

**Meeting of Queens College
Academic Senate**

Date: April 16, 2026

Time: 3:35 p.m.

Place: Kiely 170

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of March 12, 2026
3. Announcements, Administrative Reports, and Memorials
 - a. Memorial for Steve Schwerner

The Agendas for the meeting of the Academic Senate on May 14, 2026 will be prepared at the Executive Committee meeting on Thursday, April 30, 2026. Any lengthy material to be considered by the Executive Committee on that date should be emailed to Thomas.Plummer@qc.cuny.edu or Katarzyna.Zajac@qc.cuny.edu by April 24, 2026.

4. Special Motions
5. Committee Reports
 - a. Undergraduate Curriculum Committee minutes dated March 12, 2026
 - b. Graduate Curriculum Committee minutes dated March 4, 2026
 - c. Nominating Committee Report dated April 16, 2026
 - d. Teaching Excellence and Evaluation Committee Draft Motion dated March 18, 2026
6. Old Business
7. New Business
 - a. Calendar of Academic Senate and Executive Committee meetings 2026-2027
 - b. Academic Renewal Initiative

The meeting will come to order:

Chair Tom Plummer called the meeting to order at 3:39 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Plummer:

“To approve the agenda by unanimous consent”

Hearing no objection to the motion, the agenda was approved as distributed.

2. Approval of Minutes:

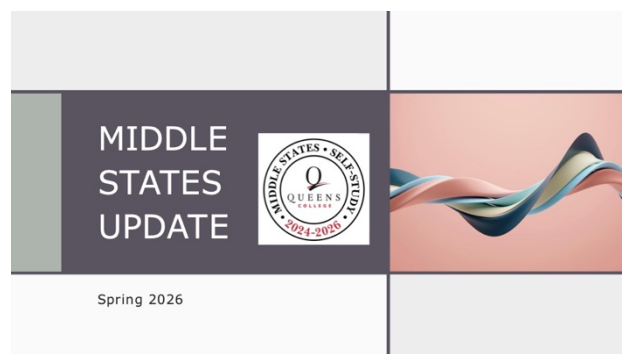
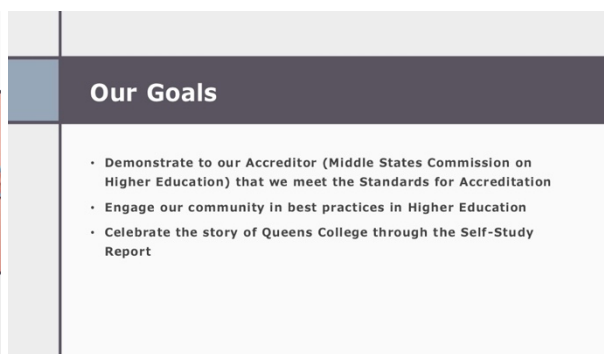
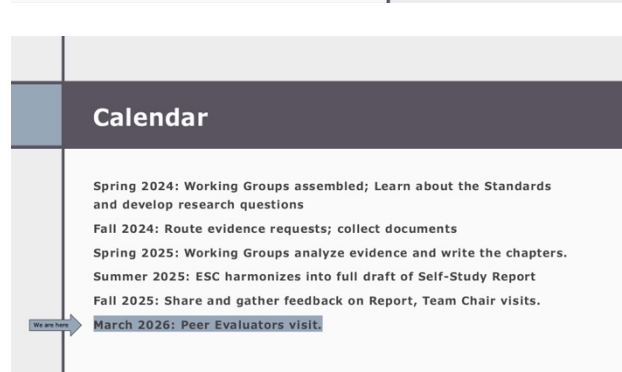
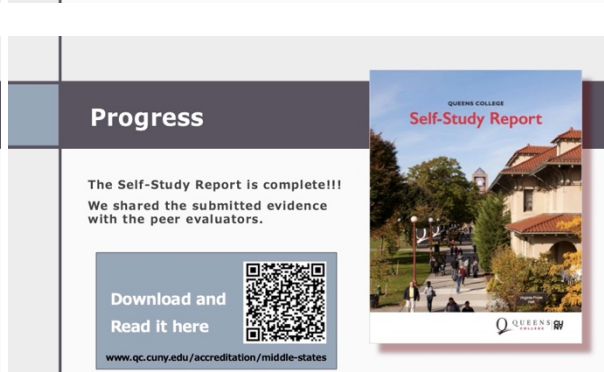
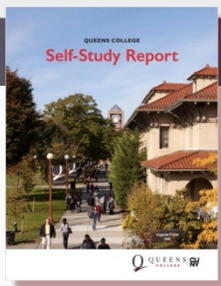
- i. MOTION: Duly made by Chair Plummer:

“To approve the senate minutes dated February 5, 2026 by unanimous consent”

Hearing no objection to the motion, the minutes were approved as distributed.

3. Announcements, Administrative Reports, and Memorials:

- a. Associate Provost for Institutional Effectiveness Rebekah Chow and Professor of Mathematics and Faculty Liaison for Evaluation and Assessment Christopher Hanusa gave the following presentation:

 MIDDLE STATES UPDATE Spring 2026	 Our Goals • Demonstrate to our Accreditor (Middle States Commission on Higher Education) that we meet the Standards for Accreditation • Engage our community in best practices in Higher Education • Celebrate the story of Queens College through the Self-Study Report
 Calendar Spring 2024: Working Groups assembled; Learn about the Standards and develop research questions Fall 2024: Route evidence requests; collect documents Spring 2025: Working Groups analyze evidence and write the chapters. Summer 2025: ESC harmonizes into full draft of Self-Study Report Fall 2025: Share and gather feedback on Report, Team Chair visits. March 2026: Peer Evaluators visit.	 Progress The Self-Study Report is complete!!! We shared the submitted evidence with the peer evaluators. Download and Read it here www.qc.cuny.edu/accreditation/middle-states 

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Peer Evaluator visit preparation • Eight peers on campus March 23-25 • Their goal: Verify the Self-Study Report • 40 targeted meetings with stakeholders • Hotel, transportation • Room reservations, invitations 	Campus Prep Guide and Info Sessions • For everyone: Campus Prep Guide Informational Video • For targeted sessions: Prep by Zoom What to expect in the room? Recorded and shared Read it  Watch it 
Open Sessions and Report Out Session The whole campus community is invited to participate Open Sessions Tuesday, March 24 Staff 10am Faculty 2pm Students 4pm To RSVP:  Report Share-Out Wednesday, March 25 10am For reminders:  It reflects well on QC to have good attendance.	Thank you and last words Thank you to everyone for contributing to this effort. The regular Middle States cycle is eight years. Faculty contribute to the Middle States expectations through: • Strategic Planning (at campus and department levels) • Reporting Processes (annual reports, assessment reports) • Assessing and improving student learning outcomes It's important to document the good work you do. 

- b. Chair Plummer announced that the Executive Committee is planning to invite the Academic Renewal Initiative Working Group, chaired by Provost Price, to speak at one of the upcoming Academic Senate meetings. This may appear on the agenda for April 16.
- c. Senator, Jacky Bracco, School of Earth and Environmental Sciences read the following memorial:

The School of Earth and Environmental Sciences is very sad to announce the recent passing of Emeritus Professor, and former chairperson of the academic senate, Dr. David Speidel. He received his bachelor's degree in geology from Franklin and Marshall College in 1960 and a PhD in geochemistry from Pennsylvania State University in 1964 before joining the faculty at Queens College.

He was a prolific researcher with wide ranging interests. While his primary field of study was phase equilibria in magnesium oxide-iron oxide systems and ferromagnesian mineral stability in igneous rocks, he also had research interests in environmental geochemistry, probability analysis of impact craters and near-Earth asteroids, and probability analysis of earthquake magnitude frequencies. He was a fellow of the Geological Society of America and an active member of a variety of professional organizations including, but not limited to, the Mineralogical Society of America, the American Geophysical Union, and the American Association for the Advancement of Science.

In addition to his many research contributions, he performed extensive service for his broader professional organizations, our department, and the college. He was a visiting scholar from 1977 – 1978 with the congressional research services, which led to publication of a book entitled the Natural Geochemistry of our Environment. He also was a section head in the Earth Science Division at NSF from 1988 to 1989. At Queens College, he served as the chair of the Geology department (now the School of Earth and Environmental Sciences) from 1980 -1988 and was simultaneously the first Dean of the Division of Mathematics and National Sciences and first Dean of Graduate studies and Research. He

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served as the chairperson of the Academic Senate from 1992-1996 and from 1998 to 2000, he served as Acting Provost, Provost and Senior Vice President for academic programs.

After his retirement, he remained active at Queens College, serving as Chair of the QC Retirees Association for several years. He remained a familiar presence in SEES for many years post retirement, including regularly attending our department colloquium, meeting with younger faculty, and bringing us news articles and papers related to our research interests. At this time our department is not yet aware of any planned public memorial services, but we will convey that information to the college if we hear otherwise. He will be dearly missed.

The Senate paid its respect with a moment of silence.

4. Special Motions: (none)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

- i. MOTION: Duly made by Michelle Fraboni, Chair of the Undergraduate Curriculum Committee:

“To accept the UCC minutes dated February 5, 2026 as distributed”

Hearing no objection to the motion, the Chair moved unanimous consent.

Undergraduate Curriculum Committee

Minutes of 2/5/2026

A. General Education

1. General Education Matters.
 - a. **LCD 106. Introduction to Communication Disorders in Children and Adults (SW)**
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.

B. Curriculum Proposals

1. Anthropology

- a. Course Change: Change in Course Prerequisites and Description

Change in description and prerequisites for Anth 370:

To Read:

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ANTH 370. Seminar in Biological Anthropology. 3 hr.; 3 cr. This is an advanced course focusing on a topic in biological anthropology that is not covered in one of our standing courses. The specific topic and description will be announced in the course list published by the department prior to the beginning of each semester. The course may be repeated for credit provided the topic is not the same.

Pre-requisites: any course from Anth 260 to Anth 279

b. New Course

Proposed course listing:

ANTH 110. Introduction to the Four Fields of Anthropology. 3 hr.; 3 cr.

Prereq.: none.

This course provides a general introduction to the four subdisciplines of anthropology: cultural anthropology, biological anthropology, archaeological anthropology, and linguistic anthropology.

c. Change to a Major – Add elective

To Read:

General Major in Anthropology

A General Major in Anthropology provides the necessary preparation for a variety of careers, including education, international studies, medicine and allied professions, social work, corporate consulting, market research, museum work, academia, and many more. Students have the option of focusing their coursework in one of the four subfields of anthropology (cultural anthropology, biological anthropology, archaeology, or linguistic anthropology) or following a more general track. The general major requires 11 courses, totaling 33 credits.

Requirements for the General Major in Anthropology:

INTRODUCTORY COURSES

Choose three of the following four 100-level Introductory courses:

ANTH 101 Introduction to Cultural Anthropology

ANTH 102 Biology and Evolution of the Human Species

ANTH 103 Introduction to Archaeology

ANTH 104 Language, Culture, and Society

These courses introduce the four subfields of anthropology and can be taken in ANY ORDER.

ESSENTIALS COURSES

Choose one of the following 200-level Essentials courses:

ANTH 201 Essentials of Cultural Anthropology

ANTH 240 Essentials of Archaeology

ANTH 260 Essentials of Biological Anthropology

ANTH 280 Language and Social Identity

AREA COURSE

Choose one of the following Area courses:

Anth 201 (if not used for Essentials requirement), 204-219, 241-249, 282, 388

qc.cuny.edu/academics/anthropology/area-courses

REQUIRED COURSE

ANTH 200 History of Anthropology

INTERMEDIATE ELECTIVES

Choose any three anthropology courses, two of which must be 200-level or above

ANTH 101, ANTH 102, ANTH 103, ANTH 104, ANTH 108, **ANTH 110**, ANTH 200, ANTH 201, ANTH 204, ANTH 205, ANTH 206, ANTH 207, ANTH 208/208W, ANTH 209, ANTH 210, ANTH 211, ANTH 212, ANTH 213, ANTH 214, ANTH 215W, ANTH 216, ANTH 219, ANTH 220, ANTH

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222, ANTH 224, ANTH 225, ANTH 232, ANTH 233, ANTH 236, ANTH 237, ANTH 238, ANTH 239, 239W, ANTH 240, ANTH 241, ANTH 242, 242W, ANTH 243, ANTH 245, ANTH 246, 246W, ANTH 247, ANTH 248, ANTH 249, ANTH 250, ANTH 252, ANTH 256, ANTH 258, ANTH 259, ANTH 260, ANTH 262, ANTH 264, ANTH 270, ANTH 271, ANTH 272, ANTH 275, ANTH 276, ANTH 279, ANTH 280/LCD 280, ANTH 282, ANTH 285/LCD 205, ANTH 289, ANTH 290/290W, ANTH 295

qc.cuny.edu/academics/anthropology/all-courses

ADVANCED ELECTIVES

Choose any two 300-level courses

qc.cuny.edu/academics/anthropology/advanced-courses

2. CMAL

a. Change to title and description of existing course:

To read:

CMLIT 220W. East Asian Literature, Beginnings to 1300

3 hr., 3 cr. Prereq.: ENGL 110 and sophomore standing.

Introduction to representative works of Chinese, Japanese, and Korean literature, from ancient times through the 1300s. Assignments will include analytical and creative writing on works of philosophy, fiction, and poetry. All course materials will be in English.

b. Change to title and description of existing course:

To read:

CMLIT 221W. East Asian Literature, 1300 to 1800

3 hr., 3 cr. Prereq.: ENGL 110 and sophomore standing.

Introduction to representative works of Chinese, Japanese, Korean, and Vietnamese literature from the 1300s to the 1800s. Assignments will include analytical and creative writing on works of fiction, theater, and poetry. All course materials will be in English.

3. Women and Gender Studies

a. Women and Gender Studies Revised Major Proposal

To Read:

WGS Major (30 credits)

Core Courses (15 credits)

WGS 101W: Intro to WGST (3 cr)

WGS 201W: Theories of Feminism (3 cr)

WGS 250: Global Feminisms (3 cr)

WGS 104W or 204: Intro. to LGBTQ Studies or Queer Theories

WGS 320: Fieldwork in WGS OR WGS 310: Independent Research Project (3 cr)

Concentration Requirements (9 credits)

Choose one concentration and pick three courses from within that concentration. Please consult Director of WGST if you have questions about courses not included in the list below, which is not comprehensive. Please note that some courses require a pre-req. In some cases—with the discretion of that department's chair—the pre-req *may* be waived. Please reach out to the Director of WGS if you are interested in one of these courses and have not met the pre-req.

Students are encouraged to seek a double major or minor within their concentration. For example, a student concentrating in “Women, Gender, and Scientific Inquiry” might double major or minor in Psychology (allowing three of the courses to count toward both programs); a student concentrating in “Women, Gender, and Cultural Traditions” might double major or minor in English or East Asian Literatures; and a student concentrating in “Women, Gender, and Society” could major or minor in many different disciplines: Economics, Sociology, Urban Studies, Political Science, and History.

Women, Gender, and Scientific Inquiry

- **BIOL 106:** Life-Forms (pre-req: BIOL 105 or BIOL 108 or permission of Chair.)
- **FNES 163:** General Nutrition (pre-req: none)
- **FNES 147:** Family Relations (pre-req: none)
- **FNES 151:** Families as Consumers (pre-req: none)
- **PSYCH 258:** Psychology of Women (pre-req: PSYCH 101)
- **PSYCH 259:** LGBTIQ Psychology (pre-req: PSYCH 101)
- **PSYCH 353:** The Psychology of Sex and Gender (pre-req: One course from the developmental sequence (PSYCH 214 or 215 or 216 or 217) and either PSYCH 221 or 232)
- **PSYCH 354:** Sexual Behavior (pre-req: One course from the developmental sequence (PSYCH 214 or 215 or 216 or 217) and either PSYCH 221 or 232)

Women, Gender, and Cultural Traditions

- **AFST 234:** Black Women Writings (pre-req. sophomore standing or permission of instructor)
- **MEDST 320/320W:** Gender, Sexuality, and Media (pre-req: MEDST 220 or 300W)
- **ANTH 222:** Sex, Gender, and Culture (pre-req: 6 cr SOCSC or sophomore)
- **CMLIT 229W:** Women in Modern World Literature (pre-req: English 110 and sophomore standing and above)
- **EAST 252:** Korean Women’s Writing (pre-req: none)
- **EAST 255:** The Tale of Genji and Early Japanese Women's Writing (pre-req: ENGL 110)
- **ENGL 325:** Topics in Gender and Sexualities (pre-req: English 170W)
- **ENGL 326:** Women Writers (pre-req: English 170W)
- **FNES 147:** Family Relations (pre-req: none)
- **FNES 151:** Families as Consumers (pre-req: none)
- **PHIL 150:** Philosophy and Feminism (pre-req: none)

Women, Gender, and Society

- **ECON 219W:** Economics of Class, Race, and Sex (pre-req: ECON 101 or 103, and ENGL 110)
- **ECON 230:** Women’s Issues in Economics (pre-req: ECON 101 OR 102 AND ECON 102 OR 104 AND ENGL110)
- **HIST 270:** History of Women in the United States, Colonial to 1880 (pre-req: none)
- **HIST 271:** History of Women in the United States, 1880 to the Present (pre-req: none)
- **HIST 308:** Women, Sex, and Gender in Modern Europe (pre-req: none)
- **HIST 342:** Afro-American Women’s History (pre-req: none)
- **LALS 208:** The Puerto Rican and the Latin American Woman (pre-req: none)
- **PSCI 285:** Race, Class, Gender, and Law (pre-req: none)
- **PSCI 381W:** Seminar in American Politics (permission of instructor)
- **SOC 214:** The Family (pre-req: SOC 101)
- **SOC 243:** Sex and Gender in Comparative Perspective (pre-req: SOC 101)

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- **SOC 244:** Sociology of Women (pre-req: SOC 101)
- **SOC 245:** Women and Work (pre-req: SOC 101)
- **SOC 246:** The Sociology of Human Sexuality (pre-req: SOC 101)
- **SOC 271:** The Black Family (pre-req: SOC 101 and permission of instructor)
- **URBST 114:** Sex and the City (pre-req. none)
- **URBST 238:** Women and Health (pre-req. none)

Distribution/ Elective Requirements (6 credits):

Take two (6 credits) from the following list:

- **Two courses outside of the chosen concentration requirement**
- **A course with permission of WGST director**

Justification: The major as it is currently structured is hard to administer because it requires setting up independent studies AND internships for each student, which also creates hurdles for students. Instead, in this new program students can choose to participate in an internship—giving students work experience OR they can do an independent research project with an advisor. In this revision, internships will be encouraged, and this part of the program will be developed to give students work experience, which studies show is integral to career success after graduation. However, for the small number of students who wish to pursue PhD or other academic degrees after graduation, an intensive, independent research program might be the better option. In this revision of the major, students will have a choice, but they could also still choose to do both if they wish.

Additionally, WGS 250: Global Feminisms was added to the core requirements because this course offers majors a necessary perspective on women & gender studies and also ensures that transnational issues are included in a student's program of study. Majors must now also take WGS 104/ 104W: Intro to LGBTQ Studies OR WGS 204: Queer Theories reflecting how LGBTQ Studies/ Queer Theory has become an integral component of any WGS curriculum.

This revised major also encourages students to double major and makes double majoring easier because it reduces the number of credits for the major and encourages students to concentrate in a discipline/ field rather emphasizing distribution requirements, which were difficult to administer. Please note that the lists and the courses within them have remained the same, as have the number of credits. This revised major also draws from [*Hunter's WGS major*](#), which has been successful.

The last section has been retitled Distribution/ Electives, and the number of credits reduced to reflect the smaller major and the addition of one core requirement.

Please note that **PSCYH 258: Women's Psychology**, **PSYCH 259: LGBTIQ Psychology**, **URBST 238: Women and Health** were added to the list of concentration requirements.

Finally, W sections of WGS 210 and WGS 104 were also added since those have been approved since the major was first developed.

b. Women and Gender Studies Revised Minor Proposal

Revision of WGS Minor (12 credits)

Required Courses

WGS 101/ 101W: Intro to WGST (3 cr)

WGS 201/ 201W: Theories of Feminism (3 cr)

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WGS 250: Global Feminisms (3 cr) or WGS 104/ 104W: Intro. to LGBTQ Studies (3 cr) or WGS 204: Queer Theories (3 cr)

One WGS elective from this list (3 cr):

WGS 210: Selected Topics in WGS

WGS 210W: Selected Topics in WGS

WGS 320: Fieldwork (Internship) in Women and Gender Studies

PSYCH 258: Psychology of Women

PSYCH 259: LGBTQ Psychology

PSYCH 353: The Psychology of Sex and Gender

PSYCH 354: Sexual Behavior

MEDST 320/320W: Gender, Sexuality, and Media

ANTH 222: Sex, Gender, and Culture

CMLIT 229W: Women in Modern World Literature

EAST 252: Korean Women's Writing

ENGL 325: Topics in Gender and Sexualities

ENGL 326: Women Writers

FNES 147: Family Relations

FNES 151: Families as Consumers

PHIL 150: Philosophy and Feminism

ECON 219W: Economics of Class, Race, and Sex

ECON 230: Women's Issues in Economics

HIST 270: History of Women in the United States, Colonial to 1880

HIST 271: History of Women in the United States, 1880 to the Present

HIST 308: Women, Sex, and Gender in Modern Europe

HIST 342: Afro-American Women's History

LALS 208: The Puerto Rican and the Latin American Woman

PSCI 285: Race, Class, Gender, and Law

SOC 214: The Family

SOC 243: Sex and Gender in Comparative Perspective

SOC 244: Sociology of Women

SOC 245: Women and Work

SOC 246: The Sociology of Human Sexuality

SOC 271: The Black Family

URBST 114: Sex and the City

URBST 228: Domestic Violence and Criminal Justice

Justification: This revision allows students to more easily complete the WGS minor. Asking students to complete an independent research project and internship is an unusual request for a minor. Instead, students will be asked to complete three core courses in the program and one elective of their choosing connected to WGS. The revision to the minor also mirrors the requirements for [Hunter College's WGS minor](#) (which has the most robust WGS program in CUNY). By focusing the minor on WGS core courses, the revised program will more accurately reflect the goals for a minor: giving students a foundational knowledge in the interdisciplinary texts and ideas that comprise Women & Gender Studies.

