MEETING OF QUEENS COLLEGE
ACADEMIC SENATE

DATE: December 10, 2020

TIME: 3:35 p.m.

PLACE: Remote

A G E N D A

1.   Approval of Agenda

2.   Approval of Academic Senate meeting minutes of November 12, 2020

3.   Announcements, Administrative Reports, and Memorials:

   a.   Budget 101: William Keller, VP for Finance and Administration and Joseph Loughren, AVP for Finance and Budget
   b.   Memorial for Emeritus Peter Mattson – The School of Earth and Environmental Sciences

   The Agenda for the Academic Senate meeting on February 11, 2021 will be prepared at the Executive Committee meeting on Thursday, January 28, 2021. Any lengthy material to be considered by the Executive Committee on that date should be submitted to the Senate office, Kiely Hall Room 141A, or emailed to: Simone.Yearwood@qc.cuny.edu or Brenda.Salas@qc.cuny.edu by January 15, 2021.

4.   Special Motions

5.   Committee Reports: (see attachments)

   a. Undergraduate Curriculum Committee Minutes dated November 12, 2020
   b. Graduate Curriculum Committee Minutes dated November 4, 2020
   c. Nominating Committee Report dated December 2020

6.   Old Business

   a. Nominations to the Nominating Committee
      Faculty – Social Science
               Arts and Humanities
   b. Land Acknowledgements

7.   New Business
   a. Queens Diversity Presentation: Dr. Zadia Feliciano and Dr. Sara Hinojos

The meeting will come to order:

Chair Simone L. Yearwood called the meeting to order at 3:37 p.m.

1. Approval of Agenda:

   i.   MOTION: Duly made by Chair Yearwood:

"To make an amendment to item 7a. from Dr. Deirdre Flowers to Dr. Deidre Flowers"

   ii.   MOTION: Duly made by Senator, James Lowry:

"To amend the agenda and add 7b. Land Acknowledgements"

   iii.   MOTION: Duly made to by Chair Yearwood:

"To approve agenda as amended"

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

2. Approval of Minutes:

   i.   MOTION: Duly made by Chair Yearwood:

"To amend the minutes dated October 8, 2020 on page 5, from Ping Lee to Ping Li"

   ii.   MOTION: Duly made by Dave fields, Parliamentarian:

"To approve the minutes as amended"

Hearing no objection to the motion the minutes were approved as amended.

3. Announcements, Administrative Reports and Memorials:

3a. QC Navigate: Cheryl Littman, Dean of Institutional Effectiveness and Eva M. Fernández, Associate Provost for Innovation and Student Success

Dr. Eva M. Fernandez and Dr. Cheryl Littman gave a presentation and an overview to show what navigate is, who's using it and what has been learned. Thoughts and questions were taken from Senators.

11/12/2020   11/12/2020

QC Navigate implementation: what, who, for what, and where to?

Eva Fernández (Associate Provost) and Cheryl Littman (Dean of Institutional Effectiveness)

Presentation to Queens College Academic Senate
November 12, 2020

EAB Student Success Platform: 2 linked components

Navigate Staff

For anyone who advises students: faculty, advisors, peer tutors, etc.

Advisor-facing tools for:
- Messaging students (email and text)
- Running appointment campaigns
- Managing cases (continuity of support)
- Carrying out "early alert" interventions

Advanced tools for:
- Tracking groups of students, tracking interventions
- Managing advisor/tutor caseloads
- Using historical and current data to guide advising and decision-making

Navigate Student

For students: undergrad or grad

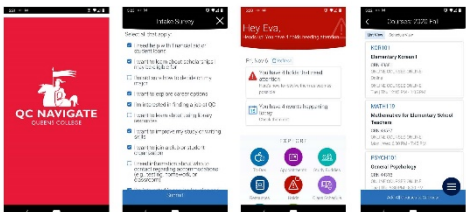Student mobile app
(also works on a browser) for:
- Scheduling appointments
- Seeing class schedule
- Connecting to resources
- Exploring majors
- Getting reminders and to-dos
- Finding study buddies

QC Navigate as part of the larger student support network at QC

- What is QC Navigate?
- Who is using it?
- What have we learned?
- Where should we go from here?

- A Senate committee on student success?

"Technology is not the sum of the artifacts, of the wheels and gears, of the rails and electronic transmitters. **Technology is a system.** It entails far more than its individual material components. Technology involves organization, procedures, symbols, new words, equations, and, **most of all, a mindset.**"
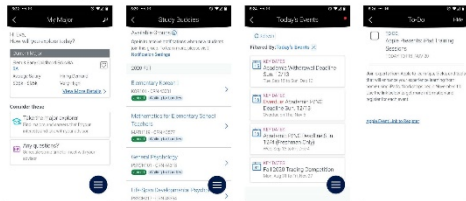
Ursula Franklin
(emphasis added)

QC Navigate: Student App

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1   2

11/12/2020

Slide 4

EMF1	Good place for a poll:	Eva Fernández, 11/6/2020
EMF2	Have you downloaded QC Navigate? Yes, Downloading it right now, No, Wish this existed when I was a student! What's an app?	Eva Fernández, 11/6/2020
CL1	Have you used Navigate? 1. Looked up a student 2 Used advanced search 3. set my availability 4. submitted alert for a student	Cheryl Littman, 11/9/2020

QC Navigate: Student App

Who is using the QC Navigate Student App?

Since launch in March 2020: **10,070 users** (36% new, 64% return users)

- **26,922** responses to items in the intake survey
- **2,244** looking for study buddies (ENGL 110, ANTH 101, MATH 122 in the lead)
- **3,366** with one or more to-dos checked off
- **2,574** have responded to the program explorer
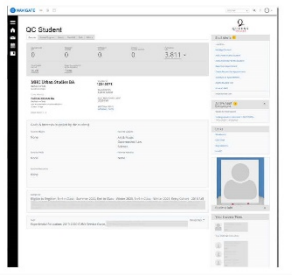
If you're a student:
- More information at: **https://navigate.qc.cuny.edu**
- Log in at: **https://qc-cuny.navigate.eab.com/app**
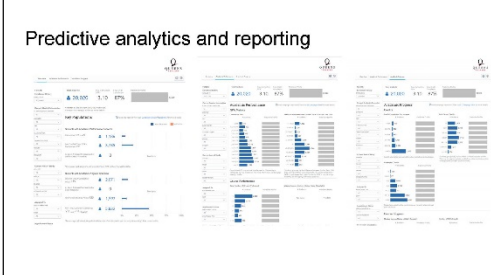- Or download at Apple Store or Google Play

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3

11/12/2020

11/12/2020

QC Navigate Staff

- Student profiles assemble data from CUNYfirst in user-friendly screens
- Platform provides methods for contacting students and connecting them to others
- System also has comprehensive appointment and calendar management functions

Predictive analytics and reporting

QC Navigate Staff

If you're faculty or serve as advisor to students:
- Check out implementation site: https://eab.qc.cuny.edu
- Login to live site: https://qc-cuny.campus.eab.com

Reporting: Comparing 2 populations

A = QC in 4 students entering fall 2017
B = All other students entering fall 2017 as freshmen or sophomores

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11/12/2020

11/12/2020

QC Navigate makes our work easier, and helps us do things we couldn't do before
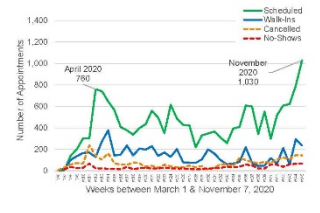
- Academic Momentum
- Achievement Gaps
- Retention
- Graduation

Appointments made using QC Navigate

From March 1 (launch) through November 7:

- 25,132 appointments
- 11,203 students
- 1,227 no-shows
- 2,976 canceled

- Average per week:
  439 scheduled
  142 walk-ins

Who is using QC Navigate to communicate?

Primary senders:
- Academic Advising
- Keep Learning
- SEEK
- Career Center
- CUNY Service Corps
- Social Sciences Dean of Faculty
- QC Learning Commons

Which departments? (and how many appointments?)

