

**Special Meeting of Queens College
Academic Senate**

Date: February 5, 2026

Time: 3:35 p.m.

Place: Kiely 170

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of December 11, 2025
3. Announcements, Administrative Reports, and Memorials
 - a. Guest Speaker, Assistant Vice President of Enrollment Management
Vivek Upadhyay

The Agenda for the meeting of the Academic Senate on March 12, 2026 will be prepared at the Executive Committee meeting on Thursday, February 26, 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 February 20, 2026.

4. Special Motions
5. Committee Reports
 - a. Undergraduate Curriculum Committee minutes dated December 11, 2025
 - b. Graduate Curriculum Committee minutes dated December 3, 2025
 - c. Nominating Committee Report dated February 5, 2026
 - d. Elections Committee Report dated January 14, 2026
6. Old Business
7. New Business
 - a. Queens College Classroom Recording Policy

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE

December 11, 2025

The meeting will come to order:

Chair Tom Plummer called the meeting to order at 3:42 p.m.

1. Approval of Agenda:

i. MOTION: Duly made by Chair Plummer:

“To approve the agenda by unanimous consent”

ii. MOTION: Duly made by Larissa Swedell, Senator, School At-Large – Social Sciences:

“To amend the agenda and add item 7a. New Business: University Faculty Senate petition”

iii. MOTION: Duly made by Laura Silverman, Academic Advising:

“To amend the agenda and add item 4a. Special Motions: Motion to recognize Ken Lord”

iv. MOTION: Duly made by Amy Delahanty, Senator, Art:

“To amend the agenda and add item 7b. New Business: Art Department Statement Regarding Spring Course Cancellations”

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

2. Approval of Minutes:

i. MOTION: Duly made by Chair Plummer:

“To approve the senate minutes dated November 13, 2025 by unanimous consent”

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

3. Announcements, Administrative Reports, and Memorials:

4. Special Motions:

a. Motion to Recognize Ken Lord

i. MOTION: Duly made by Laura Silverman, Academic Advising:

“To adopt the motion to recognize Ken Lord”

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

WHEREAS, it is the duty of the Academic Senate to recognize one who has given years of service as a member of the Senate. Professor Ken Lord has served the QC Senate for an

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admirable 45 years---first as an Alternate Delegate for Computer Science in 1980 and then as a Delegate in 1987; *and*,

WHEREAS, extraordinary service must be distinguished when members undertake Senate Committee leadership roles and fill those critical roles for a significant duration. Notably, Ken was elected to the Undergraduate Curriculum Committee in September 1994 and has served as holder of the Chair of the UCC from October 1994 to present for an admirable 31 years total; *and*,

WHEREAS, Professor Ken Lord of the Computer Science Department will retire from Queens College at the end of the Fall 2025 semester and today marks his final meeting with the Academic Senate; *and*,

WHEREAS, Ken's tenure as chair of the UCC was marked by strong leadership, high standards, and open communication with a community of colleagues and friends who will miss his passion and strong commitment to serving QC; *and*,

THEREFORE, be it resolved that the Academic Senate of Queens College and the membership of the Undergraduate Curriculum Committee extend their most sincere gratitude and acknowledgement to Ken Lord for his many years of dedication, and extend warm wishes for good health and success in all of his future endeavors; *and*,

BE IT FURTHER RESOLVED, that the Senate rise and express its appreciation with a round of applause.

(end of document)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

ii. MOTION: Duly made by Ken Lord, Senator, Computer Science, and Chair of the Undergraduate Curriculum Committee:

“To accept the UCC minutes dated November 13, 2025 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 11/13/2025

A. General Education

1. General Education Matters.
 - a. WGS 201W. Theories of Feminism (IS)
 - b. WGS 250. Global Feminisms (WCGI)
 - c. HIST 2020. Plagues and Pandemics: Disease, Politics, Culture, and Society (USED)
 - d. PSYCH 104. Writing in Psychology. (EC2)
 - e. GEOL 8. Oceanography (SW)

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2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
 - a. MATH 220,220W. Discrete Mathematics: An Introduction to Mathematical Reasoning
 - b. FNES 203W. Meal Planning for Therapeutic Diets
4. STEM variant courses.

1. SEES

a. New Course

ENSCI 207. Agriculture, Food and Environmental Impacts

3 cr., 3 hr. lec., Prerequisites: ENSCI 100; recommended BIOL 105 & BIOL 106.

In this seminar style course, students will gain a fundamental understanding of our food system including the science behind agriculture, its environmental & public health impacts and the social and political structures that sustains this current food production system.

b. Change in major: MAJOR IN ENVIRONMENTAL SCIENCE

To Read:

ENVIRONMENTAL SCIENCES (MAJOR CODES ENSCI-BA AND ENSCI-BS)

Environmental Sciences

The interdisciplinary BA in Environmental Science requires the courses listed below (students desiring greater depth in biology or biochemistry than is included in the ENSCI major are advised to declare a minor in biology or biochemistry):

1. ENSCI 100, 200, and the capstone ENSCI 373W; and completion of the following introductory science courses that are prerequisite for one or more of the Core Courses or Advanced Courses that follow: GEOL 101, CHEM 113.4 and 113.1, BIOL 105, MATH 151 (or equivalent), and PHYS 121.4 and 121.1.

2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 210, 216, ENSCI 207, URBST 230 or BIOL 201.

3. Two of the following 300-level Advanced Courses: GEOL 318, 342, 347, 349, 356, 363, 370, 383; ENSCI 303, 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

For the BS in Environmental Science the student must satisfy the requirements for the BA and complete

1. MATH 114 or MATH 241 or BIOL 230;

2. 12 credits from introductory Mathematics and Science courses including GEOL 102, BIOL 106, CHEM 114.4 and 114.1, MATH 152 (or equivalent) or PHYS 122.4 and 122.1 or GEOL 200;

3. one additional 200-level Core Course; and

4. two additional 300-level Advanced Courses.

c. Change in minor: MINOR IN ENVIRONMENTAL SCIENCE (MINOR CODE ENVSCI-MIN)

To Read:

The minor in Environmental Science satisfies a growing demand for environmental literacy and its scientific foundation. This minor helps students build a strong subject cluster to supplement their major and may be useful for several diverse QC majors including economics, pre-law, pre-medicine, biology, chemistry, and urban studies. Advisement for students wishing to complete a minor in Environmental Science will be provided by SEES faculty to ensure that each minor has a specific area of focus and contributes to each student's academic goals.

Required:

1. ENSCI 100. Our Planet in the 21st Century: An Introduction to the Environment. 3 lec., 3 lab.; 4 cr.

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2. ~~ENSCI 200. Earth Systems Science. 3 rec.; 3 cr. Prereq.: ENSCI 100; prereq. or coreq.: CHEM 113.4 & 113.1 (5 cr.)~~ One Core Course from the same list as provided for the major (ENSCI 200, GEOL 208, GEOL 210; GEOL 216, ENSCI 207; BIOL 201, or URBST 230)
3. Two additional elective courses from the same list as provided for the major numbered above ENSCI 200 or above GEOL 101.

The 2 elective courses above ENSCI 200 or GEOL 101 must be taken at Queens College.

2. FNES

a. New Course:

FNES 205: Food Styling and Food Photography

3 hours, 3 credits

Prerequisites: None

An in-depth exploration of visual storytelling through the medium of food photography and styling, utilizing accessible smartphone technology. Students will gain theoretical knowledge and practical skills in composition, lighting, and styling, essential for crafting compelling food imagery.

b. Change in Major Requirements – BA in Food Management Studies

To:

REQUIREMENTS FOR THE MAJOR IN FOOD MANAGEMENT STUDIES (MAJOR CODE FMS-BA)
Required (56 credits) FNES 101, 104, 105, 163, 200, 203, 204, 205, 275, 305, 371.2, and 378; CHEM 101.1 and 101.3 (or 113.1 and 113.4); ACCT 100; BALA 200, 250; BIOL 11, 44; ECON 100.

3. Psychology

a. Withdrawal of classes.

PSYCH 107. Statistical Methods

PSYCH 252. Apps Bhvior Analys Animal Trng

PSYCH 325.1.2.3. Fieldwork Personnel Psychology

PSYCH 326.1.2.3. Fldwrk Consumer Psy

PSYCH 357. Intellectual Disabilities

PSYCH 363. Sex Roles and Psychopathology

4. Economics

a. Concentration of BBA in Finance offered by the Economics Department

Proposed Change:

Removal of 4 inactive Political Science courses from set of electives (PSCI 236, 237, 243 and 253) for the BBA in Finance offered by the Economics Department.

To (Proposed new language)

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;

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b. **Proposal for removal of inactive courses from set of electives for the BBA in Actuarial Studies offered by the Economics Department**

Proposed Change:

Removal of 4 inactive Political Science courses from set of electives (PSCI 236, 237, 243 and 253) for the BBA in Actuarial Studies offered by the Economics Department.

To (Proposed new language)

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;

c. **Proposal for changing admissions requirements to the BBA majors offered by the Economics Department**

Proposed Changes:

- (1) Lower the admissions GPA requirement for the BBA program to 2.5
- (2) Increase number of transfer credits allowed to be transferred from other institutions to 27.

The BBA program has 3 majors: Actuarial Studies, International Business and Finance.

From (2024-2025 bulletin (<https://qc-undergraduate.catalog.cuny.edu/programs/INTLB-BBA>))

From (2024-2025 bulletin (<https://qc-undergraduate.catalog.cuny.edu/programs/ACTST-BBA>))

From (2024-2025 bulletin (<https://qc-undergraduate.catalog.cuny.edu/programs/FINAN-BBA>))

To (Proposed new language)

Admission to the BBA Program

Students may apply to any of the business majors upon completion of ACCT 101 and 102, and ECON 101 and 102, each with a grade of C- or better, and with an average in those courses of C+ (2.5) or better. Transfer students may apply to the business majors if they have completed the equivalent courses at their original institution and can demonstrate that they have met the grade requirement. No more than 27 transferred credits may be applied toward the requirements for the chosen concentration (business fundamentals and concentration courses). A grade of C- or better must be earned in any transferred courses.

d. **Proposal for change in course ECON 382 offered by the Department of Economics**

Proposed Change:

Change of course name for ECON 382 to “Econometrics I”

To (Proposed new language)

ECON 382 – Econometrics I

e. **Proposal for change in course ECON 387 offered by the Department of Economics**

Proposed Change:

Change of course name for ECON 387 to “Econometrics II”

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To (Proposed new language)

ECON 387 – Econometrics II

5. SEYS

a. Course withdrawn.

SEYS 216. Education and the American Myth of Success

6. FNES

a. Removal of a major.

Name	Degree	Type	NYSED Code	HEGIS Code
Family and Consumer Sciences	BA - Bachelor of Arts	Major	02759 - FNES-BA	1301.00

b. Courses withdrawn.

FNES	392	Principles of Coaching
FNES	395	Seminar in Physical Education
PHYED	13	Vt:Dance
PHYED	14	Vt:Individual Sports
PHYED	340	Kinesiology
PHYED	150	Soc/Hist Asp Sport
PHYED	252	Soc Perspect Sport
PHYED	118	Golf
FNES	25	Clothing Cons
HLTED	112A	Ind & Com Hlth Prob
HLTED	112B	Ind & Com Hlth Prob
HLTED	122A	Health Counseling
HLTED	124B	Human Sexuality
HLTED	131A	Adm Com Health Pr
HLTED	133B	Intern In Health
P ED	E131	Org & Admin Comm Health Prgms
P ED	2	Found Of P Activ
P ED	3	Int Afr Dan & Rhy
PHYED	74	Hl Pr Prim Secondary School
P ED	E76	Human Sexuality
PHYED	35	Hlth Prb Stdnt

7. Urban Studies

a. Change to a Minor: Urban Planning

To Read:

The minor in Urban Planning is designed for students who want to better understand how cities function, to learn how urban environments are shaped by planning and policy decisions, and social activism, and how to conduct

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~~urban planning related research, on urban infrastructure and processes.~~ The Urban Planning minor is ideal for students who seek to pursue careers ~~or graduate training~~ in urban planning, ~~community and tenant organizing, housing and economic development, transportation planning, or planning-related fields, the civil service and government, and nonprofit organizations.~~ Students majoring in all disciplines within the college are encouraged to enter the minor in Urban Planning.