4. Physics

a. New Course:

PHYS 350. Introduction to Biophysics

3 hours, 3 credits. Prerequisite: Math 201 or equivalent. Corequisite: Physics 242 or equivalent – or permission of the instructor.

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The course emphasizes applications of thermodynamics and statistical physics to cell biology. Topics include an overview of cellular components and their functions, the “central dogma” of molecular biology, random walks and diffusion, life at low Reynolds number, entropic forces, self-assembly, and the biophysics of molecular machines and enzymes, along with additional selected topics. Thermodynamic considerations will be a recurrent theme woven throughout the course.

b. Change to a Major

Change to a major: The Physics option–Bachelor of Science Degree (major code 083)

To:

List of electives

PHYS 221, 225, 227, 265, 280, 320W, **350**, 383, 390, 393, 396W

c.. Course to be added to Reserve List

The following course shall be put in reserve

PHYS 207 UGRD 013348 1 7/10/2013 Intro Mod Phys For Eng

5. Linguistics and Communications Disorders

a. Change to course description.

To Read:

LCD 106: Introduction to Communication Sciences and Disorders. Open to all students.

Justification

The LCD department revised the course to align with the Pathways framework, making it accessible to all students across the college.

6. Urban Studies

a. Change in Title for URBST 101

To read:

URBST 101: ~~Urban Issues: Poverty and Affluence~~ Introduction to Urban Inequality
3hr. 3cr.

b. Undergraduate Courses to be Withdrawn:

URBST-QC	URBST	248	UGRD	1/1/1901	Org Behavior & Urban Politics	1179
URBST-QC	URBST	106	UGRD	9/1/1987	Cult Hist Dev City	1146
URBST-QC	URBST	214	UGRD	9/1/1992	Urban Religious Movements	1119
URBST-QC	URBST	220W	UGRD	1/1/2017	VT: Stds Slctd Urbn Serv Inst	1099

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URBST-QC	URBST	212	UGRD	2/1/1993	Rel & Pol Urban Society	1092
URBST-QC	URBST	261	UGRD	2/1/1994	Urban Job Markets	972
URBST-QC	URBST	E220	UGRD	1/1/1901	Vt: Stud Sel Urb Serv Instit	952
URBST-QC	URBST	E210	UGRD	1/1/1901	Urban Protest Movements	899
URBST-QC	URBST	14	UGRD	8/15/1991	Urban Aesthetics	866
URBST-QC	URBST	E312	UGRD	1/1/1901	Special Problems	829

c. Undergraduate Courses to be Placed on Reserve

URBST-QC	URBST	234	UGRD	1/1/1901	Advocacy, Politics, & Disease	1169
URBST-QC	URBST	233	UGRD	2/1/1993	Aids and Public Policy	1139
URBST-QC	URBST	262	UGRD	2/1/1994	Public Sector Bargaining	1032

Proposal to UCC for Changes to Labor Studies Curriculum

Spring 2026

d. Change to a Major: Labor Studies

To Read:

Required Courses (18 credits, required of all majors): LABST 101/101W/URBST 239W; ECON 101; LABST 273/URBST 273; URBST 200 OR DATA 205; LABST 215/215W; -Choose one of the following courses: URBST 221 OR URBST 257 OR URBST 244.

Electives (18 credits) ECON 102, 213, 214, 219, 240, 249; HIST 104; 275; LABST 265; PSCI 222, 225; PSYCH 226; SOC 219, 221, 224, 228; URBST 101, 103, 105, 202, 210, 244, 246, 257, 310, 310W 360 VT, 3753

7. Department: Family, Nutrition & Exercise Sciences

Change to a Course: Change to Pre-requisites

Change to a Course: FNES 361 – Sports Nutrition

TO: FNES 361. Sports Nutrition. 3 hr.; 3 cr. Prereq: (FNES 261 and Pre/coreq. FNES 230) or (FNES 263 & FNES 264). Nutritional parameters of athletic performance including energy production and expenditure, meal timing and composition, hydration, sport specific requirements and ergogenic aids, and nutritional needs for special situations.

5b. Nominating Committee

- i. MOTION: Duly made by Tina Pagano, Senator, School At-Large – Mathematics & Natural Sciences, and Chair of the Nominating Committee:

“To accept the Nominating Committee report dated March 12, 2026 as distributed”

Hearing no objection to the motion, the Chair moved unanimous consent.

1) Policy Board on Administration

The following student member was elected with unanimous consent:

Ryan Capasso	Math & Natural Sciences	December 2027
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2) Teaching Excellence and Evaluation Committee

The following student member was elected with unanimous consent:

Mohamed Aljahmi	Social Sciences	December 2027
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3) Undergraduate Curriculum Committee

The following faculty member was elected with unanimous consent:

Suzanne Strickland	Social Sciences	December 2027
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4) Campus Safety Committee

The following faculty member were nominated for possible appointment to the Campus Safety Committee with unanimous consent:

Jay Shuttleworth	Education
Jacquelyn Bracco	Math & Natural Sciences
Kevin Birth	Social Sciences
Mark Mazzo	Social Sciences
Karen Weingarten	Arts & Humanities

5c. Teaching Excellence and Evaluation Committee

- i. MOTION: Duly made by Peter Liberman, Senator, College-Wide At-Large, and Chair of the Teaching Excellence and Evaluation Committee:

“To accept the Motion on Course Evaluations for Low-Enrollment and Cross-Listed Sections dated February 20, 2026 as distributed”

Hearing no objection to the motion, the Chair moved unanimous consent.

Motion on Course Evaluations for Low-Enrollment and Cross-Listed Sections

Proposed by the Teaching Excellence & Evaluation Committee

February 20, 2026

(For questions, contact the committee chair at peter.liberman@qc.cuny.edu)

WHEREAS Queens College does not currently have a formally adopted policy governing the administration of student course evaluations for sections with very low enrollments; and

WHEREAS, in any given semester, there is a substantial number of course sections with enrollments so small that student anonymity cannot reasonably be protected; and

WHEREAS the College explicitly promises student anonymity in all course-evaluation communications; and

WHEREAS established research on course evaluations indicates that extremely small sample sizes compromise both respondent anonymity and the reliability of course evaluation data; and

WHEREAS many courses at Queens College are cross-listed at the undergraduate and graduate levels, are taught jointly, and enroll students together in the same classroom, yet are currently evaluated and reported as separate sections; and

WHEREAS the Senate's Teaching Excellence & Evaluation Committee unanimously voted to support this resolution on February 20, 2026;

BE IT RESOLVED that the Academic Senate approves the adoption of the following policies governing student course evaluations at Queens College:

1. Low-Enrollment Exclusion

Course sections with enrollments of three (3) or fewer students shall be excluded from the course-evaluation process in order to safeguard student anonymity and ensure the responsible use of evaluation data, except in cases where such sections are identified as part of a cross-listed course and are merged for evaluation purposes.

2. Cross-Listed Course Pooling

Undergraduate and graduate sections of cross-listed courses that share instruction shall be combined into a single pooled course evaluation for reporting purposes, so that student responses are aggregated across sections and anonymity is preserved (e.g., cross-listed sections CSCI 300 and CSCI 600 become "CSCI 300/600" within the QC CourseEval system).

6. **Old Business:** (none)

7. **New Business:**

a. **Resolution Regarding Salary Step Increases**

- i. MOTION: Duly made by Karen Weingarten, Senator, College-Wide At-Large:

“To approve the Resolution Regarding Salary Step Increases as distributed”

Discussion followed.

Hearing no objection to the motion, the Chair moved unanimous consent.

**RESOLUTION TO
Call on the President to Respect the Terms of the PSC CUNY Contract
with Respect to Salary Step Increases**

WHEREAS, for at least ten years, it was Queens College practice to award salary step increases on promotion; and

WHEREAS, the ratified 2023-2027 contract states that with every promotion and reclassification, faculty should receive at least one step on the new salary schedule; and

WHEREAS, the step increase is being respected for faculty whose promotion cases were deliberated and voted on in Fall 2024 and Spring 2025; and

WHEREAS, the President has declined to award step increases for most faculty promoted between Spring 2023 and Spring 2024; and

WHEREAS, this policy has not been applied to all faculty equally; and

WHEREAS, other contract provisions related to salary are, and have been treated by the college as, retroactive; and

WHEREAS, the affected faculty should not be financially disadvantaged because of the timing of their promotions; and

WHEREAS, the President’s austerity measures should not be paid for by individual faculty.

NOW, THEREFORE, BE IT RESOLVED, That the Academic Senate calls on the President to honor established Queens College practice and the current contract with respect to salary step increases for all faculty promoted since the expiration of the previous contract.

EXPLANATION: For at least ten years, faculty promoted at Queens College received a salary step increase. The President stopped this practice to save money during an avoidable budget crisis. The 2023-2027 PSC CUNY contract requires a step increase on promotion, and this is being honored for faculty promoted from Fall 2024. The President is declining to honor this provision for faculty promoted between Spring 2023 and Spring 2024, while other salary related provisions in the contract are being treated as retroactive: This resolution seeks to correct a

Academic Senate Minutes – February 5, 2026

problem of pay equity for faculty by calling on the President to honor established Queens College practice and the terms of the contract.

b. Nominations to the Nominating Committee

Student – Social Sciences

1) The following student was nominated from the floor to fill the OPEN Social Sciences seat:

Peter Zheng 2027

Seeing no further nominations, the Chair moved unanimous consent.

c. University Faculty Senate elections

The Chair accepted nominations for the University Faculty Senate:

The following faculty was nominated from the floor:

Larissa Swedell

Seeing no further nominations, the Chair moved acclamation.

*Note: There are still two (2) vacant Delegate seats and two (2) vacant Alternate seats on the 2026-2027 Queens College campus delegation to the University Faculty Senate.

MOTION: Duly made by Chair Plummer:

“To Adjourn”

The meeting was adjourned at 4:11 p.m. The next Academic Senate meeting will be on Thursday, April 16, 2026.

Queens College
City University of New York

Undergraduate Curriculum Committee

Minutes of 3/12/2026

1. Administrative matters.
 - a. Meeting Schedule for Fall 2025/Spring 2026: Thursdays at 12:15 in SB A225
2/5/2026, 3/12/2026, 4/16/2026, 5/14/2026
2. [General Education \(Section A\)](#)
 - a. Writing-Intensive Sub-committee.
 - b. General Education.
 - c. Abstract and Quantitative Reasoning Sub-committee.
3. [Curriculum Proposals \(Section B\)](#)
4. Old Business
6. New Business.

A. General Education

1. Old Business
2. General Education Matters.
 - a. PHIL 112. Philosophy of Happiness (IS)
 - b. PHIL 113. Philosophy of Love and Sex (IS)
3. Writing Intensive Advisory Committee.
 - a. HIST 351/W. The American West: Narratives and Counternarratives of the Mythic American Frontier

B. Curriculum Proposals

1. Department: Africana Studies

Change in Course Description: change in course prerequisite

Date approved by AFST Board: October 15, 2025

Contact Person: Natanya Duncan (nduncan@qc.cuny.edu)

From:

AFST 278 3hrs. 3cr

An introduction to the major themes, critical questions, and pivotal moments in post-emancipation African American history. It traces the social, political, cultural, intellectual, and legal contours of the black experience in the United States from Reconstruction to the rise of Jim Crow, through the World Wars, Depression, and the Great Migrations, to the long civil rights era and the contemporary period of racial politics. Using a wide variety of texts, images, and creative works, the course situates African American history within broader national and international contexts. ~~Pre-req AFST 100 or permission of the instructor.~~

To Read:

AFST 278 3hrs. 3cr

An introduction to the major themes, critical questions, and pivotal moments in post-emancipation African American history. It traces the social, political, cultural, intellectual, and legal contours of the black experience in the United States from Reconstruction to the rise of Jim Crow, through the World Wars, Depression, and the Great Migrations, to the long civil rights era and the contemporary period of racial politics. Using a wide variety of texts, images, and creative works, the course situates African American history within broader national and international contexts.

Justification: Updating the course description presents the potential to reach more students while making the social/historical focus of the course more accessible both for students and for the purpose of cross-listing with other programs.

2. Department: Linguistics and Communication Disorders

a. *Change to a Major: General Linguistics – addition of elective courses*

From:

Electives (15 credits, with at least 6 credits each from Applications and Research)

Applications:

LCD 105, 206W, 209; 103, 151, 203, 209, 251, 281; EURO 202, 202W; EAST 209; CHIN 314, 317, 318; KOR 317, 318; JPNS 317, 318; ITAL 336; RUSS 327; SPAN 338, 391; ANTH 280, 289, 380; ANTH/LCD 104; PHIL 109

To read:

Electives (15 credits, with at least 6 credits each from Applications and Research)

Applications:

LCD 105, 206W, 209; 103, 151, 203, 209, **216**, 251, 281; EURO 202, 202W; EAST 209; CHIN 314, 317, 318; KOR 317, 318; JPNS 317, 318; ITAL 336; RUSS 327; SPAN **241** 338, 391; ANTH 280, 289, 380; ANTH/LCD 104; PHIL 109

Justification: *The purpose of this change is to expand the range of elective choices for our students. Both LCD 216 (Language Acquisition) and SPAN 241 (Structure of the Spanish Language), meet the curricular goals of Applications Elective courses, in that they let students take principles and skills developed in core coursework and extend these to novel problems---first/second language acquisition and the grammar of a second language respectively.*

b. Change in prerequisites**From:**

LCD 332. Historical Linguistics. 3 hr.; 3 cr. Prereq.: ~~LCD 210 or 220~~.

To read:

LCD 332. Historical Linguistics. 3 hr.; 3 cr. Prereq.: LCD150.

Justification: *LCD 150 is a course in phonetics introduced to the curriculum since the last time LCD332 was taught. It more effectively prepares students for the learning objectives for the advanced LCD332 Historical Linguistics course.*

c. DEPARTMENT NAME CHANGE

Department: LINGUISTICS AND COMMUNICATION DISORDERS

Department Contact: MICHAEL NEWMAN Telephone Number: 7-2871

Date Approved by Department Meeting: 2/11/26

Date Approved by Divisional Dean: 2/20/26

Please specify the type of change you are requesting:

Department name change to Department of Linguistics, TESOL, and Communication Sciences and Disorders

From: ~~Linguistics and Communication Disorders~~

To Read: Department of Linguistics, TESOL, and Communication Sciences and Disorders

Justification for the change: *The department encompasses three fields:*

- *Linguistics (the scientific study of language) through our General Linguistics major and our projected Computational Linguistics major,*
- *TESOL (Teaching English to Speakers of Other Languages) through our TESOL BA and Masters in Education TESOL, and Post Graduate Advanced Certificate in TESOL, and*

- *Communication Sciences and Disorders through our BA in Communication Sciences and Disorders and our MA in Speech-Language Pathology*

The current name renders TESOL invisible, with the resulting loss of potential majors, who think getting a degree in this field is not available at Queens College. The addition of lack of “sciences” in the second part of the name does not acknowledge the investigative part of that field.

Although the proposed name is long, it can be expressed in the initialism LTCSD. Also, although the fields all involve language, there is no single name using that term which captures the three areas we work on.

3. Department – Elementary & Early Childhood Education (EECE)

Department Contact: Marcela Ossa Parra

Date Approved by Departmental Curriculum Committee: 1.17.25

Date Approved by Divisional Dean: 02.08.26

- a. **Changes to an existing course:** Change in course title, description, and prerequisites

1. From:

EECE 201, ~~Schooling in Diverse Communities~~, 3 hrs., 3 cr.

Requisites: ~~PRE: Junior Standing~~

~~First course in the undergraduate NYS Initial Certificate Sequence in Childhood Education 1-6.~~ This course introduces students to the field of education through

examination of its cultural, social, historical, and philosophical aspects. The course engages students in a critical debate about schooling, society, and their role as teachers. The course introduces students to the reflective decision-making model through readings, course assignments, and field experiences.

To read:

EECE 201, Social Foundations of Education, 3 hrs., 3 cr.

Requisites: PRE: ENG 110

This course introduces students to the field of education through examination of its cultural, social, historical, and philosophical aspects. This course makes explicit the assumption that schools are situated in a societal context and engages students in a critical debate about schooling, society, and their role as teachers. The course introduces students to the reflective decision-making model through readings, course assignments, and field experiences.

Justification:

We changed the course title and updated the course description to better reflect the content taught. We also removed class standing to give students more flexibility for when they can take this course. Since this course is also taken by students who are education majors in other departments, we no longer specify when in their sequence they take this course. We added ENG 110 as a prerequisite to ensure consistency in prerequisites in both versions of EECE 201 (writing-intensive and non-writing-intensive). This course no longer has an M&T Fee.

2. From:

EECE 201W, ~~Schooling in Diverse Communities~~, 3 hrs., 3 cr.

Requisites: PRE: ~~Upper Sophomore or greater academic standing and ENGL 110.~~

~~First course in the undergraduate NYS Initial Certificate Sequence in Childhood Education 1-6.~~ This course introduces students to the field of education through examination of its cultural, social, historical, and philosophical aspects. The course engages students in a critical debate about schooling, society, and their role as teachers. The course introduces students to the reflective decision-making model through readings, course assignments, and field experiences.

To read:

EECE 201W Social Foundations of Education, 3 hrs., 3cr.

Requisites: PRE: ENG 110

This course introduces students to the field of education through examination of its cultural, social, historical, and philosophical aspects. This course makes explicit the assumption that schools are situated in a societal context and engages students in a critical debate about schooling, society, and the role of teachers. The course introduces students to the reflective decision-making model through readings, course assignments, and field experiences.

Justification:

We changed the course title and updated the course description to better reflect the content taught. We also removed class standing to give students more flexibility for when they can take this course. Since this course is also taken by students who are education majors in other departments, we no longer specify when in their sequence they take this course.

b. Changes to an existing course: Change in prerequisites**1. EECE 310****From:**

EECE 310 Children in Cultural Contexts I: Child Development, 3hrs., 3

cr. Requisites: PRE: ~~EECE 201W and Upper Sophomore or greater standing.~~

To read:

EECE 310 Children in Cultural Contexts I: Child Development, 3hrs., 3 cr.

Requisites: PRE: ENG 110

Justification:

We eliminated EECE 201W as a prerequisite for EECE 310 since the content covered in these courses is not organized sequentially. In this sense, the content taught in EECE 310 does not build on that taught in EECE 201W Social Foundations of Education. EECE 201W focuses on the historical, philosophical, socio-cultural, and political foundations of education, while EECE 310 provides

an introduction to developmental processes from birth through adolescence and their implications for classroom practice. The content in these two courses is independent and does not need to be taught sequentially. Removing this prerequisite gives students greater flexibility in organizing their coursework. We also removed class standing to give students more flexibility for when they can take this course.

2. EECE 310W

From:

EECE 310W Children in Cultural Contexts I: Child Development, 3hrs., 3 cr.

Requisites: PRE: ~~EECE 201w and Upper Sophomore or greater standing.~~

To read:

EECE 310W Children in Cultural Contexts I: Child Development, 3hrs., 3 cr.

Requisites: PRE: ENG 110

Justification:

We have decided to eliminate EECE 201W as a prerequisite for EECE 310W since the content covered in these courses is not organized sequentially. In this sense, the content taught in EECE 310W does not build on that taught in EECE 201w Social Foundations of Education. EECE 201W focuses on the historical, philosophical, socio-cultural, and political foundations of education, while EECE 310W provides an introduction to developmental processes from birth through adolescence and their implications for classroom practice. The content in these two courses is independent and does not need to be taught sequentially. Removing this prerequisite gives students greater flexibility in organizing their coursework. We also removed class standing to give students more flexibility for when they can take this course.

3. EECE 326

From:

EECE 326 Teaching for Biliteracy in the Early Childhood Grades, 3 hrs., 3 cr.

Requisites: PRE: ~~EECE 240W.~~

To read:

EECE 326 Teaching for Biliteracy in the Early Childhood Grades, 3 hrs., 3 cr.

Requisites: PRE: ENG 110

Justification:

We eliminated EECE 240W as a prerequisite for EECE 326 since the content covered in these courses is not organized sequentially. In this sense, the content taught in EECE 326 does not build on that taught in EECE 240W Foundations of Bilingual Education. EECE 240W focuses on the history of bilingual education and its philosophical, socio-cultural, and political foundations, while EECE 326 focuses on teaching language and literacy in English and children's home languages in the early childhood grades. The content in these

two courses is independent and does not need to be taught sequentially. Removing this prerequisite gives students greater flexibility in organizing their coursework.

c. **Changes to an existing course:** Change in prerequisites and description

1. EECE 340

From:

EECE 340 ~~The Early Development of Language and Literacy~~, 3 hr.; 3 cr.