Advising 13,411
SEEK 7,908
Career Center 746
Psychology 1,184

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11/12/2020

11/12/2020

Alerts & Cases
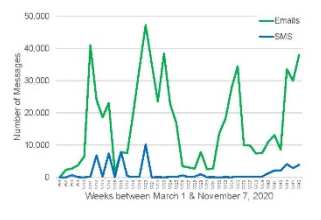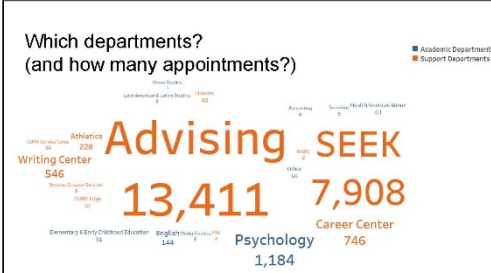
519 alerts submitted to date since September 29, about 319 unique students

- 54% missing assignments, 30% recurring absence 12% needs academic support
- 61% case still open, 33% student non-responsive
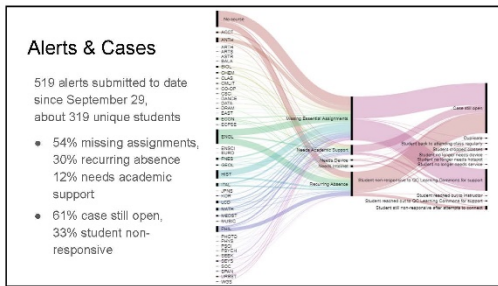
Questions

- How does the Academic Senate want to engage with QC Navigate? Anyone want to volunteer to help develop, train, advertise, …?
- Should the college have an ad hoc or standing student success committee? How does the Academic Senate keep abreast of and influence ongoing changes in tech at QC?
- How can you learn more about how to use QC Navigate?

If you're faculty or serve as advisor to students:
- Check out implementation site: https://eab.qc.cuny.edu
- Login to live site: https://qc-cuny.campus.eab.com

What have we learned?

- Cross-departmental work to support students is important … but it's challenging
- Faculty and Staff are finding Navigate relatively easy to learn and are finding the system helpful to their work
- Navigate was instrumental in helping us transition to online instruction and online support
- Students are hungry for peer interaction and collaboration
- This project is encouraging and facilitating QC's exposure to best practices within CUNY, and at the national level

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3b. Memorial for Harry Hoehn - Department of Family, Nutrition, and Exercise Sciences

Senator Ray Fredrick, on behalf of Dr. Ashima Kant and the department of Family, Nutrition and Exercise Sciences, read a memorial for Dr. Harry Hoehn. Dr. Hoehn passed on October 20. He served the department continuously for 63 years as an associate professor and a member of the Department of Family, Nutrition, and Exercise Sciences. He was hired in 1957 to support the three-credit basic skills program of Physical Education. Dr. Hoehn was predeceased by his wife and two sons. Recently A memorial was held on Rockaway Beach in remembrance for Dr. Hoehn.

The Senate paid its respect with a moment of Silence.

3c. Chair Yearwood, on behalf of Rosenthal library, announced that the library will be reopening for student study space beginning November 30 through December 21 from Monday through Friday, 10 a.m. – 5 p.m. Notices will go out and the reservation link will be placed on the library's webpage.

3d. Senator Jeffrey Greenberg, Drama Theatre and Dance, announced the department is going to be presenting and streaming two productions in December. The first one is called, "Scenes from a Quarantine", directed by Claudia Feldstein on December 10-12 at 7 p.m. and December 13 at 3 p.m. The second is the annual dance concert on December 3-5 at 7 p.m. and December 6 at 3 p.m. Tickets for both productions are available at http://kupferbergcenter.org/ or by phone at 718 793-8080. Tickets are free for QC students and 5 dollars for everyone else.

3e.   President Frank Wu thanked the Senate for who they recommended to Strategic Planning. Strategic Planning has already started and all were encouraged to attend the town halls. President Wu announced there will be a series of presentations that will offer the Senate an insight of the borough.

3d.   Chair Yearwood announced there are still open full-time faculty seats on the Faculty Student Disciplinary Committee. If interested please email: Simone.Yearwood@qc.cuny.edu or Brenda.Salas@qc.cuny.edu.

4. **Special Motions: (None)**

5. **Committee Reports:**

5a. Undergraduate Curriculum Committee

i.   MOTION: Duly made by Ken Lord, Chair of the UCC:

"To accept the UCC minutes dated October 8, 2020"

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

A. **General Education**
Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee
No report.

2. Mathematics and Quantitative Reasoning Advisory Committee
No report.

3. Writing Intensive Advisory Committee.

4. STEM variant courses.
None.

1. **English**

a.   **New Course:**

English 206**:** Writing Studio.

1 hr.; 1 cr. Prereq: ENGL 110 and permission of the instructor and/ or department.

An advanced writing workshop requiring students to extensively write, revise, and edit their own work. This class requires students to submit two completed pieces of writing by the end of the semester. Students must apply for this course and have two clear projects to complete over the semester.

b.   **New Course:**

English 221**:** Editorial Practices.

3 hr.; 3 cr. Prereq: ENGL 110.

An introduction to the practices of professional editors for traditional and multimodal texts, including development, editing, copyediting, proofreading, and production.

2. **Physics**

To:

> **PHYS 242. Thermodynamics. 3 hr.; 3 cr.** Prereq.: PHYS 146.4 and MATH 201. Coreq.: PHYS 233. Thermodynamic systems in equilibrium, entropy, thermodynamic potentials, phase transitions, and kinetic theory.

To:

> **PHYS 243. Thermodynamics and Statistical Mechanics.** 4 hr.; 4 cr. Prereq.: PHYS 146.4 and MATH 201. Coreq.: PHYS 233. This course covers the thermodynamic laws and potentials, entropy, phase transitions, and classical and quantum statistical physics with application to physical systems.

To:

> **PHYS 260. Introduction to Modern Physics.** 4 hr.; 4 cr. Prereq.: PHYS 146.4 and MATH 201. Coreq.: PHYS 233. An introduction to quantum and nuclear physics and the principles of special relativity. The objective is to explain the experimental basis for the transition from classical to modern physics.

3. **Linguistics and Communications Disorders**

Change to the major: Communication Sciences and Disorders.

To Read:
> …
> Second Level: LCD 207, 208 216 (each with a grade of B- or better); and SOC 205, DATA 205, or SOC 206 and SOC 207, or PSYCH 107.1 and 107.3, or MATH 114 or MATH 114W, or LCD 283

b. **New course**
LCD 350. Introduction to the Education of Multilingual Learners
3 hr.; 3 cr. Prerequisites**:** SEYS 201/201W or EECE 201/201W
This course offers teacher candidates across certification areas an introduction to the education of multilingual learners (also referred to as English language learners or ELLs). The course will examine policies, programming, and pedagogical practices for multilingual learners to support their language practices, literacy practices, and content knowledge. (Includes 15 hrs fieldwork).

c. New Course

ASL 111: American Sign Language I
4 hr.; 4 cr.
Introduction of the fundamentals of American Sign Language (ASL) as used by the Deaf community, including vocabulary, syntax, grammar, semantics, and language in use. Students will be exposed to Deaf Culture in the U.S. and elsewhere, and learn about Deaf history. The course focuses on the development of language and communication competencies.

d. New course.

ASL 112: American Sign Language II
4 hr.; 4 cr. **Prerequisite:** ASL 111
This course is designed to continue development of ASL 111: American Sign Language I, and emphasizes development and refinement of the fundamentals of American Sign Language (ASL) as used by the Deaf community, including vocabulary, syntax, grammar, semantics, and language in use. Students will be exposed to Deaf Culture in the U.S. and elsewhere, and learn about Deaf history. The course focuses on the development of language and communication competencies.

5. **Honors in Math and Natural Sciences**

a. New course.