Urban Planning minors are required to take six courses. They must complete all of the following courses:

~~URBST 101: Urban Issues: Poverty and Affluence~~

URBST 241: Introduction to Urban Planning

URBST 260: Planning and Politics

URBST 263: Introduction to Geographic Information Systems (GIS)

They must complete at least 3 of the following Courses:

HIST 285 - History of the City of New York

PSCI 209 - Special Topics in Political Science

PSCI 211 - Urban Politics

~~URBST 101: Urban Issues: Poverty and Affluence~~

~~URBST 200 – Methods in Urban Research~~

URBST 202 - Race, Ethnicity, and Immigration

URBST 206 - Global Cities

URBST 207 - Development of the American City

~~URBST 220 – Housing Policy~~

~~URBST 222 – Introduction to Urban Housing~~

URBST 224 - Changing Neighborhoods of Queens

URBST 245W - The Urban Economy

URBST 254W - Urban Transport

OR URBST 254 - Urban Transportation

URBST 256 - Land-Use Planning

~~URBST 267 – Environmental Justice~~

URBST 370 - Service Learning Practicum

URBST 371 - VT: Service Learning Project

OR URBST 371W - VT: Service Learning Project

b. Change to a Minor: Cities in Social Medicine

To Read:

Students are required to complete at least 3 of the following Courses:

URBST 103 – Urban Diversity

URBST 202 – Race, Ethnicity, and Immigration

~~URBST 213 – Urban Food Justice~~

URBST 230 – Environmental and Public Health Policy and Practice

URBST 232 – Health Policy-Making

URBST 235 – Urban Epidemics: TB to AIDS

URBST 235 – Women and Health

URBST 252 – The Changing Urban Environment

URBST 255 – VT: Special Topics in Public Health

URBST 265 – VT: Special Topics in Urban Studies

~~URBST 267: Environmental Justice~~

~~URBST 356: The Climate Crisis in Cities~~

URBST 390 – Tutorial

ANTH 225 – Medical Anthropology

SOC 227 – Sociology of Medicine

SOC 229 – The Sociology of Health and Illness

8. Psychology

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- a. Change in prerequisite.

To Read:

PSYCH 213W. Experimental Psychology
6 hr, 4 cr. Prereq.: PSYCH 101 and 1073 and 1071 and ENGL 110. Minimum grade of C is required for Psych 107 (or 1073 and 1071). In addition, students must be declared psychology or neuroscience majors, and must have completed a minimum of 60 credits, or with departmental approval.

9. Anthropology

- a. **Changes to the Anthropology Major, Pre-Professional Concentration**

From:

One ANTH synthesis/capstone course

To Read:

A third Anthropology 300-level course

- b. Changes to the Requirements for the Minor in Health & Culture

Changes to list of elective courses for the Minor:

TO READ:

Three required courses:

- ANTH 101 Introduction to Cultural Anthropology
- ANTH 102 Introduction to Human Evolution
- ANTH 260 Essentials of Biological Anthropology

Three elective courses in total, one from list A and two from list B:

List A. Choose one elective from this list:

- ANTH 205 Peoples of Mexico and Central America
- ANTH 206 Peoples of South America
- ANTH 207 Native North Americans
- ANTH 208 Peoples of South Asia
- ANTH 208W Peoples of South Asia Writing Intensive
- ANTH 210 Peoples of East Asia
- ANTH 211 Peoples of Africa
- ANTH 212 Peoples of the Middle East
- ANTH 215W Peoples of the Caribbean
- ANTH 216 Peoples of Southeast Asia
- ANTH 219 Topics in Cultural Area Studies
- ANTH 222 Sex, Gender, and Culture
- ANTH 225 Medical Anthropology
- ANTH 280 Language and Social Identity
- ANTH 309 Psychological Anthropology
- ANTH 354 Time

List B. Choose two electives from this list:

- ANTH 262 The Nonhuman Primates
- ANTH 270 Evolutionary Medicine
- ANTH 271 Human Biology
- ANTH 272 The Human Skeleton

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ANTH 275 Disease in the Past
ANTH 276 Human Growth and Development
ANTH 276W Human Growth and Development Writing Intensive
ANTH 279 Topics in Biological Anthropology
ANTH 361 Human Variation
ANTH 361W Human Variation Writing Intensive
ANTH 362 Human Paleontology
ANTH 363 Interpreting the Human Skeleton
ANTH 368 Evolution and Human Behavior
ANTH 369 Primate Behavior and Ecology

c. **Changes to the Requirements for the Minor in Human Ecology**

Changes to list of elective courses for the Minor:

TO READ:

Three required courses:

Two required Introductory courses:

Anth 102. Introduction to Human Evolution
Anth 103. Introduction to Archaeology

And one of the following Essentials courses:

Anth 201. Essentials of Cultural Anthropology
Anth 240. Essentials of Archaeology
Anth 260. Essentials of Biological Anthropology

Three electives courses from this list (only one of these may be Anth 201, 240, 260):

Anth 201. Essentials of Cultural Anthropology
Anth 240. Essentials of Archaeology
Anth 241. The Aztecs, Maya, and Olmecs
Anth 243. Archaeology of North America
Anth 245. Archaeology of South America
Anth 246. Archaeology of the Near East
Anth 246W. Archaeology of the Near East Writing Intensive
Anth 247. Archaeology of Africa
Anth 248. World of the Vikings
Anth 249. Topics in Archaeological Area Studies
Anth 256. Archaeology of Food
Anth 259. Topics in Archaeology
Anth 260. Essentials of Biological Anthropology
Anth 262. Introduction to Primates
Anth 264. Faunal Analysis
Anth 270. Evolutionary Medicine
Anth 271. Human Biology
Anth 279. Topics in Biological Anthropology
Anth 302. Ecology and Culture
Anth 340. Archaeological Method and Theory
Anth 342. Origins of Complex Society
Anth 345. Ancient Technology
Anth 350. Seminar in Archaeology
Anth 361. Human Variation
Anth 361W. Human Variation Writing Intensive
Anth 362. Human Paleontology
Anth 363. Interpreting the Human Skeleton
Anth 368. Evolution and Human Behavior

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Anth 369. Primate Behavior and Ecology
Anth 370. Seminar in Biological Anthropology
Anth 375. The Human-Primate Interface

Rationale:

We are adding one additional course that meets the scope of this Minor.

d. Courses put on reserve.

Anth 214: Peoples of New York City
Anth 245: Archaeology of South America

e. ***Withdrawal of the Following Courses***

Anth 226: Culture and Personality
Anth 364: Anthropological Genomics

f. **Changes to Anth 213: Peoples of the Contemporary United States**

To Read:

ANTH 213: Constructing America: Anthropology of the United States. 3 hr.; 3 cr. What is “American”? How do questions of national identity and culture emerge in a country like the United States, where the promise of unity in diversity is often complicated by legacies of colonialism, racial injustice, ethnic prejudice, and xenophobia? Is the “melting pot” a model for pluralism or assimilation? This course looks at how anthropologists working in the USA have approached such questions, paying close attention to ethnographic methods and the experiences of everyday people across lines of race, class, ethnicity, religion, and citizen status. Through books, films, lectures, and discussions, the course applies anthropological theories and methods to the study of social issues and political concerns that affect all our lives, individually and collectively.

g. **Changes to Anth 306: Anthropology of Religion**

To Read:

ANTH 306: Religion, Politics, and Power. 3 hr.; 3 cr. This course addresses the intersections of religion and politics from an anthropological and interdisciplinary perspective. Drawing on diverse empirical and theoretical studies, the course builds on the idea that modern social movements, conflicts, and controversies about the role of religion in public life are not aberrations caused by lapses in secular reason. Rather, they emerge from a complex cultural heritage at the very heart of secular modernity. Considering this, how do we account for the different ways that religious and political systems challenge and/or sustain one another? How do religious identities and practices become implicated in larger sociopolitical and cultural arenas? How do diverse forms of power and authority operate within religious communities, and how do they shape wider conceptions of private vs. public? In the process of investigating these questions, we will study theories and debates about religion, demonstrating the relevance and applicability of theory to modern social and political concerns.

10. **Asian American Community Studies**

a. Change to the minor.

I. CURRICULUM

TO READ:

The Minor in Asian American Community Studies (AACS) is designed for students who want to better understand the transnational histories, racialization, cultural expressions, and politics of Asian America*, how migration and community formation relates to processes of empire, nation-building and globalization, and how to develop connections between critical inquiry and action for social change.

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The Minor is based on an interdisciplinary course of study and draws from faculty expertise throughout the college. The Minor is housed in Urban Studies to facilitate a critical and robust engagement with local Asian American communities in Queens through service learning and research opportunities.

Students majoring in all disciplines within the college are encouraged to explore the Minor in Asian American Community Studies. The Minor is ideal for students who seek to pursue careers in the arts, business, education, government, health sciences, international affairs, social services, and research.

*Asian America may trace its roots to Central Asia, East Asia, South Asia, Southeast Asia, West Asia, and the Pacific Islands, including Asian diasporas (e.g. Indo-Caribbean communities).

A. Minor in Asian American Community Studies (AACS)

The minor consists of 18 credits.

Core Requirements

TO READ:

(6 course, 18 credits).

The 18-credit Asian American Community Studies minor consists of THREE required courses and THREE additional elective courses from the below list of approved courses. Students can receive elective credit for other classes that include a substantial focus on Asian America, with advisor approval. Students can receive elective credit for up to TWO language study courses in Arabic, Chinese, Japanese, or Korean (offered at Queens College) or other relevant language courses, with advisor approval.

Required Courses:

- AACS 107 - Immigrant Communities in Queens
- ENGL 369 - Asian American Literature
- AACS 370 - Capstone: Field Work in Asian American Communities-Opportunities for Service Learning and Research [*A waiver can be granted for students who want to pursue an independent study research project with a QC faculty, by approval from AACS Advisor]

Elective Courses:

- AACS 200 - Making of Asian/American History
- AACS 220 - Asian American Communities: Culture, Power, and Agency
- ANTH 204 - Anthropology of Islam
- ANTH 208W - Peoples of South Asia
- ANTH 210 - Peoples of East Asia
- ANTH 214 - Peoples of New York City
- ANTH 216 - Peoples of Southeast Asia
- ANTH 388 - Voices of New York
- EAST 282 - Body Politics and Transnational Korean Popular Culture
- ECON 204 - International Political Economy
- ECON 233 Globalization Now and Then
- ENGL 255 - Global Literatures in English
- ENGL 377 - South Asian Literature
- ENGL 379 - VT: Transnational Postcolonial Global Literature
- ENGL 394 - Writing Multilingualism

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- HIST 145 - Modern India, Pakistan, and Bangladesh
- HIST 166 - History and Memory
- HIST 285 - History of the City of New York
- HIST 343 - History of the American City
- HIST 276, 276W - The Immigrant in American History [taught as Immigration, Race, & Ethnicity]
- LCD 103 - Multilingualism in the United States
- LCD 244W - Language and Social Diversity
- LCD 288 - Voices of New York
- PSCI 286 - Race, Class, Gender, and Law
- SOC 208 - Social Problems
- SOC 210 - Modern Urban Community
- SOC 211 - Ethnic and Racial Relations
- SOC 279 - Globalization: Social and Geographic Perspectives
- URBST 202 - Race, Ethnicity, and Immigration
- URBST 216 - Immigration in Metropolitan New York
- URBST 224 - The Changing Neighborhoods of Queens
- URBST 273 - Labor and Globalization
- URBST 326 - Cities and Diasporas

Language Courses (up to TWO courses can count towards the THREE electives)

- Arabic Language classes: ARAB 101, ARAB 102, ARAB 203, ARAB 204, ARAB 305, ARAB 306
- Chinese Language classes: CHIN 101, CHIN 102, CHIN 112, CHIN 203, CHIN 204, CHIN 212, CHIN 311, CHIN 315
- Japanese Language classes: JPNS 101, JPNS 102, JPNS 203, JPNS 204, JPNS 305, JPNS 306
- Korean Language classes: KOR 101, KOR 102, KOR 109, KOR 203, KOR 204

II. COST ASSESSMENT (Faculty, Facilities/Equipment)

TO READ:

The proposed minor in Asian American Community Studies requires courses that are regularly offered by the Urban Studies Department and the English department. The additional elective courses are already listed in Urban Studies or offered by departments across the college, including Anthropology, English, History, and Sociology. The minor does not require additional personnel or a budget since the minor consists of existing course offerings. It aligns with the strategic plan of the college and supports DEI efforts on campus.

ASSESSMENT

The objectives of the Asian American Community Studies minor are to support students to:

1. Develop an interdisciplinary understanding of the histories, racialization, cultural expression, and politics of a heterogeneous Asian America that traces its roots to Central Asia, East Asia, South Asia, Southeast Asia, West Asia, the Pacific Islands, including Asian diasporas.
2. Understand how structural and ideological forces inform migration, community formation, and lived experiences of Asian Americans, with an emphasis on Queens
3. Build connections between critical inquiry and action towards social change, through service learning and research opportunities that engage pressing issues in local Asian American communities

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The Asian American Community Studies minor provides students with interdisciplinary frameworks and tools with which to engage relationships between the local and the global, the present and the historical, and structural issues and lived experiences. The Urban Studies department will designate a faculty advisor for the Asian American Community Studies minor. This advisor will track student enrollment, advise minors, and monitor student progress and success. We will measure effective student outcomes in terms of the timely and successful completion of the minor curriculum and increased interest in relevant internships, careers, and other scholarly or creative activities.