Requisites: PRE: ~~EECE 201W and Upper Sophomore or greater standing~~

~~The course is designed to provide an understanding of language and literacy development in young children. Students examine the interaction between language development and cognition, the reciprocal relationship between spoken and written forms of language for the young child, and the design of developmentally appropriate materials and experiences for from birth through grade 2 students, including students from diverse social groups and those with disabilities. Among the major topics are: language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language and literacy development in young children. This course has an M&T Fee. For more info visit: <http://qc.cuny.edu/?id=JU9F>~~

To read:

EECE 340 Teaching Literacy in Early Childhood, 3 hr.; 3 cr.

Requisites: PRE: ENG 110

This course explores the teaching of literacy to children in early childhood. Students are introduced to a comprehensive approach to literacy instruction that draws on current research and theories on language development and early reading and writing. An emphasis is given to exposing students to principles of language and literacy learning from varied fields and perspectives, including attention to the role of culturally responsive and sustaining teaching practices in early childhood.

Justification:

We changed the course title and course description to better reflect the content taught. Together, EECE 340 and EECE 341 form a two-course literacy sequence in the undergraduate elementary and early childhood education major. These courses are taken sequentially by students and collectively introduce students to the teaching of literacy. The change in the course title is intended to more accurately describe the course content. The changes to the course description reflect needed updates to the course content that are responsive to changes in the literacy field and current research on literacy teaching. The revised course description more accurately describes the role of the course as an introduction to the field of literacy teaching in early childhood. This revision to the course description was undertaken as part of a broader effort by departmental faculty to

update the content of this course. The course will continue to serve the same role in the program as an introduction to the teaching of literacy and is aligned with New York State requirements for teacher certification. We eliminated EECE 201W as a prerequisite for EECE 340 since the content covered in these courses is not organized sequentially. In this sense, the content taught in EECE 340 does not build on that taught in EECE 201W Social Foundations of Education. EECE 201W focuses on the historical, philosophical, socio-cultural, and political foundations of education, while EECE 326 focuses on teaching language and literacy in the early childhood grades. The content in these two courses is independent and does not need to be taught sequentially. Removing this prerequisite gives students greater flexibility in organizing their coursework.

2. EECE 341

From:

EECE 341 ~~The Early Development of Language and Literacy~~, 3 hr.; 3 cr.

Requisites: ~~EECE201W/310W/340+NYS Cert~~

~~Students examine and have hands-on experience with a balanced approach to literacy learning—one that balances instruction in strategies and skills with extensive opportunities for teaching children to read and appreciate literature. Students are introduced to literature from a variety of genres and to procedures for establishing a reading-writing workshop that provides opportunities for in-depth discussion, writing, and aesthetic response. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children. This course has an M&T Fee. For more info visit: <http://qe.cuny.edu/?id=JU9F>~~

To read:

EECE 341 Teaching Literacy in the Elementary Grades, 3 hr.; 3 cr.

Requisite: This course is restricted to students in the professional sequence of the major.

This course explores the teaching of literacy to children in the elementary grades. Students explore a comprehensive approach to literacy instruction that draws on current research and theories on elementary reading and writing. An emphasis is given to exposing students to principles of language and literacy learning from varied fields and perspectives, including attention to the role of culturally responsive and sustaining teaching practices in the elementary grades.

Justification:

Together EECE 340 and EECE 341 form a two-course literacy sequence in the undergraduate elementary and early childhood education major. These courses are taken sequentially by students and collectively introduce students to the teaching of literacy. The change in the course title is intended to more accurately describe the course content. The changes to the course description reflect needed updates to the course content that are responsive to changes in the literacy field

and current research on literacy teaching. The revised course description more accurately describes the role of the course as an introduction to the field of literacy teaching in the elementary grades. This revision to the course description was undertaken as part of a broader effort by departmental faculty to update the content of this course. The course will continue to serve the same role in the program as an introduction to the teaching of literacy and is aligned with New York State requirements for teacher certification.

3. EECE 350

From:

EECE 350, Teaching Mathematics in the Elementary School, 3 hrs., 3 cr.

Requisites: ~~EECE 201W, 310W, 340. COREQ: EECE 351, 352, and 360. Open only to students in the NYS Initial Certificate Program in Childhood Education.~~

In this course, students learn important mathematical content and methods for teaching elementary school mathematics. Students will learn about children's mathematical thinking from a developmental point of view. They also learn about appropriate mathematical content and methods that are consistent with state and national standards. ~~There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children. This course has an M&T Fee. For more info visit: <http://qe.cuny.edu/?id=JU9F>>~~

To Read:

EECE 350, Teaching Mathematics in the Elementary School, 3 hrs., 3 cr.

Requisite: This course is restricted to students in the professional sequence of the major.

In this course, students learn important mathematical content and methods for teaching elementary school mathematics inclusively and equitably. Students will learn about children's mathematical thinking from a developmental point of view. They also will learn about appropriate mathematical content and methods that are consistent with state and national standards.

Justification:

Removing co-requisites provides flexibility with sequence of courses in the professional program of our NYS Initial Certificate Program in both Early Childhood and Childhood Education. We are also eliminating M & T funds. Finally, this course no longer requires a field experience.

4. EECE 351

From:

EECE 351, Teaching Science in the Elementary School, 3 hrs., 3 cr.

Requisites: ~~PRE: EECE 201W, 310W, and 340. COREQ: EECE 351, 352, and 360.~~

~~Open only to students in the NYS Initial Certificate Program in Childhood Education 1-6.~~

In this course students learn important scientific content as well as methods for teaching ~~elementary school~~ science. Students will learn teaching strategies and technologies for supporting student learning as defined by state and national standards for science education. ~~The course includes an intensive field component that allows students to teach and reflect upon their experiences with children. An inquiry-based model of learning and assessment is emphasized.~~ This course has an M&T Fee. For more info visit: <http://qc.cuny.edu/?id=JU9F>>

To Read:

EECE 351, Teaching Science in the Elementary School, 3 hrs., 3 cr.

Requisite: This course is restricted to students in the professional sequence of the major.

In this course, students will learn important scientific content and concepts, as well as inclusive and equitable methods for teaching science in culturally and linguistically diverse elementary schools. Students will learn teaching strategies and technologies for supporting diverse students' learning as defined by state and national standards for science education. This course emphasizes a social justice-oriented, social constructivist, and inquiry-based approach to science teaching, learning, and assessment. This course has an M&T Fee.

Justification:

Removing co-requisites provides flexibility with sequence of courses in the professional program of our NYS Initial Certificate Program in both Early Childhood and Childhood Education. Furthermore, this course no longer requires field experiences.

5. EECE 352**From:**

EECE 352, Teaching Social Studies in the Elementary School, 3 hrs., 3 cr.

Requisites: ~~PRE: EECE 210W, 310W, and 340. COREQ: EECE 350, 351, and 360. Open only to studen.~~

This course introduces the pre-service ~~elementary~~ teacher to the teaching of social studies in the ~~primary and intermediate~~ grades. The course covers the social studies disciplines, methodologies for teaching social studies, and available resources. The course content and requirements reflect the impact of culture, heritage, and socioeconomic level, curriculum development, classroom management, and technology. ~~An intensive-field component allows students the opportunity to teach and then reflect on their experiences with children. This course has an M&T Fee. For more info visit:~~ <http://qc.cuny.edu/?id=JU9F>>

To Read:

EECE 352, Teaching Social Studies in the Elementary School, 3 hrs., 3 cr.

Requisite: This course is restricted to students in the professional sequence of the major.

This course introduces the pre-service teacher to the teaching of social studies in the elementary grades. The course covers the social studies disciplines, methodologies for teaching social studies, and available resources. The course content and requirements reflect the impact of culture, heritage, and socioeconomic level, curriculum development, classroom management, and technology.

Justification:

Removing co-requisites provides flexibility with sequence of courses in the professional program of our NYS Initial Certificate Program in Early Childhood and Childhood Education. Requisites are now stated clearly. We also are eliminating M & T Funds for this course, and the field component.

**d. Change to a Major: BS in Bilingual Early Childhood and Elementary Education
Change in Required Courses**

Background

We are requesting changes in the required courses for the 30-credit NYS Content Core. The 30-credit NYSED Content Core requirement comprises: (a) a total of 18 credits distributed evenly across three distinct areas—History and Social Sciences, Mathematical Processes, and Scientific Processes, with 6 credits in each; and (b) an additional 12 credits, different from the above, within a focused area of the liberal arts and sciences as defined by NYSED.

Changes to History and Social Sciences, Mathematical Processes and Scientific Processes From:

6 credits in History and Social Sciences by selecting two of the following courses: HIST 102W, HIST 103/103W, HIST 104/104W, HIST 163, PSCI 100, PSCI 210, URBST 103, URBST 107, ANTH 101, CMLIT 100, HIST 105/105W, HIST 106/106W, HIST 160/160W, HIST 126

6 credits in Mathematical Processes by selecting two of the following courses: MATH 115, 119, 122, 128, 141-142, 143, 151-152, CSCS 111

6 credits in scientific processes by selecting two of the following courses: PHYS 11+14, PHYS 1211+1214, BIO 11, ~~BIO 14~~, ENSCI 99, ENSCI 100, GEOL 9, 12, 16, 25, ~~GEOL 101~~, ANTH 103, FNES 101, FNES 163, ASTR 1, ASTR 2, ~~CHEM 101.1+101.3, 113.4~~

To read:

6 credits in History and Social Sciences by selecting two of the following courses: ANTH 101, ANTH 104; CMLIT 100; FNES 104; HIST 102W, HIST 103/W, HIST 104W, HIST 105/W, HIST 106/W, HIST 126, HIST 160/W, HIST 163; PSCI 100, PSCI 210; SOC 101; URBST 103, URBST 107

*6 credits in Mathematical Processes by selecting two of the following courses: MATH 114/W (**OR** DATA 205, SOC 206, **OR** PSYCH 1071/1073); MATH 115; MATH 119, MATH 122; MATH 128; MATH 141-143; MATH 151,152; CSCS 111*

6 credits in scientific processes by selecting two of the following courses: ANTH 102; ANTH 103; ASTR 1 or ASTR 2; BIOL 11; BIOL 40; CHEM 163, CHEM 1011 + 1013, CHEM 1131 + 1134; PHYS 11+14, PHYS 1211+1214; ENSCI 99, ENSCI 100; GEOL 8, 9, 12, 16, 25, 64, 101; FNES 101, FNES 163, .

Justification for Adding New Courses:

History and Social Sciences

ANTH 104, Language, Culture, and Society, satisfies a Pathways Flexible Core requirement for Individual and Society, while also meeting one of the EECE Content Core requirements in History/Social Sciences.

FNES 104, Aspects of Foods, satisfies the Pathways Flexible Core for World Cultures and Global Issues, while also meeting one of the EECE Content Core requirements in History/Social Sciences.

SOC 101, Individuals and Society, satisfies a Pathways Flexible Core requirement for Individual and Society, while also meeting one of the EECE Content Core requirements in History/Social Sciences.

Mathematical Processes

Add MATH 114/W, Elementary Probability and Statistics, as well as DATA 205, SOC 206, and PSYCH 1071/1073, which satisfy the Pathways Required Core for Mathematical and Quantitative Reasoning. These statistics courses also meet one of the EECE Content core requirements for Mathematical Processes and align with NY State certification exam for elementary teachers, which includes competency in algebra, measurement, geometry, and data (competency 0003) and data, statistics, and probability (competency 3.3). https://www.nystce.nesinc.com/content/docs/NY_fld221_222_245_objs.pdf

Scientific Processes

ANTH 102, Biology and Evolution of the Human Species, satisfies a Pathways Flexible Core requirement for Scientific World, while also meeting one of the EECE Content Core requirements in Scientific Processes.

BIOL 40, Anatomy and Physiology I, satisfies a Pathways Required Core for Life and Physical Sciences, while also meeting one of the EECE Content Core requirements in Scientific Processes.

CHEM 163, Chemistry in Modern Society, satisfies a Pathways Flexible Core requirement for Scientific World, while also meeting one of the EECE Content Core requirements in Scientific Processes.

GEOL 8 Introduction to Oceanography fulfills the pathways College Option Science requirement and satisfies one of the EECE content core requirements in Scientific Processes.

GEOL64 Planetary Geology can satisfy either the pathways flexible core option for Scientific World or the College Option Science requirement, while also satisfying one of the EECE content core requirements in Scientific Processes.

Changes to the 12-Credit Liberal Arts Concentration

From:

12 additional credits, separate from the above, within a focused area of the liberal arts and sciences as defined by NYSED. Suitable foci for these additional 12 credits must include, but are not limited to, sequences of coursework entirely within one of the following areas, without mixing credits across disciplines: General Linguistics, a specific foreign language (e.g., Arabic, Chinese, French, German, Modern Greek, Hebrew, Italian, Japanese, Korean, ~~Portuguese~~, Spanish, Russian, ~~Yiddish~~), or Cultural Studies (e.g., Africana Studies, East Asian Studies, Greek Studies, Hispanic Languages and Literatures, Latin American and Latino Studies, Middle Eastern Studies, ~~Puerto Rican Studies~~).

To Read:

12 additional credits, separate from the above, within a focused area of the liberal arts and sciences as defined by NYSED. Suitable foci for these additional 12 credits must include, but are not limited to, sequences of coursework entirely within one of the following areas, without mixing credits across disciplines: General Linguistics, a specific foreign language (e.g., Arabic, Chinese, French, German, Modern Greek, Hebrew, Italian, Japanese, Korean, Spanish, Russian), or Cultural Studies (e.g., Africana Studies, East Asian Studies, Greek Studies, Hispanic Languages and Literatures, Latin American and Latino Studies, Middle Eastern Studies).

Choose 4 Courses (minimum 12 credits) in one of the indicated Liberal Arts and Sciences Concentrations in the table below. When possible, students are encouraged to complete a full minor in their liberal arts and sciences concentration.

<u>Africana Studies</u>	<u>AFST 100; AFST 203; AFST 205W; AFST 232W; AFST 234W; AFST 277; AFST 278</u>
<u>Arabic</u>	<u>ARAB any 100-level; 200-level; 300-level</u>
<u>Chinese</u>	<u>CHIN any 100-level; 200-level; 300-level</u>
<u>East Asian Studies</u>	<u>EAST any 100-level; 200-level; 300-level</u>
<u>French</u>	<u>FREN 111; 112; 206; 224; 228; any 300-level</u>
<u>German</u>	<u>GERM 109 – 112; 203; 206; 207; 224; 228; 235; 236; 250; any 300-level</u>
<u>Greek Studies</u>	<u>GRKST 100; 101; 102; 150; 200; 201; 305; 306</u>
<u>Hebrew</u>	<u>HEBRW 203, 204, 305, 307, 311, 315, 317, 321, 325, 328, 331, 340, 341, 345, 346, 350, 351, 352, 356, 358</u>

<u>Hispanic Languages and Literatures</u>	<u>SPAN 224, 240, 250, 260, 280, 290, 310, 312, 337, 338</u>
<u>Italian</u>	<u>ITAL 111; 112; any 200-level; any 300-level</u>
<u>Japanese</u>	<u>JPNS any 100-level; 200-level; 300-level</u>
<u>Korean</u>	<u>KOR any 100-level; 200-level; 300-level</u>
<u>Latin American and Latino Studies</u>	<u>LALS 201, 202, 203, 204, 205, 208, 220, 294, 380, 391</u>
<u>Linguistics</u>	<u>LCD 116; 120; 150; 205; 220; 250; 306</u>
<u>Middle Eastern Studies</u>	<u>ARAB 203, 204, 305, 306 MES 155, 160, 190, 200, 240, 250, 255W, 260, 270, 300</u>
<u>Modern Greek</u>	<u>GRKMD 041W; 100; 111; 112; 203; 204; 223; 228; 231; 305; 306; 315, 321; 323; 330; 335</u>
<u>Russian</u>	<u>RUSS 111; 112; 150/W; 155/W; 203; 204; 214; 215; 225; 233; 234; 235; 243; 244/W; 245; 275; 276; 280; 281; 282; 285; 331; 350; 351; 362; 391; 392</u>
<u>Spanish</u>	<u>Required: SPAN 225; Electives: SPAN 221, 224, 240-290, 310, 312, 337- 341</u>

Justification:

We removed Portuguese, Yiddish, and Puerto Rican Studies from the list of liberal arts concentrations because these minors are no longer being offered.

We are adding the table above specifying the courses for each liberal arts concentration to guide students in their course selection. This table will ensure that students take the correct courses and that they do not encounter any issues with their financial aid. The courses included on this list are identified as liberal arts courses in the Queens College catalog and accepted by the New York State Department of Education as valid courses for the 12-credit liberal arts concentration component of the content core. The departments offering these courses are aware that we have included these concentrations in the BS in Early Childhood and Elementary Education and confirmed that the courses are current and offered regularly.

e. Change to a Major: BS in Early Childhood and Elementary Education**Change in Required Courses****Background**

We are requesting changes in the required courses for the 30-credit NYS Content Core. The 30-credit NYSED Content Core requirement comprises: (a) a total of 18 credits distributed evenly across three distinct areas—History and Social Sciences, Mathematical Processes, and Scientific Processes, with 6 credits in each; and (b) an additional 12 credits, different from the above, within a focused area of the liberal arts and sciences as defined by NYSED.

Changes to History and Social Sciences, Mathematical Processes, and Scientific Processes From:

6 credits in History and Social Sciences by selecting two of the following courses: HIST 102W, HIST 103/103W, HIST 104/104W, HIST 163, PSCI 100, PSCI 210, URBST 103,

URBST 107, ANTH 101, CMLIT 100, HIST 105/105W, HIST 106/106W, HIST 160/160W, HIST 126

6 credits in Mathematical Processes by selecting two of the following courses: MATH 115, 119, 122, 128, 141-142, 143, 151-152, CSCS 111

6 credits in scientific processes by selecting two of the following courses: PHYS 11+14, PHYS 1211+1214, BIO 11, ~~BIO 14~~, ENSCI 99, ENSCI 100, GEOL 9, 12, 16, 25, ~~GEOL 101~~, ANTH 103, FNES 101, FNES 163, ASTR 1, ASTR 2, ~~CHEM 101.1+101.3, 113.4~~

To read:

6 credits in History and Social Sciences by selecting two of the following courses: ANTH 101, ~~ANTH 104~~; CMLIT 100; ~~FNES 104~~; HIST 102W, HIST 103/W, HIST 104W, HIST 105/W, HIST 106/W, HIST 126, HIST 160/W, HIST 163; PSCI 100, PSCI 210; ~~SOC 101~~; URBST 103, URBST 107

*6 credits in Mathematical Processes by selecting two of the following courses: MATH 114/W (**OR** DATA 205, SOC 206, **OR** PSYCH 1071/1073); MATH 115; MATH 119, MATH 122; MATH 128; MATH 141-143; MATH 151,152; CSCS 111*

6 credits in scientific processes by selecting two of the following courses: ANTH 102; ANTH 103; ASTR 1 or ASTR 2; BIOL 11; BIOL 40; CHEM 163, CHEM 1011 +1013, CHEM 1131 + 1134; PHYS 11+14, PHYS 1211+1214; ENSCI 99, ENSCI 100; GEOL 8, 9, 12, 16, 25, 64, 101; FNES 101, FNES 163

Justification for Adding New Courses:

History and Social Sciences

ANTH 104, Language, Culture, and Society, satisfies a Pathways Flexible Core requirement for Individual and Society, while also meeting one of the EECE Content Core requirements in History/Social Sciences.

FNES 104, Aspects of Foods, satisfies the Pathways Flexible Core for World Cultures and Global Issues, while also meeting one of the EECE Content Core requirements in History/Social Sciences.

SOC 101, Individuals and Society, satisfies a Pathways Flexible Core requirement for Individual and Society, while also meeting one of the EECE Content Core requirements in History/Social Sciences.

Mathematical Processes

Add MATH 114/W, Elementary Probability and Statistics, as well as DATA 205, SOC 206, and PSYCH 1071/1073, which satisfy the Pathways Required Core for Mathematical and

Quantitative Reasoning. These statistics courses also meet one of the EECE Content core requirements for Mathematical Processes and align with NY State certification exam for elementary teachers, which includes competency in algebra, measurement, geometry, and data (competency 0003) and data, statistics, and probability (competency 3.3). https://www.nystce.nesinc.com/content/docs/NY_fld221_222_245_objs.pdf

Scientific Processes

ANTH 102, Biology and Evolution of the Human Species, satisfies a Pathways Flexible Core requirement for Scientific World, while also meeting one of the EECE Content Core requirements in Scientific Processes.

BIOL 40, Anatomy and Physiology I, satisfies a Pathways Required Core for Life and Physical Sciences, while also meeting one of the EECE Content Core requirements in Scientific Processes.

CHEM 163, Chemistry in Modern Society, satisfies a Pathways Flexible Core requirement for Scientific World, while also meeting one of the EECE Content Core requirements in Scientific Processes.

GEOL 8 Introduction to Oceanography fulfills the pathways College Option Science requirement and satisfies one of the EECE content core requirements in Scientific Processes.

GEOL

64 Planetary Geology can satisfy either the pathways flexible core option for Scientific World or the College Option Science requirement, while also satisfying one of the EECE content core requirements in Scientific Processes.

Changes to the 12-Credit Liberal Arts Concentration

From:

12 additional credits, separate from the above, within a focused area of the liberal arts and sciences as defined by NYSED. Suitable foci for these additional 12 credits must include, but are not limited to, a sequences of coursework entirely within one of the following areas, without mixing credits across disciplines: English, a specific area in the Fine Arts, a specific foreign language, Linguistics, Music, Philosophy, Drama, a field within the Natural and Physical Sciences, Mathematics, Computer Science, or a specific field within the Social Sciences.