HMNS 100. Writing and Tools for STEM Research.
3 hr.; 3 cr. Prereq: *C+* or better in English 110.
Examination of the scientific method, introduction to research skills, discussion of research safety and ethics, introduction to STEM opportunities at Queens College, and an introduction to literature (both fiction and nonfiction) involving STEM disciplines. Students who complete this course and have the appropriate GPA in DMNS (and related) classes will be eligible to apply for admission into the Queens College STEM Honors Program. Enrollment preference will be given to students with an interest in the STEM Honors Program.

6. **FNES**

a. Change to the major

To:
Proposed major and degree: BA in Food Management Studies

7. **Art**

Change in Course Number:
To read:

  PHOTO 370. Photography Internship
8. **Library**

a. New Course:

LIBR 110. Information in the Digital Age.
2 hours, 2 credits. Co-requisite: English 110.
In an age in which information is quickly and easily reproduced and recirculated, we often lose sight of its context. In this course, we will think critically about information: where it comes from, how it finds its way to you, how it's used in the world, and what you can do with it. We will learn how to find and use (and cite) relevant sources. We will examine how information resources are structured, identify and critique the markers of authority, and reflect on and improve our own research practices.

* Items below approved at the September 10, 2020 Academic Senate meeting but inadvertently left off the minutes.

3. **Family, Nutrition, and Exercise Sciences**

JUSTIFICATION
Background for proposed deletions and additions.
The department has submitted a letter of intent to remove the Food Management Studies specialization from under the Family & Consumer Science umbrella. With this requested change, the specialization in Food Management Studies will be changed to an independent degree as a BA in Food Management Studies. The requested curricular changes support the knowledge base required for the BA in Food Management Studies.

<u>Justification</u> **for removal of FNES 106 (Introduction to Family and Consumer Sciences), FNES 147 (Family Relations), FNES 151 (Families as Consumers), FNES 380 (Seminar in Family and Consumer Sciences—1 credit)**
FNES 106, 147, and 151 are foundational courses in the Family and Consumer Science curriculum and FNES 380 presents an overview of the family and consumer sciences profession including its scope, trends, and new developments. The content of these courses has no relevance to Food Management Studies. Food Management Studies graduates find careers in the institutional and commercial food service industry or choose to become entrepreneurs in food operations and management.

<u>Justification</u> **for addition of BALA 200 (Introduction to Entrepreneurship)**
BALA 200 introduces students to problem solving in any business whether new or established. These skills are an essential component of managing food service operations which encounter problems related to suppliers, human resources, operations, vendors, and delivery. (We have approval of the Associate Provost, Alicia Alvero, Interim Director, BALA program, to offer this course as part of the Food Management Studies curriculum.)
BALA 200. Introduction to Entrepreneurship. 3 hr.; 3 cr. Prereq.: ACCT 100, and CSCI 12 or CSCI 48. An introduction to the process of beginning a new enterprise; learning how to take an idea for a new or improved product or service and turn it into a business. Students will create a full-fledged business plan, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Emphasis will be placed on creating the plan, and then presenting that plan in an effort to convince investors of the viability of the business. Students will learn the thought processes and skills required to succeed when tackling the problems faced by the entrepreneur. Open only to students enrolled in the BALA minor

<u>Justification</u> **for addition of BALA 3983 (Introduction to Brand Marketing)**
BALA 3983 aims to develop fundamental skills in brand or business marketing and effective business communications. These skills are essential for all managers, including managers of institutional and commercial food service industry.   (We have approval of the Associate Provost, Alicia Alvero, Interim Director, BALA program, to offer this course as part of the Food Management Studies curriculum.)
BALA 398. VT: Special Topics in Business. 398.1, 1 hr.; 1 cr., 398.2, 2 hr.; 2 cr., 398.3, 3 hr.; 3 cr. Prereq.: Permission of the program director of BALA. Selected issues in business, topics to be announced in advance. Any combination of BALA 391 and 398 may be taken for a maximum of nine credits. The topics of the 398 courses must differ.

<u>Justification</u> **for addition of BIOL 44 (Food and Human Microbiology)**
BIOL 44 introduces students to the food and human microbiome. This content knowledge is essential for all careers in the food industry to ensure safe food handling practices to protect against food-borne illnesses.
BIOL 44. Food and Human Microbiology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 11, BIOL 40 or BIOL 106. The student will be introduced to general microbiology. Emphasis will be placed on the microbiology of food and human disease and immunology. The laboratory will deal with the characteristics of microorganisms and their role in the preparation of food. May not be used to fulfill biology major or minor requirements.

Justification for addition of FNES 305 (Seminar in Food Management Studies: Career Advancement)
FNES 305 will introduce students to available career paths and the skills and resources essential for career advancement options in Food Management Studies.

FNES 305. **Seminar in Food Management Studies: Career Advancement.** 1 hr.; 1cr. Prereq.: FNES 275. Exploration of career paths in Food Management Studies. Development of skills, resources and professional ethics, and their application for career advancement in in Food Management Studies.
Justification for increase in 1 credit of required courses for the major
BIOL 44, a 4-credit course, will replace a 3-credit course from the required course work. This change will increase the number of required credits in the major by 1 credit and reduce the number of electives by 1 credit. However, the changed curriculum is stronger and exposes students to critical content areas in Food Management Studies.

5b.   **Nominating Committee**

i.   MOTION: Duly made by Chair Yearwood on behalf of Peishi Wang, Chair of the Nominating Committee:

"To accept the Nominating Committee report dated November 10, 2020"

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

1)   Committee on Undergraduate Admissions & Re-entry Standards

The following faculty members were elected by unanimous consent:

Saima Cheema	Math & Natural Sciences	through December 2022
Steven Leventhal	Social Sciences	through December 2022

2)   Graduate Curriculum Committee

The following faculty was elected by unanimous consent:

John Pellitteri	Education	through December 2021

The following student was elected by unanimous consent

Jean-Philippe-Morisset Bruneskidvi	M&NS	through December 2021

3)   Subcommittee on Honorary Degrees

The following student was elected by unanimous consent:

Elizabeth Ying	Math & Natural Sciences	through September 202

4)   Undergraduate Curriculum Committee

The following faculty was elected by unanimous consent:

Kenneth Lord	Math & Natural Sciences	through December 2022

The following students were elected by unanimous consent:

Siddharth Malviya	Math & Natural Sciences	through December 2022
Matthew Rosenblatt	Social Sciences	through December 2022

5)   Undergraduate Scholastic Standards Committee

The following students were elected by unanimous consent:

Rita Igbinoba	Math & Natural Sciences	through December 2022
Christa Louissaint	Arts & Humanities	through December 2022
Jyoti Varghese	Education	through December 2022

5c. Elections Committee

    i.   MOTION: Duly made by Jeremy Czerw, Chair of the Election Committee:

"To accept the Elections Committee report dated October 14, 2020"

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

Elections Committee Report

October 14, 2020

Student & Faculty Elections 2021:

Nominations 2021:

Beginning 12:01 a.m. on Sunday 2/14/21 – 2/27/21 Saturday at 11:59 p.m.

Date of record: 2/19/2020 Friday at 11:59 p.m.

Elections 2021:

Student: Beginning 12:01 a.m. Sunday 4/11/2021 – 4/17/21 Saturday at 11:59 p.m.

Faculty: Beginning 12:01 a.m. Sunday 3/14/21 – 3/20/21 Saturday at 11:59 p.m.

Please Note: Spring break and Passover is: 3/27/21-4/4/21

6.   Old Business

    6a.   Nominations to the Nominating Committee:

          Faculty – Social Sciences (no nominees)

              Arts and Humanities (no nominees)

 7. New Business

Chair Yearwood announced we will start to have Queens College diversity presentations that will allow faculty to present findings on racial issues. Today we have Dr. Deidre Flowers and Dr. Francois Pierre-Louis.