As this is an interdisciplinary minor, we will also maintain an Advisory Committee, made up of faculty across the college with research and teaching expertise in or relevant to Asian American Studies. Faculty Advisory Committee members commit to a three-year term that includes one meeting per semester, take responsibility to support the growth and promotion of the minor, and actively teach courses in the minor's curriculum. We will also maintain a list of Affiliate Faculty who are invited to participate in Advisory Committee meetings and activities. There are no specific term limits for Affiliated Faculty but the list will be reviewed yearly to ensure that it is accurate.

The faculty advisor will be responsible to communicate with and solicit feedback from the Advisory Board. The department Curriculum Committee will periodically conduct a formal outcomes assessment of our minor programs including the Asian American Community Studies minor.

FACULTY ADVISORY COMMITTEE

Caroline K. Hong (English)
Murphy Halliburton (Anthropology)
Andrew Amstutz (History)
Khanh Le (Linguistics and Communications Disorders)
Soniya Munshi (Urban Studies) (*Faculty Advisor/Director of AACS)

AFFILIATE FACULTY

Padmini Biswas (Urban Studies)
Seo-Young Chu (English)
Kimiko Hahn (English)
Amy Hsin (Sociology)
Madhulika Khandelwal (Urban Studies)
Do Lee (Urban Studies)
Nerve Macaspac (Library and Information Science)
Amy Wan (English)

b. **Change in prerequisite:** This proposal requests a change in the prerequisite for ENGL 369: Asian American Literature. As indicated below, the prerequisite of ENGL 170W will be waived for students who are minoring in Asian American Community Studies.

TO READ:

ENGL 369

Asian American Literature

3 credits

A study of literature written by and about Asian Americans, which may include texts by writers such as Edith Eaton, Carlos Bulosan, John Okada, Maxine Hong Kingston, Chang-rae Lee, Jhumpa Lahiri, and Nina Revoyr. Topics may include race and racism, gender, sexuality, class, immigration, internment, war, political movements, cross-racial conflicts and solidarities, and globalization.

Prerequisite: ENGL 170W

The prerequisite of 170W is waived for students in the AACS minor.

c. **Change in prerequisite:** The Urban Studies department submits this proposal for a change in the prerequisites for AACS 370: Field Work in Asian American Communities-Opportunities for Service Learning and Research. As indicated below, we would like to remove the current prerequisite course (AACS 220) and add two prerequisite or corequisite courses (AACS 107, ENGL 369).

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TO READ:

AACS 370

Field Work in Asian American Communities-Opportunities for Service Learning and Research

3 credits

Pre-requisites or Co-requisites: AACS 107, ENGL 369

A credit-bearing internship for students interested in pursuing applied knowledge in Asian American community organizations and American agencies serving these populations which is meant as a capstone for the AACS minor. The internships are accompanied by regular meetings with a faculty who will supervise the learning experiences and outcomes of the students. (A waiver to the Internships may be granted to students willing to pursue an independent study research project with a faculty from any department and division of the College. An approval by director will be required for this waiver.)

11. Political Science

a. PSCI 103

To:

PSCI 103. Politics Around the World: Countries in Comparative Perspective. 3hr. 3cr. Explores how and why politics works differently across countries and how this shapes everyday life. Based on examples from around the world, the course examines the different ways in which people gain and use power, how governments are organized, and how different groups can influence or challenge those in authority.

b. PSCI 104

To:

PSCI 104. International Politics. 3hr. 3cr. Analyzes how countries (as well as international organizations and non-state actors) interact and influence each other in the pursuit of security, prosperity, and other goals. Examines the sources and consequences of international cooperation and conflict, including the US-China rivalry, international trade, global warming, and international ethics.

c. PSCI 105

To:

PSCI 105. The Political Imagination. 3hr. 3cr. Introduction to central questions about politics, including the meaning of power, justice, community, obedience and opposition to authority, and the relationship between law and violence. Students draw inspiration from classic texts in political theory and develop valuable skills in logical reasoning and critical thinking.

d. PSCI 200

To:

PSCI 200. Research Skills in Political Science. 3hr. 3cr. An introduction to essential tools and approaches used in political science research. Students learn how to ask and frame research questions, design and carry out research projects, locate and evaluate data, and analyze politics systematically using a variety of research methods and skills that are valuable in the real world. Required for all political science majors.

e. PSCI 204

To:

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PSCI 204. Global Politics of Race. 3hr. 3cr. The course examines how race and racism shape world politics—and how global politics, in turn, reinforce or challenge racial hierarchies. Similarly, this course analyzes how race and racism influence the study of international relations and how the academic study, in turn, helps maintain and perpetuate racial inequalities. The course begins with an introduction to analytical concepts and approaches, including embedded racism, colonial hierarchies, and intersectionality, and aims to develop students' critical thinking skills to explore the above relationships in a systematic way.

f. PSCI 208

New course proposal:

PSCI 208. Sports, Politics and Society. 3hr. 3cr.

Explores how, despite many claims that sports are an escape from everyday life and should be apart from politics, sports are deeply political. Based on case studies ranging from Olympic and World Cup candidacies, stadium finance, and collegiate athletics, this course examines how governments, organizations and individuals in the US and across the world use sports to build group identities, teach values and pursue as well as resist economic, social and political interests.

g. PSCI 210

To:

PSCI 210. State and Local Government in the U.S. 3hr. 3cr.

An analysis of U.S. politics at the state and local levels, where democratic processes have their foundations, policy innovations are born, one-party rule is prevalent, and the influence of Washington, DC, looms large. Students gain insight into politics and government at the levels closest to their everyday lives.

h. PSCI 212

To:

PSCI 212. Hail to the Chief: Politics, Power, and the Presidency. 3hr. 3cr.

This course examines the powers of the presidency and how they have changed over time with a particular focus on the modern presidency. Students will learn how recent occupants of the office have used its power to shape foreign and domestic policy in innovative and controversial ways.

i. PSCI 213

To:

PSCI 213. Is Congress Broken? Legislating in Polarized Times. 3hr. 3cr.

This course examines the contemporary challenges facing the U.S. Congress, including partisan polarization, the expansion of presidential powers, and changing institutional norms, among others. Students will consider whether and how other actors, such as the courts or people as voters, can do anything to improve how Congress functions.

j. PSCI 218

To:

PSCI 218. Democracy in Action? The Reality of American Elections. 3hr. 3cr.

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This course examines how political campaigns and election outcomes are shaped by the activities of candidates, political parties, the media, donors, and voters. Students will learn about topics such as gerrymandering and the Electoral College and consider whether electoral reforms are needed to improve U.S. elections.

k. PSCI 230

To:

PSCI 230. Politics of Development. 3hr. 3cr. A study of the political, economic, and social determinants of international development. How has the meaning of development changed over time? How should countries pursue it, and should this effort be led by the government or market forces? We survey these issues across cases in the Global South, including Africa, Asia and Latin America; we also examine the role of international financial institutions, the donor community, NGOs and private actors.

l. PSCI 231

To:

PSCI 231. Citizens or Subjects: How People Become Political. 3hr. 3cr. Explores how people's beliefs, values, experiences and social interactions shape their political identities and behavior, and how these in turn influence what people expect from politics and how they find their place in politics around the world.

m. PSCI 232

To:

PSCI 232. Politics and the Economy in Comparative Perspective. 3hr. 3cr. This course examines how political and economic forces shape one another across the globe. It explores key theories of political economy to understand how governments shape the economy, respond to crises, and balance freedom with equality, as well as how economic structures and interests in turn shape power and condition what is politically possible. Through historical and contemporary cases, students analyze who benefits and who bears the costs of economic policy in different political systems.

n. PSCI 233

To:

PSCI 233. How Democracies Rise and Fall. 3hr. 3cr. Why do some countries become democracies while others do not? Why do some fail while others succeed? Why and how do democracies break down? This course traces the process by which states transform from authoritarian to democratic governance and vice-versa, examining the effects that economics, culture, political development, and institutional factors have on the process of democratic transition, consolidation and breakdown.

o. PSCI 234

To:

PSCI 234. Politics of Europe. 3hr. 3cr. Explores how politics works across Europe. What are the structures and processes of the European Union, and how do these interact with the national politics and institutions of its member states? How is politics different in the countries that are not members of the European project? (SS, ET)

p. PSCI 238

To read:

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PSCI 238. Politics of China and East Asia. 3 hr.; 3cr. Political regimes in East Asia range from democratic and authoritarian to hybridist, while most are also known for their “economic miracles.” That is, lifting their countries out of poverty and becoming successful late developers. Why? This course will examine the contemporary developments that have shaped the political systems and behaviors as well as the developmental policies of the major states in the region: China, Japan, the “four tigers” (South Korea, Taiwan, Singapore and Hong Kong); and to a lesser extent, North Korea.

q. PSCI 239

To:

PSCI 239. Politics of Latin America. 3hr. 3cr. An introduction to Latin America's main social and political challenges in the pursuit of political freedom and economic development. We examine the historical, socioeconomic and institutional roots of inequality, violence and weak rule of law, and explore the processes through which political and social rights have expanded throughout the region.

r. PSCI 240

To:

PSCI 240. Politics of the Middle East and North Africa. 3hr. 3cr. Introduces students to the issues, debates and themes in the study of contemporary politics in the Middle East and North Africa (MENA). In particular, why do the people of the MENA region continue to live under authoritarianism even after brief attempts at democratization following the Arab Spring uprisings? We will examine a range of explanations for authoritarianism's persistence, as well as strategies used by ordinary citizens, especially youth and women, to empower themselves.

s. PSCI 242

To:

PSCI 242. Social Policy Around the World 3hr. 3cr. Explores the variation in social rights and provision of social services across the world. The course examines how states, markets and civil society shape social policy provision, how institutions and actors determine who receives these services (and who does not), as well as how politics, economic and social structures that challenge their delivery in diverse settings.

t. PSCI 244

To:

PSCI 244. Revolutions: Explaining Rebellion and Change. 3hr. 3cr. Examines what revolutions are, how and why they occur, and the changes they leave in their wake. Based on a broad range of case studies from across time and space, this course will help students develop a better understanding of how revolutions reshape societies, and why not all revolutions lead to better outcomes for ordinary people.

u. PSCI 246

To:

PSCI 246. Social Movements and Political Power. 3hr. 3cr. Explores why and how social movements emerge in democratic and non-democratic settings and what determines their success or failure. Drawing on examples from

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different eras and regions of the world, the course examines how citizens organize to challenge authority, how governments respond through reform or repression, and how domestic and international contexts shape collective action and change.

v. PSCI 249

To:

PSCI 249. VT: Topics in Comparative Politics. 3hr. 3cr. A variable-topics course that focuses on selected issues in political science. Specific themes vary by semester and instructor, allowing in-depth exploration of current debates or issues in countries across the world. May be repeated for credit when topics differ.

w. PSCI 250

To:

PSCI 250. International Law. 3hr. 3cr. The course examines the traditional and prevailing rules of international law governing relations among states and other international actors. It will explore how power relations among states affect how the law is made, interpreted, and enforced. Students will study the development of international law, treaties, customary law, statehood, dispute settlement, international humanitarian law, the law of the sea, and key international institutions such as the United Nations and international courts.

x. PSCI 252

To:

PSCI 252. Contemporary Issues in International Relations. 3hr. 3cr. This course introduces students to some of the major issues that confront the world and provides them with basic analytical tools to help them understand these issues. Each section will focus on a particular issue, such as the control of weapons, women and war, international drug traffic, and the international trading system.

y. PSCI 254

To:

PSCI 254. Power and Wealth in World Politics: International Political Economy. 3hr. 3cr. The world economy isn't just about the cross-border flow of goods, services, money, and people. It is also about power, politics, and who gets to make the rules. This course examines how domestic and international politics shape economic relations between states. We will explore how states, corporations, interest groups, and international organizations compete and cooperate in shaping global prosperity and inequality.

z. PSCI 255

To:

PSCI 255. Comparative Foreign Policy: How Countries Act and Why. 3hr. 3cr. Examines why different nations, and often the same country at different times, adopt very different policies toward the same problem or country. Addresses questions such as: Why do some countries rush to send troops while others send aid—or why some cozy up to the U.S. while others keep their distance? Why do nations take such different stances on the same global issues? Analyzes how factors such as a state's resources, rivalries and alliances, political system, values, beliefs, identities, habits, and leaders all influence its foreign policy choices.

aa. PSCI 262

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To:

PSCI 262. U.S. Foreign Policy. 3hr. 3cr. An examination of how, when, and why the United States makes deals, sends aid, supports allies, and goes to war. Analyzes the role of factors such as businesses and other economic interests, ideas, bureaucratic power struggles, domestic politics, and regional and global pressures and opportunities. The course also reveals how the president and other policymakers use military, economic, and intelligence tools to project U.S. power and influence abroad, what that means for America's role on the global stage, and how that affects Americans back at home.

bb. PSCI 264

To:

PSCI 264. Politics of U.S. National Security. 3hr. 3cr. The forces shaping U.S. security and military policies, including military interventions, military spending, and efforts to limit arms and the use of force. Case studies are explored to engage debates about how to improve U.S. security from threats posed by terrorism, the proliferation of weapons of mass destruction, and regional powers; and to understand how U.S. policies are affected by international developments, domestic politics, civil-military relations, organizational politics, and cultural and psychological factors.

cc. PSCI 265

From:

PSCI 265. Fascism, Populism, and Authoritarianism. 3hr. 3cr. What does it mean to be, and to be labeled, a fascist, a populist, or an authoritarian regime, movement, and/or political actor? This course will provide students with an understanding of fascism, populism, and authoritarianism from a comparative perspective. We will examine the origins, ideologies and varieties of one or more of the above movements, as well as the rise of extremism at the domestic and international level in contemporary times.