To Read:

12 additional credits, separate from the above, within a focused area of the liberal arts and sciences as defined by NYSED. Suitable foci for these additional 12 credits must include, but are not limited to, a sequences of coursework entirely within one of the following areas, without mixing credits across disciplines: English, a specific area in the Fine Arts, a specific foreign language, Linguistics, Music, Philosophy, Drama, a field

within the Natural and Physical Sciences, Mathematics, Computer Science, or a specific field within the Social Sciences.

Choose 4 Courses (minimum 12 credits) in one of the indicated Liberal Arts and Sciences Concentrations in the table below. When possible, students are encouraged to complete a full minor in their liberal arts and sciences concentration.

<u>Africana Studies</u>	<u>AFST 100; AFST 203; AFST 205W; AFST 232W; AFST 234W; AFST 277; AFST 278</u>
<u>American Sign Language</u>	<u>ASL 111; 112; 211; 212; 300; 301; 310</u>
<u>Anthropology</u>	<u>Anth 101-104; Anth 200-289; Anth 300-389</u>
<u>Arabic</u>	<u>ARAB any 100-level; 200-level; 300-level</u>
<u>Art History</u>	<u>ARTH 101 – 115; ARTH 200 – 299; ARTH 310 - 349</u>
<u>Biology</u>	<u>BIOL 40 – 45; BIOL 105; 106</u>
<u>Chemistry</u>	<u>CHEM 1011 & 1013; CHEM 1021 & 1023; CHEM 1031 & 103.3; CHEM 1131 & 113.4; CHEM 1141 & 1144</u>
<u>Chinese</u>	<u>CHIN any 100-level; 200-level; 300-level</u>
<u>Comparative Literature</u>	<u>CMLIT 101/W; 102/W; any 200-level; any 300-level</u>
<u>Computer Science</u>	<u>CSCI 111; 211; 212; 240</u>
<u>Dance</u>	<u>DANCE 150, 151, 350/W, 351/W</u>
<u>Drama and Theatre</u>	<u>DRAM 1;120; 130; 201; 202; 205; 308; 344/W; 354</u>
<u>East Asian Studies</u>	<u>EAST any 100-level; 200-level; 300-level</u>
<u>Economics</u>	<u>ECON 101; 102; 203; 204; 207; 208; 210 – 215; 219/W; 220 – 224; 228/W; 230/W; 231; 232; 233; 246</u>
<u>English</u>	<u>ENGL 170W; 241 – 244; 251 – 290; any 300-level</u>
<u>Environmental Science/Studies</u>	<u>ENSCI 100; 112; 200; 303; 377</u>
<u>FNES (Human Development & Family Sciences)</u>	<u>FNES 140; FNES 147; FNES 151; FNES 248; FNES 249; FNES 345; FNES 347; FNES 348; FNES 349</u>
<u>French</u>	<u>FREN 111; 112; 206; 224; 228; any 300-level</u>
<u>Geology</u>	<u>GEOL 101; 102; 208; 214; 216; 318; 342; 347; 349; 363; 370</u>
<u>German</u>	<u>GERM 109 – 112; 203; 206; 207; 224; 228; 235; 236; 250; any 300-level</u>
<u>Greek Studies</u>	<u>GRKST 100; 101; 102; 150; 200; 201; 305; 306</u>
<u>Hebrew</u>	<u>HEBRW 203, 204, 305, 307, 311,315, 317, 321, 325, 328, 331, 340,341, 345, 346, 350, 351, 352, 356, 358</u>
<u>History</u>	<u>HIST any 200-level; any 300-level</u>
<u>Italian</u>	<u>ITAL 111; 112; any 200-level; any 300-level</u>
<u>Japanese</u>	<u>JPNS any 100-level; 200-level; 300-level</u>
<u>Korean</u>	<u>KOR any 100-level; 200-level; 300-level</u>
<u>Linguistics</u>	<u>LCD 101; 116; 120; 150; 205; 220</u>
<u>Mathematics</u>	<u>MATH 141;142; 143; 151; 152; 201; 205; 209; 218; 220; 231; 241</u>

<u>Media Studies</u>	<u>MEDST 100; 101; 103; 104; 110; 143 – 146; 201W; 220; 223W; 225; 240; 250; 251; 254; 255 – 257; 259; 261; 262; 270; 281; 320; 321/W; 322/W; 325/W; 326/W; 330/W; 341/W; 346/W; 350/W; 351; 352W; 353W; 355/W; 357; 357W; 359/W; 360/W; 362W; 363; 364/W; 366</u>
<u>Middle Eastern Studies</u>	<u>ARAB 203, 204, 305, 306 MES 155, 160, 190, 200, 240, 250, 255W, 260, 270, 300</u>
<u>Modern Greek</u>	<u>GRKMD 041W; 100; 111; 112; 203; 204; 223; 228; 231; 305; 306; 315, 321; 323; 330; 335</u>
<u>Music</u>	<u>MUSIC 1, MUSIC 121, MUSIC 122, MUSIC 224, MUSIC 246/W, and MUSIC 247/W, MUSIC 239, MUSIC 301W, MUSIC 302/W</u>
<u>Philosophy</u>	<u>PHIL 109; PHIL 140 – 144; PHIL 150; any 200-level</u>
<u>Political Science</u>	<u>PSCI 100 – 105; any 200-level; any 300-level</u>
<u>Psychology</u>	<u>PSYCH 214; 217; 221; 231; 232; 238; 243; 251; 259; 260; 334; 345; 346; 349; 357 - 359</u>
<u>Russian</u>	<u>RUSS 111; 112; 150/W; 155/W; 203; 204; 214; 215; 225; 233; 234; 235; 243; 244/W; 245; 275; 276; 280; 281; 282; 285; 331; 350; 351; 362; 391; 392</u>
<u>Sociology</u>	<u>DATA 205; 212W; any 200-level SOC; any 300-level SOC</u>
<u>Spanish</u>	<u>Required; SPAN 225; Electives: SPAN 221, 224, 240-290, 310, 312, 337- 341</u>
<u>Urban Studies</u>	<u>URBST 101; 105; 107; any 200-level</u>

Justification

We are adding the table above specifying the courses for each liberal arts concentration to guide students in their course selection. This table will ensure that students take the correct courses and that they do not encounter any issues with their financial aid. *The courses included* on this list are identified as liberal arts courses in the Queens College catalog and accepted by the New York State Department of Education as valid courses for the 12-credit liberal arts concentration component of the content core. The departments offering these courses are aware that we have included these concentrations in the BS in Early Childhood and Elementary Education and confirmed that the courses are current and offered regularly.

4. Department: Economics

a. Change to an Existing Course

Proposal for change in course BUS 243 offered by the Department of Economics

Date approved by the Department Curriculum Committee: November 11, 2025

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of course name and description for BUS 243

From:

BUS 243 – ~~Economics of Distribution and Marketing~~

Description

~~Functions, structure, and cost of the system of distribution of goods and services. Emphasizes the dynamic character of marketing and the major problems encountered at every stage of the distribution process. Merchandising and sales promotional activities, price policies, selection of channels of distribution.~~

To Read:

BUS 243 – Foundations of Marketing

Description

This course explores the core principles and practices of modern marketing, examining the essential role marketing plays in business strategy and organizational growth. Students will learn to identify marketing challenges, analyze opportunities, and design effective strategies using key concepts such as segmentation, targeting, positioning, and the marketing mix. They will develop practical skills in strategic thinking, business communication, and data analysis through real-world case studies and projects.

Justification: *The new course title and description better reflect the essence and contents of the way the course is taught today and aim to be clearer and more attractive to students.*

Dean's Justification: *Sent directly by the office of Dean Cotei to the Undergraduate Curriculum Committee.*

b. Change to an Existing Course**Proposal for change in course BUS 390 offered by the Department of Economics**

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of prerequisites for BUS 390 Artificial Intelligence in Business and Economics

From:

Prereq.: ECON 249 or MATH 242, or permission of instructor.

To Read:

Prereq.: ECON 249 or MATH 241, or permission of instructor.

Justification: *There is a typo in the undergraduate bulletin, which we aim to correct.*

***Dean's Justification:** Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

c. Change to a Major

Proposal for removal of course ECON 249 from list of major electives

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Removal of ~~ECON 249~~ "Statistics as Applied to Economics and Business" from the list of Economics Electives for BA Major in Economics, Minor in Economics and BS Major in Quantitative Economics.

Justification:

We aim to correct an error in the catalog, where ECON 249 appears as a possible elective for the Major and Minor in Economics, as well as the Major in Quantitative Economics.

***Dean's Justification:** Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

d. Change to an Existing Course

Proposal for change in course ECON 249 offered by the Department of Economics

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change Lecture Hours for ECON 249 "Statistics as Applied to Economics and Business" from 4 to 3.

From:

Components

Lecture Hours: 4

To Read:

Components

Lecture Hours: 3

***Justification:** We aim to correct an error in the catalog, where ECON 249 appears as requiring 4 lecture hours, when it only requires 3.*

***Dean's Justification:** Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

e. Change to an Existing Course**Proposal for change in course ECON 202 offered by the Department of Economics**

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change Lecture Hours for ECON 202 “Price Theory” from 4 to 3.

From:**Components**

Lecture Hours: 4

To Read:**Components**

Lecture Hours: 3

Justification: *We aim to correct an error in the catalog, where ECON 202 appears as requiring 4 lecture hours, when it only requires 3.*

Dean’s Justification: *Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

f. Change to a Major: Add business electives to BA Major in Economics**Proposal for change in BA Major in Economics offered by the Department of Economics**

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Explicitly show list of business electives as part of the electives in the BA Major in Economics.

From:**Major Requirement – Elective**

Type: Completion requirement

Complete at least 4 courses in the following Course Sets:

- Economics Electives

Electives for the major or minor must be at or above the 200 level Economics (ECON), Business (BUS) or Finance (FIN) courses (exclusive of ECON 393 and BUS 393 and inclusive of RM 705).

To Read:

Major Requirement – Elective**Type:** Completion requirement**Complete at least 4 courses in the following Course Sets:**

- Economics Electives
- Business Electives

Electives for the major or minor must be at or above the 200 level Economics (ECON), Business (BUS) or Finance (FIN) courses (exclusive of ECON 393 and BUS 393 and inclusive of RM 705).

Justification: *A link to the list of Business electives is missing in the catalog for the BA Major in Economics. It should be there, as is the case for the Minor in Economics.*

Dean's Justification: *Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

g. Proposal for change in BS Major in Quantitative Economics offered by the Department of Economics

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Explicitly show list of business electives as part of the electives in the BS Major in Quantitative Economics

From:**Major Requirement – Elective****Type:** Completion requirement**Complete at least 4 courses in the following Course Sets:**

- Economics Electives

Additional Comments:

One 200 level Economics (ECON), Business (BUS) or Finance (FIN) Course.

Three 300 level Economics (ECON), Business (BUS) or Finance (FIN) courses(exclusive of BUS 341W and 344).

To Read:**Major Requirement – Elective****Type:** Completion requirement**Complete at least 4 courses in the following Course Sets:**

- Economics Electives
- Business Electives

Additional Comments:

One 200 level Economics (ECON), Business (BUS) or Finance (FIN) Course.
Three 300 level Economics (ECON), Business (BUS) or Finance (FIN) courses(exclusive of BUS 341W and 344).

Justification: *A link to the list of Business electives is missing in the catalog for the BS Major in Quantitative Economics. It should be there as is the case for the Minor in Economics.*

Dean's Justification: *Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

h. Proposal for change in course BUS 392W offered by the Department of Economics

Date approved by the Department Curriculum Committee: February 9, 2026
Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of pre-requisites for BUS 392W "Honors Seminar".

From:

Prereq.: ~~None~~

To Read:

Prereq.: (ECON 201 or ECON 202 or BUS 241) and (ECON 282 or BUS 384 or BUS 390).

Justification: *There are currently no pre-requisites stated for this course in the Undergraduate Bulletin.*

Dean's Justification: *Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

i. Proposal for change in course ECON 392W offered by the Department of Economics

Date approved by the Department Curriculum Committee: February 9, 2026
Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of pre-requisites for ECON 392W "Honors Seminar".

From:

~~PREREQ: (ECON 202 OR ECON 225) AND (ECON 382 OR BUS 384) AND (ECON 201 OR ECON 226). FOR ALL PREREQ COURSES "B" GRADE IS REQUIRED.~~

To Read:

Prereq.: (ECON 201 or ECON 202 or BUS 241) and (ECON 282 or BUS 384 or BUS 390).

Justification: *We aim to align the pre-requisites between BUS 392W and ECON 392W, which are to be cross-listed.*

Dean's Justification: *Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

j. Proposal for change in course ECON 392W offered by the Department of Economics

Date approved by the Department Curriculum Committee: March 11, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of description for ECON 392W “Honors Seminar”.

From:

This class is required for high honors students in economics. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision for economists.

To Read:

This class is required for high honors students in economics. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision for economists. (Cross-listed with BUS 392W)

Justification: *ECON 392W is to be cross-listed with BUS 392W and the description of the course should reflect that.*

Dean's Justification: *Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

k. Proposal for change in course BUS 392W offered by the Department of Economics

Date approved by the Department Curriculum Committee: March 11, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of description and number of credits for BUS 392W “Honors Seminar”.

From:

Description

The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision.

Credits: 2

To Read:**Description**

This class is required for High Honors Students in Finance and International Business. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision. (Cross-listed with ECON 392W)

Credits: 3

***Justification:** BUS 392W is to be cross-listed with ECON 392W and the description of the course should reflect that, as well as the fact that the course is required for High Honors students in finance and international business. The number of credits in the catalog is wrong and should be corrected.*

***Dean's Justification:** Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

I. Proposal for changes to the requirements of the BBA Major in Finance, Corporate Finance Concentration, in the Economics Department

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Addition of BUS 392W and ECON 392W as electives for the Corporate Finance Concentration of Finance BBA Major offered by the Department of Economics.

From (Academic Senate Minutes from December 11, 2025)

ELECTIVE COURSES

Two Elective from:

ANTH 302, 304;

BUS 247, 305, 390 (or RM 742);

ECON 201, 204, 207, 208, 215, 228W, 229, 232, 233, 301, 302, 326, and 328.

ENSCI 100, 111;

GEOL 025;

HIST 106, 222;

PSCI 231, 232, 233, 234, 235, 238, 239, 240, 250, 251, 252, 254, 255, 256, 257, 258, 259, 260, 261;

SOC 273;

To Read:

ELECTIVE COURSES

Two Electives from:

ANTH 302, 304;

BUS 247, 305, 390 (or RM 742), **392W (or ECON 392W)**;
ECON 201, 204, 207, 208, 215, 228W, 229, 232, 233, 301, 302, 326, and 328.
ENSCI 100, 111;
GEOL 025;
HIST 106, 222;
PSCI 231, 232, 233, 234, 235, 238, 239, 240, 250, 251, 252, 254, 255, 256, 257, 258, 259,
260, 261;
SOC 273;

Justification:

BUS 392W and ECON 392w (to be cross-listed) do not appear as part of the electives of the BBA majors, which we aim to fix with the requested change.

Dean's Justification: Sent directly by the office of Dean Cotei of Undergraduate Curriculum Committee.

m. Proposal for changes to the requirements of the BBA Major in Finance, Fintech Concentration, in the Economics Department

Date of change approval by the Department Curriculum Committee: February 5, 2025
Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Addition of BUS 392W and ECON 392W as electives for the Finance BBA Major offered by the Department of Economics.

From (Academic Senate Minutes from April 10, 2025)

ELECTIVE COURSES

One Electives from:

BUS 357 (or RM 714), BUS 386 (or RM 708)
ECON 387;

To Read:

ELECTIVE COURSES

One Electives from:

BUS 357 (or RM 714), BUS 386 (or RM 708), **392W (or ECON 392W)**;
ECON 387;

Justification:

BUS 392W and ECON 392W (to be cross-listed) do not appear as part of the electives of the BBA majors, which we aim to fix with the requested change.

Dean's Justification:

Sent directly by the office of Dean Cotei of Undergraduate Curriculum Committee.

n. Proposal for changes to the requirements of the BBA Major in International Business in the Economics Department

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Addition of BUS 392W and ECON 392W as electives for the International Business BBA Major offered by the Department of Economics.

From (Academic Senate Minutes from April 10, 2025)

ELECTIVE COURSES

One Elective from:

BUS 255, 354;

ECON 207, 208, 229;

ACCT 355;

Two Electives from:

ANTH 206, 208, 208W, 209, 210, 211, 212, 215, 215W;

BUS 247, 305, 390;

ECON 211, 212, 231, 301, 302, 327;

HIST 106, 145, 222;

PSCI 230, 233, 234, 235, 238, 239, 240, 252, 254, 257, 258, 269;

SOC 273, 274, 275;

To Read:

ELECTIVE COURSES

One Elective from:

BUS 255, 354;

ECON 207, 208, 229;

ACCT 355;

Two Electives from:

ANTH 206, 208, 208W, 209, 210, 211, 212, 215, 215W;

BUS 247, 305, 390 (or RM 742), **392W (or ECON 392W)**;

ECON 211, 212, 231, 301, 302, 327;

HIST 106, 145, 222;

PSCI 230, 233, 234, 235, 238, 239, 240, 252, 254, 257, 258, 269;

SOC 273, 274, 275;

Justification:

BUS 392W and ECON 392w (to be cross-listed) do not appear as part of the electives of the BBA majors, which we aim to fix with the requested change.

Dean's Justification:

Sent directly by the office of Dean Cotei of Undergraduate Curriculum Committee.

o. Proposal for changes to the requirements of the BBA Major in Actuarial Studies in the Economics Department

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Addition of BUS 392W and ECON 392W as electives for the BBA Major in Actuarial Studies offered by the Department of Economics.

From (Academic Senate Minutes from December 11, 2025)

ELECTIVE COURSES

Two Electives from:

ANTH 302, 304;

BUS 247, 305, 390 (or RM 742)

ECON 204, 207, 208, 228W, 232, 233, 301, 302, 326, and 328;

ENSCI 100, 111;

GEOL 025;

HIST 106, 222;

PSCI 231, 232, 233, 234, 235, 238, 239, 240, 250, 251, 252, 254, 255, 256, 257, 258, 259, 260, 261;

SOC 273;

To Read:

ELECTIVE COURSES

Two Electives from:

ANTH 302, 304;

BUS 247, 305, 390 (or RM 742), **392W (or ECON 392W)**;

ECON 204, 207, 208, 228W, 232, 233, 301, 302, 326, and 328;

ENSCI 100, 111;

GEOL 025;

HIST 106, 222;

PSCI 231, 232, 233, 234, 235, 238, 239, 240, 250, 251, 252, 254, 255, 256, 257, 258, 259, 260, 261;

SOC 273;

Justification:

BUS 392W and ECON 392w (to be cross-listed) do not appear as part of the electives of the BBA majors, which we aim to fix with the requested change.

Dean's Justification:

Sent directly by the office of Dean Cotei of Undergraduate Curriculum Committee.

p. Proposal for change in course BUS 160W offered by the Department of Economics

Date approved by the Department Curriculum Committee: March 11, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Changes:

The proposed changes to “BUS 160W: An Introduction to Business Writing” are:

1. *Change of Title*
2. *Change of Description*

From:

BUS 160W. ~~An Introduction to Business Writing.~~

3 hr.; 3 cr.

Prereq.: ENGL 110.

~~Emphasis on basic writing principles covering planning, analysis of audience and purpose, generating and organizing ideas, grammar, the use of drafts, and effective presentations with applications to the types of documents used by finance professionals. Specific topics include effective writing for resumes, letters, memos, and reports, as well as guidelines for professional email correspondence. The final writing project requires an oral presentation.~~

To Read:

BUS 160W. Business Communication and Career Readiness.

3 hr.; 3 cr.

Prereq.: ENGL 110.

This course equips BBA majors with communication and career-readiness skills for success in a global economy. Students develop a professional brand (resume, LinkedIn, professional video), master job search and interview techniques, and engage in mentorship and networking activities. Topics include workplace onboarding, conflict management, financial literacy, data storytelling, and ethical AI use. Through case studies and experiential learning, students build a foundation for long-term career success.

Justification: The proposed changes to the course allow it to cover very necessary topics in career readiness, which is essential to the success of our students being able to find jobs upon graduation. The new title and descriptions match better the revised version of the course.

Dean's Justification:

Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.

q. Proposal for change in course ECON 260 offered by the Department of Economics

Date approved by the Department Curriculum Committee: March 11, 2025

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of course name and description for ECON 260

From:

ECON 260 – ~~Economics of Health and Income Maintenance Programs~~

Description

~~The main emphasis is on the United States; comparisons with other countries may also be included.~~

To Read:

ECON 260 – Health Economics

Description

This course provides an introduction to the field of health economics. Students will learn the fundamental concepts, theories, and applications of health economics in analyzing healthcare systems, policies, and outcomes. Topics covered include: demand for health care, the Grossman model, disparities in health, supply of health care, demand for health insurance, health policies, and the role of government in health care.

Justification: *The new course title and description better reflect the essence and contents of the way the course is taught today and aim to be clearer and more attractive to students.*

Dean's Justification: *Sent directly by the office of Dean Cotei to Undergraduate Curriculum Committee.*

5. Department: Latin American and Latino Studies (LALS) Program

Proposed Course Title and Description Changes

Overall Justification:

The proposed changes are part of a comprehensive update of the Latin American and Latino Studies program. Our interdisciplinary program has a limited number of offerings, most of which no longer match existing faculty expertise at the College or the evolving demographics and interests of our student body. As a result, many of these courses cannot be offered as described or have difficulty attracting students. Furthermore, the erratic numbering conventions compounded the lack of clarity to prospective students.