7a. Queens Diversity Presentation: Dr. Deirdre Flowers and Dr. Francois Pierre-Louis

1. Dr. Deidre Flowers, History department and Interim Chair for Africana Studies, gave a presentation on The Great Migration and New York City.
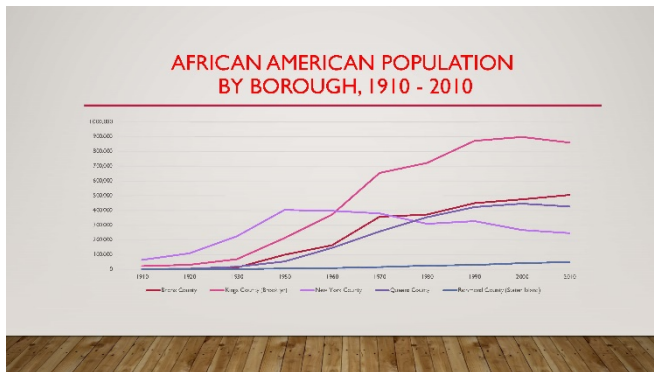
2. Dr. Francois Pierre-Louis, Deputy Chair of Political Science, gave a presentation on The Haitian-American Community in the U.S.A.

The Haitian-American Community in the U.S.A

Francois Pierre-Louis, PhD
Professor of Political Science
Queens College CUNY
fpierrelouis@qc.cuny.edu

Haitian Slaves Fighting in Savavannah, Georgia

US American Occupation 1915-1934

Marines with Haiti's President Louis Borno

Haitian Boat People and Exclusion

- The American government refused to recognize Haitians who arrived by boat as political refugees in the 1970s and 80s
- Haitians had to mobilize political and legal resources to obtain asylum for the "boat people". At least 40,000 Haitians arrived in South Florida by boat between 1975 and 1980 (NYT,1980)

Protest for Asylum for Haitian Refugees

- Stepick and Portes (1986) estimated the number as high as 70,000.
- Second wave of refugees came after the coup that overthrew President Aristide in 1991
- 12,000 were jailed in makeshift tents in Guantanamo Bay and over 10,000 more were picked up at sea (Wines, 1992).

Haitian Immigrants in the US

- 1960:   4,816
- 1970-1980:   92,395
- 1990   225,393
- 2015   676,000
- New York State: 165,000
- New York City: 118,769

(Sources US census and MPI)

Haitian Immigrants in Flatbush, NY

Haitians in New York City

- In 2011, Haitians were the third largest immigrant group in Brooklyn accounting for 61,550 immigrants (Salvo 2013: 37).
- As Queens experienced increasing demographic changes in the 1970s and 1980's from a predominantly white borough to a mixed race community, more housing in previously restricted neighborhoods became available to Haitian immigrants.
- Haitian small businesses such as bakery stores, barbershops, libraries and restaurants are found on Linden Blvd, Springfield and Hillside Aves in northern Queens.
- About 27% of Haitian immigrants in the city live in Queens and most of them are concentrated in southeastern Queens in neighborhoods such as St Albans, Cambria Heights, Jamaica and Queens Village.

Socio-Economic Status

- A quick socio-economic background of the Haitian immigrants living in the city showed that more than half of them are over 25 years old.
- Less than 1/3 lived in their own home and more than half are in the labor force.
- Over half of them had a household income of $38,000 which is almost equal to the rest of the city's population.
- More than 45% of the Haitian immigrants had a high school diploma or higher degree (Salvo 2011).
- More than 18% of Haitian immigrants are found in the government sector.
- There is also a great participation of Haitian women in the labor force (56%).

Haitian-Americans in Queens

- Briarwood, Fresh Meadow, Hillcrest 2,414

- Jamaica, Hollis, St Albans   10,268

- *Far Rockaway,* Breezy Point   2,039

- Queens Village Cambria Heights   19,173

US census American Community Survey (2009-2013)

Social Service Agencies

HAUP

Haitian American United for Progress
- The Haitian American United for Progress (HAUP) is the oldest agency in Queens that provides services to Haitian immigrants. These services range from afterschool program, English as a Second Language (ESL) classes and employment referral. HAUP also advocates on behalf of the community on education, housing and healthcare issues.

Impact of TPS on Haiti
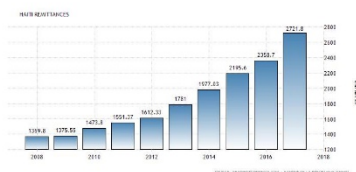
The Haitian American Community in New York City

- The Haitian community is represented in the City Council, Albany and even Washington DC when Mia Love (Rep) was elected to the US Congress from Utah.
- Data from the Department of Homeland Security showed that the rate of naturalization among Haitian immigrants has been increasing.
- In 2010 the Office of Immigration Statistics reported that 12,291 immigrants became naturalized.
- In 2012, the number jumped to 19,114. As more Haitian immigrants become US citizens, they will have more opportunities to impact public policy in their community as we have seen in New York City in the past two decades (Lee, 2013).

Conclusion

- A younger generation of Haitian Americans is emerging in New York and the rest of the country.
- These young people are active in all sectors of American life and are empowering the community.
- Haitian Americans singer like Wyclef Jean, elected officials and politicians like Carrie Solages, Vanel Andre, Karine Pierre and professional athletes like Pierre Thomas, Patrick Dalembert, as well as writers like Edwidge Danticat, Roxanne Gay have done a great job in changing the narrative about Haitians in the United States.
- They are not embarrassed to speak Creole, to celebrate Haitian flag day and to promote Haiti.
- Despite President Trump's unwelcoming comments about Haiti and Haitian-Americans, the community in New York and the rest of America is definitely here to stay.

7b. Land Acknowledgements

Senator, James Lowry initiated a discussion on Land Acknowledgements. He asked the Senate if there is a protocol for doing Land acknowledgements at Queens College and should there be. Land Acknowledgements is a short statement made at the beginning of meetings that acknowledge that we are operating in an environment that is still characterized by colonialism. Chair Yearwood stated that the Executive Committee will meet on Thursday, November 19, 2020 and will add this to the agenda for further discussion.

MOTION: Duly made by Dave Fields, Parliamentarian:

"To Adjourn"

The meeting was adjourned at 4:50 p.m. The next Academic Senate meeting will be on Thursday December 10, 2020.

The School of Earth and Environmental Sciences is sad to report the passing of Professor Emeritus Peter Mattson on Monday, November 9, at the age of 88, from complications following a heart attack. Peter began his 34-year tenure at Queens College in 1964 as founding chairman of the Department of Geology, following his Bachelors (Oberlin College) and PhD (Princeton) education and seven years in the U.S. Geological Survey based in Puerto Rico. His decades of research on Caribbean tectonics and petrology were based on detailed field studies, seismology, and paleomagnetism and led to two research volumes, scores of papers and conference presentations, and internal USGS reports. He exemplified the Queens College motto, serving as geologic consultant to the Mexican and Venezuelan governments, the National Academy of Sciences, and the NYS Urban Development Corporation. Peter taught "hardrock" geology courses to majors and the capstone Field Geology class, taking our students to Montana and Puerto Rico, and created Earthquakes, Volcanoes, and Moving Continents, a popular Pathways course.

After retiring in 1998, Peter shifted his research from digging up rocks and fossils to unearthing his family's ancestors, and surprised himself and the department when he discovered that he shared an ancestor who lived at the time of Charlemagne with a Geology colleague.

Peter is survived by his wife of 66 years, Leila (Ott), their children, Andrew, Sarah, and Julia, and seven grandchildren, with whom he shared his love of learning in science in general, and then genealogy. His geologic children have gone on to impressive careers in industry, academia, and government agencies.

Queens College
City University of New York

Undergraduate Curriculum Committee

Minutes of 11/12/2020

1. Administrative matters.
    a. Meeting Schedule for Fall 2020/Spring 2021: Thursdays at 11:30 in NSB A225
        11/12/20, 12/10/20, 2/11/21, 3/11/21, 4/8/21, 5/13/21

2. General Education (Section A)
    a. Writing-Intensive Sub-committee.
    b. General Education Advisory Sub-committee.
    c. Abstract and Quantitative Reasoning Sub-committee.

