

**MEETING OF QUEENS COLLEGE
ACADEMIC SENATE**

DATE: February 11, 2021

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 December 10, 2020
3. Announcements, Administrative Reports, and Memorials:
 - a. President Frank H. Wu

The Agenda for the Academic Senate meeting on March 11, 2021 will be prepared at the Executive Committee meeting on Thursday, February 25, 2021. Any lengthy material to be considered by the Executive Committee on that date should be emailed to Simone.Yearwood@qc.cuny.edu or Brenda.Salas@qc.cuny.edu by February 19, 2021.

4. Special Motions
5. Committee Reports: (see attachments)
 - a. Undergraduate Curriculum Committee Minutes dated December 10, 2020
 - b. Graduate Curriculum Committee Minutes dated December 9, 2020
 - c. Nominating Committee Report dated February 2021
6. Old Business
 - a. Nominations to the Nominating Committee
 - i. Faculty - Social Science
 - b. Land Acknowledgements
7. New Business
 - a. Queens Diversity Presentations:
 - i. Dr. Amy Hsin: Chinese Americans/Asian Americans in Queens
 - ii. Dr. Madhulika Khandelwal: South Asian Americans in the borough

The meeting will come to order:

Chair Simone L. Yearwood called the meeting to order at 3:40 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Yearwood:

“To approve the agenda”

- ii. MOTION: Duly made by Deputy Chair, Siddharth Malviya:

“To amend the agenda to add 4a. Resolution of Appreciation for VP William Keller of Finance and Administration”

- iii. MOTION: Duly made to by Senator, Alihaider Hassan :

“To amend the agenda to add 4b. Student Association Resolution on the Credit/No Credit Policy”

- iv. MOTION: Duly made by Chair Yearwood:

“To accept the agenda as amended”

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

2. Approval of Minutes:

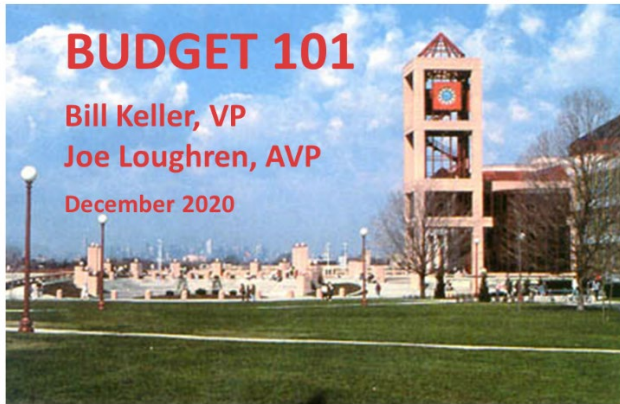
- i. MOTION: Duly made by Chair Yearwood:

“To approve the minutes dated November 12, 2020”

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

3. Announcements, Administrative Reports and Memorials:

- a. Budget 101: William Keller, VP for Finance and Administration and Joseph Loughren, AVP for Finance and Budget.



Discimus ut Serviamus: We learn so that we may serve.



BUDGET BASICS

- Budgeted Categories of Expense
 - Personal Services (PS)
 - Full-time personnel
 - Adjuncts
 - Temporary Services
 - OTPS
 - ‘Other Than PS’
 - Equipment
 - Supplies
 - Contracts



TAX LEVY BUDGET

- The primary funding vehicle for college operations
- Funds derive from tuition paid by students coupled with governmental support
- FY 2020 Tax Levy Budget for Queens College totals ~\$145m (FY20 not significantly affected by COVID)
 - Excludes CUNY-Paid fringe on TL employees, utilities, capital monies (~\$72m)
- Activity regulated by NYS and CUNY guidelines



BUDGET BASICS

- CUNY Fiscal Year July 1 – June 30
- Fiscal Year identified by June 30 year
 - i.e. current July 1, 2020– June 30, 2021 is FY21
- QC collaborative budget process to begin January of leading year (i.e. January 2021 for FY22 Budget)
- Student Fees
 - Student Technology Fee
 - Student Services Corporation
 - Shuttle Bus
 - College Association (student clubs)



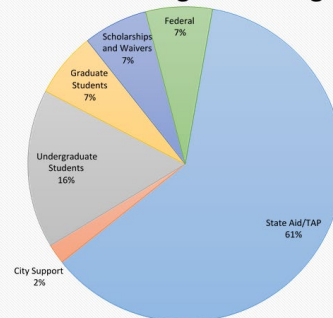
TYPES OF FUNDS

- Tax Levy (TL)
 - Primary Funding Vehicle for College Operations
- Income Fund Reimbursable (IFR)
 - Self-supporting Funds
- Non-Tax Levy (NTL)
 - Affiliated Organizations (SSC, AEC, QCA...)
- Research Foundation (RF)
 - Research Grants (NIH, NSF...)
- Queens College Foundation (QCF)
 - Gifts, Donations
- Residential – Summit (QSR)
 - On Campus Housing
- Capital Projects
 - Educational Facilities Construction/Maintenance; State, City Funds