To:

PSCI 243. Fascism, Populism, and Authoritarianism. 3hr. 3cr. Examines the origins, ideas, and evolution of fascism, populism, and autocracy from a comparative perspective. The course explores how leaders and groups use fear, division, and appeals to belonging to gain and maintain power, and how autocratic regimes rise, govern, and fall. Not open to students who have taken PSCI 265.

Justification: Number change to bring the course into the appropriate thematic section of comparative courses. Rewording to make the class more accurate to how it is actually taught due to faculty changes.

dd. PSCI 267

To:

PSCI 267. Economics and Statecraft: Sanctions, Trade, and Tech Wars. 3hr. 3cr. The course explores how governments use economic tools to shape global politics, from trade deals and foreign aid to sanctions and tech restrictions. We will unpack what's inside the “economic statecraft toolkit” and ask: Why do some countries rely on sanctions and restrictions, while others use investment and resources to get their way? When do these tools actually work? By the end of the course, you'll see how economic restrictions and collaborations have become some of the most powerful weapons in international relations.

ee. PSCI 268

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To:

PSCI 268. Global Threat and Global Governance. 3hr. 3cr. From climate change and infectious disease to energy insecurity and cross-border crime, the biggest problems we face today do not stop at national borders. This course explores how the world tries to manage these global challenges through international institutions, partnerships, and creative cooperation. We'll look at everything from the United Nations and the World Health Organization to activists, tech billionaires, and even celebrities who shape global action. By the end of the course, you'll see global governance not as distant diplomacy—but as the rulebook for our collective future.

ff. PSCI 269

To:

PSCI 269. Special Topics in International Politics. See department for description.

gg. PSCI 270

To:

PSCI 270. Democracy: What Is It Good For? 3hr. 3cr. An introduction to the basic ideas of democracy, including representation, participation, rule of law, toleration, debate and deliberation, among others. Students will weigh the ideals versus the realities of democracy.

hh. PSCI 276

To:

PSCI 276. Where is the Sex in Politics? 3hr. 3cr. According to feminists, sex is everywhere in politics -- from the idea that the personal is political to regulations of sex, reproduction, marriage, and motherhood. Students will read both historical and contemporary feminist thought, on issues of power, justice, equality, identity, race, nation, and class in relation to gender and sexuality.

ii. PSCI 283

To:

PSCI 283. Politics of Crime. 3hr.3cr. Why does America incarcerate more people than any other country in the “free world”? This course examines how crime has been shaped by historical, economic, racial, and political forces. Students will explore how public opinion, media narratives, and politics influence discussions about crime and policy. The course also analyzes how past decisions in policing, justice, and punishment continue to structure contemporary practices and ultimately our democracy.

5b. Graduate Curriculum Committee

i. MOTION: Duly made by David Lahti, Senator, College-Wide At-Large, and Chair of the Graduate Curriculum Committee:

“To accept the GCC minutes dated October 8, 2025 and November 12, 2025 as distributed”

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

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*Note: There are going to be two (2) vacant faculty seats on the Graduate Curriculum Committee starting in Spring 2026 – one (1) in Arts and Humanities and one (1) in Math and Natural Sciences. There are also three (3) vacant student seats – one (1) in Arts and Humanities, one (1) in Education, and one (1) in Math and Natural Sciences. The GCC is also looking for someone who would be willing to serve as chair of the committee. Anyone who is available and interested should apply using the online committee application form on the Academic Senate website.

GCC Minutes Dated October 8, 2025

A. ITEMS FOR UNIVERSITY REPORT

1. FNES

a. Minor change – Change in course description

To:

FNES 775. Advanced Food Service Management. 3 hr.; 3 cr. Prereq. **FNES 275, Institutional Management, or equivalents. An advanced approach to understanding principles of strategic aspects of operational foodservice systems that range from menu planning, procurement, inventory control, production, service, sanitation, and food safety. Insights into these principles are provided through lectures, case studies, and analysis of current research reports.**

2. HIST

b. Request for a New Course

Please state the course as follows:

Course number and title: HIST 718 - Memory, Museums, Memorials: American Public History and the Commemoration of the Past

Hours and credits: 3 hours, 3 credits

Prerequisites or corequisites: None

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

How do Americans remember the past, and what role does public history play in the nation's collective memory? This reading- and discussion-based seminar explores public history broadly defined, as it is presented in classrooms, textbooks, documentary films, and especially in memorials, museums, and national monuments and parks. The course introduces students to foundational concepts and approaches in public history and memory studies and helps prepare them for possible careers as public historians.

3. MUS

c. Request for a New Course

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Please state the course as follows:

Course number and title: **MUSIC 680 – Technology in Music Education**

Hours and credits: **3 hours, 3 credits**

Prerequisites or corequisites: **none**

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

MUSIC 680. Technology in Music Education (3 hr.; 3 cr.)

An advanced study of the use of computing and digital technologies that support the K-12 music classroom. Students utilize fundamental technology-assisted practices to expand pedagogical and content knowledge areas. Projects address assessment and data analysis, differentiation, creative curriculum design, AI integration and ethical considerations.

4. SEYS

d. **Minor change – Change in course description**

To:

SEYS 715 – Language Acquisition and Learning for Bilingual Students (3 hr.; 3 cr.)

No Prerequisites. This course examines contemporary theoretical perspectives on bilingual language acquisition and learning and how they inform pedagogical practices. Participants will learn and practice instructional and assessment methods for teaching language and promoting bilingual development in classrooms serving bilingual students.

5. SEYS

e. **Minor change – Change in course description**

To:

SEYS 716 – Bilingual Education: Theory and Practices (3 hr.; 3 cr.)

No Prerequisites. This course examines the philosophy, rationale, and historical background of bilingual education. Participants will gain a critical understanding of 1) key historical and legal events leading to bilingual education and equity education for bilingual students in the U.S., 2) sociocultural and linguistic aspects of bilingual communities and schools, 3) key teaching and learning principles guiding practices of Dual Language (DL) and Transitional Bilingual Education (TBE) programs to respond to the needs of bilingual students.

6. SEYS

f. **Minor change – Change in course description**

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To:

SEYS 744 – Methods and Materials in Teaching English to Speakers of Other Languages in the Content Areas (3 hr.; 3 cr.)

No prerequisites. This course focuses on the study, analysis, application, and creation of appropriate classroom instructional strategies to teach content to bilingual students. Participants will learn different approaches to supporting and integrating language learning in mathematics, science, social studies, and other areas, and consider the evaluation issues related to language and content for bilingual students. Participants develop skills to examine, evaluate, and create instructional materials to teach bilingual students. A total of 25 hours of fieldwork is required.

7. SEYS

g. Minor change – Change in course description

To:

SEYS 745 – Reading and Writing for Diverse Students in Secondary Content Areas (3 hr.3 cr.)

No prerequisites. This course provides a theoretical and practical basis for designing instruction and assessment that stimulates biliteracy development. Participants discuss theories of language and literacy development across two languages, critically consider beliefs and practices that shape how bilingual students' languages are approached in classrooms, and examine pedagogical approaches that leverage bilingual students' languages and literacy practices. Participants will learn and practice different teaching and assessment methodologies and develop skills in analyzing and creating instructional materials to teach biliteracy. This course is taught in English or in the participants' Bilingual Extension language. A total of 25 hours of fieldwork is required.

GCC Minutes Dated November 12, 2025

A. ITEMS FOR UNIVERSITY REPORT

1. FNES

a. Minor change – Course withdrawal

1) 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.

FNES 708 – Seminar in Health, Physical Education, and Movement Science, – Course 008225

FNES 741 - Drugs: A Family, School, and Community Problem – Course 008245

2) 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. **NA**

2. FNES

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b. Minor change – Course withdrawal

1) 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.

PHYED 710 - Quantitative Methods – Course 013242

PHYED 720 - Phys Fitness/Trainin – Course 013244

PHYED 721 - Ekg/Stress Testing – Course 013245

PHYED 722 - Exerc/Nutr/Wgt Cont – Course 013246

PHYED 724 - Adult Fitness Exerc – Course 013248

PHYED 725 - Measure Phys Fitness – Course 013249

PHYED 726 - Intn Ad Fit/Card Reh – Course 013250

PHYED 740 - Motor Learn/Perform – Course 013253

PHYED 730 - Mech Anal Body Move – Course 013251

PHYED 723 - Phys Activ/Card Hth – Course 013247

PHYED 743 - Ped Exception Indiv – Course 013255

PHYED 744 - Ped Physical Disable – Course 013256

PHYED 745 - Pract Spec Phys Ed – Course 013257

PHYED 709 - Workshop Sec Sch Ped – Course 013241

PHYED 711 - Role Sport Amer Soc – Course 013243

PHYED 750 - Human Sexuality – Course 013258

2) 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. **NA**

3. FNES

c. Minor change – Course reserve or withdrawal

1) 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.

HMECO 788 - Coop Study – Course **108821**

2) 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. **NA**

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4. PSYCH

d. Request for a New Program

- 1) Please specify the type of application you are requesting: New Program:
- 2) Proposal to add the distance education format:
- 3) Please give HEGIS number if known to you: **2101.00 Community and Human Services, General**
- 4) Please indicate the precise location where the new requirements should appear in the Graduate Bulletin: The Certificate in Human Services is housed in the Psychology department and once approved will be made readily accessible in the most recent, updated catalog after approval.
- 5) Please state the requirements as you wish them to read and underline new material you are substituting:

The Queens College Post-Baccalaureate Human Services Certificate Program (HSCP) is designed for individuals seeking to switch career paths and enter professions in the human services, including mental health (psychology, counseling, social work, behavioral analysis, expressive therapies), nutrition and exercise services (dietician/nutritionist, dietary manager, exercise physiology), speech and language (speech pathologist) and education (teaching, counseling, school psychology). The program is designed to assist students in finding and taking the first steps toward a new career in human services. The program is intended to be brief, providing core courses that will prepare the student to competitively apply to graduate and professional programs across several human service fields. The program will assist students in attaining research, clinical and community service experience necessary for competitive applications to credential granting graduate and professional programs. The program will include advisement to help students best select a profession matching their interests and strengths and guidance on pursuing a selected career direction.

The program admission requirements are the following:

- A Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree
- An official transcript from the college/university where the B.A. or B.S. degree was awarded
- An official transcript from all previously attended colleges/universities
- A minimum undergraduate overall GPA of 2.5
- A 400–500-word personal statement describing why the candidate wants to pursue a career in human services
- Completed application and fee
- Letters of recommendation (minimum of two, maximum of three)

REQUIRED COURSES* Existing courses indicated with ‡

HSCP 501—Careers in Human Services (2 cr)

PREREQUISITE: **None**

HSCP 503—Human Services Colloquium (1 cr) (required 2x)

PREREQUISITE: **None**

HSCP 504—Therapeutic Relationships in Human Services (3 cr)

PREREQUISITE: **None**

‡PSYCH 1073—Statistics (3 cr)

PREREQUISITE: **None**

PSYCH 217—Human Development across the Lifespan (3 cr)

PREREQUISITE: **PSYCH 101**

HSCP 502—Professional Writing, Communication and Career Development (2 cr)

PREREQUISITE: **None**

Elective (from below) (3 cr)

Elective (from below) (3 cr)

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Elective (from below) **(3 cr)**

Optional - **HSCP 507**—Practicum **(3 cr)**, repeated 2x

PREREQUISITE: **None**

TOT: 24 credit hours <30 credit hours with optional practicum

Any required course may be substituted by an elective with the approval of the director if the student has previously taken a comparable course with a grade of B- or better, with the exception of HSCP 501, 502 and 503 (2x)

ELECTIVE COURSES **

Related to Family, Nutrition and Exercise Science

#FNES 263—Nutrition I

PREREQUISITE: **CHEM1023/1021 & PSYCH 107**

#FNES 264—Nutrition II

PREREQUISITE: **FNES 263**

#FNES 101—Science of food (lab) (pathways course)

PREREQUISITE: **None**

#FNES 163—General Nutrition (pathways course)

PREREQUISITE: **None**

#FNES 211—Introduction to Assessment and Physical Activity

PREREQUISITE: **None**

#FNES 230—Exercise, Energy Balance, and Weight Control

PREREQUISITE: **None**

#FNES 147—Family Relations

PREREQUISITE: **None**

#FNES 140—Child Development and parenting

PREREQUISITE: **None**

Career Pathways:

Registered Dietitian/Nutritionist (RDN)

Certified Dietary Manager (CDM)

Certified Family Life Educator (CFLE)

Certified Exercise Physiologist (EP-C)

Related to Speech and Language

#LCD 105—Fundamentals of Psycholinguistics for the Study of Typical and Atypical Language

PREREQUISITE: **None**

#LCD 106—Introduction to Communication Disorders

PREREQUISITE: **None**

#LCD 110—Phonetics

PREREQUISITE: **None**

LCD 216—Language Development

PREREQUISITE: **LCD 105, 106 and 110**

Career Pathways:

Speech and Language Pathologist (CCC-SLP) Audiologist (CCC-A)

Related to Education

#EECE 702—Social Foundations of Education

PREREQUISITE: **None**

#EECE 710—Ecological Perspectives on Development: Childhood

PREREQUISITE: **None**

#SEYS 536—Educational Foundations

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PREREQUISITE: **None**

#SEYS 552—Educational Psychology

PREREQUISITE: **None**

#ECPSE 550—Foundations of Special Education

PREREQUISITE: (a) **SEYS 552 and SEYS 536, or (b) EECE 702, and EECE 704 and EECE 705**; Corequisite: A discipline-specific teacher educator course with fieldwork.