3. Curriculum Proposals (Section B)

4. Old Business

5. New Business.

A. General Education
Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee
    No report.

2. Mathematics and Quantitative Reasoning Advisory Committee
    No report.

3. Writing Intensive Advisory Committee.

    a. QNS 101, 101W. Queens Community
    b. LALS 381, 381W. Latin American Seminar

4. STEM variant courses.
    None.

1. **Linguistics and Communications Disorders**

Change to a Minor: General Linguistics

From:
- Satisfactory completion of the following 18 credits:

    - LCD 101: Introduction to Language (Fall, Spring, Summer)
    - ~~LCD 102: Analyzing Language (Fall, Spring, Summer)~~
    - LCD 120: English Sentence Structure I (Fall, Summer)
    - ~~LCD 130: English Sound Structure (Fall)~~
    - LCD 205: Sociolinguistics; prereq. LCD 101 or 104 or 105. (Spring, Summer)
    - One elective course, to be determined in consultation with the Program Advisor.

- No course will count toward this minor with a grade lower than C-.

To:
- Satisfactory completion of the following 18 credits:

    - LCD 101: Introduction to Language (Fall, Spring, Summer)
    - <u>LCD 116: Introduction to Morphology (Fall)</u>
    - LCD 120: English Sentence Structure I (Fall, Summer)
    - <u>LCD 150: Linguistic Phonetics (Fall)</u>
    - LCD 205: Sociolinguistics; prereq. LCD 101 or 104 or 105. (Spring, Summer)
    - <u>Either LCD 220: Advanced English Syntax (Spring) or LCD 250: Phonology (Spring)</u>

- No course will count toward this minor with a grade lower than C-.

Justification
The proposed changes better represent the core areas of the field of linguistics.

2. **Earth and Environmental Sciences**

From:

GEOL 101. Physical Geology. 3 lec., 3 lab. hr.; 4 cr. ~~A study of the Earth, including the relationship of man to his environment. Required field trip(s).~~ (LPS, SW, SCI) Fall, Spring

To:

GEOL 101. Introduction to Geology. 3 lec., 3 lab.; 4 cr. <u>An introduction to how geologists study the Earth, including its origin, composition, structure, and the internal and surface processes that shape the landscape and determine how humans can best interact within the Earth System. Required all-day field trip.</u> (LPS, SW, SCI) Fall, Spring.

Justification: The new description more accurately describes the course content, corrects gender bias, and indicates the number of hours associated with the required field trip.

From:

GEOL 102. Historical Geology. 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 100, 101 (or passing grade in Physical Geology, NYS College Proficiency Exam). ~~A history of the origin and development of the universe, with emphasis on the Earth. Required field trip(s).~~ Fall (LPS, SW, SCI)

 To:

GEOL 102. Historical Geology. 3 lec., 3 lab., 4 cr. Prereq.: GEOL 100, 101 (or passing grade in Physical Geology, NYS College Proficiency Exam). <u>This class will explore the geologic and climatic changes of our planet over its 4.6 billion-year history and the evolution of life on Earth. Required all-day field trips.</u> Fall, <u>Spring</u> (LPS, SW, SCI)

Justification: The new description more accurately describes the course content and indicates the number of hours associated with the required field trips.

From:
GEOL 200. Methods in Geoscience. 3 hr. lec.; 3 cr. Prereq.: GEOL 101. An introduction to the basic skills required to characterize and quantitatively evaluate natural systems and communicate geoscience information effectively: field observation and description; map use and interpretation; data handling, statistical analysis, and graphical representation; scientific communication.

To:
GEOL 200. Methods in Geoscience. 3 lec., 3 cr. Prereq.: GEOL 101. An introduction to the basic skills required to characterize and quantitatively evaluate natural systems and communicate geoscience information effectively: field observation and description; map use and interpretation; data handling, statistical analysis, and graphical representation; scientific communication. <u>Required all-day field trip.</u>

Justification: The new description indicates the number of hours associated with the required field trip.

From:

GEOL 201. Minerals, Igneous and Metamorphic Rocks. 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 100 or 101; prereq. or coreq.: GEOL 102 and 200. Mineral structures, crystal chemistry, and classification. Petrography and petrology of igneous and metamorphic rocks. ~~Field trip(s).~~

To:

GEOL 201. Minerals, Igneous and Metamorphic Rocks. 3 lec., 3 lab., 4 cr. Prereq.: GEOL 101; prereq. or coreq.: GEOL 102 and 200. Mineral structures, crystal chemistry, and classification. Petrography and petrology of igneous and metamorphic rocks. <u>Required all-day field trips.</u>

Justification: The new description indicates the number of hours associated with the required field trips.

From:

GEOL 313W. Stratigraphy and Interpreting Paleoenvironments. 2 lec. hr, 3 lab hr., 3 cr. Prereq.: GEOL 101, GEOL 102, GEOL 208. ~~This upper-level geology class provides an introduction to understanding the several types of stratigraphic interpretations and their practical application in academic and industry settings. It will also provide a basic background in how the fossil record is used to interpret paleoenvironmental changes~~.

To:

GEOL 313W. Stratigraphy and Interpreting Paleoenvironments. 2 lec., 3 lab., 3 cr. Prereq.: GEOL 101, GEOL 102, GEOL 208. <u>This advanced class examines physical and biological methods for interpreting layered rocks and their application to understanding past environments in both academic and industry settings. It will also provide techniques on how to use the fossil record to interpret paleoenvironmental changes. Required all-day field trips.</u>

Justification:

The new description more accurately describes the course content and indicates the number of hours associated with the required field trips.

3.   Mathematics

Changes to the Requirements for a Major or Minor

Proposal 1: **Updating Residency Requirements for Additional Major Options.**

FROM:

THE DATA SCIENCE AND STATISTICS OPTION (CONCENTRATION CODE MATH-DSS)
Required: MATH 151 and 152 (or the equivalents), 201, 231 (or 237), 241, 310 (or 320), 341, 342, 368 (or 621), 369 (or 633); CSCI 111, 212 (or 211); ECON 382, 387; and DATA 205 (or BIOL 230 or MATH 242). We recommend that MATH 241 be taken before DATA 205 (or BIOL 230). There is an additional requirement of three electives from list A and one elective from list B. Note that no course may be counted as both a required and an elective course. At least ~~twenty~~ credits of these required and elective courses must be taken at Queens College.

List A: SOC 235, CSCI 48, CSCI 211, CSCI 212, CSCI 220, CSCI 240, CSCI 313, BUS 386, BIOL 330, PSYCH 323, or one relevant course not on this list (upon prior approval by your advisor).

List B: MATH 202, 220, 223, 232 or any MATH course 310 and above.

The university also has general education requirements. There are many general education courses that involve data science concepts; these can be beneficial for a student choosing the Data Science and Statistics option. We recommend the following courses, listed with the core code(s) that are fulfilled: LCD 101 (SW/LANG/SCI), LCD 102 (LANG), PSCI 100 (USED), PSYCH 101 (SW/SCI), PSYCH 213W (LPS/SW/SCI), and SOC 101 (IS).

Note that LCD 101 and LCD 102 are highly recommended for the student who wishes to learn natural language processing, an important aspect of modern data science.

TO READ:

THE DATA SCIENCE AND STATISTICS OPTION (CONCENTRATION CODE MATH-DSS)
Required: MATH 151 and 152 (or the equivalents), 201, 231 (or 237), 241, 310 (or 320), 341, 342, 368 (or 621), 369 (or 633); CSCI 111, 212 (or 211); ECON 382, 387; and DATA 205 (or BIOL 230 or MATH 242). We recommend that MATH 241 be taken before DATA 205 (or BIOL 230). There is an additional requirement of three electives from list A and one elective from list B. Note that no course may be counted as both a required and an elective course. At least <u>twenty-four</u> credits of these required and elective courses must be taken at Queens College.

List A: SOC 235, CSCI 48, CSCI 211, CSCI 212, CSCI 220, CSCI 240, CSCI 313, BUS 386, BIOL 330, PSYCH 323, or one relevant course not on this list (upon prior approval by your advisor).

