composition, creative writing, history of language, journalism, linguistics, literature, literature in translation, playwriting
- Fine arts—art appreciation, history or theory
- Foreign languages—composition, conversation, grammar, history of the language, literature of the language, reading, translation studies
- Music—music appreciation, history or theory
- Philosophy—comparative philosophy, history of philosophy, logic, schools of philosophy
- Religion—comparative religion, history of religion
- Theater—dramatic interpretation, dramatic literature, dramaturgy, history of drama, playwriting

2. Natural sciences and mathematics:

- Natural sciences—anatomy and physiology, biology, chemistry, earth science, geology, physics, zoology
- Mathematics—calculus, mathematical theory, statistics
- Computer Science—broad survey/theory courses

3. Social sciences:

- Anthropology, cultural studies, economics, geography, government, history, political science, psychology, sociology
- Criminal justice—introductory and broad survey courses
- Communications—interpersonal communication, mass communication, public speaking, speech and rhetoric

B. Examples of course types that are generally not considered within the liberal arts and sciences:

- Agriculture
- Business—administration, finance, human resources, management, marketing, production
- Computer applications (e.g., word processing, database, spreadsheet), programming (e.g., specific languages)
- Health and physical education
- Home economics
- Education and teaching methods
- Library science
- Music—studio, performance, practice courses—voice, instrument, direction, conducting
- Office technologies and practice
- Performing and related arts—acting, costume design, dance, direction, lighting, production, scene construction, sound production
- Specialized professional courses in such fields as accounting, architecture, dental hygiene, dentistry, engineering, law, medicine, nursing, nutrition, pharmacy, podiatry, veterinary medicine
- Studio art—drawing, painting, ceramics, sculpture
- Technology/technician fields—construction, data processing, electrical, electronics, graphic arts, mechanical, medical, refrigeration repair
- Television and radio production
- Theology—pastoral counseling, ministry

General Education Requirements

Credits

C.) Fine & Performing Arts - Choose one course from the following

1. Fine Arts 104, 150, 152, 155, 264, or 381

2. Music 101, 110, 225, 250, or 253

3. Speech Communication 160


4. Theater Arts 110, 114, 211, 215, 216, 217, 218, or 219

MEMORANDUM

Date: February 20, 2012

To: Dr. Sandi E. Cooper
Chair, University Faculty Senate

From: Alexandra W. Logue 
Executive Vice Chancellor and University Provost

Frederick P. Schaffer 
General Counsel and Senior Vice Chancellor for Legal Affairs

C: Chancellor Matthew Goldstein and Cabinet
Board of Trustees
College Presidents
Chief Academic Officers
Council of Faculty Governance Leaders
University Faculty Senate Representatives

Thank you for your memorandum dated February 15, 2012 reporting the February 10, 2012 Council of Faculty Governance Leaders' statement ("the Statement"). Following are responses to the three items in the Statement.

1. It is correct that the guidelines from the Office of Academic Affairs state that all Common Core courses must be 3 credits and 3 hours. It is also correct that the Board resolution on Pathways does not specify that the courses be 3 credits or 3 hours. However, the Board resolution on Pathways does specify that the Pathways Task Force will recommend a Common Core structure to the Chancellor, who is to make the final decision, and who will implement the structure. The final Common Core recommendations of the Pathways Task Force, which consisted of 47 faculty, 4 campus-based administrations and 4 students, were submitted to the Chancellor on December 1, 2012, and accepted by the Chancellor on December 12, 2012. Those recommendations specified that all courses in the Common Core would be 3 credits. The Task Force had originally recommended a mixed set of 3-credit and 4-credit courses, but ultimately decided to recommend courses that were all of equal weight. In addition, the Task Force had originally recommended a 4-credit science laboratory course, but ultimately decided to recommend a 3-credit course that involved active learning in science, but not necessarily a traditional weekly lab. Pursuant to the authority delegated to him by the Board of Trustees, the Chancellor adopted that recommendation. Although some general education courses at CUNY currently carry more hours than credits, that practice is not consistent among or even within CUNY's campuses, nor is it a consistent practice outside of CUNY.