Career Pathways:

Teacher Certification: Early Childhood Education:

Childhood

Secondary Education (content areas)

Bilingual education

Art and Music Education Physical Education

Special Education School Counseling

Educational Leadership

Related to Psychology, Counseling, Social Work, and Behavior Analysis

#PSYCH 101—Introduction to Psychology

PREREQUISITE: **None**

#PSYCH 221—Psychopathology

PREREQUISITE: **PSYCH 101**

#PSYCH 232—Psychology of Personality

PREREQUISITE: **PSYCH 101**

#PSYCH 256—Psychology of Addiction

PREREQUISITE: **PSYCH 101**

#PSYCH 255—Health Psychology

PREREQUISITE: **PSYCH 101**

#PSYCH 238—Social Behavior

PREREQUISITE: **PSYCH 101**

#PSYCH 257—Psychology of Sport and Exercise

PREREQUISITE: **PSYCH 101**

#PSYCH 243—Behavioral Neuroscience

PREREQUISITE: **PSYCH 101 or BIOL 108**

#PSYCH 251—Introduction to Learning and Behavior Analysis

PREREQUISITE: **PSYCH 101**

#PSYCH 323—Psychometrics

PREREQUISITE: **PSYCH 101, 107**

#PSYCH 347—Introduction to Clinical Psychology

PREREQUISITE: **PSYCH 221**

#PSYCH 341—Introduction to Psychoanalysis

PREREQUISITE: **PSYCH 221 and 232**

#PSYCH 359—Developmental Disabilities

PREREQUISITE: **PSYCH 214 or PSYCH 217**

#PSYCH 349—Disorders of Childhood and Adolescence

PREREQUISITE: **PSYCH 221 AND (PSYCH 214 or 215 or 217)**

#PSYCH 358—Autism

PREREQUISITE: **PSYCH 101 and (PSYCH 214 or PSYCH 217) and (PSYCH 221 or PSYCH 251)**

#PSYCH 213W—Experimental Psychology

PREREQUISITE: **PSYCH 101, 107 and ENG 110**

#PSYCH 321—Advanced Experimental: clinical

PREREQUISITE: **PSYCH 101, 107, 213W, and 221**

#PSYCH 311—Advanced Experimental: Learning

PREREQUISITE: **PSYCH 213W**

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#PSYCH 317—Advanced Experimental: Behavior Analysis
PREREQUISITE: **PSYCH 213W, 251**

Career Pathways:

Clinical Psychology (Licensed Psychologist)
Social Work (LSW, LCSW)
Mental Health Counseling (MHC)
School Psychologists (Licensed School Psychologist)
Registered Behavior Technician (RBT)
Board Certified Behavior Analyst (BCBA, BCBA-D)

***Other elective courses may be substituted for individual needs with approval from the program director as appropriate for a student's individual career preparation.*

EXAMPLE SCHEDULES

The core HSC program can be completed in a one-year period full-time or over two-years part-time. Full-time, one-year completion includes the following courses:

Full-time Fall semester 1:

HSCP 501—Careers in Human Services (2 cr)
HSCP 503—Human Services Colloquium (1 cr) (required 2x)
HSCP 504—Therapeutic Relationships (3 cr)
PSYCH 1073—Statistics (3 cr)
PSYCH 217—Human Development across the Lifespan (3 cr)
<optional>: **HSCP507**—Practicum (3 cr)

TOT: 12 credits (15 w/ practicum)

Full-time Spring semester 1:

HSCP 502—Career Development Seminar (2 cr)
HSCP 503—Human Services Colloquium (1 cr) (required 2x)
Elective (from below) (3 cr)
Elective (from below) (3 cr)
Elective (from below) (3 cr)
<optional>: **HSCP 507**—Practicum (3 cr)

TOT: 12 credits (15 w/ practicum)

Part-time, two-year completion includes the same courses spread out over two years. Here is an example sequence*:**

Part-time Fall semester 1:

*****HSCP 501**—Careers in Human Services (2 cr)
*****HSCP 503**—Human Services Colloquium (1 cr) (required 2x)
HSCP 504—Therapeutic Relationships (3 cr)

TOT: 6 credits

Part-time Spring semester 1:

PSYCH 1073—Statistics (3 cr)
PSYCH 217—Human Development across the Lifespan (3 cr)
<optional>: **HSCP 507**—Practicum (3 cr)

TOT: 6 credits (9 w/ practicum)

Part-time Fall semester 2:

Elective (3 cr)

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Elective (3 cr)

<optional>: **HSCP 507—Practicum (3 cr)**

TOT: 6 credits (9 w/ practicum)

Part-time Spring semester 2:

HSCP 502—Career Development Seminar (2 cr)

HSCP 503—Human Services Colloquium (1 cr) (required 2x)

Elective (3 cr)

<optional>: **HSCP 507—Practicum (3 cr)**

TOT: 6 credits (9 w/ practicum)

5. PSYCH

e. Request for a New Course

Please state the course as follows:

Course number and title: **HSCP 501 Careers in Human Services**

Hours and credits: 2 hours, 2 credits

Prerequisites or corequisites: **None**

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

This course is a survey of non-medical human services professions, including psychological and mental health services (clinical psychology, mental health counseling, social work), educational professions (teacher, guidance counselor, school psychologist), speech and language pathology, nutrition and exercise (registered dietitian) and others. The overarching goal is to familiarize the student with the range of professions and settings and professional career paths available across the spectrum of human services. For each profession covered, students will learn the core services provided, the types and population of clients served, common practice settings, the available professional titles and associated credentials, the role different titles/credentials play in various settings, the educational, experience, testing and licensure requirements necessary to obtain credentials as well as professional organizations that represent the professionals and/or students within a profession. This course is not repeatable for credit.

6. PSYCH

f. Request for a New Course

Please state the course as follows: Course number and title: **HSCP 502 Professional Writing, Communication and Career Development**

Hours and credits: 2 hours, 2 credits

Prerequisites or corequisites: **HSCP 501, HSCP 503**

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

This course is designed for students who have completed HSCP 501, at least one semester of HSCP 503 (colloquia) and have at least a tentative idea of their career direction. The goal of the course is to develop writing and

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communication skills directly related to pursuing students' selected career aspirations. This will include how to manage informal communications (e.g., phone calls and emails), formal writing (e.g., personal statements, description of interests, curriculum vita (CV) as well as interpersonal communications, such as interviews and speaking before small groups. In this workshop format course, students will write, share and critique each other's' written materials with the goal of having usable material (e.g., CV, personal statement) by the end of the course. In addition, students will give brief presentations and role-play interviews. The course will help students prepare applications for graduate programs. This course is not repeatable for credit.

7. PSYCH

g. Request for a New Course

Please state the course as follows:

Course number and title: **HSCP 503 Human Services Colloquium**

Hours and credits: 1 hours, 1 credit, can be repeated for credit once. Must be taken twice for Human Services Advanced Certificate.

Prerequisites or corequisites: **None**

Description (as it should read in the Graduate Bulletin)

This course is intended to expose students to active professionals across a range of human services. The goal is to provide students with an 'insiders' perspective on these services and professions. Speakers will talk about trends, controversies, issues and new developments in their fields/professions, including matters related to service delivery, strategies and approaches, professional issues (credentialing requirements, changes), policy issues, payment/reimbursement structures and so on. **Human Services Advanced Certificate students are required to take this course twice. Speaker lineup will be different in successive semesters. This course may be repeated one time for credit.**

8. PSYCH

h. Request for a New Course

Please state the course as follows:

Course number and title: **HSCP 504 Therapeutic Relationships in the Human Services**

Hours and credits: 3 hours, 3 credits

Prerequisites or corequisites: **None**

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

All human services and helping professions require developing a therapeutic alliance with clients. In this course, we examine strategies and techniques for developing optimal therapeutic relationships with clients. The course is not intended to provide approaches to psychotherapy, but how to establish and maintain an effective helping relationship in any human service profession. This course may not be repeated for credit.

9. PSYCH

i. Request for a New Course

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Please state the course as follows:

Course number and title: **HSCP 507 Human Services Practicum**

Hours and credits: **3 hours, 3 credits** may be repeated once for credit

Prerequisites or corequisites: **None**

Description (as it should read in the Graduate Bulletin)

Students serve in field placement/practicum settings under supervision of practicing professionals for approximately 120 hours. Settings may include mental health clinics, school settings, specialized services (e.g., nutritionist/dietician in healthcare settings, speech-language pathology in a variety of settings). Placement settings may be on- or offcampus and operated by either Queens College faculty and programs or by other agencies and institutions. Students will provide weekly reports on their activities and will be evaluated by their placement setting supervisor at midterm and conclusion of the semester. This course may be repeated for credit one time. This course will be pass-fail.

10. SEYS

j. Minor change – Course withdrawal

1) 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.

SEYSL 751 – GRAD 014784 Literacy Assessment and Instruction II LEC GLA

SEYS E562 – GRAD 156486 Seminar in the Teaching of a Specific Subject in the Secondary Schools LEC GLA

SEYS 772 – GRAD 014748 Seminar in Research in Educational Foundations II LEC GLA

SEYS 7663 – GRAD 014737 Workshop in Junior High School Education LEC GLA

SEYS 746 – GRAD 014721 Multicultural Literature LEC GLA

SEYS 732 – GRAD 014708 Seminar in Art Education LEC GLA

SEYS 708 – GRAD 014688 Seminar in Theoretical Study of Education LEC GLA

2) 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.

Withdraw/Remove COURSE

5c. 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 December 11, 2025 as distributed”

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

1) Elections Committee

The following faculty member was elected with unanimous consent:

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Simone L. Yearwood

Arts & Humanities

December 2027

2) Policy Board on Administration

The following faculty members were elected with unanimous consent:

Karen Weingarten

Arts & Humanities

December 2027

Natalie Vena

Social Sciences

December 2027

3) Graduate Curriculum Committee

The following student member was elected with unanimous consent:

Amerigo Cleffi

Social Sciences

December 2027

4) Undergraduate Curriculum Committee

The following faculty member was elected with unanimous consent:

Chuixiang Yi

Math & Natural Sciences

December 2027

6. Old Business: (none)

7. New Business:

a. University Faculty Senate petition:

i. MOTION: Duly made by Larissa Swedell, Senator, School At-Large – Social Sciences:

“To nominate Emily Drabinski to the University Faculty Senate through acclamation”

Hearing no objection to the motion, the Chair moved acclamation.

b. Art Department Statement Regarding Spring Course Cancellations:

ii. MOTION: Duly made by Amy Delahanty, Senator, Art:

“To accept the Art Department statement regarding spring course cancellations”

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

The Art Department faculty are receiving **mixed** messages about course **cancellations**, and enrollment **minimums** from the Provost, Dean, and Department Chair.

We want to make known our **emphatic opposition** to a decision for **premature** cuts to the spring semester courses **before** they have a reasonable chance to fill.

We have transfer students who **typically** register late simply because they have **not yet finished** their current terms, and therefore are not yet able to register at Queens College. Our MFA and MA students also have historically registered on a later time table.

The **premature** cancellation of sections and courses creates a domino effect of countless systemic problems that **hurt**, NOT help enrollment. Not only would this disrupt the track of study for our **current** students, but it removes the possibility **entirely** of enrollment for transfer students. The Provost has been extremely vocal about her support for transfer students and we **want** to align with that initiative. We will remind the Academic Senate that the Provost stated publicly at our last Academic Senate meeting on Nov. 13th that the 85% enrollment is **not** a definitive mandate from CUNY central, and **the Department Chairs have discretion to decide what is best for their programs**. I reference our last meetings recording at 44:30–47:50 to be reminded of the Provost's response. At 46:37 she states it's fine to run a smaller section.