List B: MATH 202, 220, 223, 232 or any MATH course 310 and above.

The university also has general education requirements. There are many general education courses that involve data science concepts; these can be beneficial for a student choosing the Data Science and Statistics option. We recommend the following courses, listed with the core code(s) that are fulfilled: LCD 101 (SW/LANG/SCI), LCD 102 (LANG), PSCI 100 (USED), PSYCH 101 (SW/SCI), PSYCH 213W (LPS/SW/SCI), and SOC 101 (IS).

Note that LCD 101 and LCD 102 are highly recommended for the student who wishes to learn natural language processing, an important aspect of modern data science.

FROM:

THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)
A co-major in SEYS is required; see SEYS.

Required: MATH 151 and 152 (or the equivalents), 201, 220, 231 (or 237), 241, 333 (or 613), 385, 505 and 518; CSCI 111, CSCI 112 or one of PHYS 121, 145. 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 310, 317 (or 617), 609, 612, 618, 619, 626, and 634. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 317 (or 617), 618, and 619.

~~**LIST**~~ **Y:** MATH 202, ~~213W~~, 223, 232, 242, 245, 247, 248, 320 and all 500- and 600-level courses not already used to satisfy the above requirements. MATH 202 is usually required for entry into master's degree programs in mathematics.

TO READ:

THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)
A co-major in SEYS is required; see SEYS.

Required: MATH 151 and 152 (or the equivalents), 201, 220, 231 (or 237), 241, 333 (or 613), 385, 505 and 518; CSCI 111, CSCI 112 or one of PHYS 121, 145. 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. At least fifteen credits of these required and elective courses must be taken at Queens College.

List X: MATH 310, 317 (or 617), 609, 612, 618, 619, 626, and 634. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 317 (or 617), 618, and 619.

List Y: MATH 202, 223, 232, 242, 245, 247, 248, 250, 320 and all 500- and 600-level courses not already used to satisfy the above requirements. MATH 202 is usually required for entry into master's degree programs in mathematics.

FROM:

THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE MATH-ELEM)
Required: MATH 119, 141–143 (or 151–152), 220, 231, 241, 509, 518 (or 618) and CSCI 12 or higher. One additional math course will be chosen with the advice and approval of the student's department advisor. Each student must obtain a department advisor by the beginning of the junior year. A student pursuing this option is required to declare and complete a second major in EECE.

TO READ:

THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE MATH-ELEM)
Required: MATH 119, 141–143 (or 151–152), 220, 231, 241, 509, 518 (or 618) and CSCI 12 or higher. One additional math course will be chosen with the advice and approval of the student's department advisor. At least twelve credits of these required and elective courses must be taken at Queens College. Each student must obtain a department advisor by the beginning of the junior year. A student pursuing this option is required to declare and complete a second major in EECE.

Justification:

We wish to ensure that students who receive a Mathematics Major from Queens College have taken a substantial number of courses at Queens College. Our Pure and Applied options both require 18 credits taken at Queens College. We would like to update the DSS, Secondary Education, and Elementary Education options to require 24, 15, and 12 credits, respectively. The TIME2000 program and 7-12 mathematics education program in SEYS and the chair of the EECE department are comfortable with these changes.

Changes to Descriptive Text in the Bulletin

Proposal 2A: Clarifying departmental calculus credit transfer policies.

FROM:

~~All students planning to take a course in calculus should follow the results of the mathematics placement examination. MATH 113 and 114 do not prepare students for calculus; they are designed for nonmathematics and nonscience students who want to take a course in mathematics appreciation or in probability and statistics.~~

TO READ:

MATH 110, 113, 114, 116, and 128 do not prepare students for calculus; they are designed for non-mathematics and non-science students. Students who need preparation for one or more semesters of calculus should instead enroll in MATH 115 or 122, based on our current placement guidelines and in consultation with the department.

Earning a high enough score on the Calculus AB, Calculus BC, and Statistics Advanced Placement exams entitles students to receive credit for certain mathematics courses, as follows.

4 or 5 on Calculus BC: Credit for MATH 151 and 152
5 on Calculus AB: Credit for MATH 141 and 142
4 on Calculus AB: Credit for MATH 141
4 or 5 on Statistics: Credit for MATH 114
3 on Calculus BC or AB or Statistics: 3 credits of liberal arts credit (LAE 499)

Students who have received or intend to receive college credit for these exams must not enroll in the equivalent courses at Queens College. Similarly, students who have received or intend to receive transfer credit for courses taken at other institutions must not enroll in the equivalent courses at Queens College.

Justification: Students have been transferring in calculus credit in the process taking calculus (or after having taken calculus) at Queens College, which ends up resulting in double credit for the same content. There is currently no College and University policy to prevent this, so we are doing what we can: we are updating the language in the bulletin. We are also adding in clarifying language about which course credits can be earned for various AP scores.

We understand that this language can be modified independently of the UCC however it puts the following course changes into perspective:

Changes to Existing Courses (number, title, hours, credits, prerequisites, description)

Proposal 2B: **Change to course description: Clarifying departmental calculus credit transfer policies.**

FROM:

MATH 114. Elementary Probability and Statistics. 3 hr.; 3 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra. An introduction to mathematical probability and statistics for the general student. Not open to mathematics, physics, or chemistry majors, or to students who are taking or have ~~received credit for~~ MATH 114W, 241, 611, 621, 633, BIOL 230, ECON 249, PSYCH 107, SOC 205, 206, 207. Fall, Spring (MQR)

TO READ:

MATH 114. Elementary Probability and Statistics. 3 hr.; 3 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra. An introduction to mathematical probability and statistics for the general student. Not open to mathematics, physics, or chemistry majors. Not open to mathematics, physics, or chemistry majors, or to students who are taking or have <u>passed</u> MATH 114W, 241, 611, 621, 633, BIOL 230, ECON 249, PSYCH 107, SOC 205, 206, 207. <u>Not open to students who will be receiving transfer credit or advanced placement credit for MATH 114.</u> Fall, Spring (MQR)

FROM:

MATH 114W. Elementary Probability and Statistics. 4 hr.; 4 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra and ENGL 110. An introduction to mathematical probability and statistics for the general student with a writing-intensive component. Includes the material in MATH 114, as well as additional topics such as sampling methods, research design, and composing and conducting surveys, explored through student research and writing assignments. Not open to mathematics, physics, or chemistry majors, or to students who are taking or have ~~received credit for~~ MATH 114W, 241, 611, 621, 633, BIOL 230, ECON 249, PSYCH 107, SOC 205, 206, 207. Fall, Spring (MQR)

TO READ:

MATH 114W. Elementary Probability and Statistics. 4 hr.; 4 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra and ENGL 110. An introduction to mathematical probability and statistics for the general student with a writing-intensive component. Includes the material in MATH 114, as well as additional topics such as sampling methods, research design, and composing and conducting surveys, explored through student research and writing assignments. Not open to mathematics, physics, or chemistry majors, or to students who are taking or have <u>passed</u> MATH 114, 241, 611, 621, 633, BIOL 230, ECON 249, PSYCH 107, SOC 205, 206, 207. <u>Not open to students who will be receiving transfer credit or advanced placement credit for MATH 114.</u> Fall, Spring (MQR)

FROM:

MATH 141. Calculus/Differentiation. 3 hr.; 3 cr. Prereq.: MATH 122~~, or placement by departmental exam,~~ or permission of the department. The first part of a three-semester sequence (MATH 141, 142, 143) covering the same material as MATH 151 and 152. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. ~~Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course.~~ Fall, Spring (MQR)

TO READ:

MATH 141. Calculus/Differentiation. 3 hr.; 3 cr. Prereq.: MATH 122 or permission of the department. The first part of a three-semester sequence (MATH 141, 142, 143) covering the same material as MATH 151 and 152. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. <u>May not be taken concurrently with another calculus course. Not open to students who have passed any calculus course. Not open to students who will be receiving transfer credit or advanced placement credit for any calculus course.</u> Fall, Spring (MQR)