2. Contrary to the Statement, the guidelines issued by the Office of Academic Affairs *do* allow majors to require courses that are also courses in the Common Core. The guidelines simply state that majors cannot require their students to take those courses as their Common Core courses. However, departments can advise their students that if they take those courses they will receive both major and Common Core credit. Similarly, it is also the case that departments can establish pre-major requirements that consist of Common Core courses. For example, a Nursing major might be required to take Biology. However, again, a Nursing major may not be required to take Biology for his or her Common Core course, just advised that if s/he does so, s/he will satisfy both major and Common Core requirements. What is also not permissible is for departments to require that certain Common Core courses be taken as pre-major courses when such courses are not typically needed for such a major. This is consistent with the authority of the Board and the Chancellor regarding curricular matters and in no way violates the academic freedom of the faculty to determine the content of their classes.

3. It is correct that New York State Education Law does not establish credit/hour requirements for courses and gives institutions of higher education latitude in assigning these requirements within certain guidelines. However, the requirements set forth in the Pathways Initiative were authorized by the CUNY Board of Trustees and approved by the Chancellor pursuant to the authority delegated to him.

We would like to take this opportunity to address an issue not raised explicitly by the statement of the Council of Faculty Governance Leaders but one that has generated comment in connection with the Pathways Initiative – *i.e.*, whether faculty should receive workload credit for contact hours beyond the number of student credit hours assigned to a course. (This is a different issue from how many classroom/laboratory hours are required of the students.) Based on our review of the data, this issue appears to be extraordinarily complex, with wide variations among CUNY campuses and inconsistencies even within a single campus as to both the rationale for doing so and the application of that rationale to particular departments and/or types of courses. In addition, the issue extends beyond just the courses that may be included in the Common Core and/or College Option as part of the Pathways Initiative. The Chancellor has therefore concluded that it is advisable to consider the issue more fully and more broadly, including further consultation with academic administrators and faculty. While this issue is under review, faculty should proceed with their work on the campuses in developing and identifying courses for the Pathways Initiative under the guidelines previously specified. In the meantime, no changes will be made in current practices regarding faculty workload credit for contact hours.

GENERAL EDUCATION AT CUNY: PATHWAYS POSSIBILITIES

February 14, 2012 | Featured

The text below describes some of the many different ways that a given college can design its general education requirements. The CUNY Office of Academic Affairs greatly appreciates the assistance of the campuses in helping to identify many of these possibilities.*

Revised February 23, 2012

This is a revised version of the February 14th document. The additions are marked in bold.

All Courses

CUNY's new general education framework (part of the Pathways initiative) has two parts: the Common Core for all colleges (30 credits) and 6-12 additional credits for baccalaureate programs, selected at the senior colleges' choice (the College Option). Common Core details, including the specified rigorous learning outcomes—all of which were designed by a 55-person Task Force including 47 faculty—are available at <http://www1.cuny.edu/mu/academic-news/files/2011/12/CommonCoreStructureFinalRec.pdf>. All courses in the Common Core must be three credits and three hours except as specified below. College Option courses do not have that restriction. However, senior colleges should be mindful, in designing their College Option, that whatever they require of their students should be easily transferable to other colleges. Another overriding principle is that all colleges should design the structure of their general education requirements so as to be as straightforward and comprehensible as possible.

The Common Core and the College Option were designed to ensure rigorous and transferable study across the colleges while retaining sufficient flexibility for colleges to sustain and develop their distinctive academic identities. With that in mind, following are some of the many possibilities that specific colleges have for framing their general education requirements within the new general education structure. This revised document includes new possibilities (marked in bold) that have been recently developed by the colleges.