As a whole, the proposed revisions update and broaden the thematic and geographic scope of the courses, clarify course content, emphasize the program's interdisciplinary approach, more clearly signal where each course falls along a student's academic progression, and allow for greater flexibility in staffing.

a. Changes in name and description of LALS 201 Contemporary Society and Film in Latin America

From:

LALS 201. Contemporary Society and Film in Latin America. 3 hr.; 3 cr.

A critical examination of both contemporary Latin American society and film. Organized in five thematic blocks, the course challenges the conventional wisdom about modern Latin America and critically assesses four types of film (commercial, educational, documentary, and propaganda) as texts about society. There are readings, written assignments, and class discussions.

To Read:

LALS 201. Contemporary Society and Film in Latin America Through Popular Culture. 3 hr.; 3 cr.

~~A critical examination of both contemporary Latin American society and film. Organized in five thematic blocks, the course challenges the conventional wisdom about modern Latin America and critically assesses four types of film (commercial, educational, documentary, and propaganda) as texts about society. There are readings, written assignments, and class discussions.~~ Examines Latin American society through everyday forms of popular culture, such as film, telenovelas, music, visual arts, festivals, games, and cuisine. Using interdisciplinary approaches from the social sciences and humanities, students gain an understanding of how these works reflect and shape major political, economic, and social transformations across the region.

Justification: *The previous description was dated, overly narrow in scope, and no longer matched our faculty's areas of expertise. The revised version broadens the thematic range and geographic scope, allowing for greater appeal to students and flexibility in staffing, while maintaining the general spirit of the original (ie, of social analysis through media/art).*

b. Changes in number, name and description of LALS 202 Field Experience in a Bilingual Hispanic Setting

From:

LALS 202 Field Experience in a Bilingual Hispanic Setting. 3 hr.; 3 cr.

This course gives the student an opportunity to participate in an assigned and supervised field experience in a bilingual school program or social service agency serving the Latino community. The student will be required to gather information, observe, and participate in one of the many agencies that seek to serve the Puerto Rican and Latino community. The student will examine the role of language and culture in the delivery of social and educational services.

To Read:

LALS 202350 Field Experience in a Bilingual Hispanic Setting. Internship or Field Work in Latin American and Latino Studies. 3 hr.; 3 cr.

~~This course gives the student an opportunity to participate in an assigned and supervised field experience in a bilingual school program or social service agency serving the Latino community. The student will be required to gather information, observe, and participate in one of the many agencies that seek to serve the Puerto~~

~~Rican and Latino community. The student will examine the role of language and culture in the delivery of social and educational services. Provides supervised experiential learning through individual or group internships or field placements in educational, political, social service, cultural, or community-based organizations serving Latin American and Latino communities, including bilingual settings. May be repeated with permission of the program director.~~

***Justification:** The previous description was dated, overly narrow in scope, and no longer matched how the course has functioned in practice. The revised version broadens the scope and provides flexibility in placement options while maintaining the focus on service to Latin American and Latino communities. The course number change reflects its appropriate placement later in a student's academic progression.*

c. Change in number to LALS 203 - Introduction to Latinx Ethnic Identity

From:

LALS 203 - Introduction to Latinx Ethnic Identity. 3 hr.; 3 cr.

Explores Latinx identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.

To Read:

LALS ~~203~~ 103 - Introduction to Latinx Ethnic Identity. 3 hr.; 3 cr.

Explores Latinx identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.

***Justification:** In light of the upcoming renumbering effort across the College, we are positioning our Gen-Ed / introductory courses to 100s in order to better signal to students the more approachable courses. No change to the actual content.*

d. Changes in number, name and description of LALS 204 Caribbean Religions

From:

LALS 204 Caribbean Religions. 3 hr.; 3 cr.

~~This course is designed to examine the various religious expressions in Cuba, Haiti, Santo Domingo, and Puerto Rico, with a focus on a comparative analysis of Santería, Espiritismo, Christianity, and Voodoo (African origins and Christian rituals).~~

To Read:

LALS ~~204~~ 102 Caribbean Religions-Introduction to the Caribbean. 3 hr.; 3 cr.

~~This course is designed to examine the various religious expressions in Cuba, Haiti, Santo Domingo, and Puerto Rico, with a focus on a comparative analysis of Santería, Espiritismo, Christianity, and Voodoo (African origins and Christian rituals).~~ An interdisciplinary introduction to the study of the Caribbean. Using approaches from the social sciences and humanities, students examine the region's diverse societies and cultural expressions, and their connections to processes of colonization.

enslavement, forced migration, and social and political resistance.

Justification: *The previous description was dated and overly narrow in scope, focusing exclusively on religion, and no longer matched faculty expertise. The revised version broadens the thematic and geographic scope to serve as an interdisciplinary introduction to the Caribbean within Latin American and Latino Studies. At times, the course is cross-listed with Africana Studies 250, the updated description aligns more closely thematically while maintaining flexibility for staffing. We also intend to pursue general education designation, making a broad introductory framework more appropriate.*

e. Changes in number, name and description of LALS 220 Development of Puerto Rican Literature in the United States

From:

LALS 220 Development of Puerto Rican Literature in the United States 3 hr.; 3 cr.

~~A survey of the contemporary Puerto Rican literary form that emerged as a unique expression of the experience of the writers in the United States. We will trace this development from the writers in exile to the first and second generation New York Puerto Rican writers of poetry, drama, novels, and the essay.~~

To Read:

LALS 220104 Development of Puerto Rican Literature in the United States Latino Experience in New York. 3 hr.; 3 cr.

~~A survey of the contemporary Puerto Rican literary form that emerged as a unique expression of the experience of the writers in the United States. We will trace this development from the writers in exile to the first and second generation New York Puerto Rican writers of poetry, drama, novels, and the essay.~~ An interdisciplinary introduction to the histories and lived experiences of Latino communities in New York, including issues such as migration, labor relations, spatial segregation, cultural production and political activism. Using approaches from the social sciences and humanities, students explore how diverse Latino communities have shaped—and been shaped by—the city’s social, economic, and political life.

Justification: *The previous description was dated and narrowly focused on Puerto Rican literary development, which limited our ability to staff and run the course. While leaving room for Puerto Rican literature in the US, the revised version expands and sharpens the scope of the course, including literature, social and political analysis while centering analysis on the lived experiences of our students and their communities.*

f. Changes in number, name and description of LALS 391 - Latin American Special Problems

From:

LALS 391 - Latin American Special Problems 3 hr.; 3 cr.

Makes provision for intense study in a special field chosen by the student with approval of the director.

To Read:

LALS ~~391~~ 301 - ~~Latin American Special Problems~~ VT: Topics in LALS 3 hr.; 3 cr.

Makes provision for intense study in a special field chosen by the student with approval of the director. A variable topics course that focuses on selected issues in Latin American and Latino Studies. Specific themes vary by semester and instructor, allowing in-depth exploration of emerging questions, regional case studies or interdisciplinary debates. May be repeated for credit when topics differ, with approval from the director.

Justification: *Update to present the course content in a clearer, more approachable and engaging way to prospective students. Renumbering reflects its appropriate placement in a student's academic progression.*

6. Department: Mathematics

Contact: Adam Kapelner

- a. Update to an Existing Course: MATH 115: Change in course description

From:

~~Topics include linear, polynomial, rational, and radical expressions as mathematical models; solving equations and systems of equations that arise through the application of these models. Not open to students who are taking or have received credit, including transfer credit or advanced placement credit, for any precalculus or calculus course. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major.~~

To Read:

~~Topics include linear, polynomial, rational, and radical expressions as mathematical models; solving equations and systems of equations that arise through the application of these models.~~ This course covers foundational algebra skills necessary for success in precalculus and calculus. Students will work with linear, rational, radical, and quadratic expressions and equations. Key areas of emphasis include evaluating functions, simplifying exponential expressions, and factoring polynomials. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major.

Requisites

Not open to students who are taking or have received credit, including transfer credit or advanced placement credit, for any precalculus or calculus course

Justification: *We feel that this is a more accurate description of the course content.*

b. Change to a Major

Removal of Elementary Education Option

Justification: *The EECE department eliminated the 30-credit co-major, and thus, this option is now deprecated.*

7. Department: Drama, Theater, and Dance (DTD)

Department Contact: Meghan Healey Contact: Meghan.Healey@qc.cuny.edu

Date Approved by Department: 12/5/2024

Date Approved by Divisional Dean: 3/10/2026

Department name change:

From: ~~Drama, Theater, and Dance (DTD)~~

To Read: Theatre, Dance, and Fashion (TDF)

Justification: *The Department of Drama, Theater, and Dance now includes the fashion program, and we wish to highlight the new department by including that program in the department name. In considering the name change, many faculty have often felt that to refer to department as “drama and theater” is an outdated way of thinking about the discipline, the majority of programs at CUNY are listed as Theatre, not drama or drama and theater so this allows us to be more competitive in the enrollment marketplace. Theatre, Dance, and Fashion is the name that we selected that incorporates all three programs in the department, the most current thinking, and our new mission statement for the future.*

GCC Minutes Dated March 4, 2026

A. ITEMS FOR UNIVERSITY REPORT

1. ECP

a. Minor Change - Program Change – Change in requirements admission & for degree/certificate

1) Please specify the type of change you are requesting:

Change in requirements for admission: [X]

Change in requirements for degree/certificate: [X]

2) Please give HEGIS number of known to you: **0826.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated:

The proposed changes outline below are based on the printed 2020-2021 Graduate Bulletin.

MSED in Instructional Leadership (Not leading to certification)

The Master of Science in Education (MSED) in Instructional Leadership is ~~a 36 credit post-master's level program (not leading to certification) whose purpose is to~~ prepare teachers who want to assume more active roles in school reform and renewal as teacher leaders ~~without permanently moving to administration.~~ Their role is to work individually and collectively with the principals, Assistant principals, students, school staff and the school community to improve teaching and learning practices and the emotional well-being of students. Teacher leaders assume new roles such as mentoring, coaching new teachers, running induction programs for new teachers, convening professional development, leading inquiry teams, developing curricula, advising on technology, assisting in evaluating teachers, assuming content chair position etc.

MASTER OF SCIENCE IN EDUCATION AND INSTRUCTIONAL LEADERSHIP Admission to the Masters of Science in Instructional Leadership (MSED) requires:

- A ~~four-year~~ undergraduate degree ~~or master's~~ in liberal arts or science from an accredited postsecondary institution, with a minimum 3.0 grade point average;
- A ~~minimum of a year of full time teaching experience in a public or private school and NYSED Initial Certification in a teaching area;~~
- Three letters of recommendation that attest to the applicant's supervisory leadership experience or potential;
- A well-written statement detailing reasons for the applicant's interest in the Instructional Leadership program, including relevant experiences and responsibilities.

PROGRAM OF STUDY

The program requires the completion of ~~12~~ courses, as outlined below. ~~Candidates who complete these 36~~

~~credits and maintain an average of B or above are eligible for the MSED in Instructional Leadership.~~

The 12 courses required for program completion are:

ECPEL 880 Leadership Theory

~~ECPEL 881 Curriculum and Supervision~~
~~ECPEL 882 School Finance~~
~~ECPEL 883 Human Relations~~
~~ECPEL 885 Legal Problems in Education~~
~~ECPEL 886 Management of Teaching and Learning~~
~~ECPEL 887 Technology for School Leaders~~
~~ECPEL 888 Critical Issues in Education~~
~~ECPEL 890 Field Experience: Internship~~
~~ECPEL 891 Diverse Populations for School Leaders~~
~~ECPEL 892 Action Research~~
~~ECPEL 893 School District Organization~~

COURSE SEQUENCE. credits

~~Fall Semester 1~~

~~ECPEL 888 Critical Issues & Guidelines 3~~
~~ECPEL 882 Curriculum & Supervision 3~~
~~ECPSE 700 Foundations of Special Education 3~~
~~Subtotal 9~~

~~Spring Semester 1~~

~~ECPIIL 702 Professional Development Praxis cr.3~~
~~ECPEL 892 Action Research 3~~
~~ECOIL 701 Organizational Leadership and Change cr.3~~
~~Subtotal 9~~

~~Fall Semester 2~~

~~ECPIIL 704 Critical Race Theory cr.3~~
~~ECPIIL 707 Public Education: Challenges and Possibilities cr.3~~
~~ECPIIL 703 Imagination, Creativity and Innovation cr.3~~
~~Subtotal 9~~

~~Spring Semester 2~~

~~ECPIIL 705 Globalization and Education cr.3~~
~~ECPEL 892 (B) School-based Action Research Project (thesis) 6~~
~~Subtotal 9~~
Total 36

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

MSED in Instructional Leadership (Not leading to certification)

The Master of Science in Education (MSED) in Instructional Leadership (not leading to certification) is a 30-credit Master's program designed to prepare teachers who want to assume more active roles in school reform and renewal as teacher leaders. Their role is to work individually and collectively with the principals, assistant principals, students, school staff and the school community to improve teaching and learning practices and the emotional well-being of students. Teacher leaders assume new roles such as mentoring, coaching new teachers, running induction programs for new teachers, convening professional development, leading inquiry teams, developing curricula, advising on technology, assisting in evaluating teachers, assuming content chair position etc.

MASTER OF SCIENCE IN EDUCATION AND INSTRUCTIONAL LEADERSHIP Admission to the Masters of Science in Instructional Leadership (MSEd) requires:

- An undergraduate degree in liberal arts or science from an accredited postsecondary institution, with a minimum 3.0 grade point average;
- Three letters of recommendation that attest to the applicant's supervisory leadership experience or potential;
- A well-written statement detailing reasons for the applicant's interest in the Instructional Leadership program, including relevant experiences and responsibilities.

PROGRAM OF STUDY

The program requires the completion of the courses outlined below.

COURSE SEQUENCE. credits

ECPIIL 701 Organizational Leadership and Change cr. 3

ECPIIL 702 Professional Development Praxis cr. 3

ECPIIL 703 Imagination, Creativity and Innovation cr. 3

ECPIIL 704 Critical Race Theory cr. 3

ECPIIL 705 Globalization and Education cr. 3

ECPIIL 706 Foundations for Teaching and Learning cr. 3

ECPIIL 707 Public Education: Challenges and Possibilities cr. 3

ECPSE 708 School Leadership and Inclusive Education cr. 3

ECPEL 884 Data for School Planning cr. 3

ECPEL 892 Action Research cr. 3

Total Credits: 30

4) Please give a justification for the change.

New York State Education Department and Board of Regents proposed a new certificate title for educational leaders (see Ref. Sept. 2024 Regents

Item: <https://www.regents.nysed.gov/sites/regents/files/924hed1.pdf> for more information). The Educational Leadership Program in the Department of Educational and Community Program must revise its programs to meet the requirements for the new Professional Administrator created from our existing SBL/SDL programs. All existing programs leading to educational leadership certificates (School Building Leader and District Leader) must conclude or will be terminated by September 1, 2030.

The Educational Leadership Program houses two programs: (1) A certification program that leads to the School Building Leader (SBL) and School District Leader (SDL) certificates, which will be discontinued, and (2) A non-certification program, the Instructional Leadership Program, that is not impacted by NYSED changes to certification.

1. In order to meet the new Professional Administrator certificate regulations, the Educational Leadership program is revising its Education and Instructional Leadership program to remove the Master's degree requirement because NYSED does not require a Master's degree for a non-certification program. These revisions will open the applicant pool for the program.

2. Remove and replace courses that will overlap with future Professional Administrator certificate being created by the Educational Leadership Program, which will reduce the program by 6-credits. Justification for the course changes is below:

- a. *ECPEL 888 Critical Issues & Guidelines 3: Removed to reduce repetition with the future Professional Certificate Program.*
 - b. *ECPEL 882 Curriculum & Supervision 3: Removed to reduce repetition with the future Professional Certificate Program.*
 - c. *ECPEL 892 (B) School-based Action Research Project (thesis) 6: Removed to reduce repetition with the future Professional Certificate Program.*
 - d. *ECPEL 884 Data for School Planning: Existing course added to support program content need for instructional leaders.*
 - e. *ECPIL 708 School Leadership and Inclusive Education: Existing course added to support program content for instructional leaders.*
 - f. *ECPSE 700 Foundations of Special Education: Removed and ECPIL 708 School Leadership and Inclusive Education added to program because covers similar content.*
3. *Reducing the number of credits from 36 to 30 is in line with other Graduate programs in the School of Education and makes the program competitive:*
- a. *MSED Literacy Program: 30 credits*
 - b. *MS Applied Literacy Program: 30 credits*
 - c. *MSED Special Education, All Grades: 30 credits*

2. ECP

b. Request for a New Course

Please state the course as follows:

Course number and title: ECPSE 510: Fieldwork Seminar in Collaboration and Special Education

Hours and credits: 1 hour/1 credit

Prerequisites or corequisites: *Corequisite: ECPSE 700: Foundations of General and Special Education*

Description (as it should read in the Graduate Bulletin):

This 1-credit field-based course provides candidates in the Master of Arts Teaching (MAT) Special Education Program with an introduction to the teaching profession and the ways in which collaboration is central to designing and implementing welcoming, effective and meaningful learning environments that integrate social/emotional/behavioral and academic learning to ensure students' well-being and academic growth. Designed to develop candidates' understanding of the varying roles of special education across general education, special education, and community-based settings, candidates participate in clinical experiences across the PreK -12 grades in a variety of settings serving students with a range of disabilities. This course provides opportunities for candidates to experience firsthand and discuss how special education teachers' use collaboration skills to design the learning environment, engage in instructional planning, and support learning and social-emotional growth for PreK -12 students with disabilities. This course will maximize candidates' understanding that a special educator's role is to promote and ensure access to the general education curriculum regardless of setting. This course includes 10 hours of fieldwork with students with disabilities, 5 hours in PREK -6 and 5 hours in 7-12. **1 credit.** *Corequisite: ECPSE 700: Foundations of General and Special Education*

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.

ECPSE 510 will be a field-based course consistent with the initial, community-based experiences of the Queens College School of Education's integrated model of clinical experiences. Specifically, this initial fieldwork course will provide program candidates with a variety of community-based experiences that serve PreK -12 students with disabilities with a range of classifications. Specifically, candidates will learn about collaboration and collaboration skills and how they are applied in a variety of contexts to ensure the inclusion, learning, and growth of all students with disabilities. MAT candidates are those who come to our program with no education background and this early fieldwork experience will provide candidates with authentic experiences to contextualize their conceptual and theoretical learning. Additionally, candidates are required to engage in fieldwork in both PreK-6 and 7-12 grade bands and will have an opportunity to choose the primary focus of their program in their culminating experience in student teaching. This course will provide them with experience in different settings with students with different types and severity of disability to provide opportunities to see which settings and students they are most interested in exploring. This course will also provide a focused fieldwork experience of 10 hours which will be a seminal part of the 100 hours of fieldwork required prior to student teaching. Special education faculty will place students in cohorts in vetted schools and community-based settings to ensure the quality of the programs.

Projected Enrollment: 30 candidates

Projected Frequency: Yearly, Fall semester

Online Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how instructor and students will interact online). This course will be a hybrid course consisting of in-person, synchronous and asynchronous work. The course will be structured in a 3-week cycle with the first week focused on class lecture which will be in-person or synchronous online, the second week candidates will be in the field completing asynchronous work associated with the field work experiences and the third week will be in-person so that the candidates can share their fieldwork experiences across ages and settings and co-construct their knowledge based on their varying experiences. The hybrid structure allows for lecture, individual work and group work. Currently, all special education faculty teach online courses and possess the skills to engage students in whole class lecture, small group work and individual meetings in either an in-person or synchronous online structure. Faculty also have the skills necessary to develop and implement asynchronous models that provide candidates with a variety of materials and assignments to be completed on their own time and pace.

Graduate courses for **3 credits** typically meet **3 hours per week**, the **"2 hour plus conference"** being an exception. If the proposed course is a "2 hour plus conference" course or some other format than 3 hr./3 credits, please give a detailed rationale explaining why this format is appropriate. ***Not Applicable***

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale. ***Not Applicable***

3. ECP

c. Request for a New Course

Please state the course as follows:

Course number and title: ECPSE 520: Fieldwork in the Science of Reading in Special Education

Hours and credits: 1 hour/1 credit

Prerequisites or corequisites: ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education;

Description (as it should read in the Graduate Bulletin):

This course will directly follow and build upon the foundational assessment, instructional planning and pilot lesson implementation conducted in the fieldwork of **ECPSE 707: Language, Literacy and Assessment: Principles and Practices in PreK-12 Education**. Specifically, candidates will refine and implement Tier 2 small group literacy instruction using evidence-based practices learned in the literacy course. As a precursor to the culminating experience in student teaching, this course will provide candidates with an opportunity to practice components of the Queens College Teacher Portfolio Assessment (QCTPA) and receive concrete feedback on their instructional implementation focusing on critical aspects of their teaching practice such as behavior management, engagement, pacing, timing, providing effective feedback, monitoring student performance, formative assessment and lesson refinement. The lesson observation and feedback will provide candidates with an opportunity to reflect on their strengths and challenges in both instructional design and instructional implementation. This course requires **10 hours of fieldwork** with students with disabilities in either PreK-6 or 7-12.

Corequisite: ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education, 1 credit

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.)