FROM:

MATH 142. Calculus/Integration. 3 hr.; 3 cr. Prereq.: MATH 141. A continuation of MATH 141. ~~Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 141 or MATH 151.~~ Fall, Spring (MQR)

TO READ:

MATH 142. Calculus/Integration. 3 hr.; 3 cr. Prereq.: MATH 141. A continuation of MATH 141. <u>May not be taken concurrently with another calculus course. Not open to students who have passed MATH 131, 132, or 152. Not open to students who will be receiving transfer credit or advanced placement credit for MATH 142 or 152.</u> Fall, Spring (MQR)

FROM:

MATH 143. Calculus/Infinite Series. 3 hr.; 3 cr. Prereq.: MATH 132 or 142. MATH 151 does not satisfy the prerequisite. A continuation of MATH 142. ~~Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 131, MATH 132, MATH 141, MATH 142 or MATH 151.~~ Fall, Spring (MQR)

TO READ:

MATH 143. Calculus/Infinite Series. 3 hr.; 3 cr. Prereq.: MATH 132 or 142. MATH 151 does not satisfy the prerequisite. A continuation of MATH 142. <u>May not be taken concurrently with another calculus course. Not open to students who have passed MATH 152. Not open to students who will be receiving transfer credit or advanced placement credit for MATH 152.</u> Fall, Spring (MQR)

FROM:

MATH 151. Calculus/Differentiation and Integration. 4 hr.; 4 cr. Prereq.: Grade of B- or above in MATH 122 or permission of the department. The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics, physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the mean value theorem, points of inflection, curve sketching, antiderivatives. ~~Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course.~~ Not open to students who have received either a D or F in MATH 141. Fall, Spring (MQR)

TO READ:

MATH 151. Calculus/Differentiation and Integration. 4 hr.; 4 cr. Prereq.: Grade of B- or above in MATH 122 or permission of the department. The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics, physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the mean value theorem, points of inflection, curve sketching, antiderivatives. <u>May not be taken concurrently with another calculus course. Not open to students who have passed any calculus course. Not open to students who will be receiving transfer credit or advanced placement credit for any calculus course.</u> Not open to students who have received either a D or F in MATH 141. Fall, Spring (MQR)

FROM:

MATH 152. Calculus/Integration and Infinite Series. 4 hr.; 4 cr. Prereq.: MATH 151. Deals with several aspects of differential and integral calculus. Among the topics studied are the definite integral, applications of the definite integral, the differentiation of logarithmic, exponential, and inverse trigonometric functions, integration, indeterminate forms, improper integrals, infinite series, and expansions of functions. Applications to problems of geometry and physics. ~~Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 151.~~ Fall, Spring (MQR)

TO READ:

MATH 152. Calculus/Integration and Infinite Series. 4 hr.; 4 cr. Prereq.: MATH 151. Deals with several aspects of differential and integral calculus. Among the topics studied are the definite integral, applications of the definite integral, the differentiation of logarithmic, exponential, and inverse trigonometric functions, integration, indeterminate forms, improper integrals, infinite series, and expansions of functions. Applications to problems of geometry and physics. <u>May not be taken concurrently with another calculus course. Not open to students who have passed any calculus course other than MATH 151. Not open to students who will be receiving transfer credit or advanced placement credit for any calculus course other than MATH 151.</u> Fall, Spring (MQR)

Justification: Students have been transferring in calculus credit in the process taking calculus (or after having taken calculus) at Queens College, which ends up resulting in students earning credit multiple times for the same content. There is currently no College and University policy to prevent this, so we are doing what we can: we are updating the language in the bulletin.

Proposal 3: Change in prerequisite for MATH 128.

FROM:

MATH 128. Mathematical Design. 3 hr.; 3 cr. ~~Prereq.: MATH 115 or the equivalent.~~ Students will program computers to create digital art based on mathematical exploration of two-dimensional geometry. Topics include transformations of the ~~plan~~, trigonometric functions, polar coordinates, parametric functions, and Mobius transformations. No prior experience in programming is necessary.

TO READ:

MATH 128. Mathematical Design. 3 hr.; 3 cr. Students will program computers to create digital art based on mathematical exploration of two-dimensional geometry. Topics include transformations of the <u>plane</u>, trigonometric functions, polar coordinates, parametric functions, and Mobius transformations. No prior experience in programming is necessary. <u>(MQR)</u>

Justification: The student population served by taking a terminal class in mathematics such as MATH 128 often does not have the mathematical background to place into MATH 122. This prerequisite was waived in Fall 2020 to encourage enrollment and students have been succeeding. The course has also officially received the MQR designation.

Proposal 4: Change to course description: 100-level special topics courses

FROM:

MATH 190. Studies in Mathematics. MATH 190.1–190.6, 1–6 hr.; 1–6 cr.
Prereq.: ~~Permission of the chair.~~

~~Topic announced in advance. May be repeated for credit if topic is different. ††~~

TO READ:

MATH 190. Studies in Mathematics. MATH 190.1–190.6, 1–6 hr.; 1–6 cr.
Prereq.: Permission of the department.
The topic will be announced in advance. This course may be repeated for credit provided the topic is not the same.

Justification:

We are aligning the language of the 100-level topics courses with language of the bulletin entries for the 200-, 300-, and 600-level courses.

4. English

Proposal to Withdraw Courses in "Reserve"

English 360: Southern Literature

Justification: This course was placed on reserve in 2002 because it is no longer taught. We have since used this course number for a new English elective (Latino/a Literature). Therefore, "Southern Literature" should be removed from the bulletin.

English 392: Selected English Writers

Justification: This course was placed on reserve in 2002. It is no longer taught, and we would like it permanently removed from the Bulletin.

English 393W: Selected American Writers

Justification: This course was placed on reserve in 2002. It is no longer taught, and we would like it permanently removed from the Bulletin.

English 394: Selected Studies in English Literature),

Justification: This course was placed on reserve in 2002. It is no longer taught, and we would like it permanently removed from the Bulletin.

English 396: Studies in Language, Literature, and Culture

Justification: This course was placed on reserve in 2002. It is no longer taught, and we would like it permanently removed from the Bulletin. English 396 is also currently in use for another course title (English 396W: VT Writing Studies).

A. ITEMS FOR UNIVERSITY REPORT

1. English

a. New Course

LCD 550: Introduction to the Education of Multilingual Learners. 3 hr.; 3 cr.

Prerequisites or corequisites: N/A

Course Description: This course offers teacher candidates across certification areas an introduction to the education of multilingual learners (also referred to as English language learners or ELLs). The course will examine policies, programming, and pedagogical practices for multilingual learners to support their language practices, literacy practices, and content knowledge. This course includes 15hrs fieldwork.

Justification: This course is aligned with the Core Values of the Education Unit of promoting Equity, Excellence, and Ethics in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nature and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

The New York State Education Department has proposed changes to teacher preparation programs requiring that all teacher candidates take at least one 3-credit course on the education of multilingual learners (MLLs) (also referred to as English language learners or ELLs). Course content will be suitable for teacher candidates across programs of the Education Unit, and will address meeting the needs of emergent bilinguals within candidates' certification area and/or age-range specialization. This requirement is expected to begin in Fall 2021.

2. ECP

a. Minor Change

From:

ECPCE ~~801~~. Career Development and Assessment in School Settings. 3 hr.; 3 cr. Prereq. or coreq.: None. This course will introduce candidates to the theory and practice of career counseling, the administration and interpretation of selected inventories, the career counseling process, available career resources, and the ethical and practice standards related to career counseling in school settings. Particular focus will be placed on the career development process

of students in grades K–12 and the school counselor's role in providing developmentally appropriate career development services. As part of this course, issues related to working with diverse populations (gender, race, culture, ability, and sexual orientation) will be explored.