- Colleges will choose which courses to propose for each of the three required areas, as well as the five flexible areas, of the Common Core; courses will be accepted for all of these areas based on the courses' ability to satisfy the requisite learning outcomes, not based on the disciplines of which they are a member.
- By definition, baccalaureate colleges will make entirely their own choices for the courses for the College Option.
- Colleges can choose which courses to offer in each area of the Common Core, as well as in the College Option, so as to limit, or expand, the range of types of courses to which their students are exposed. For example, a college might decide to offer only foreign language courses in the World Cultures and Global Issues area, thus essentially requiring all of that college's students to take a foreign language course.
- Colleges can link a course in one of the areas of the Common Core with a course in another one of the areas of the Common Core, making them co-requisites. For example, a course in the Life and Physical Sciences area could be linked to a course in the Scientific World area, with one of them being a three-credit lab course and the other a three-credit lecture course (as long as transfer students do not have to take any additional general education courses as a result of this linkage).
- The Common Core requires that students take six three-credit courses from five areas in the flexible core. Colleges can specify from which area the sixth course must be taken.
- Colleges can also require that the sixth course be a more advanced version of one of the other five. In this way a college could, for example, require that a student take two semesters of foreign language as part of the Common Core (note that the College Option credits are another possibility for additional foreign language study).
- **Colleges can offer 100-level Required Core courses as prerequisites for more advanced courses in the Flexible Core.**
- **Colleges can offer lower-level Flexible Core courses as prerequisites for more advanced courses in the College Option, e.g., a college could offer a foreign language course in the World Cultures and Global Issues area of the Flexible Core and a second foreign language course as a College Option.**

- If a college requires students to take their sixth Flexible Core course from a specific one of the five areas of the Flexible Core, it may require students to take their two courses in that specific area from each of two broad disciplinary areas (e.g., humanities and social sciences).
- Colleges can put the same course in the Flexible Core and the College Option, if the college wants to maximize student opportunity to take the course. If a student had taken the course in the Flexible Core, he or she would have other alternatives for the College Option.
- Senior colleges may attach one or more College Option credits to a course in the Required Core. However, if they do so, they cannot require transfer students who have previously fulfilled that area with a three-credit course to complete additional coursework in the area. In whatever ways colleges choose to use their College Option credits, transfer students must be able to complete College Option requirements within the credit requirements specified in the Board Resolution.
- As part of their College Option, colleges that offer baccalaureate programs could require all students, including transfer students, to take a specific course such as, for example, a foreign language course or a laboratory science course.
- For both the Common Core and the College Option, colleges can specify that students take certain courses if they have not already done so or have not shown proficiency in a certain area. For example, a college could specify that a student who did not already have a certain level of proficiency in a foreign language would have to take a foreign language course in the World Cultures and Global Issues area of the Common Core; those students who were proficient would take something else. As another example, a college could specify that a student who had not already taken American History must take American History in the U.S. Experience in Its Diversity area of the Common Core, and if the student had taken American History, then the student would take something else. As still another example, a college with baccalaureate programs could specify that any baccalaureate student who had not already taken two lab science courses must take more lab science as part of the College Option.
- A college can offer a required three-credit course as part of the Common Core and can develop an accompanying elective of one or more credits to complement the required course. Baccalaureate colleges can use their College Option credits to require the complementary course, instead of having that course be an elective.
- Colleges can set “overlay” requirements for students as long as those requirements, by themselves, do not result in students having to take any additional courses. For example, a college might set a requirement that each student has to take four writing intensive courses and then designate many courses, across the curriculum, including many courses in the Common Core, as writing intensive courses. Students who took those courses would then be satisfying both the general education and the writing intensive requirements of that college.
- Although the Pathways Task Force decided not to recommend that the Common Core include performing arts because New York State does not count such courses towards the required minimum number of liberal arts and sciences credits for college degrees (see <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>), senior colleges can, if they wish, require such courses as part of their College Option.
- Some colleges with associate degree programs may wish to combine noncredit, remedial coursework with credit-bearing coursework. Such combinations will necessarily result in courses with more hours of meeting time than they have credits. The guidelines for such courses within the Common Core are still being determined.

Additional Options for Science, Technology, Engineering, and Mathematics Courses

- Currently, CUNY colleges follow a wide range of practices regarding math and science general education requirements. Some colleges currently require four-credit (or more) math and science courses of all students. Other colleges currently require three-credit, non-laboratory courses in these areas for non-majors. CUNY’s new general education framework continues to give campuses considerable latitude in these matters, although it does require that each student, at a minimum, take two three-credit courses concerning science, and at least one, additional, three-credit course focused on mathematical or quantitative reasoning.
- The Common Core requires all students to take a three-credit course in Life and Physical Sciences which can consist of lecture (with active learning experiences), lab, or both. (The amount of credit for a

course depends on the total amount of work that a student does for a course, inside and outside of class, not the type of class instruction for the course.) Therefore a three-credit, three-hour course can be a laboratory course if the faculty design it as such.