TAX LEVY BUDGET

CUNY Senior Colleges Funding Sources



TAX LEVY BUDGET CONDITION - FY 2020			
FYE PROJECTED			
September 30, 2020			
\$ 000s	FYE 2019 FINAL	FY 2020 Budget	CUNY FYE Projection
RESOURCES:			
Tax Levy Allocation	138,133*	140,410	146,672
Revenue Target	118,960	122,374	122,374
Revenue Collections	119,654	123,227	120,626
Revenue Condition	874	853	(1,846)
Prior Year CU TRA	4,733	5,240	2,951
TOTAL RESOURCE \$	143,740	146,503	147,777
Labor Reserve	-	(8,051)	-
TOTAL NET RESOURCES	143,740	138,452	147,777
Net of Labor Reserves			
EXPENSE:			
PS Regular and Exec.	104,930	105,353	111,615
Adjuncts	18,070	17,220	20,162
Temporary Service	8,392	7,417	8,436
Total Personal Service	131,392	129,990	140,213
UWI	1,306	1,904	
Academic Excellence	147	270	
QC O TPS	5,655	5,160	
Total O TPS	7,108	7,334	6,195
TOTAL EXPENSE	138,500	137,324	146,408
CONDITION:	5,240	1,128	1,369
		DUE FROM TAP:	265
		QC PROJECTED CONDITION:	1,654



STUDENT FEES

- Athletics and Recreation
 - \$820k collected from Fees; \$5.3m total budget
- College Association
 - \$680k collected from Fees; \$1.6m total budget
- Student Services Corporation
 - \$2.7m collected from Fees; \$3.6m total budget
- Student Technology Fee
 - \$4.2m collected from Fees; \$4.2m total budget

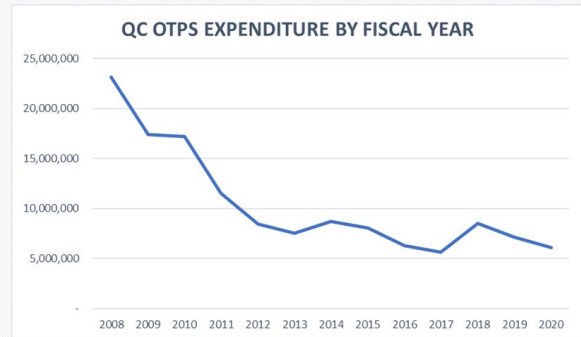


RESIDENTIAL SUMMIT

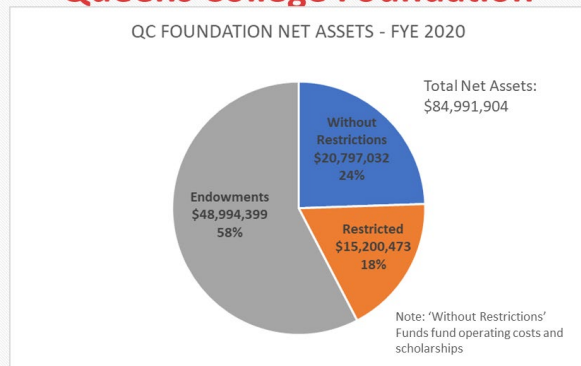
- Revenue for 510-bed Residential Operation is primarily funded by fees paid by students living at Summit
 - ~\$7 million/year in bed revenue
- Expense supports building, residential safety, staffing, and programming
- Cost of Summit Building
 - Debt Service of per year \$4.1m/year
- Challenges with reduced occupancy due to COVID



TAX LEVY OTPS REDUCTIONS



Queens College Foundation



CAPITAL PROJECTS

- ~\$95m in various state bonded projects in progress
- ~\$20m in NYC Resolution A ('Reso A' grants from City Council/Borough Presidents) projects in progress
- ~\$2m in various NYS Facilities Grants (CCAP/SAM)
- ~\$5-6m in annual critical maintenance capital fund
- ~\$390m in Deferred Maintenance currently



CAPITAL PROJECTS

- New Roof for Gym
- New Chiller Plant (1st Phase)
- New labs for Physics & Anthropology
- Boiler Plant Upgrades
- New Phone System

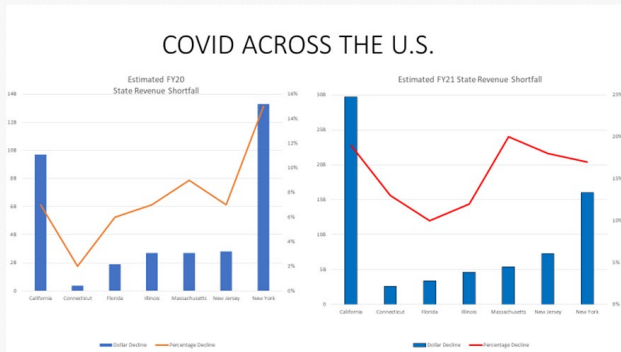


FISCAL CHALLENGES

- COVID-19
 - More than 60% of QC Budget from NYS
 - NYS Revenues Down Significantly
 - \$14.5 billion projected revenue decline for FY 2021
 - \$62 billion total loss as a result of COVID-19 now projected through FY 2024
 - CARES Act (Subsequent Slide)
- Maintenance of Effort/Labor Cost Increases
- Funding Designations
 - Cannot co-mingle funds
 - Must use funds only for designated purposes
 - RF, QCF, Student Fees, Summit, etc.