We want to work **collaboratively** with the administration to problem solve in response to the budget crisis. However, we **cannot** effectively execute that without **transparency** and **consistent messaging**. The bottom line is that cutting courses too early is a decision that will hurt our department, and we imagine, we are not alone. It is a **disservice** to our students, and will further hurt enrollment and retention.

If this **resonates** with other departments, we call for unanimous consent to demand the **necessary transparency and clearer guidance** from academic leadership, and a **delay** in the decision to make these cuts.

MOTION: Duly made by Chair Plummer:

“To Adjourn”

The meeting was adjourned at 3:54 p.m. The next Academic Senate meeting will be on Thursday, February 5, 2026.

A. General Education

1. General Education Matters.
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.

1. General Education Council

a. Proposal to Revise the Residency Requirement for Foreign Language.

Proposal

Currently, Queens College mandates that the language requirement of the Pathways College Option (College Core) be fulfilled in residency :

The Pathways framework has three parts: the Required Core, the Flexible Core, and the College Option. While the Required Core and Flexible Core requirements are common to all CUNY colleges, the College Option requirements vary from campus to campus. At Queens College, we call the Pathways College Option the College Core. Once you have matriculated at Queens College, all College Core courses must be completed in residency.

Language (LANG) and Literature (LIT) courses are the two elements of the common core that students must take.

We propose amending the above language to state the following:

The Pathways framework has three parts: the Required Core, the Flexible Core, and the College Option. While the Required Core and Flexible Core requirements are common to all CUNY colleges, the College Option requirements vary from campus to campus. At Queens College, we call the Pathways College Option the College Core. Once you have matriculated at Queens College, all College Core courses must be completed in residency. Foreign Language courses taken in a Queens College study abroad program may count towards the residency requirement in Language (LANG).

Justification:

In order to encourage study abroad, we would like to consider Queens College programs as being “in residency” for the purpose of fulfilling the Language (LANG) requirement. This revision has the approval of the departments of European Languages and Literatures, Hispanic Languages and Literatures, and Classical, Middle Eastern, and Asian Languages and Cultures.

2. Biology

a. Courses Withdrawn:

BIOL	14	Intro Biology and Society
BIOL	23	Human Biology Origins
BIOL	24	Biology and Society
BIOL	28	Infectious Diseases
BIOL	34	Genomics Research Experience I
BIOL	35	Genomics Res Exp II
BIOL	51	Sociobiology
BIOL	52	The Biology of Cancer

BIOL	213	Field Botany
BIOL	251	Genetics Laboratory
BIOL	312	Morphology & Evolution Plants
BIOL	320	Parasitology
BIOL	344	Biol & Soc:Contp Iss
BIOL	346	Limnology
BIOL	348	Chemical Ecology
BIOL	350	Molecular Genetics
BIOL	352	Anthropological Genomics
BIOL	354	Evolution
BIOL	355	Laboratory in Evolution
BIOL	364	Electron Microscopy
BIOL	371	Plant Physiology
BIOL	372	Vertebrate Physiology
BIOL	220L	Invert Zoology

Justification: These courses are no longer offered.

b. *Proposed Change:*

Conversion of B.A. Program Award to B.S.

Justification:

The department currently offers a Bachelor of Arts (B.A.) degree program in Biology. Students expect a Bachelor of Science (B.S.) degree in line with typical domestic as well as international designation of a degree earned in the biology discipline. Students are increasingly questioning the reasoning for and relevance of a Bachelor of Arts in a scientific discipline, and employers may be doing so as well. For instance, when querying “BA or BS in a scientific field” or “BA or BS in science” on Google (09/09/24), the first hit and only featured and highlighted snippet reads “A B.S. is typically centered around technical fields. Additionally, there may be more math and science courses or lab work, as opposed to a higher number of electives more common in B.A. programs”. This quote is from US News and World Report, which is one of the leading evaluators of colleges and universities. Likewise, when querying “BA or BS in biology” on Google (09/09/24), the first hit and only featured and highlighted snippet reads “The Biological Sciences B.S. degree is more oriented toward science and math courses, with fewer General Education requirements.” This passage is from University of California, a major educational institution. The prominence of these examples demonstrates the high likelihood that students will misunderstand biology undergraduate work at Queens College, which provides educational and research experiences more with science than arts and humanities, and more scientific than theoretical.

The vast majority of SUNY and CUNY colleges that offer Bachelor’s degrees in biology offer them as an B.S.

Course and other degree requirements are unaffected by this change.

We expect to implement this change from Fall 2026. Students who have been admitted into the B.A. program prior to Fall 2026 will be offered the option to keep their current registration or switch to the B.S. award. All students will be automatically enrolled for the B.S. degree award starting in Fall 2026.

3. History

a. Change to the History Major

From:**REQUIREMENTS FOR THE MAJOR IN HISTORY
(MAJOR CODE HIST-BA)**

Majors are required to take a minimum of 36 credits in history distributed among the following six components.

At least 18 credits must be taken at Queens College.

1. Introductory Surveys in European and U.S. History
(4 courses, 12 credits): HIST 101, 102, 103, and 104.

2. Introductory Surveys in Non-Western History (2 courses, 6 credits): Two courses from among the following:
HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149.

3. Upper-Division Course in Non-Western History
(1 course, 3 credits): One course from among the following:
HIST 160, 166, 255–257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361.

4. Concentration
3 courses (9 credits): Three additional courses in one of the following areas:

Ancient and Pre-Modern History

Includes HIST 113, 114, 140, 144, 148, 158, 204–206, 208, 209, 212, 251, 286, 291, 311, 352.

European History since the Fall of Rome

Includes HIST 107–110, 115, 116, 150, 164, 169, 203, 209–213, 215–218, 222, 225, 227–233, 236–242, 251–254, 287, 291, 292, 295, 302–305, 308–310, 312–315, 332, 349, 352, 361.

United States History

Includes HIST 163, 168, 249, 255, 258–260, 262, 263, 265–267, 270–279, 284, 285, 288, 297, 299, 313, 314, 329, 340–343, 345, 347, 348, 350, 351, 388.

History of Areas of the World other than the United States and Europe

Includes HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149, 160, 166, 255–257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361

Jewish History

Includes HIST 114–116, 159, 237, 249, 251–257, 255, 256, 290, 295, 311, 312, 336, 338, 349.

Gender History

Includes HIST 162, 270–272, 298, 308, 335, 336, 342, 345.

Legal History

Includes HIST 161, 186, 286–290, 340–341.

Students may create a specialty with the permission of the Director of Undergraduate Studies and the Chair. Students choosing this option must do so at the start of their junior year.

5. Colloquium

(1 course, 4 credits): HIST 392W.

6. Elective

(1 course, 2–3 credits): An additional history course, at any level and on any topic.

Please note: HIST 200, 370, 393 and 394 have topics that vary

from semester to semester and will be included in whichever area is appropriate for their content. Depending on the topic, HIST 392W may be used to satisfy the Upper-Division Course in Non-Western History; it may not be used to satisfy the concentration requirement.

To:**REQUIREMENTS FOR THE MAJOR IN HISTORY
(MAJOR CODE HIST-BA)**

Majors are required to take 37 credits in history distributed among the following six components.

At least 18 credits must be taken at Queens College.

1. Introductory Surveys in European and U.S. History
(4 courses, 12 credits): HIST 101, 102, 103, and 104.

2. HIST 190

3. Introductory Surveys in Non-Western History (2 courses, 6 credits): Two courses from among the following:

HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149.

4. Upper-Division Course in Non-Western History

(1 course, 3 credits): One course from among the following:

HIST 160, 166, 255–257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361.

5. Concentration

3 courses (9 credits): Three additional courses in one of the following areas:

Ancient and Pre-Modern History

Includes HIST 113, 114, 140, 144, 148, 158, 204–206, 208, 209, 212, 251, 286, 291, 311, 352.

European History since the Fall of Rome

Includes HIST 107–110, 115, 116, 150, 164, 169, 203, 209–213, 215–218, 222, 225, 227–233, 236–242, 251–254, 287, 291, 292, 295, 302–305, 308–310, 312–315, 332, 349, 352, 361.

United States History

Includes HIST 163, 168, 249, 255, 258–260, 262, 263, 265–267, 270–279, 284, 285, 288, 297, 299, 313, 314, 329, 340–343, 345, 347, 348, 350, 351, 388.

History of Areas of the World other than the United States and Europe

Includes HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149, 160, 166, 255–257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361

Jewish History

Includes HIST 114–116, 159, 237, 249, 251–257, 255, 256, 290, 295, 311, 312, 336, 338, 349.

Gender History

Includes HIST 162, 270–272, 298, 308, 335, 336, 342, 345.

Legal History

Includes HIST 161, 186, 286–290, 340–341.

Students may create a specialty with the permission of the Director of Undergraduate Studies and the Chair. Students

choosing this option must do so at the start of their junior year.

6. Colloquium

(1 course, 4 credits): HIST 392W.

Please note: HIST 200, 370, 393 and 394 have topics that vary from semester to semester and will be included in whichever area is appropriate for their content. Depending on the topic, HIST 392W may be used to satisfy the Upper-Division Course in Non-Western History; it may not be used to satisfy the concentration requirement.

Justification:

HIST 190 "Writing and History" will prepare majors for upper division courses by teaching foundational reading and writing skills, as well as primary-source analysis, use of citations, and a basic understanding of changing and debated interpretations in the discipline (historiography).

By requiring this course, the History Department will be able to conduct regular student learning outcomes assessments based on one introductory writing course and the capstone, 392W.

In order keep the history major at 37 credits total, we wish to eliminate the elective.

4. Urban Studies

a. Change to a Minor: Sustainable Cities

From:

Required Courses (9 credits):

Students must take the following courses:

- URBST 101—Urban Poverty and Affluence
- URBST 252 — The Changing Urban Environment
- URBST 358 — Climate Change and Public Policy

To Read:

Required Courses (9 credits):

Students must take the following courses:

- URBST 101—Urban Poverty and Affluence
- ~~URBST 252 — The Changing Urban Environment~~
- ~~URBST 358 — Climate Change and Public Policy~~
- URBST 267 – Environmental Justice
- URBST 356 – The Climate Crisis in Cities

Justification: We created two new courses specifically for this minor. These new courses feature updated descriptions that are tailored to the needs of the minor. They were approved by the UCC, the Senate and finally, the BOT in June 2025. Now that they are approved, we would like to replace the current required classes with the new classes which, again, were created specifically for this minor.

5. Hispanic Languages and Literatures

a. Change in number and description.

From:

SPAN-250. Survey of Spanish Literature**3 hr., 3 cr. Prerequisite: SPAN 240**

Reading and analysis of representative works from the Middle Ages through the seventeenth century; special emphasis on literary values and history. Required for majors and other students planning to take elective courses in the department.

To read:**SPAN 305. Survey of Spanish Literature I****3 hr., 3 cr. Prerequisite: SPAN 240**

(Formerly SPAN 250). Reading and analysis of representative works from the Middle Ages through the seventeenth century; special emphasis on literary values and history. Required for majors and other students planning to take elective courses in the department.

Not open to students who have taken SPAN 250.

Justification: As part of the department's ongoing self-study, we have reviewed our course offerings and numbering conventions to ensure consistency with curricular standards across peer institutions. Through this process, we have determined that the current designation of SPAN 280 does not accurately reflect the course's level of rigor or its alignment with departmental and disciplinary expectations.

In addition, the course requires prior completion of advanced grammar and composition, and an introductory literary studies course; prerequisites that exceed those typically associated with 200-level survey courses.

A review of comparable programs at four-year institutions within and beyond CUNY indicates that courses with similar prerequisites, content, and expectations are consistently numbered at the 300 level. Accordingly, we propose renumbering SPAN 250 as SPAN 305 to more accurately represent the course's advanced nature and to align our curriculum with peer institutional practices.

b. Change in number and description.**From:****SPAN-260. Survey of Spanish Literature II****3 hr., 3 cr. Prerequisite: SPAN 240**

Reading and analysis of representative works from the Romantic period to the present, with special emphasis on literary values and history. Required for majors and other students planning to take elective courses in the department.

To read:**SPAN 306 Survey of Spanish Literature II****3 hr., 3 cr. Prerequisite: SPAN 240**

(Formerly SPAN 260). Reading and analysis of representative works from the Romantic period to the present, with special emphasis on literary values and history. Required for majors and other students planning to take elective courses in the department.

Not open to students who have taken SPAN 260.

Justification:

As part of the department's ongoing self-study, we have reviewed our course offerings and numbering conventions to ensure consistency with curricular standards across peer institutions. Through this

process, we have determined that the current designation of SPAN 280 does not accurately reflect the course's level of rigor or its alignment with departmental and disciplinary expectations.

In addition, the course requires prior completion of advanced grammar and composition, and an introductory literary studies course; prerequisites that exceed those typically associated with 200-level survey courses.

A review of comparable programs at four-year institutions within and beyond CUNY indicates that courses with similar prerequisites, content, and expectations are consistently numbered at the 300 level. Accordingly, we propose renumbering SPAN 260 as SPAN 306 to more accurately represent the course's advanced nature and to align our curriculum with peer institutional practices.

c. Change in number and description.