- A college can offer a STEM variant for the Life and Physical Sciences area. Assuming sufficient three-credit/three-hour courses are available to meet students' needs, a college can also offer other science or math courses that are part of a STEM major, that any student can take, and that are more than three credits or three hours (e.g., under the STEM variant, three-credit/four-hour, four-credit/four-hour, four-credit/five-hour, four-credit/six-hour, five-credit/six-hour, courses can all be offered). These alternative courses must, of course, meet the learning outcomes specified for this area of the Common Core.

Beloved Professor's Books Donated to York

The passing of York College Music Professor, Kenneth Gaither Adams last year left his students and colleagues in grief; but a gift from his family will keep on giving.

Professor Adams who was also chair of the Department of Performing and Fine Arts at the time of his death, owned an enviable collection of masterpieces of symphonic works and operas. The books are related to some famous musicians' biographies, music appreciation, and music history.

"York College meant so much to my dad and means so much to me as well; so what inspired me to donate the books to the York College Library was that I feel it is what my Father would have wanted," said Mark Adams, a lecturer of Music at York and son of the late Professor Adams. "It was the right thing to do. York College meant so much to him. The music books and orchestra scores that I donated will stand out CUNY-wide, because not many schools have orchestra scores of as many classical works as my father had, and I feel this is one of many legacies he will leave behind."

Professor Di Su,



Head of Reference Services in the York Library, who handled the donation, agrees.

"Besides its academic value, the donation certainly helps collection development of the library given the current financial climate," says Di Su. "While all the items are valuable, the music score collection greatly enhances our library's score collection. Music major, especially those in MUS422 Conducting, will find it useful and convenient."

According to John Drobnicki, Head of Acquisitions and Acting Head of Cataloging, the donation consists of 72 titles. They include Mozart's "Don Giovanni; An Opera in Two Parts;" Darius Milhaud's "Five Chamber Symphonies;" and Vivaldi's "The Four Seasons and Other Violin Concerts: In Full Score, Opus 8 Complete."

Mark Adams is also likely to donate additional pieces as he continues to review his father's

collection.

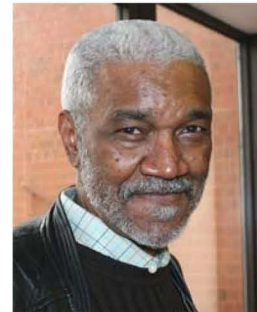
"All but seven are music scores," said Drobnicki. "And of those 64 scores, we only had one of them already, so they should be very valuable for our Music students, and maybe even students at the Queens High School of Science at York College."

Drobnicki added that each book contains a bookplate in the front, designating it as part of *The Kenneth Gaither Adams Collection*.

Kenneth Gaither Adams began his teaching career at York in 1971. He earned a Bachelor of Music Education from Howard University and a Master of Music in clarinet from the Manhattan School of Music in New York.

As a musician playing the flute, clarinet, piccolo and saxophone, Professor Adams was a member of the orchestra in numerous Broadway musicals including: *Guys and Dolls*, *Man of La Mancha*, *Cabaret*, *Ain't Misbehavin*, *A Chorus Line*, *Peter Pan*, *Phantom of the Opera*, *Jelly's Last Jam*, and most recently, *Finian's Rainbow* (2009).

He was also a member of the orchestra with the New York City Ballet, the Brooklyn Philhar-



Professor Ken Adams

monic, the New York Virtuosi, the Dance Theatre of Harlem and the Black Repertory Ensemble of Chicago as well as with commercial artists such as Luther Vandross and Mary J. Blige.

A list of the 72 titles can be accessed by clicking through the Library's online catalog.

Fine Arts Prof. awarded Joan Mitchell Foundation Painters and Sculptors Grant

Adjunct Assistant Professor of Fine Arts Nicole Awai recently was awarded a Joan Mitchell Foundation Painters and Sculptors Grant. The Painters & Sculptors Grant Program was established in 1993 to assist individual artists. The grants are given to acknowledge painters and sculptors creating work of exceptional quality.

The Foundation selected nominators nationwide dedicated to supporting artists who are under-recognized for their artistic achievements and whose career would benefit from the grant. The candidates' images were viewed for consideration through an anonymous process by a jury panel that convened in November at the of-

fice of the Joan Mitchell Foundation. Nominators and jurors include prominent visual artists, curators, and arts educators.