ECPSE 520 will be a field-based course consistent with the applied research-based experiences of the Queens College School of Education's integrated model of clinical experiences. Specifically, this mid-program supervised teaching experience will provide candidates with no prior teaching experience an opportunity to develop and implement evidence-based literacy intervention to a small group of struggling learners with disabilities. Candidates will implement this intervention as an extension of the assessment, instructional design, and lesson plan pilot implementation conducted in their spring literacy course fieldwork. **ECPSE 520** will provide the candidates to work with the same site-based faculty and group of students from the spring semester through the end of the school year. This experience will allow candidates to take a deeper dive into the designing and implementing data-based literacy instruction consistent with the principles of the science of reading. Candidates will also get the opportunity to be observed and provided with actionable feedback in their overarching teaching skills (e.g. classroom management, pacing, providing feedback) as well as the design and implementation of evidence-based literacy instruction. This experience will better prepare candidates with reflective practices prior to entering student teaching. Additionally, this course will ensure that our candidates have authentic teaching experiences in all of the grade bands related to their PreK-12 certification.

Projected Enrollment: 30 candidates
Projected Frequency: Yearly

Online Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how instructor and students will interact online). This course will be an online course consisting of synchronous and asynchronous components. Candidates will meet with the course faculty throughout the semester in small groups and individually to present their small group intervention design and plan, participate in virtual observations and presenting their work. Candidates will be provided with structured tasks for them to complete asynchronously which will then be presented to their faculty and peers. All special education faculty currently teach in either hybrid or online models and possess the skills to conduct lecture and small group work online and develop structured module materials and assignments for asynchronous independent work.

Graduate courses for **3 credits** typically meet **3 hours per week, the “2 hour plus conference”** being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr./3 credits, please give a detailed rationale explaining why this format is appropriate. ***Not Applicable***

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale. Not Applicable

4. ECP

d. Request for a New Course

Please state the course as follows:

Course number and title: ECPSE 521: Fieldwork in Mathematics for Students with Disabilities

Hours and credits: 1 hour/1 credit

Prerequisites or corequisites: ECPSE 718: Mathematics Instruction for Students with Disabilities

Description (as it should read in the Graduate Bulletin):

This course will directly follow and build upon the foundational assessment, instructional planning and pilot lesson implementation conducted in the fieldwork of ECPSE 718: Mathematics Instruction for Students with Disabilities. Specifically, candidates will refine and implement Tier 2 small group mathematics instruction using evidence-based practices learned in the mathematics method course. As a precursor to the culminating experience in student teaching, this course will provide candidates with an opportunity to practice components of the Queens College Teacher Portfolio Assessment (QCTPA) and receive concrete feedback on their instructional implementation focusing on critical aspects of their teaching practice such as behavior management, engagement, pacing, timing, providing effective feedback, monitoring student performance, formative assessment and lesson refinement. The lesson observation and feedback will provide candidates with an opportunity to reflect on their strengths and challenges in both instructional design and instructional implementation. This course requires 10 hours of fieldwork with students with disabilities in either PreK-6 or 7-12. **1 credit. Corequisite: ECPSE 718: Mathematics Instruction for Students with Disabilities**

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.)

ECPSE 521 will be a field-based course consistent with the applied research-based experiences of the Queens College School of Education's integrated model of clinical experiences. Specifically, this mid-program supervised teaching experience will provide candidates with no prior teaching experience with an opportunity to develop and implement evidence-based mathematics intervention to a small group of struggling learners with disabilities. This course provides candidates with the opportunity to extend and deepen their understanding of academic intervention in mathematics with the school-based faculty and PreK-12 students by learning and applying the theory and practices of mathematics instruction for students with disabilities.

This experience will allow candidates to take a deeper dive into the designing and implementing data-based mathematics instruction using evidence-based instructional practices. Candidates will also get the opportunity to be observed and provided with actionable feedback in their overarching teaching skills (e.g., classroom management, pacing, providing feedback) as well as the design and implementation of evidence-based mathematics instruction for students with disabilities. This experience will better prepare candidates with reflective practices prior to entering student teaching. Additionally, this course will ensure that our candidates have authentic teaching experiences in all of the grade bands related to their PreK-12 certification.

Projected Enrollment: 30 candidates

Projected Frequency: Yearly

Online Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how instructor and students will interact on-line.) This course will be an online course consisting of synchronous and asynchronous components. Candidates will meet with the course faculty throughout the semester in small groups and individually to present their small group intervention design and plan, participate in virtual observations and present their work. Candidates will be provided with structured tasks for them to complete asynchronously which will then be presented to their faculty and peers. All special education faculty currently teach in either hybrid or online models and possess the skills to conduct lecture and small group work online and develop structured module materials and assignments for asynchronous independent work.

Graduate courses for 3 credits typically meet 3 hours per week, the "2 hour plus conference" being an exception. If the proposed course is a "2 hour plus conference" course or some other format than 3 hr./3 credits, please give a detailed rationale explaining why this format is appropriate. ***Not Applicable***

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale. Not Applicable

5. ECP

e. Request for a New Course

Please state the course as follows:

Course number and title: ECPSE 530: Student Teaching in Special Education

Hours and credits: 3 hour/3credit

Prerequisites or corequisites: None

ECPSE 520: Supervised Clinical Teaching in the Science of Reading in Special Education,

ECPSE 521: Fieldwork in Mathematics for Students with Disabilities

Being approved to Student Teach through the Student Teaching Application

Description (as it should read in the Graduate Bulletin):

This culminating student teaching course provides candidates with sustained and meaningful opportunities to practice as a special education teacher in the field, build relationships with children and youth in the classroom or other professional contexts, learn from a supportive mentor, engage in active inquiry into the practice of teaching, and develop an identity as a professional in the field. Candidates will complete 70 days of student teaching, 35 days in PreK-6 classrooms and 35 days in 7-12 classrooms and must successfully complete the Queens College Teacher Portfolio Assessment (QCTPA). Candidates will be provided with individualized supervision and regularly scheduled group seminars focused on educating students with disabilities. The course will guide each candidate to explore differentiation using evidence-based strategy and data-based instructional decision-making to ensure access and progress of students with disabilities within the context of a hands-on internship experience. 3 credits. ***Pre-requisites:* ECPSE 520:** Fieldwork in the Science of Reading in Special Education; **ECPSE 521:** Fieldwork in Mathematics for Students with Disabilities; Being approved to Student Teach through the Student Teaching Application.

Seminars are designed to discuss current issues, share ideas, and engage in self-reflective practices to foster overall pedagogical growth. Additionally, there will be asynchronous assignments throughout the course, where candidates work individually and in small groups. Active engagement and participation regardless of the learning platform is expected. **3 credits.**

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.)

ECPSE 530 will be a student teaching course consistent with the school-based experiences of the Queens College School of Education's integrated model of clinical experiences. Specifically, this culminating experience in student teaching fulfills the New York State 70-day requirement in student teaching. Candidates will complete the QCTPA to ensure that they possess the knowledge, skills and dispositions to collaboratively design and implement differentiated, data-based core (universally designed Tier 1) instruction, small group (Tier 2 supplemental) instruction, and intensive, individualized (Tier 3) instruction to ensure access to the general education curriculum and tailored instruction to meet the needs of all learners in literacy and math.

Projected Enrollment: 30 candidates

Projected Frequency: Yearly, Spring semester

Online Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how instructor and students will interact online.

This course will use a hybrid format combining in-person and synchronous weekly seminars. Candidates will meet with their seminar instructors in-person on a monthly basis and the remainder of the seminars will be conducted synchronously online. The weekly seminars will focus on preparing candidates to engage in applying what they have learned in instructional design and implementation and demonstrating their understanding and skills in lesson observations and reflection. The same instructional formats will be used in both in-person and synchronous online formats. Faculty must have the skills to implement their seminar instruction and engagement in both in-person and synchronous online formats.

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr./3 credits, please give a detailed rationale explaining why this format is appropriate. **Not Applicable.**

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale. Not Applicable

6. ECP

f. Minor change – Change in title and course description

1) Please note the type of change being requested (check all that apply):

Change in course number: ☐

Change in course title: ☒

Change in course hours: ☐

Change in course credits: ☐

Change in course prerequisite or corequisite: ☐

Change in course description: ☒

Course withdrawal: ☐

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

Course Number & Title: ECPSE 700: Foundations of ~~Special Education~~

Hours & Credits: 3 hours; 3 credits

Prerequisites or Corequisites: None

Description (as it should read in the Graduate Bulletin):

~~Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.~~

3) Please list the course as you wish it to read in the Graduate Bulletin, with number, hours, credits, *etc.* Eliminate whatever was crossed out above and underline new material you are substituting or adding.
<Insert>

Course Number & Title: **ECPSE 700: Foundations in General and Special Education**

Hours & Credits: **3 hours, 3 credits**

Prerequisites or Corequisites: **None**

This course explores the philosophical, historical, and legal underpinnings of general and special education as well as current trends in moving toward culturally responsive and inclusive education for all learners in PreK-12. Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and creating access to the general education curriculum for all learners. The historical and sociological treatment of marginalized students including students with disabilities and students from culturally and linguistically diverse backgrounds. In addition, special education law and programs, advocacy, and collaboration, and building classroom communities that support the full diversity of learners are also addressed. This course includes 10 hours of fieldwork with students with disabilities, 5 hours in PreK-6 and 5 hours in 7-12. 3 credits.

4) Please give a justification for the change.

The Graduate Programs in Special Education is in the process of developing a new Master of Arts (MAT) in Special Education All Grades to align with the changes in New York State teacher certification in special education from grade bands to all grades. We are combining the required components of the social foundations of general education with the required components of special education to provide a more cohesive historical, social, legal and educational context to understand special education and how students with disabilities have been positioned in the educational system alongside other marginalized students. The course will still maintain a strong focus on the characteristics and educational strategies of students classified under different disability categories.

5) For a change in course description only, please provide an updated syllabus. Please find the syllabus attached.

7. HISTORY

g. Minor change – Change in course prerequisite or corequisite

1) Please note the type of change being requested (check all that apply):

Change in course number: ☐

Change in course title: ☐

Change in course hours: ☐

Change in course credits: ☐

Change in course prerequisite or corequisite: ☒

Change in course description: ☐

Course withdrawal: ☐

Update to semester offered: ☐

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

HIST 794. Capstone and Thesis Writing - 1 hr., 1 cr.

Requisites: ~~Must be taken concurrently with HIST 792 or HIST 796~~

Repeat for Credit: ~~No~~

3) Please list the course as you wish it to read in the Graduate Bulletin, with number, hours, credits, *etc.* Eliminate whatever was crossed out above, and underline new material you are substituting or adding.

HIST 794. Capstone and Thesis Writing - 1 hr., 1 cr.

Prerequisite: May be taken only after completion of HIST 792 or HIST 796

Repeat for Credit: Yes

4) Please give a justification for the change.

Original description allowed for course to be taken prematurely. It should only be offered after completion of the Graduate Capstone/Prospectus course.

5) For a change in course description only, please provide an updated syllabus.

NOTE: This course does not require a syllabus. It is intended to cover the writing of the thesis/capstone.

8. PHYSICS

h. Program Change - Course Reserved

1) Please specify the type of change you are requesting (check all that apply):

Change in course number: ☐

Change in course title: ☐

Change in course hours: ☐

Change in course credits: ☐

Change in course prerequisite or corequisite: ☐

Change in course description: ☐

Course withdrawal: ☐

Course Reserved: ☒

2) Please give HEGIS number of known to you: N/A

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated:

The following courses shall be put in reserve:

~~PHYS 676 GRAD 120954 1 1/1/2013 Foundation Growth Techniques~~

~~PHYS 657 GRAD 013415 1 1/1/2013 Introduction to Astrophysics~~

~~PHYS 645 GRAD 013413 1 2/1/1978 Solid State Physics~~

~~PHYS 636 GRAD 013410 1 9/1/1974 Nuclear&Elem Particle Phys~~

~~PHYS 601 GRAD 013401 1 2/1/1975 Intro Math Physics~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

5) Please give a justification for the change:

While we haven't offered these courses for quite some time, we would like to have a chance to offer them in the future shall the enrollment situation changes.

9. PHYSICS

i. Program change - Course withdrawal

1) Please specify the type of change you are requesting (check all that apply):

Change in course number: []

Change in course title: []

Change in course hours: []

Change in course credits: []

Change in course prerequisite or corequisite: []

Change in course description: []

Course withdrawal: [x]

Course reserved: []

2) Please give HEGIS number of known to you: N/A

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated:

The following courses shall be **REMOVED** from College's inventory of classes (in the Bulletin and in CUNYfirst):

PHYS	773	GRAD	013442	†	9/1/1976	Graduate Physics Laboratory
PHYS	750	GRAD	013437	†	9/1/1975	Plasma Physics
PHYS	749	GRAD	013436	†	1/1/1901	Relativ/Gravitation
PHYS	748	GRAD	013435	†	1/1/1901	Relativ/Gravitation
PHYS	745	GRAD	013434	†	2/1/1975	Solid State Physics
PHYS	741	GRAD	013433	†	2/1/1975	Statistical Mechanics
PHYS	736	GRAD	013432	†	9/1/1976	Partiele Physics
PHYS	735	GRAD	013431	†	9/1/1974	Nuclear Physics
PHYS	734	GRAD	013430	†	9/1/1976	Introduction to Relativity
PHYS	731	GRAD	013429	†	1/1/1901	X-ray Diffraction
PHYS	726	GRAD	013427	†	2/1/1975	Quantum Mechanics
PHYS	725	GRAD	013426	†	9/1/1974	Quantum Mechanics
PHYS	716	GRAD	013425	†	9/1/1974	Electromagnetic Theory.
PHYS	715	GRAD	013424	†	2/1/1975	Electromagnetic Theory
PHYS	711	GRAD	013423	†	9/1/1974	Analytical Dynamics
PHYS	702	GRAD	013422	†	2/1/1975	Math Methods Physics
PHYS	701	GRAD	013421	†	9/1/1974	Math Methods Physics

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

5) Please give a justification for the change:

These courses haven't been offered for a long time, and we do not expect to offer them in the foreseeable future.

10. SCHOOL OF INFORMATION STUDIES (SIS)

j. Minor change – Change in title and course description

1) Please note the type of change being requested (check all that apply):

Change in course number: []

Change in course title: [X]

Change in course hours: []

Change in course credits: []

Change in course prerequisite or corequisite: []

Change in course description: [X]

Course withdrawal: []

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

~~INFO 7010 Independent Study. 3 hr.; 3 cr. Prereq. LBSCI 700, 701, 702, 703. This course provides students with an opportunity to conduct an independent project. This course may be undertaken as a practice-based project, or as a research project building on research design conducted in LBSCI 709. Students may take this course twice provided the topic is not the same.~~

3) Please list the course as you wish it to read in the Graduate Bulletin, with number, hours, credits, *etc.* Eliminate whatever was crossed out above, and underline new material you are substituting or adding.

INFO 7010 Capstone. 3 hr.; 3 cr. Prereq. INFO 7000, 7001, 7002, 7003. This course provides students with an opportunity to conduct a capstone project. This course may be undertaken as a research project or a practice-based project.

4) Please give a justification for the change.

The new course title and description more accurately reflects the course's function in our curriculum.

5) For a change in course description only, please provide an updated syllabus.

11. SCHOOL OF INFORMATION STUDIES (SIS)

k. Program change – Change in requirements for degree/certificate

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: [X]

2) Please give **HEGIS number** of known to you: **1601**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated:

Basic Core Sequence

The basic sequence consists of five courses required of all students, regardless of program. All entering students are expected to complete the following four core courses at the start of their studies:

~~LBSCI 700 The Technology of Information~~
~~LBSCI 701 Fundamentals of Library and Information Science~~
~~LBSCI 702 Information Sources and Service: General~~
~~LBSCI 703 Introduction to Organization of Information~~

In addition to the four courses listed above, after completing at least **21 credits**, ~~all students must complete this fifth required course, LBSCI 709, which includes a research project. The student's project report must give evidence of ability to integrate knowledge obtained from the individual courses constituting the MLS program. Satisfactory completion of a research project is mandated by the New York State Department of Education for receipt of the MLS degree.~~

Research Project

~~LBSCI 709. Research in Library and Information Studies Students who have previously completed a master's thesis may apply to fulfil this requirement by completing LBSCI 791: Independent Study. Students who believe they are eligible to take LBSCI 791 should consult the Director of Admissions of the School to obtain approval at the outset of their program.~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

Basic Core Sequence

The basic sequence consists of five courses required of all students, regardless of program. All entering students are expected to complete the following four core courses at the start of their studies:

INFO 7000 Fundamentals of Library and Information Science
INFO 7001 Technology of Information
INFO 7002 Information Sources and Services: General
INFO 7003 Information Organization

In addition to the four courses listed above, satisfactory completion of a capstone project is mandated by the New York State Department of Education for receipt of the MLS degree. After completing at least 21 credits, all students must complete this fifth required course, INFO 7010 Capstone. In this course, students will complete a project that gives evidence of their ability to integrate knowledge obtained from the individual courses constituting the MLS program. As set out in the approved syllabus for INFO 7010, student projects may be research projects or applied projects. Students should consult their advisor about their capstone projects ahead of enrolling in INFO 7010. Note that prior to Spring 2028, INFO 7009 and LBSCI 709 were recognized capstone classes for the MLS.

5) Please give a justification for the change:

*This change replaces **INFO 7009** Research in Library and Information Studies with INFO 7010 Capstone, for the following reasons:*

- *Students whose career goals do not require research training do not benefit from INFO 7009*
- *INFO 7010 allows students to develop meaningful projects in research and applied tracks*
- *INFO 7010 better fulfills State expectations about capstone experiences for Masters students than INFO 7009 does: INFO 7009 is a research methods class that does not result in a fully formed project.*

This change also reflects recent changes in course numbers and titles in the School of Information Studies, previously approved by the GCC.

12. SEYS

I. Request for a New Course

Course number and title: **SEYS 553: Human Development and Learning in Early Childhood Through Adolescence**

Hours and credits: 3 hours per week; 3 credit hours

Prerequisites or corequisites: None

Description (as it should read in the Graduate Bulletin.)

This course examines human development and learning from early childhood through adolescence. Students learn developmental and learning theories, research findings, and classroom applications to better understand, support, and teach students in preschool through high school settings. Participants explore cognitive, linguistic, social, and motivational dimensions of development and learning, with attention to both typical and atypical trajectories. Emphasis is placed on understanding how hereditary, cultural, linguistic, and contextual factors shape students' learning and development. Students consider implications of development and learning for designing instruction, selecting educational resources, and creating positive classroom environments that foster equitable participation, prosocial development, and learning.

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.)

The course is designed to meet New York States Education Department's educational psychology requirement for initial certification programs that span pre-K through 12th grade. Students in preK-12th grade certification programs require coursework in human development and learning related to preschool through high school. Currently, students in initial certification programs that span preK-12th grade must take two courses—EECE 711 ("Ecological Perspectives on Development: The Childhood Years") and SEYS 552 ("Educational Psychology"). These courses address similar content with a focus on different development stages (birth through middle childhood and late childhood through high school, respectively). The proposed new course provides a single course to meet this requirement. Creating a single course that spans early childhood to adolescence development and learning makes our programs more competitive and reduces redundant course requirements.

Projected Enrollment: 30 students annually

Projected Frequency: Once annually

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how instructors and students will interact on-line. N/A

The course will be offered in an in-person format.

Graduate courses for 3 credits typically meet 3 hours per week; the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr./3 credits, please give a detailed rationale explaining why this format is appropriate: N/A

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale: *No additional costs are required.*

B. ITEMS FOR CEP/CAP

1. ECP

a. Request for a New Program

Master of Arts in Teaching Students with Disabilities-All Grades, 33 - Credit
(leading to initial/professional teacher certification SWD in New York State)

1) Please give HEGIS number if known to you: **0808.00**

2) Please indicate the precise location where the new requirements should appear in the Graduate Bulletin:

All page numbers are based on the **2024-2025 Queens College Graduate Catalog** (<https://coursedog-static-public.s3.us-east-2.amazonaws.com/qns01/Graduate%20Catalog.pdf>) for these changes.

- **Item 1: Adding** the requirements for this proposed program to page 195, first row
- **Item 2: Adding** four new courses to page 218, prior to the description of ECPSE 550 Foundations of Special Education
- **Item 3: Changes** in the title and description of ECPSE 700: Foundations of Special Education to page 220

3) Please state the requirements as you wish them to read and underline new material you are substituting:

Item 1: Add the Requirements for the MAT Program in Special Education

Admission Requirements for MAT Program in Special Education – All Grades

1. Applicants to the graduate program in MAT in Special Education – All Grades must:

- Hold a bachelor's degree with a major, concentration or equivalent in a liberal art or science.
 - Have an overall grade-point average (GPA) of 3.0 or better from their undergraduate studies.
 - Write a well-organized, well-conceptualized essay that clearly communicates their reasons for pursuing a degree in special education. The essay should describe the nature of current or past experiences with people with disabilities.
 - Provide three letters of recommendation from professional sources, including one letter from a prior professor and two letters from employers or professional colleagues. The letters must demonstrate the applicant's abilities, qualities, and potential as a graduate candidate in special education.
 - Participate in an interview for admissions.
 - Submit a completed **prerequisite worksheet***
2. Additionally, applicants for the MAT program must have taken at least 30 semester hours in one or more liberal arts and science subjects, with a minimum of 6 credits in each of the following core content prerequisite courses:
- English Language Arts: Successful completion (i.e., a grade of C or better in each course) of 2 English courses (6 credits), one of these must be a course in English Composition.
 - Social Sciences: Successful completion (i.e., a grade of C or better in each course) of 2 Social Sciences courses (6 credits).
 - Math: Successful completion (i.e., a grade of C or better in each course) of 2 mathematics courses (6 credits). Must include college algebra, geometry, or comparable courses. Up to 3 credits of statistics can count toward the math prerequisite.
 - Science: Successful completion (i.e., a grade of C or better in each course) of 2 science courses (6 credits). Science courses should be in areas of the natural or physical sciences such as biology, chemistry, astronomy, physics or other comparable courses.
3. Applicants can provisionally enter the program with a maximum of 2 unresolved prerequisite course deficiencies. Applicants with 1 or 2 course deficiencies in the liberal arts and science content core courses must complete the missing prerequisites within the first 18 credits of the program either by completing the appropriate coursework or passing the appropriate College-Level Examination Program® (CLEP) exams.