From:

SPAN 280. Survey of Spanish-American Literature

3 hr., 3 cr. Prerequisite: SPAN 240

Reading and analysis of representative works, presented within the context of social, political, and intellectual history, from the pre-Columbian period through late nineteenth-century modernismo.

To read:

SPAN 307. Survey of Spanish-American Literature I

3 hr., 3 cr. Prerequisite: SPAN 240

(Formerly SPAN 280). Reading and analysis of representative works, presented within the context of social, political, and intellectual history, from the pre-Columbian period through late nineteenth-century modernismo.

Not open to students who have taken SPAN 280.

Justification:

As part of the department's ongoing self-study, we have reviewed our course offerings and numbering conventions to ensure consistency with curricular standards across peer institutions. Through this process, we have determined that the current designation of SPAN 280 does not accurately reflect the course's level of rigor or its alignment with departmental and disciplinary expectations.

In addition, the course requires prior completion of advanced grammar and composition, and an introductory literary studies course; prerequisites that exceed those typically associated with 200-level survey courses.

A review of comparable programs at four-year institutions within and beyond CUNY indicates that courses with similar prerequisites, content, and expectations are consistently numbered at the 300 level. Accordingly, we propose renumbering SPAN 280 as SPAN 308 to more accurately represent the course's advanced nature and to align our curriculum with peer institutional practices.

d. Change in number and description.

SPAN 290. Survey of Spanish-American Literature II

3 hr., 3 cr. Prerequisite: SPAN 240

Reading and analysis of representative works, presented within the context of social, political and intellectual history, from the early twentieth-century vanguardia movement through contemporary Spanish American fiction, poetry, and drama.

To read:

SPAN 308. Survey of Spanish-American Literature II

3 hr., 3 cr. Prerequisite: SPAN 240

(Formerly SPAN 290). Reading and analysis of representative works, presented within the context of social, political and intellectual history, from the early twentieth-century vanguardia movement through contemporary Spanish American fiction, poetry, and drama.

Not open to students who have taken SPAN 290.

Justification:

As part of the department's ongoing self-study, we have reviewed our course offerings and numbering conventions to ensure consistency with curricular standards across peer institutions. Through this process, we have determined that the current designation of SPAN 280 does not accurately reflect the course's level of rigor or its alignment with departmental and disciplinary expectations.

In addition, the course requires prior completion of advanced grammar and composition, and an introductory literary studies course; prerequisites that exceed those typically associated with 200-level survey courses.

A review of comparable programs at four-year institutions within and beyond CUNY indicates that courses with similar prerequisites, content, and expectations are consistently numbered at the 300 level. Accordingly, we propose renumbering SPAN 290 as SPAN 309 to more accurately represent the course's advanced nature and to align our curriculum with peer institutional practices.

6. Computer Science

- a. Change in title, prerequisite and description.

From:

CSCI 390. ~~Honors Readings in Computer Science~~.

3 hr.; 3 cr.

Prereq.: Junior or senior standing and permission of the instructor.

Students will ~~study~~ and report on survey and research papers dealing with various current topics in computer science selected by the instructor. ~~Topics for each offering of the course will be announced at registration time.~~

To Read:

CSCI 390. Research Survey.

3 hr.; 3 cr.

Prereq.: Junior or senior standing, CSCI 313 and the completion of at least three other 300-level CS courses at Queens College, GPA of at least 3.5 in the CS major, and permission of the department.

Students will learn about and report on a variety of current topics in computer science by reading survey and research articles or attending research presentations. The specific topics covered each term will be selected by the instructor.

Justification: *The current course description only allows for a reading course, while the proposed revisions allow the course to be based on readings or research talks or both. To make this course available to a potentially larger portion of students that are equipped to understand the advanced material, the honors status of the course has been removed and replaced with a minimum GPA requirement instead.*

b. Change in title, prerequisite and description.

From:

CSCI 393. Honors Thesis.

3 hr.; 3 cr.

Prereq.: Junior or senior standing and approval of the ~~department's Honors and Awards Committee~~. The student will engage in ~~significant~~ research under the supervision of a faculty mentor and a thesis committee consisting of two other faculty members. ~~The thesis proposal and committee must be approved by the department's Honors and Awards Committee. Upon completion of the research paper, an oral presentation of the results, open to the public, will be given. With the approval of the mentor, thesis committee, and the department's Honors and Awards Committee, the course may be repeated once for credit when the level of the student's work warrants a full year of effort.~~

To Read:

CSCI 393. Undergraduate Research in Computer Science.

Credits: 3 hr.; 3 cr.

Prereq.: Junior or senior standing, CSCI 313 and the completion of at least three other 300-level CS courses at Queens College, GPA of at least 3.5 in the CS major, and permission of the department. The student will engage in research under the supervision of a professorial-level member of the Computer Science faculty (the mentor). A committee consisting of the mentor and two additional professorial-level faculty members (assigned by the department chair) will be formed to review the student's work. The specific topic of the research must be proposed by the mentor and approved by the department chair at least one week before the start of the term. As basis for the course grade, the student must write a paper/report and give an oral presentation of the results, open to public, in front of the committee.

Justification: *Currently, students may do undergraduate research for credit via three separate courses: CSCI 391 Honors Problems in Computer Science, CSCI 393 Honors Thesis, and CSCI 395 Research Projects. This is unnecessarily complicated, creates confusion, and students may end up doing honors-level or thesis-worthy work in the non-honors and non-thesis courses or not doing sufficient work for the honors and thesis courses, both of which are unfortunate outcomes. The proposed combined course simplifies the pathway to undergraduate research for credit in the major to a single course.*

No more than 3 credits of any undergraduate Computer Science course CSCI 390 or higher may be used as part of the major.

We no longer designate 390, 393 as Honors courses.

c. Withdrawal of the following courses that are no longer offered

□

CSCI	88	Adv Productivity Tools for Bus
CSCI	66	Comp App for Pros Math Teacher
CSCI	86	Sci, Comp Tools, & Instr
CSCI	3952	Research Projects
CSCI	345	Logic Design Lab
CSCI	280	Self-Study Programming
CSCI	310	WWW Programming
CSCI	399	Honors Readings
CSCI	101	Intro To Computer Science
CSCI	3812	Special Topics Computer Sci
CSCI	3811	Vt: Special Topics Comp Sci
CSCI	7881	Cooperative Educ Placement
CSCI	762	Algorithms II
CSCI	7991	VT: Research
CSCI	734	Hardware Design Practicum
CSCI	790	Seminars in Computer Science
CSCI	745	Switching Theory
CSCI	7992	Vt:Research
CSCI	707	Compiler Construction
CSCI	902	Topics in Computing
CSCI	901	Topics in Computing
CSCI	380	VT Software Systems Practicum.
CSCI	383	VT Computer Science Synthesis
CSCI	385	VT Computer Science Capstone
CSCI	3931	Honors Thesis, 1 credit
CSCI	3932	Honors Thesis, 2 credits
CSCI	395	Research Projects.

d. Withdrawal of our BA/MA program which has been replaced by our accelerated Master's program.

8. Math

a. *Courses Withdrawn:*

- Math S1: Intro to Alg & Trig
- Math 135W: Writing Workshop
- Math 385: Math Found Second Schl Curr
- *Note: We are keeping Math 385W; we are only withdrawing the non-W version, which is no longer offered.*
- Math 503: Math from an Algorithmic Standpoint
- Math 525: History of Modern Mathematics
- Math 550: Studies in Mathematics
- Math 613: Algebraic Structures
- Math 616: Ordinary Differential Equations

- Note: for some reason, currently there are two courses numbered Math 616. We want to keep and continue to offer Math 616: Complex Analysis.
- Math 630: Differential Topology
- Math 632: Differential Forms
- Math 391.3/4/5: Special Problems
- Math 395.3: Honors Seminar I
- Math 4997: Math Lab-sections
- Math 790.4/4.5: VT: Indep Research
- Math 791.1/3/4.5: VT: Tutorial

b. *Courses Reserved:*

- Math 113: Ideas in Mathematics
- Math 116: Mathematics of Finance
- Math 224: Differential Equations with Numerical Methods II

c. **Change to Prerequisite: Math 205**

From:

Math 205. Mathematical Problem Solving

3 hr.; 3cr. Prereq. ~~or coreq.: one year of college mathematics~~

This course presents techniques and develops skills for analyzing and solving problems mathematically and for proving mathematical theorems. Students will learn to organize, extend, and apply the mathematics they know and, as necessary, will be exposed to new ideas in areas such as geometry, number theory, algebra, combinatorics, and graph theory. Not open to students who are taking or who have received credit for MATH 505.

To Read:

Math 205. Mathematical Problem Solving

3 hr.; 3cr. Prereq.: [Math 141, Math 151, or equivalent](#)

This course presents techniques and develops skills for analyzing and solving problems mathematically and for proving mathematical theorems. Students will learn to organize, extend, and apply the mathematics they know and, as necessary, will be exposed to new ideas in areas such as geometry, number theory, algebra, combinatorics, and graph theory. Not open to students who are taking or who have received credit for MATH 505.

Justification:

It is unclear what “one year of college mathematics” means. Prerequisites should be able to be coded into bulletin/DegreeWorks/etc. The proposal resolves this issue. The current proposed prerequisite was chosen based on feedback of recent instructors of the course.

d. **Change to a Major: Mathematics – Secondary Education Concentration (MATH 7-12)**

From:

Required MATH Courses: MATH 141, 142, & 143 OR MATH 151 & 152, MATH 201, MATH 205 or 505, MATH 218 or 518, MATH 220, MATH 231 or 237, MATH 241, MATH 301 or 601, MATH 385W (must take prior to SEYS 361 as upper junior).

Students must then take either three or four additional courses as follows:

Three additional courses chosen from Lists X and Y below, of which at least two must be from list X.
OR Four additional courses chosen from Lists X and Y below, of which at least one must be from list X.

List X: Math 305 (or 605), 310, 317 (or 617), 318 (or 618), 334 (or 634), 609, and 626

List Y: Math 202, 223, 232, 242, 245, 247, 248, 250, 255, 320, and all 500- and 600-level courses not already used to satisfy the above requirements.

Required Computer Science/Physics Courses (2 courses): CSCI 111 OR CSCI 112 AND one course from: CSCI 211, CSCI 212, PHYS 121.4 (and PHYS 121.1), PHYS 145 (and PHYS 121.4).

Residency Requirement: At least 15 credits of these required and electives must be taken at Queens College.

To Read:

Required MATH Courses: MATH 141, 142, & 143 OR MATH 151 & 152, MATH 201, MATH 205 or 505, MATH 218 or 518, MATH 220, MATH 231 or 237, MATH 241, MATH 301 or 601, MATH 385W (must take prior to SEYS 361 as upper junior).

Students must then take either three or four additional courses as follows:

Three additional courses chosen from Lists X and Y below, of which at least two must be from list X.
OR Four additional courses chosen from Lists X and Y below, of which at least one must be from list X.

List X: Math 305 (or 605), 310, 317 (or 617), 318 (or 618), 320, 334 (or 634), 609, and 626

List Y: Math 202, 223, 232, 242, 245, 247, 248, 250, 255, and all 500- and 600-level courses not already used to satisfy the above requirements.

Required Computer Science/Physics Courses (2 courses): CSCI 111 OR CSCI 112 AND one course from: CSCI 211, CSCI 212, PHYS 121.4 (and PHYS 121.1), PHYS 145 (and PHYS 121.4).

Residency Requirement: At least 15 credits of these required and electives must be taken at Queens College.

Justification:

List X is meant to be the more challenging courses and 320 is currently the only 300-level course in List Y. This discourages students in the program from taking 320. The proposal rectifies this issue.

8. Music**a. Change to a minor:** Minor in Music Literature

From: Required (18 Credits)

Core Curriculum Course (3 credits)

MUSIC 001

At least 4 courses from MUSIC 008, 121, 122, or ~~123~~

Major Ensembles (Optional) (~~Up to~~ 3 credits)

~~Up to 3 courses from MUSIC 156.1, 158.1, 258.1, 259.1,~~

~~or 253.1~~

To Read: Required (18 credits)

Core Curriculum Course (3 credits)

MUSIC 1

At least 4 courses from MUSIC 8, 121, 122, 224, 239, 240, 246, 247, 301W, or 302W. MUSIC 8, 121, 122, 301W and 302W may be repeated twice for credit if the topic changes.

Ensembles (3 credits) Students are encouraged to participate in three ACSM ensembles (MUSIC 156.1, 158.1, 258.1, 259.1, or 253.1). Students who do not opt to take ensembles must take one more course from the list above.