To:

ECPCE <u>815</u>. Career Development and Assessment in School Settings. 3 hr.; 3 cr. Prereq. or coreq.: None. This course will introduce candidates to the theory and practice of career counseling, the administration and interpretation of selected inventories, the career counseling process, available career resources, and the ethical and practice standards related to career counseling in school settings. Particular focus will be placed on the career development process of students in grades K–12 and the school counselor's role in providing developmentally appropriate career development services. As part of this course, issues related to working with diverse populations (gender, race, culture, ability, and sexual orientation) will be explored.

Justification: Registrar audit determined course number ECPCE 801 has already been approved for a separate course.

3. SEYS

a. Minor Change

From:

SEYS <s>755</s>: Cognition in Learning Science and Mathematics. 3 hr.; 3 cr. Prerequisites or co-requisites: None. This course examines current trends in science and a mathematics teaching influenced by cognitive learning theory, the rise of the constructivist and neuro-constructivist approaches to learning, the use of social-interactive learning as an important instructional practice, and the use of inquiry teaching-all of which involves students in metacognition and real-life problem solving.

To:

SEYS <u>758</u>: Cognition in Learning Science and Mathematics. 3 hr.; 3 cr. Prerequisites or co-requisites: None. This course examines current trends in science and a mathematics teaching influenced by cognitive learning theory, the rise of the constructivist and neuro-constructivist approaches to learning, the use of social-interactive learning as an important instructional practice, and the use of inquiry teaching-all of which involves students in metacognition and real-life problem solving.

Justification: Clerical error. Registrar audit determined course number SEYS 755 has already been approved for a separate course.

FACULTY SENATE ROSTER
2020-2022

Attendance - November 12, 2020

DEPARTMENT	DELEGATE	Yr (S)	Present	ALTERNATE	Yr (S)	Present
Accounting & Information Systems	Renee Weis	2	P	Jeffrey Satenstein	2	
Anthropology	Thomas Plummer	2	P	Omri Elisha	2	
Art	Chloe Bass	1	p	Lawrence Waldron	1	
Biology	John Waldman	2	P	OPEN	2	
Chemistry & Biochemistry	Cherice Evans	2	P	Junyong Choi	2	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	2	P	Ji Young Kim	2	
Comparative Literature	Charles Martin	1	P	Christopher Winks	1	
Computer Science	Kenneth Lord	2	P	Robert Goldberg	2	
Drama, Theatre & Dance	Jeffrey Greenberg	2	P	Claudia Feldstein	2	
Earth & Environmental Sciences, School of	Allan Ludman	1	P	George Hendrey	1	P
Economics	Jennifer Roff	2	P	Mathew Bradbury	2	
Elementary and Early Childhood Education	Karla Manning	1	P	Ashraf Shady	1	
Secondary Education and Youth Services	Theresa Gurl	2	P	OPEN	2	
Educational & Community Programs	YungChi Chen	2	P	Sun A. Kim	2	
English	Miles Grier	1		Sue Goldhaber	1	
European Languages & Literatures	Morena Carradi	2	p	Karen Sullivan	2	
Family, Nutrition & Exercise Sciences	Ray Fredrick	1	P	Allison Charny	1	P
Graduate School of Library & Information Studies	Shuheng Wu	1	P	James Lowry	1	P
Hispanic Languages & Literatures	Monica Casco	1	P	Brais Outes-Leon	1	
History	Elissa Bemporad	2	P	Kara Schlichting	2	
Library	Simone L. Yearwood	1	P	Annie Tummino	1	

FACULTY SENATE ROSTER
2020-2022

Attendance-November 12, 2020

DEPARTMENT	DELEGATE	Yr (S)	Present	ALTERNATE	Yr (S)	Present
Linguistics & Communication Disorders	Elizabeth Ijalba	1	P	Daniel Kaufman	1	
Mathematics	Joe Pastore	1		Adam Kapelner	1	
Media Studies	SinJoung Yeo	2	P	Richard Maxwell	2	
Music, Aaron Copland School of	Jeff Nichols	1		Mark Powell	1	
Philosophy	Stephen Grover	1	P	OPEN	1	
Physics	Timothy Benseman	2	P	Euclides Almeida	2	
Political Science	Alexander Reichl	1		John Bowman	1	
Psychology	Claudia Brumbaugh	2	P	Patricia D'Ateno	2	
Sociology	Nicholas Alexiou	1		Steven Leventhal	1	P
Urban Studies	James Vacca	2	P	Chris Ioannides	2	
DIVISIONAL AT LARGE						
Arts & Humanities	Dustin Grella	2	P	OPEN	2	
Social Sciences	Rosemary Twomey	2	P	OPEN	2	
Education	Pam Gershon-Wershba	1	P	Patsy Cooper	1	P
Mathematics & Natural Sciences	Steven Schwarz	1	P	Sebastian Alvarado	1	P
COLLEGE-WIDE AT LARGE						
	Marco Navarro	1	P	Ronald Rothenberg	1	
	Barbara Moore	2	P	Alicia Alvero	2	
	James T. Mellone	2	P	Veronica J. Hinton	2	P
	Kristine M. Rosales	2	P	Kevin Ferguson	2	P
COLLEGE WIDE AT LARGE - ADJUNCT						
	Jennifer Valad	1	P	OPEN	1	

Queens College
of The City University of New York
ACADEMIC SENATE STUDENT MEMBERS
2020-2021

Attendance –November 12, 2020

	Delegates	*Present*	*Alternates*	*Present*
	At Large			
1.	Andre Benjamin			
2.	Joseph Coubourne			
3.	Kimberly Wyllie	P		
4.	Rolando Martinez			
5.	Oliver Ngai			
5.	Enrique Peña-Oropeza	P		
7.	Cayla Kempf	P		
8.	Gagandeep Singh			
9.	Thomas Olsen			
10.	Shompa Islam			
	Undergraduate Upper Junior - Senior			
1.	Siddharth Malviya	P		
2.	Andrea Buzon			
3.	Alihaider Hassan	P		
	Undergraduate Upper Sophomore - Lower Junior			
1.	Rida Zaidi	P		
2.	Parisia Zaman			
3.	Matthew Rosenblatt	P		
	Undergraduate Freshman - Lower Sophomore			
1.	Aura Maria Pena			
2.	Nariah Greene	P		
3.	Alexander Kestenbaum			
	SEEK			
1.	Marie James	P		

QUEENS COLLEGE
ACADEMIC SENATE
2020-2021

Attendance –November 12, 2020

EXOFFICIO (NON-VOTING) MEMBERS	Present
Dr. Frank H. Wu, President	P
Sandy A. Curko, General Counsel	
Meghan Moore-Wilk Chief of Staff	P
Vacant, Assistant VP for Enrollment and Student Retention	
Dr. Elizabeth Hendrey, Provost	P
Dr. Kristin Hart, Chief Librarian	
Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	P
Dr. Adam Rockman Vice President for Student Affairs	
Dr. Alicia Alvero, Associate Provost for Academic and Faculty Affairs	P
Dr. Eva Fernández, Associate Provost for Innovation and Student Success	P
Mr. William Keller, VP for Finance and Administration	
Dr. William McClure, Dean for Division of Arts and Humanities	
Dr. Ekaterina Pechenkina, Interim Dean for the Division of Social Science	P
Dr. Daniel C. Weinstein, Dean for Division of Math & Natural Sciences	P
Dr. Dana Fusco, Interim Dean for Division of Education	
Vacant, Office of Registrar	
Ms. Zaire Couloute, President Student Association	
Dave Fields, Esq., Parliamentarian	P
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr, Richard P. Alvarez, VP of Enrollment and Retention	P
Dr. Cheryl Littman, Dean of Institutional Effectiveness	P
CHAIRPEOPLE OF STANDING COMMITTEES	
Peishi Wang, Nominating Committee	P
Ping Li, Graduate Curriculum Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Jeremy Czerw, Elections Committee	P
GUESTS	
Deidre Flowers	P
Francois Pierre-Louis	P
Elizabeth D'Amico-Ramirez	P
Laura Silverman	P
Mohammad Ashraf	P
Sara Hinojos	P
Alex	P