Maintenance and Graduation Requirements

1. Once admitted, all candidates are expected to demonstrate professional behaviors and dispositions that are consistent with (a) the Core Values of the School of Education at Queens College of "promoting Equity, Excellence, and Ethics in urban schools and communities;" and (b) the code of ethics for special education professionals, as adopted by the Delegate Assembly of the Council for Exceptional Children (2010). <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
2. Additionally, candidates must:
 - Maintain a 3.0 GPA and demonstrate professional dispositions and behavior to remain matriculated and to graduate.

- Meet with an advisor if they get a course grade lower than B- or if they demonstrate questionable professional dispositions or behavior. A candidate and his/her advisor will then plan to determine (a) how to rectify any academic or behavioral deficiencies, and (b) the conditions for continuing in the program.
- Maintain a 3.0 GPA overall and have **an approved Student Teaching Central Application** to register for ECPSE 530: Student Teaching in Special Education.
- Receive a grade of B- or better in ECPSE 530: Student Teaching in Special Education. Candidates must re-take this course if they receive below B- in ECPSE 530: Student Teaching in Special Education.
- Purchase and maintain an electronic portfolio (Anthology) account for the time it takes to complete the MAT program.

3. As per Queens College graduate student governance policy, a matriculated graduate student who is dismissed must remain out of the College for at least one semester. To return, the student must file a formal application for re-entry and pay a non-refundable re-entry fee by the appropriate deadline. The student must also petition the Office of Graduate Studies for permission to re-enter. Requests for re-entry will be reviewed on an individual basis.

4. As per Queens College graduate student governance policy, all graduate students must complete their study within five years after entering the program. If a student needs to take a leave due to unforeseen circumstances, they must discuss their intent and plan for completing the program within five years with their advisor. A faculty review is required for a candidate to return to the program and resume studying following a leave or a break in the continuity of study. Such reviews could result in requiring candidates to retake courses or other requirements to ensure competencies are maintained. Graduate students must follow all college policies in regard to reentry into a program. Please refer to policies in this Bulletin regarding reentry procedures.

Graduation requirements include candidates' successful completion of all required courses and all four required New York State workshops, including Child Abuse Identification, School Violence Intervention and Prevention, Autism (ECPSE 722), and Dignity for All Students Act. Students must complete the [required workshops](#) with the NYS approved providers.

College Recommendation for Teacher Certification

Candidates who meet requirements for graduation, including the required courses and all four required New York State workshops will be recommended to the New York State Education Department by the Queens College Office of Teacher Certification.

Required Courses for the MAT Program in Special Education - All Grades

Complete all of the following courses:

<u>MAT Program in Special Education – All Grades</u>	<u>Credits</u>
<u>Foundations Courses</u>	<u>9</u>

<u>SEYS 553: Human Development and Learning in Early Childhood Through Adolescence</u>	<u>3</u>
<u>EECE 520: Language Development and Emergent Literacy</u>	<u>3</u>
<u>ECPSE 700: Foundations of General and Special Education</u>	<u>3</u>
<u>Methods Courses</u>	<u>18</u>
<u>ECPSE 705: Introduction to Assessment in Special Education</u>	<u>3</u>
<u>ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education</u>	<u>3</u>
<u>ECPSE 716: Curriculum and Instruction in Inclusive Education</u>	<u>3</u>
<u>ECPSE 718: Mathematics Instruction for Students with Disabilities</u>	<u>3</u>
<u>ECPSE 720: Instructional Strategies for Students with Severe and Multiple Disabilities</u>	<u>3</u>
<u>ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports</u>	<u>3</u>
<u>Fieldwork and Supervised Clinical Experience Courses</u>	<u>6</u>
<u>ECPSE 510: Fieldwork Seminar in Collaboration and Special Education</u>	<u>1</u>
<u>ECPSE 520: Fieldwork in the Science of Reading in Special Education</u>	<u>1</u>
<u>ECPSE 521: Fieldwork in Mathematics for Students with Disabilities</u>	<u>1</u>
<u>ECPSE 530 -Student Teaching in Special Education</u>	<u>3</u>
<u>Total Credits</u>	<u>33</u>

Item 2: Add four new courses to page 218, prior to the description of ECPSE 550: Foundations of Special Education

1. Add ECPSE 510: Fieldwork Seminar in Collaboration and Special Education

ECPSE 510. Fieldwork Seminar in Collaboration and Special Education. This 1-credit field-based course provides candidates in the Master of Arts Teaching (MAT) Special Education Program with an introduction to the teaching profession and the ways in which collaboration is central to designing and implementing welcoming, effective and meaningful learning environments that integrate social/emotional/behavioral and academic learning to ensure students' well-being and academic growth. Designed to develop candidates' understanding of the varying roles of special education across general education, special education, and community-based settings, candidates participate in clinical experiences across the PreK-12 grades in a variety of settings serving students with a range of disabilities. This course provides opportunities for candidates to experience firsthand and discuss how special education teachers' use collaboration skills to design the learning environment, engage in instructional planning, and support learning and social-emotional growth for PreK-12 students with disabilities. This course will maximize candidates' understanding that a special educator's role is to promote and ensure access to the general education curriculum regardless of setting. This course includes 10 hours of fieldwork with students with disabilities, 5 hours in PreK-6 and 5 hours in 7-12. 1 credit. Corequisite: *ECPSE 700: Foundations of General and Special Education*

2. Add ECPSE 520: Fieldwork in the Science of Reading in Special Education

3. This course will directly follow and build upon the foundational assessment, instructional planning and pilot lesson implementation conducted in the fieldwork of ECPSE 707: Language, Literacy and Assessment: Principles and Practices in PreK-12 Education. Specifically, candidates will refine and implement Tier 2 small group literacy instruction using evidence-based practices learned in the literacy course. As a precursor to the culminating experience in student teaching, this course will provide candidates with an opportunity to practice components of the Queens College Teacher Portfolio Assessment (QCTPA) and receive concrete feedback on their instructional implementation focusing on critical aspects of their teaching practice such as behavior management, engagement, pacing, timing, providing effective feedback, monitoring student performance, formative assessment and lesson refinement. The lesson observation and feedback will provide candidates with an opportunity to reflect on their strengths and challenges in both instructional design and instructional implementation. This course requires 10 hours of fieldwork with students with disabilities in either PreK-6 or 7-12. Corequisite: ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education, 1 credit

3. **Add ECPSE 521: Fieldwork in Mathematics for Students with Disabilities**

This course will directly follow and build upon the foundational assessment, instructional planning and pilot lesson implementation conducted in the fieldwork of ECPSE 718: Mathematics Instruction for Students with Disabilities. Specifically, candidates will refine and implement Tier 2 small group mathematics instruction using evidence-based practices learned in the mathematics method course. As a precursor to the culminating experience in student teaching, this course will provide candidates with an opportunity to practice components of the Queens College Teacher Portfolio Assessment (QCTPA) and receive concrete feedback on their instructional implementation focusing on critical aspects of their teaching practice such as behavior management, engagement, pacing, timing, providing effective feedback, monitoring student performance, formative assessment and lesson refinement. The lesson observation and feedback will provide candidates with an opportunity to reflect on their strengths and challenges in both instructional design and instructional implementation. This course requires 10 hours of fieldwork with students with disabilities in either PreK-6 or 7-12. 1 credit. Corequisite: ECPSE 718: Mathematics Instruction for Students with Disabilities

4. **Add ECPSE 530: Student Teaching in Special Education**

This culminating student teaching course provides candidates with sustained and meaningful opportunities to practice as a special education teacher in the field, build relationships with children and youth in the classroom or other professional contexts, learn from a supportive mentor, engage in active inquiry into the practice of teaching, and develop an identity as a professional in the field. Candidates will complete 70 days of student teaching, 35 days in PreK-6 classrooms and 35 days in 7-12 classrooms and must successfully complete the Queens College Teacher Portfolio Assessment (QCTPA). Candidates will be provided with individualized supervision and regularly scheduled group seminars focused on educating students with disabilities. The course will guide each candidate to explore differentiation using evidence-based strategy and data-based instructional decision-making to ensure access and progress of students with disabilities within the context of a hands-on internship experience. 3 credits. Pre-requisites: ECPSE 520: Fieldwork in the Science of Reading in Special Education; ECPSE 521: Fieldwork in Mathematics for Students with Disabilities; Being approved to Student Teach through the Student Teaching Application

Item 3: Revise the title and course description of ECPSE 700 on page 220.

- a. **Remove** strike through words:

ECPSE 700 - Foundations of Special Education

~~Description Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.~~

b. *Replace* with underlined words

ECPSE 700. Foundations of General and Special Education.

This course explores the philosophical, historical, and legal underpinnings of general and special education as well as current trends in moving toward culturally responsive and inclusive education for all learners in PreK-12. Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and creating access to the general education curriculum for all learners. The historical and sociological treatment of marginalized students including students with disabilities and students from culturally and linguistically diverse backgrounds. In addition, special education law and programs, advocacy, and collaboration, and building classroom communities that support the full diversity of learners are also addressed. This course includes 10 hours of fieldwork with students with disabilities, 5 hours in PreK-6 and 5 hours in 7-12. 3 credits.

4) Please give justification:

In September 2022 (9/28/2022), the New York State Board of Regents voted to establish the Teaching Students with Disabilities (All Grades) certification. The new certificate permits individuals to teach students with disabilities in pre-Kindergarten through grade 12 in New York State public schools.

In tandem with the Board of Regents establishment of the new All Grades teaching SWD certification, NYSED stated:

*The Department will no longer register programs leading to the current SWD (Grades 1-6) and SWD (Grades 7-12) certifications on or after October 1, 2022. **For institutions that have existing SWD (Grades 1-6) and SWD (Grades 7-12) programs, the programs will be discontinued on or after September 1, 2029.** ... [And,] New York State institutions of higher education can apply to register SWD (All Grades) programs beginning September 28, 2022.*
<https://www.highered.nysed.gov/tcert/certificate/swd-allgrades-faqs.html>

In response to the SWD certification changes by NYSED, ECP is phasing out its current MAT program in Childhood Education and Special Education (1-6). This new Teaching SWD-All Grades 33-credit MAT program will replace the MAT program in Childhood Education and Special Education (1-6) and is designed to recruit applicants who did not major in education during their undergraduate studies but want to pursue their professional career in special education. Because the new NYS certification in special education is in all grades, it did not seem appropriate to continue a dual certification program in only the childhood education grade band. These new requirements provided the opportunity to reimagine our existing MAT program to focus solely on the delivery of evidence-based instructional design and implementation across the age bands, classification of disability and disability severity. Additionally, we have designed this program with a strong focus on applied learning with many

structured field-based experiences and opportunities for candidates to have varied experiences in PreK-12 settings that serve students with disabilities.

The Teaching Students with Disabilities (All Grades) certificate programs in NYS must ensure that candidates meet the requirements for: 1) 24 semester hours of content core requirements including six semester hours of study in science, social studies, English Language Arts, and Mathematics; 2) 18 semester hours of general pedagogical core requirements including foundations of education, human development and learning, teaching literacy skills, teaching literacy skills methods, curriculum, instruction, and assessment, and foundations of special education; and 3) program-specific pedagogical core requirements (<https://www.nysed.gov/college-university-evaluation/students-disabilities-all-grades>). In order to meet these requirements, ECP submits a proposal to offer this 33-credit MAT program in Teaching Students with Disabilities (All Grades), including three foundations courses, six methods level courses, and four new practicum courses. This new MAT program application includes requests for four new courses, including ECPSE 510, ECPSE 520, ECPSE 521, and ECPSE 530 and a request for minor change in ECPSE 700. Table 1 shows the 13 courses included in the program and their pre-requisite courses.

Table 1. Courses included in the MAT program in Teaching Students with Disabilities: All Grades

Courses	Credits	Notes
Foundations Courses		
SEYS 553: Human Development and Learning in Early Childhood Through Adolescence	3	Pending GCC's approval (Submitted by SEYS DCC)
EECE 520: Language Development and Emergent Literacy	3	
ECPSE 700: Foundations of <u>General and Special Education</u>	3	A minor change request included in this application
Methods Courses		
ECPSE 705: Introduction to Assessment in Special Education	3	
ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education	3	
ECPSE 716: Curriculum and Instruction in Inclusive Education	3	
ECPSE 718: Mathematics Instruction for Students with Disabilities	3	
ECPSE 720: Instructional Strategies for Students with Severe and Multiple Disabilities	3	
ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports	3	
Fieldwork and Practicum Courses		
ECPSE 510: Fieldwork Seminar in Collaboration and Special Education	1	A request for new course included in this application
ECPSE 520: Fieldwork in the Science of Reading in Special Education	1	A request for new course included in this application

ECPSE 521: Fieldwork in Mathematics for Students with Disabilities	1	A request for new course included in this application
ECPSE 530: Student Teaching in Special Education	3	A request for new course included in this application
Total Credits	33	

Additionally, Table 2 is provided to show how this proposed MAT Special Education program addresses these NYS requirements for Teaching Students with Disabilities (All Grades) certificate programs.

Requirements	Descriptions	Proposed MAT program in Teaching Students with Disabilities at Queens College
Content Core Requirements	24 semester hours of content core requirements including six semester hours of study in science, social studies, English Language Arts, and Mathematics	Admission criteria – Candidates complete pre-requisite skill worksheet to prove that they have taken the courses.
General Pedagogical Core Requirements	Foundation of Education	ECPSE 700: Foundations of General and Special Education
	Human Development and Learning	SEYS 553: Human Development and Learning in Early Childhood Through Adolescence
	Teaching Literacy Skills	EECE 520: Language Development and Emergent Literacy
	Teaching Literacy Skills Method	ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education
	Curriculum, Instruction, and Assessment	ECPSE 716: Curriculum and Instruction in Inclusive Education ECPSE 718: Mathematics Instruction for Students with Disabilities
	Foundations of Special Education in an inclusive setting	ECPSE 700: Foundations of <u>General and Special Education</u>
Program-Specific Pedagogical Core Requirements	Historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;	ECPSE 700: Foundations of <u>General and Special Education</u>
	Characteristics of learners with disabilities	ECPSE 705: Introduction to Assessment in Special Education
	Managing behavior of students with disabilities and promoting development of positive social interaction skills;	ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports
	Participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships	ECPSE 510: Fieldwork Seminar in Collaboration and Special Education

		ECPSE 705: Introduction to Assessment in Special Education ECPSE 716: Curriculum and Instruction in Inclusive Education
Assessment, diagnosis, and evaluation of students with disabilities		ECPSE 705: Introduction to Assessment in Special Education ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports
Curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics		ECPSE 716: Curriculum and Instruction in Inclusive Education ECPSE 707: Language, Literacy, and Assessment: Principles & Practices in Special Education ECPSE 718: Teaching Mathematics to Students with Disabilities ECPSE 520: Fieldwork in the Science of Reading in Special Education ECPSE 521: Fieldwork in Mathematics for Students with Disabilities
At least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means		ECPSE 716: Curriculum and Instruction in Inclusive Education ECPSE 707: Language, Literacy, and Assessment: Principles & Practices in Special Education ECPSE 520: Fieldwork in the Science of Reading in Special Education
Use of assistive and instructional technology in the teaching of and learning by students with disabilities		All courses
Understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans;		ECPSE 720 Strategies for Students with Severe and Multiple Disabilities ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports

	collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, state agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families	
	Planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings	ECPSE 716: Curriculum and Instruction in Inclusive Education ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports
	Study in the process of growth and development in early childhood, childhood, middle childhood, and adolescence and how to provide learning experience and conduct assessments reflecting understanding of those processes	SEYS 553: Human Development and Learning in Early Childhood Through Adolescence
	A focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities;	ECPSE 720 Instructional Strategies for Students with Severe and Multiple Disabilities ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports ECPSE 707: Language, Literacy, and Assessment: Principles & Practices in Special Education ECPSE 716: Curriculum and Instruction in Inclusive Education ECPSE 718: Teaching Mathematics to Students with Disabilities
	A focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities who are culturally and linguistically diverse	Teaching students with disabilities who are culturally and linguistically diverse will be embedded into all of the program courses.
	Clinical Experience: The combination of clinical experiences must:	See the section below *

	• meet or exceed the specific requirements for the Students with Disabilities (All Grades) certificate and, • address the full range of student developmental levels, Pre-kindergarten through grade 6 and grades 7-12	
	At least 100 clock hours of field experiences related to coursework prior to student teaching or practica, provided that at least 15 of the 100 clock hours of field experiences shall include a focus on understanding the needs of students with disabilities.	See the section below *
	A college supervised student teaching or practicum experience of at least 70 school days, or its equivalent, in a student with disabilities education setting, and in alignment with the daily schedule and annual calendar of that educational setting; provided that candidates pursuing more than one certificate title may complete placements of at least 35 school days for each certificate title	See the section below*

****Fieldwork Intention and Structure for MAT in Teaching SWD All Grades***

Clinical experiences in the MAT in Teaching SWD All Grades has been developed to align with the School of Education's integrated model of clinical experiences gradual release of responsibility modes which progresses from initial exploration of schools and community-based experiences that support students with disabilities to supervised teaching in which candidates will be supervised to apply evidence-based practices in reading and math instruction to their culminating experience in student teaching. This model aligns particularly well with the MAT in Teaching with SWD All Grades because candidates are required to experience the full spectrum of grade levels, disabilities and settings supporting SWD.

Community-Based Experiences: Initial Exploration: *The candidates may enter this program with no background in education or disability so, in their initial courses, candidates will rotate through a series of experiences that support students in both grade bands (PreK-6 and 7-12) as well as settings (resource room, ICT, self-contained, after school, recreational programs, community-based settings). These experiences will provide candidates with the opportunity to explore and choose their primary and secondary interest in both grade bands (PreK-6, 7-12) and setting (resource room, ICT, self-contained) for the evidence-based supervised teaching and culminating student teaching. This initial fieldwork will ensure that candidates will have experience with SWD for 20 hours in both PreK-6 and 7-12 settings and grade bands.*

Evidence-Based Clinical Practice in the Science of Reading, Mathematics, and Current and Instruction in the Content Areas (English Language Arts, Science & Social Studies): The evidence-based clinical practices are divided into two components. The first component consists of coursework and related fieldwork in evidence and data-based instructional design and implementation to ensure impact on learning for students with disabilities in reading, math, English language arts, social studies, science, behavior, communication and skills of daily living.

In the second component of evidence-based clinical practices, candidates will participate in fieldwork in both reading and math in their preferred grade band. In the fieldwork courses, with supervision, candidates will design and implement data and evidence-based small group and individualized instruction in reading and math. The fieldwork experience will also address generalized teaching skills such as pacing, behavior management, and using consistent routines. This will ensure that all candidates have sufficient applied experience in designing and implementing evidence-based instructions to students in PreK-12 grade bands.

Culminating Experience: Student Teaching: Candidates will complete 70 days of student teaching in both PreK – 6 and 7-12 setting, 35 days in each age band. Candidates will engage in the full range of teaching experiences including creating whole class universally designed and differentiated instruction, small group instruction and specially-designed individualized intervention in both age bands.

Initial Courses and Fieldwork Experiences	Number of Fieldwork Hours	Grade Bands
EECE 520: Language Development and Emergent Literacy	7	PreK -2nd
SEYS 553: Human Development and Learning in Early Childhood Through Adolescence	20	PreK-12
ECPSE 700: Foundations of General and Special Education	10	5 hours in PreK-6 5 hours in 7-12
ECPSE 510: Fieldwork Seminar in Collaboration and Special Education	10	5 hours in PreK-6 5 hours in 7-12
ECPSE 705: Introduction to Assessment in Special Education	10	5 hours PreK-6 5 hours 7-12
ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports	10	5 hours in PreK-6 5 hours in 7-12

Evidence-Based Clinical Practice	Number of Clinical Practice Hours	Grade Bands
ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education	10	5 hours PreK-6 5 hours 7-12
ECPSE 716: Curriculum and Instruction in Inclusive Education	10	5 hours PreK-6 5 hours 7-12
ECPSE 718: Mathematics Instruction for Students with Disabilities	10	5 hours PreK-6 5 hours 7-12
ECPSE 720: Instructional Strategies for Students with Severe and Multiple Disabilities	10	5 hours PreK-6 5 hours 7-12
ECPSE 520: Fieldwork in the Science of Reading in Special Education	10	Candidates choose with PreK-6 or 7-12 for this course.
ECPSE 521: Fieldwork in Mathematics for Students with Disabilities	10	

Culminating Clinical Practice: Student Teaching	Fieldwork Requirement	Grade Band
ECPSE 530: Student Teaching in Special Education	70 days	35 days in PreK- 6 35 days in 7-12

The MAT program in teaching SWD-All Grades can be completed in two years, including two regular academic years and one summer session. Candidates in the MAT program in Special Education will be admitted through fall admissions every year. Following is the scope and sequence for the MAT program in more detail.