Justification: For many years, very few students have opted to complete this minor, largely because the list of required courses, as currently defined in the Bulletin, does not include several courses regularly offered by the music department. The proposed expansion of the list of courses to include several more courses that are regularly offered by the department, will make the path to completing this minor more flexible and, thus, more attractive to students. Some of the changes merely involve the formatting of certain course numbers to reflect how they now appear in the Bulletin.

b. CHANGE TO COURSE DESCRIPTION**From:**

Music 3561. Vocal ensemble.
2 hours; 1 credit. Prereq.: Permission of the instructor, admission is by audition.
A ~~small~~, select chamber choir that performs music from the Middle Ages to the present day. May be repeated for credit. ~~May be counted toward the large-ensemble requirement by permission of the instructor only.~~ Fall, Spring

To Read:

Music 3561. Vocal ensemble.
2 hours; 1 credit. Prereq.: Permission of the instructor, admission is by audition.
A select chamber choir that performs music from the Middle Ages to the present day. May be repeated for credit. Satisfies the large-ensemble requirement for music majors. Fall, Spring

Justification: For several years, many students majoring in music (whose main instrument is voice) have been taking this course to fulfill their large-ensemble requirement. Since the course has hitherto required permission of the instructor to count toward that requirement, this change to the course description will eliminate the need for such permission, and properly reflect the course's status as a requirement for majors.

9. SEES

- a. Change in major: MAJOR IN ENVIRONMENTAL SCIENCE
(MAJOR CODES: ENSCI-BA and ENSCI-BS)

Note: Current major includes the recent proposed addition of ENSCI 207 approved by UCC, Fall 2025.

From:

ENVIRONMENTAL SCIENCES (MAJOR CODES ENSCI-BA AND ENSCI-BS)

Environmental Sciences

The interdisciplinary BA in Environmental Science requires the courses listed below (students desiring greater depth in biology or biochemistry than is included in the ENSCI major are advised to declare a minor in biology or biochemistry):

1. ENSCI 100, 200, and the capstone ENSCI 373W; and completion of the following introductory science courses that are prerequisite for one or more of the Core Courses or Advanced Courses that follow: GEOL 101, CHEM 113.4 and 113.1, BIOL 105, MATH 151 (or equivalent), and PHYS 121.4 and 121.1.
2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: [ENSCI 207](#), GEOL 208, 210, 216, URBST 230 or BIOL 201.
3. Two of the following 300-level Advanced Courses: GEOL 318, 342, 347, 349, 356, 363, 370, 383; ENSCI 303, 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

For the BS in Environmental Science the student must satisfy the requirements for the BA and complete

1. MATH 114 or MATH 241 or BIOL 230;
2. 12 credits from introductory Mathematics and Science courses including GEOL 102, BIOL 106, CHEM 114.4 and 114.1, MATH 152 (or equivalent) or PHYS 122.4 and 122.1 or GEOL 200;
3. one additional 200-level Core Course; and
4. two additional 300-level Advanced Courses.

To Read:

ENVIRONMENTAL SCIENCES (MAJOR CODES ENSCI-BA AND ENSCI-BS)

Environmental Sciences

The interdisciplinary BA in Environmental Science requires the courses listed below (students desiring greater depth in biology or biochemistry than is included in the ENSCI major are advised to declare a minor in biology or biochemistry):

1. ENSCI 100, 200, and the capstone ENSCI 373W; and completion of the following introductory science courses that are prerequisite for one or more of the Core Courses or Advanced Courses that follow: GEOL 101, CHEM 113.4 and 113.1, BIOL 105, MATH 151 (or equivalent), and PHYS 121.4 and 121.1.
2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: [ENSCI 207](#), GEOL 208, 210, 216, URBST 230 or BIOL 201.
3. Two of the following 300-level Advanced Courses: GEOL 318, 328W, 342, 347, 349, 356, 363, 370, 383; ENSCI 303, 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

For the BS in Environmental Science the student must satisfy the requirements for the BA and complete

1. MATH 114 or MATH 241 or BIOL 230;
2. 12 credits from introductory Mathematics and Science courses including GEOL 102, BIOL 106, CHEM 114.4 and 114.1, MATH 152 (or equivalent) or PHYS 122.4 and 122.1 or GEOL 200;
3. one additional 200-level Core Course; and
4. two additional 300-level Advanced Courses.

Justification: SEES is correcting the list of advanced course electives for the ENSCI-BS & ENSCI-BA majors, which were missing GEOL 328W, Volcanos and Climate, which was approved by the QC UCC/BOT in 2017-2018.

11. Political Science

a. Change in course description.

From:

PSCI 297: Model United Nations

A simulation of the United Nations as an agent for peace in the contemporary world, including participation in a week-long Model UN event in New York City with general assembly meetings at the UN headquarters. Students will research issues before the UN in such areas as regional and world peace, economic development, education, human rights, and non-proliferation of nuclear weapons, and will prepare to participate in simulated debates and negotiations. This course has an M&T Fee. For more info visit: <http://qc.cuny.edu/?id=JU9F>

To Read:

PSCI 297: Model United Nations

A simulation of the United Nations as an agent for peace in the contemporary world, including participation in a week-long Model UN event in New York City with general assembly meetings at the UN headquarters. Students will research issues before the UN in such areas as regional and world peace, economic development, education, human rights, and non-proliferation of nuclear weapons, and will prepare to participate in simulated debates and negotiations. This course has an M&T Fee. For more info visit: <http://qc.cuny.edu/?id=JU9F>. This course may be repeated once for credit.

Justification:

Model UN is a course where students participate in a simulation of the United Nations. Each iteration of the simulation is different, since the group is assigned a different country and take on different global issues assigned to committees. The class material is fundamentally different each semester. The course learning fundamentally occurs outside the classroom in an experiential setting, where students interact with one another to negotiate, write, and then defend through public speaking, their desired solution of political circumstances. This interactive process is built through experience — students who return to Model UN get more out of the class than those doing the work for the first time. Skills like negotiation and public speaking are enhanced by repetition. It is common for peer universities to allow Model UN as a repeatable course.

GCC Minutes Dated December 3, 2025

A. ITEMS FOR UNIVERSITY REPORT

1. GSLIS

Minor change – Course withdrawal

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

Discontinuance of Librarianship—Post Masters Advanced Certificate

Change in requirements for admission: []

Change in requirements for degree/certificate: []

2) Please give HEGIS number of known to you: **1601.00**

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

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 - **NA**

5) Please give a justification for the change.

This program has not enrolled students in several years. The department has elected to discontinue the program.

2. URBST

Minor change – Change in Requirements

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: **2214.00**

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

Complete ALL of the following Courses:

URBST 705 - The Just City in Theory and Practice

URBST 718 – Governing the City **URBST 725** – Research Methods

URBST 751 – Critical Analysis of Urban Data (note new title)

Complete at least 1 of the following courses:

URBST 791 – Writing the Thesis

URBST 785.3 – Thesis Tutorial

Earn at least **15 credits** from Electives. Students are free to choose from among any of the department's MA-level nonrequired courses.

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:

Additional Comments: Students may not enroll in the same course more than once, including combined BA/MA courses that they completed as an undergraduate student. In certain cases, exceptions may be granted by explicit, written permission of the MA advisor. Without such permission, credit will not be granted for repeated enrollment in the same combined course.

5) Please give a justification for the change.

We ensure that our combined BA/MA courses have different sets of requirements for BA vs MA students; however, the content does not always vary significantly. To ensure that students who received a BA at Queens College are not repeating course content, we want to discourage them from re-taking combined courses.

3. URBST

Minor change – Change in Requirements

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: **NA**

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

Applicants to the Accelerated MA program must have completed at least **60 credits** and have a 3.0 GPA overall and in Urban Studies. As undergraduate Urban Studies majors, they may take as many as four (4) graduate ~~electives~~ as part of the BA in Urban Studies. These ~~elective courses~~ will contribute to the completion of the requirements for the undergraduate Urban Studies major.

~~Students in the Accelerated MA program may take the required graduate courses only when they have matriculated in the MA program, that is, after completing the undergraduate Urban Studies BA. Thus, the typical student in the Accelerated MA program will take four elective graduate courses during their junior and senior years of the BA and, during their time as a Master's student, will take the four required graduate courses (URBST 705, two of URBST 706, 718, or 724, and one of URBST 725, 732, or 751) and two graduate electives, for a total of 18 credits.~~

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:

Applicants to the Accelerated MA program must have completed at least **60 credits** and have a 3.0 GPA overall and in Urban Studies. As undergraduate Urban Studies majors, they may take as many as twelve **(12) credits** during their junior and senior years of the BA. These credits will count towards the completion of the requirements for the undergraduate Urban Studies major.

Once students have completed their BA and have matriculated into the MA program, students will complete another eighteen **(18) credits** for a total of thirty **(30) credits**.

Accelerated MA students may not enroll the same course more than once, including combined BA/MA courses. In certain cases, exceptions may be granted by explicit, written permission of the MA advisor. Without such written permission, credit will not be granted for repeated enrollment in the same combined course.

5) Please give a justification for the change.

We recently changed our MA requirements to reflect a recommended sequence for required classes. Our sequence now provides a logical order for acquiring skills and concepts, ensuring that students build on foundational knowledge and successfully master urban theory as well as the planning, design, implementation and analysis of an original research project. This sequence stretches over four semesters. Therefore, for it to be accessible to our Accelerated MA students, they need to begin taking required courses while they are still undergraduates.

We ensure that our combined BA/MA courses have different sets of requirements for BA vs MA students; however, the content does not always vary significantly. To ensure that students are not repeating course content, we want to discourage them from re-taking combined courses.

4. URBST

Minor change – Course withdrawal

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 return to active listing:

Course reserve or withdrawal:

1) 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 to change or eliminate.

Please Withdraw the Following Courses:

URBST	740	GRAD	2/1/1997	Delivery of Public Services	1199
URBST	748	GRAD	1/27/2014	Organizational Behavior & Urban Politics	1159
URBST	730	GRAD	9/1/1975	Urban Economy: Growth & Problems	1129
URBST	715	GRAD	8/27/2006	Urban Religious Movements	1119
URBST	762	GRAD	9/1/1975	Jobs & Occupations in Urban Society	1049
URBST	775	GRAD	8/22/2014	Changing Urban Institutions	962
URBST	E721	GRAD	1/1/1901	Bureaucracies II: Policy & Prob	909
URBST	719	GRAD	2/1/1975	Applications of Social Psychology to Urban Problems	769

Please Reserve the Following Courses:

URBST	709	GRAD	5/19/2021	Urban Security and Insecurity	1199
URBST	743	GRAD	1/27/2014	Advocacy, Politics, & Disease	1182

URBST	736	GRAD	9/1/2000	Urban Epidemics: Tuberculosis to AIDS	1159
URBST	731	GRAD	9/1/1974	Evaluating Urban Policies	1146
URBST	704	GRAD	8/27/2006	Religion, Politics, & Urban Society	1092

2) 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. – **NA**

3) Please give a justification for the change.

These courses have not been offered in a number of years and many of them were created based on the expertise of long-serving faculty members who recently retired and whose expertise will not be replicated.

4) For a change in course description only, please provide an updated syllabus. **NA**

2. Pending approval of new GCC chairperson

Nominating Committee - Queens College Academic Senate - Report to the Senate – February 5, 2026

The Nominating Committee recommends the following individual(s) for election to the position indicated:

Committee Type	Seat			Candidate		
	Name	Faculty/ Student	School	Term	Committee	New/ Renewal
Standing						
	Lenwood Gibson	Faculty	Education	2026	Graduate Curriculum Committee	New
	Carmen Velasco	Student	A & H	2026	Undergraduate Scholastic Standards Committee	New
	Cliff Mak	Faculty	A & H	2026	Graduate Curriculum Committee	New
	Kaitlyn Noyan	Student	Soc Sci	2026	Undergraduate Curriculum Committee	New
	Jacquelyn Bracco	Faculty	MNS	2026	Graduate Curriculum Committee	New
	Brian Limbu	Student	MNS	2026	Policy Board on Administration	New
	Victoria Fischer	Faculty	MNS	2026	Undergraduate Curriculum Committee	New

To: Academic Senate
From: Queens College Elections Committee
Date: January 14, 2026
Subject: 2026 Faculty & Student Elections Dates

The 2026 Elections dates are as follows:

Nominations 2026

- Beginning 12:01 a.m. on Sunday 2/22/26 - 3/7/26 Saturday at 11:59 p.m.
- Date of record: 2/28/26 Friday at 11:59 p.m.

Elections 2026

- Beginning 12:01 a.m. on Sunday 4/19/26 - 4/25/26 Saturday at 11:59 p.m.

Queens College Classroom Recording Policy

Audio or video recordings of all or parts of classes at Queens College may not be made without permission from the course instructor(s).

The Office of Student Affairs and the Office of Special Services may provide for the recording of classes on behalf of a student receiving disability accommodations, missing class due to religious beliefs, or experiencing extended absence due to medical or other exigent circumstances.

The Queens College Classroom Recording Policy applies to both students and visitors. Students and visitors are not authorized to copy, download, or disseminate authorized recordings to others. Students in violation of this policy may be subject to disciplinary action, and visitors in violation of this policy are subject to removal from the classroom and/or campus.