Additional programs undertaken by the Foundation include free art classes for New York City youth, grants to MFA graduates to aid in their transition from academic to professional studio work, and grants to artists and arts communities in need of emergency support after a disaster.

Professor Awai, a Trinidadian native, has been teaching at York College since the fall of 2005, except for the 2008-2009 academic year, when she was a Visiting Assistant Professor at the University of Illinois, Chicago. She also currently serves as

an art critic for the Yale School of Art. In the fall of 2011 she had her first solo show in Manhattan at the Vilcek Foundation, entitled "Nicole Awai: Almost Undone."

In all her works, Professor Awai draws upon multiple sources for inspiration from popular media and design to the history of art and a curiosity about the human migratory experience. Her work has been included in several seminal exhibitions.

Professor Awai was also a featured artist in the 2005 I.P.O. series at the Whitney Museum of American Art, New York.

At York, Professor Awai teaches drawing, 2-dimensional design and 3-dimensional design.



Professor Nicole Awai



Provost Lecture Series

“‘Will Write Later’: Postcards, Technology and Social History in Early 20th Century New England”



by Dr. Eric Metcalf
Assistant Professor
*Dept. of Performing & Fine Arts
School of Arts & Sciences*

Wednesday, February 22, 2012

3:00-5:00 pm

Faculty Dining Room

This lecture showcases a unique collection of postcards manufactured between 1906 and 1915. Most of the cards were exchanged between two sisters – one still living in their hometown of Pawtucket, R.I., the other on Nantucket, an island off the Massachusetts coast. Although photographic imagery had been relatively commonplace for fifty years, the color postcards were among the first visual media to have reached a mass audience. The cards depict an American nation in technological and social transition on the cusp of World War I

The York College Drama Royals present...

Suburbia

by Eric Bogosian
Directed by Phil Williams

Thursday, March 1st at 12noon & 7pm
Friday, March 2nd at 7pm

MATURE AUDIENCES ONLY

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York College Performing Arts Center
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(where thoughts turn sharp, and emotion is running against the light...)

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Sunday March 18 @ 3pm
Tuesday March 20 @ Noon
Thursday March 22 @ Noon

Directed by Tom Marion

Music by Tom Zlabinger
Rick Furel
Ayush Prasad

Poems by
Emmanuela Accimeus, Ludma Delva,
Matthew Echevarria, Uchenna Ijeaku,
Kyle Jackson, Darius Nazario,
Ayush Prasad, Beonca Rosado,
Ian Stephens, Phil Williams

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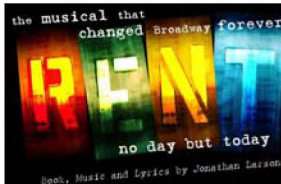
Book, Music and Lyrics by Jonathan Larson

Produced by
Matthew Katz &
the York College
Performing Arts Center

Directed by
Timothy J. Amrhein

Musical Direction by
Jonathan Quash

May 04 at 7:00pm
May 05 at 7:00pm
May 06 at 3:00pm
May 11 at 7:00pm
May 12 at 2:00pm & 7:00pm
May 13 at 3:00pm



YORK College

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THE CAST:

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Taso Mikroulis as **Roger Davis**
Solomon Peck as **Tom Collins**
Daniel Anthony Hidalgo as **Angel Dumott Schunard**
Marc Beard as **Benjamin "Benny" Coffin III**
Sabrina Thomas as **Mimi Márquez**
Miya Bass as **Maureen Johnson**
Tatiana Lizcano as **Joanne Jefferson**

Ensemble

Clarence Ilanan, Erick Carter, Jarrel Lynch, Stephen Pink, Rickie Tice,
Angelina Nidea, Gabrielle Calixte, Nina Oll-Adikankwu
& Khadija "Kat" Sallet

Directed by Timothy J. Amrhein
Choreography by Jessica Morales
Costumes by Allison Crutchfield

Musical Direction by Jonathan Quash
Scenery by David T. Jones
Lighting by Daniel Winters

Technical Director—G. Lawrence Belcon
Production Stage Manager—Jessica Morales

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