MAT in Teaching SWD-All Grades Scope and Sequence

MAT PROGRAM IN TEACHING SWD-ALL GRADES (Two Year 33 -Credit)			
Fall 1		Spring 1	
Course Number & Title	Credits	Course Number & Title	Credits
ECPSE 700: Foundations of <u>General and Special Education</u>	3	ECPSE 705: Introduction to Assessment in Special Education	3
ECPSE 510: Fieldwork Seminar in Collaboration and Special Education	1	ECPSE 707: Language, Literacy and Assessment: Principles & Practices in PreK-12 Education	3
SEYS 553: Human Development and Learning in Early Childhood Through Adolescence	3	ECPSE 520: Fieldwork in the Science of Reading in Special Education	1
EECE 520: Language Development and Emergent Literacy	3	ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports	3
		<i>NYS Workshop</i> Autism Workshop (Covered in ECPSE 722)	
		<i>NYS Workshop</i> School Violence Intervention and Prevention	
Semester Total Credits	10		10
Summer 1 (June)			
ECPSE 716: Curriculum and Instruction in Inclusive Education	3		
<i>NYS Workshop</i> Child Abuse Identification			
<i>NYS Workshop</i> Dignity for All Students Act			
Semester Total Credits	3		
Fall 2		Spring 2	
Course Number & Title	Credits	Course Number & Title	Credits
ECPSE 718: Mathematics Instruction for Students with Disabilities	3	ECPSE 530: Student Teaching in Special Education	3
ECPSE 521: Fieldwork in Mathematics for Students with Disabilities	1		

ECPSE 720: Instructional Strategies for Students with Severe and Multiple Disabilities	3		
Semester Total Credits	7	Semester Total Credits	3
Program Total Credits			33

All supplementary materials to this application appear in Appendices A through E, which follow.

2. ECP

b. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0826.02**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Educational & Community Programs would like to discontinue the following program – School Psychologist Advanced Certificate {Program Code – 12900}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Educational & Community Programs would like to discontinue the following program – School Psychologist Advanced Certificate {Program Code - 12900}

5) Please give a justification for the change: *The program is no longer accepting new students.*

3. ECP

c. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0899.50**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Educational & Community Programs would like to discontinue the following program – Alt Cert: Childhood/Special Education Generalist Trans B MAT {Program Code – 32461}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Educational & Community Programs would like to discontinue the following program – Alt Cert: Childhood/Special Education Generalist Trans B MAT {Program Code - 32461}

5) Please give a justification for the change: *The program is no longer accepting new students.*

4. ECP

d. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0899.50**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Educational & Community Programs would like to discontinue the following program – Alt Cert: Adolescent/Special Education Generalist Trans B MAT {Program Code – 32462}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Educational & Community Programs would like to discontinue the following program – Alt Cert: Adolescent/Special Education Generalist Trans B MAT {Program Code - 32462}

5) Please give a justification for the change: *The program is no longer accepting new students.*

5. EECE

e. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0823.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Elementary & Early Childhood Education would like to discontinue the following program – Early Childhood Education Advanced Certificate {Program Code – 26435}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Early Childhood Education Advanced Certificate {Program Code – 26435}

5) Please give a justification for the change: *The program is no longer accepting new students.*

6. EECE

f. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0802.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education, Grades 1-6 Advanced Certificate {Program Code – 26437}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education, Grades 1-6 Advanced Certificate {Program Code – 26437}

5) Please give a justification for the change: *The program is no longer accepting new students.*

7. EECE

g. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0823.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Elementary & Early Childhood Education would like to discontinue the following program – Early Childhood MSED {Program Code –26438}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Early Childhood MSED {Program Code - 26438}

5) Please give a justification for the change: *The program is no longer accepting new students.*

8. EECE

h. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0802.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education MSED {Program Code –26439}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education MSED {Program Code - 26439}

5) Please give a justification for the change: *The program is no longer accepting new students.*

9. EECE

i. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0899.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education/Bilingual Extension MSED {Program Code – 26440}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education/Bilingual Extension MSED {**Program Code - 26440**}

5) Please give a justification for the change: *The program is no longer accepting new students.*

10. EECE

j. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0899.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education/Bilingual Extension MAT {Program Code – 26441}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education/Bilingual Extension MAT {**Program Code - 26441**}

5) Please give a justification for the change: *The program is no longer accepting new students.*

11. EECE

k. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0823.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Elementary & Early Childhood Education would like to discontinue the following program – Additional Certification in Early Childhood Education, B-2 Advanced Certificate {Program Code – 38337}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Additional Certification in Early Childhood Education, B-2 Advanced Certificate {**Program Code - 38337**}

5) Please give a justification for the change: *The program is no longer accepting new students.*

12. EECE

l. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0802.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: ~~The Department of Elementary & Early Childhood Education would like to discontinue the following program – Additional Certification in Childhood Education, Gr 1-6 Advanced Certificate {Program Code – 38338}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Additional Certification in Childhood Education, Gr 1-6 Advanced Certificate {**Program Code - 38338**}

5) Please give a justification for the change: *The program is no longer accepting new students.*

13. SEYS

m. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **1917.01**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: The Department of Secondary Education & Youth Services would like to discontinue the following program – Earth Science Teaching Advanced Certificate **{Program Code - 28142}**

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Secondary Education & Youth Services would like to discontinue the following program – Earth Science Teaching Advanced Certificate **{Program Code - 28142}**

5) Please give a justification for the change: *The program is no longer accepting new students.*

14. SEYS

n. Program change - Discontinue Program

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: []

Discontinue Program: [X]

2) Please give HEGIS number of known to you: **0899.50**

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: The Department of Secondary Education & Youth Services would like to discontinue the following program – ~~Trans B Adolescent Ed English 7-12 MAT {Program Code – 39466}~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Secondary Education & Youth Services would like to discontinue the following program – **Trans B Adolescent Ed English 7-12 MAT {Program Code - 39466}**

5) Please give a justification for the change: *The program is no longer accepting new students.*

Draft Motion on Distribution of Queens College's Student Course Evaluation Data

March 18, 2026 DRAFT

Please send feedback to Peter.Liberman@qc.cuny.edu

Whereas the Senate Committee on Teaching Excellence and Evaluation has voted to support the following change in the distribution of open-ended student responses in teaching evaluations,

Be it resolved that the Academic Senate approves providing to instructors' department chairs and program directors, which they may share with departmental personnel and budget committees, students' written responses to the following two college-wide, open-ended course evaluation questions:

Q11. What aspects of the course enhanced your learning the most?

Q13. Is there anything else that you would like to share about this course?

In addition, when providing this data to chairs and directors, the Office of Institutional Effectiveness should remind them to regard outliers skeptically, giving more credence to comments articulated frequently within and across classes.

Justification

Student course evaluations are an important—though not the only—source of evidence on teaching effectiveness for use in performance reviews and course scheduling. Queens College's student evaluation instrument, like those of nearly every other college and university, includes both closed-ended (i.e., selected-response) and open-ended (i.e., written response) questions. [QC's new questionnaire](#), adopted in 2025 and reproduced in an appendix to this motion, includes eleven closed-ended and two open-ended questions. (In addition, there are three additional questions added for writing-intensive "W" courses, and up to three additional optional instructor-selected items from a question bank. The present resolution does not change the availability of student responses to add-on items that instructors designate as being for their own eyes only.)

Course evaluations include open-ended questions to take advantage of two unique advantages. First, open-ended questions enable students to provide information about aspects of a course or instructor that are not addressed in a necessarily limited number of closed-ended questions. For example, either of the college-wide open-ended questions (i.e., Questions 11 and 13 mentioned in the resolution) give students an opportunity to describe how their instructor excited their interest in the subject or learning, a dimension of instruction that is not covered in any of the college-wide closed-ended questions. In addition, open-ended questions enable students to clarify their numeric ratings by identifying specific valuable or problematic behaviors, assignments, or policies.

The information provided in open-ended comments, in addition to serving as valuable feedback to instructors, also could provide important evidence on teaching for use by department chairs and program directors in allocating teaching assignments, annual performance reviews, and promotions. For example, if an adjunct is frequently praised by students as motivating them to learn and succeed, or as developing their critical thinking or problem-solving skills, having this data would provide department chairs with actionable evidence very useful to scheduling and supporting excellent teaching in their department.

However, open-ended student evaluation responses are currently provided only to instructors, along with statistics on close-ended questions. Ever since the Academic Senate adopted this policy about 50 years ago, the College has provided only statistics on closed-ended responses to chairs.

Depriving department chairs, program directors, and personnel and budget committees of this valuable source of data hampers their ability to improve educational excellence and should be revised. As a supplement to other sources of evidence on teaching quality, such as course-evaluation ratings and peer observations, student written comments would help inform annual performance reviews, required performance reviews for adjuncts with multi-year status, and allocating teaching assignments. Moreover, students should be provided with a trustworthy means to anonymously communicate specific information about their courses to department chairs and program directors. Therefore, raw open-ended response data should be provided to program directors and department chairs, who may share them with their personnel and budget committees.

Of course, student open-ended responses—like course-evaluation ratings and peer observations—have limitations. Student written comments can be inaccurate and biased. However, all chairs and faculty understand—or at least should understand—that student comments about a course’s virtues and problems should be given more credence when they are repeatedly articulated, within classes and across them. To ensure appropriate use of this data, the motion calls for the Office of Institutional Effectiveness to remind chairs when distributing this data to “to regard outliers skeptically, giving more credence to comments articulated frequently within and across classes.”

Chairs and faculty also know full well that course evaluation data is only one source of evidence on effective teaching, and that it should be considered along with other sources of evidence in departmental and college evaluation of its instructors’ teaching effectiveness. However, the potential utility of open-ended course evaluation data for revealing both virtues and limitations in teaching justifies making wider and better use of it.

Appendix 1. 2025 QC college-wide course evaluation questionnaires

Questionnaire for all in-person courses

Selected response items (except as noted, response options are: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree, Don't know/Not applicable)

1. The course is organized such that it is easy to understand how topics, assignments, and activities fit together.
2. The instructor followed the course syllabus or clearly explained any changes.
3. The graded assessments (exams, papers, projects, etc.) directly reflect course topics and assignments (lectures, readings, exercises, etc.).
4. I received guidance on how to do well on graded assessments (such as course grading criteria, study guides, rubrics, etc.).
5. I received regular guidance on how to improve my performance in this course (such as comments, exam reviews, informal feedback inside/outside of class).
6. I had opportunities to be actively engaged in this class (through interactive lectures, exercises, discussions, group work, peer reviews, hands on experiences, collaborative projects or other interactive classroom activities).
7. I felt welcome in this class.
8. There are multiple open channels for communication (such as office hours, email, or discussion forums) where students can ask questions and seek help.
9. How challenging was this course for you (e.g., topics or materials, assignments, activities, etc.)? [response options: Much too difficult; A bit too difficult; About right; A bit too easy; Much too easy]
10. In an average week, how many hours per week did you spend on this course (or section), including: attending class, doing homework, attending rehearsals, doing readings, reviewing notes, writing papers, attending study groups, doing lab work (unless the lab is a separate section), and any other course related work?
 - [2 hours or less (Less than regular attendance/class engagement for a 3- or 4-credit class) -- 3-4 hours (0-1 hours outside of a 3-credit class / 0 hours outside of a 4-credit class) -- 5-6 hours (2-3 hours outside of a 3-credit class / 1-2 hours outside of a 4-credit class) -- 7-8 hours (4-5 hours outside of a 3-credit class / 3-4 hours outside of a 4-credit class) -- 9-11 hours (6-8 hours outside of a 3-credit class / 5-7 hours outside of a 4-credit class) -- 12 hours or more (9+ hours outside of a 3-credit class / 8+ hours outside of a 4-credit class)]
11. What aspects of the course enhanced your learning the most? [open-ended]
12. What aspects of the course could be improved to better support students to succeed? [select all that apply; open-ended option]
 - clarity of instructions for assignments
 - helpfulness of feedback on my work
 - time spent on clearing up points of confusion
 - accessibility of course materials
 - relevance of course materials
 - frequency of updates on my performance
 - timeliness of responses to student inquiries
 - timeliness of notices of deadlines
 - Other (please specify)
13. Is there anything else that you would like to share about this course? [open-ended]

Questionnaire for online asynchronous courses

This version substitutes questions 6 and 7 on accessibility and variety of course materials (marked with “*” below) for the questions on active learning and inclusion in the college-wide questionnaire.

Selected response items (except as noted, response options are: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree, DK/NA)

1. The course is organized such that it is easy to understand how topics, assignments, and activities fit together.
2. The instructor followed the course syllabus, or clearly explained any changes.
3. The graded assessments (exams, papers, projects, etc.) directly reflect course topics and assignments (lectures, readings, exercises, etc.)
4. I received guidance on how to do well on graded assessments (such as course grading criteria, study guides, rubrics, etc.)
5. I received regular guidance on how to improve my performance in this course (such as comments, exam reviews, informal feedback inside/outside of class).
6. Course materials are easy to find and navigate.*
7. Course materials are available in a variety of formats (e.g., lecture, text, graphics, video, etc.).*
8. There are multiple open channels for communication (such as office hours, email, or discussion forums) where students can ask questions and seek help.
9. How challenging was this course for you (e.g., topics or materials, assignments, activities, etc.)? [response options: Much too difficult; A bit too difficult; About right; A bit too easy; Much too easy]
10. In an average week, how many hours per week did you spend on this course (or section), including: attending class, doing homework, attending rehearsals, doing readings, reviewing notes, writing papers, attending study groups, doing lab work (unless the lab is a separate section), and any other course related work?
[2 hours or less (Less than regular attendance/class engagement for a 3- or 4-credit class) -- 3-4 hours (0-1 hours outside of a 3-credit class / 0 hours outside of a 4-credit class) -- 5-6 hours (2-3 hours outside of a 3-credit class / 1-2 hours outside of a 4-credit class) -- 7-8 hours (4-5 hours outside of a 3-credit class / 3-4 hours outside of a 4-credit class) -- 9-11 hours (6-8 hours outside of a 3-credit class / 5-7 hours outside of a 4-credit class) -- 12 hours or more (9+ hours outside of a 3-credit class / 8+ hours outside of a 4-credit class)]
11. What aspects of the course enhanced your learning the most? [open-ended]
12. What aspects of the course could be improved to better support students to succeed? [select all that apply; open-ended option]
 - clarity of instructions for assignments
 - helpfulness of feedback on my work
 - time spent on clearing up points of confusion
 - accessibility of course materials
 - relevance of course materials
 - frequency of updates on my performance
 - timeliness of responses to student inquiries
 - timeliness of notices of deadlines
 - Other (please specify)
13. Is there anything else that you would like to share about this course? [open-ended]

Academic Senate Meetings

Thursdays at 3:35 pm

Fall 2026

September 17, 2026

October 8, 2026

November 12, 2026

December 10, 2026

Spring 2027

February 11, 2027

March 4, 2027

April 8, 2027

May 13, 2027

*May 13, 2027

Special Meeting (3/11 Wed Schedule)

Last Meeting 2026-2027

Limited Meeting – New Senate

Executive Committee Meetings

Thursdays at 3 pm

Fall 2026

September 3, 2026

September 24, 2026

October 29, 2026

November 19, 2026

Spring 2027

January 28, 2027

February 25, 2027

March 25, 2027

May 6, 2027

FACULTY SENATE ROSTER

2025-2027

Attendance – March 12, 2026

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Accounting & Information Systems	Eric Rosano	1	11	Mark Mazzo	1	P
Anthropology	Robert Nyamushosho	1		Miki Makihara	1	9
Art	Amy Delahanty	2	25	Lawrence Waldron	2	
Biology	Karl Fath	1	16	Esther Muehlbauer	1	
Chemistry & Biochemistry	Iva Burdett	1		Cherice Evans	1	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	1	6	Xiao Li	1	
Comparative Literature	Lori Yamato	2		Clare Carroll	2	4
Computer Science	Jun Li	1		OPEN	1	
Drama, Theatre & Dance	Aniko Szucs	1		Jeff Greenberg	1	5
Earth & Environmental Sciences, School of	Jacky Bracco	2	1	William Blanford	2	
Economics	Thao Bui	1	21	Alev Yildirim	1	
Elementary and Early Childhood Education	Marcela Ossa Parra	2	22	Nancy Bradt	2	
Secondary Education and Youth Services	Stephen Farenga	1	17	Salvatore Garofalo	1	P
Educational & Community Programs	Qiong Yu	1	34	Jennifer Geskie	1	
English	Kevin Ferguson	2	14	Sawyer Kemp	2	
European Languages & Literatures	Paul Fadoul	1		Drew Jones	1	
Family, Nutrition & Exercise Sciences	Bridget McFadden	2	34	Taemin Ha	2	
Graduate School of Library & Information Studies	Jose Sanchez	2		Shuheng Wu	2	28
Hispanic Languages & Literatures	Alvaro Fernandez	2	7	Juan Caamaño	2	
History	Fidel Tavarez	1	24	Carol Giardina	1	
Library	Annie Tummino	2	23	Leila Walker	2	
Linguistics & Communication Disorders	Elizabeth Viccaro	2	26	Patricia McCaul	2	

FACULTY SENATE ROSTER

2025-2027

Attendance – March 12, 2026

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Mathematics	Moshe Adrian	2	3	Seth Lehman	2	
Media Studies	Julian Cornell	1	12	Richard Maxwell	1	
Music, Aaron Copland School of	Jeff Nichols	2	13	Emily Wilbourne	2	
Philosophy	Sari Kisilevsky	2		Anthony Malagon	2	
Physics	Euclides Lins Almeida	1		Oleg Kogan	1	
Political Science	Yoon Jin Lee	2		Alex Reichl	2	33
Psychology	Claudia Brumbaugh	1	27	Giuseppe Cataldo	1	
Sociology	Hongwei Xu	2	30	Ryan Sperry	2	
Urban Studies	Do Lee	1	19	Natalie Bump Vena	1	
<i>DIVISIONAL AT LARGE</i>						
<i>Arts & Humanities</i>	Jose Martinez-Torreon	1	15	OPEN	1	
<i>Social Sciences</i>	Larissa Swedell	1	18	Tom Plummer	1	P
<i>Education</i>	OPEN	2		OPEN	2	
<i>Mathematics & Natural Sciences</i>	Concettina Pagano	2	31	Daniel Gaztambide	2	
<i>COLLEGE-WIDE AT LARGE</i>						
	Karen Weingarten	2	29	OPEN	2	
	Peter Liberman	1	32	OPEN	1	
	David Lahti	1		OPEN	1	
	William Orchard	2	2	OPEN	2	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Monique Retzlaff	2		OPEN	2	

Queens College
of The City University of New York
ACADEMIC SENATE STUDENT MEMBERS
2025-2026

Attendance – March 12, 2026

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	At Large			
1.	Christina Wang		Rogers Jeanlouis	8
2.	Matthew Marchena			
3.	Omar Touitou-Agosto			
4.	Farid Oumorou			
5.	Hannah Girdharry			
6.	Christian Mejia			
7.	Neeraj Tamrakar			
8.	Vaughn Sewdval			
9.	Louis Cubero	20		
10.	Andrew Seudath			
	Undergraduate Upper Junior - Senior			
1.	Ryan Jaikaran			
2.	Gian Matute			
3.	Mohamed Aljahmi	10		
	Undergraduate Upper Sophomore - Lower Junior			
1.	Raag Jay Saraiya			
2.	Chateram Persaud			
3.	Alicia Chamorro			
	Undergraduate Freshman – Lower Sophomore			
1.	Areeba Haseeb			
2.	Thea Boumakis			
3.	Shohjahon Usmanov			
	SEEK			
1.	Deepak Kaushik			

ACADEMIC SENATE

2025-2026

Attendance – March 12, 2026

<u>EXOFFICIO (NON-VOTING) MEMBERS</u>	<i>Present</i>
Frank H. Wu, President	
Dennis Cohen, General Counsel	
Vacant, Chief of Staff	
Patricia Price, Provost and Senior Vice President for Academic Affairs	
Rebekah Chow, Associate Provost of Institutional Effectiveness	
Maria A. DeLongoria, Associate Provost for Academic and Faculty Affairs	
Vacant, Associate Provost for Innovation and Student Success	
Jennifer Jarvis, Vice President for Student Affairs and Enrollment Management	
Laurie Dorf, Vice President for Institutional Advancement/Alumni Relations	
Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	
Troy Hahn, Assistant Vice President, Chief Information Officer	
Joe Loughren, Assistant VP for Budget and Finance	
Jeff Rosenstock, Assistant VP for External & Governmental Relations	
John Andrejack, Executive Director of the Student Union	
Simone L. Yearwood, Dean for School of Arts and Humanities	
Kate Pechenkina, Dean for School of Social Sciences	
Daniel C. Weinstein, Dean for School of Math & Natural Sciences	
Bobbie Kabuto, Dean for School of Education	
Jomy George, Office of Registrar	
Shawn Rajkumar, President Student Association	
Simone L. Yearwood, Interim Chief Librarian	
Dave Fields, Esq., Parliamentarian	
<u>CHAIRPEOPLE OF STANDING OR COLLEGE COMMITTEES</u>	
Michelle Fraboni, Undergraduate Curriculum Committee	✓
David Lahti , Graduate Curriculum Committee	
Tina Pagano, Nominating Committee	
<u>GUESTS</u>	
<i>William Lachar</i>	
<i>Christopher HANUSA</i>	✓
<i>Mohammad Ashraf Academic Advising</i>	✓
<i>Lisa D. Clark Adjunct Faculty</i>	

*Enwood
Gibson*