BUDGET CHALLENGES



FISCAL CHALLENGES

- Tax Levy Funds
 - Potential 15-20% Allocation Reduction
 - Correlates to NYS Revenue Deficits
 - \$20+ million potential allocation reduction
 - Potential Reductions in Enrollment; returning students down
 - Lowered Student Collection Rate
- Athletics Funds
 - Summer Camps potential \$2.5m revenue loss; \$1m net
 - Facilities Rental and Use potential \$1.2m revenue loss
- Residential Operations
 - Loss of Residential Occupancy/Revenue
 - CUNY guarantor on debt service
 - Partial CARES support



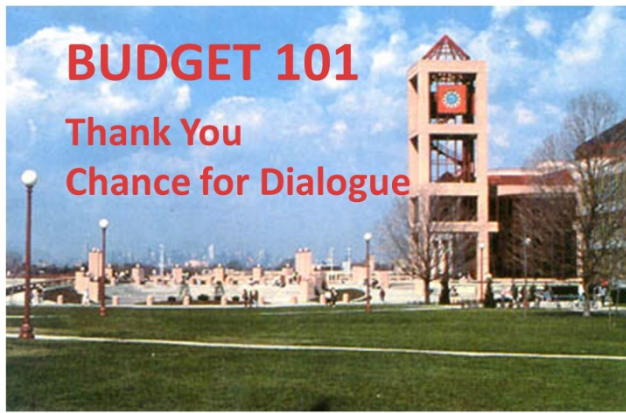
FISCAL CHALLENGES

- Federal CARES Act
 - \$16.7 million in Funding to Queens College
 - \$8.35 million Direct Students Aid
 - \$8.35 million Institutional Aid
 - Provides limited and specific funding to reimburse/cover: Tuition & Fee Revenue Loss; Health and Wellness; Technology for Instruction
 - \$4.1 million identified through June 30, 2020
 - Does not provide relief against NYS revenue losses, loss of CUNY allocation, most residential occupancy losses, or associated potential expense reductions, if necessary.
- Additional Federal Aid Packages??



BUDGET 101

- Your Part as a member of the QC Community
 - Understand Budgets and Budget Processes
 - Stay Informed
 - Queens College Financial Data page:
 - QC.edu -> VP for Finance and Administration -> Financial Data <https://www.qc.cuny.edu/about/administration/FinanceAdmin/Pages/QCAEC.aspx>
 - Understand the value of Queens College:
 - Approx 85% of QC students graduate debt free
 - Economic Impact Study
 - https://www.qc.cuny.edu/about/MajorReports/Pages/Economic_Impact_Analysis.aspx
 - Maintain dialogue with QC Budget and Finance
 - Serve as a Conduit to Faculty and Staff



Discimus ut Serviamus: We learn so that we may serve.

b. Memorial for Emeritus Peter Mattson –The School of Earth and Environmental Sciences

Senator, Allan Ludman, The School of Earth and Environmental Sciences, read the following memorial:

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.

The Senate paid its respect with a moment of Silence.

c. Chair Yearwood announced the passing of Linda Fields, wife of our longtime parliamentarian Dave Fields. She passed away on Tuesday, December 8. Dave Fields will set up a student scholarship fund at the CUNY School of Law in her memory.

The Senate paid its respect with a moment of Silence.

4. Special Motions:

4a. Resolution of Appreciation for VP William Keller of Finance and Administration

- i. MOTION: Duly made by Deputy Chair, Malviya:

“To adopt the Resolution of Appreciation for VP William Keller”

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

VP Keller thanked the Senate.

WHEREAS: William Keller has served the City University of New York for 15 years, notably his service to Queens College (hereafter referred to as QC) for the past 7 years as Vice President for Finance and Administration, and

WHEREAS: William Keller will be retiring from QC effective December 2020, and

WHEREAS: William Keller has provided outstanding service to the community and has worked with three different Presidents of QC through the rapidly changing fiscal settings, and

WHEREAS: The QC student body, prior to the COVID-19 pandemic, benefitted greatly from William Keller’s success in implementing a shuttle bus service for students to enter and leave campus with great ease, and

WHEREAS: William Keller leaves behind a community of colleagues and friends who will miss his passion and strong commitment to serving QC,

THEREFORE

BE IT RESOLVED: The QC Academic Senate expresses its thanks and warm wishes to William Keller for his service.

4b. Student Association Resolution on the Credit/No Credit Policy

Senator, Alihaider Hassan read the following resolution:



RESOLUTION

To: Office of President Frank Wu, Office of the Provost, Academic Senate Chairperson, Senators. From: Queens College Student Association

Date: Tuesday, December 4th, 2020

Title: For a continuation of CUNY's Spring 2020 flexible grading policy for Fall 2020

Whereas, since March, 2020, in response to the worldwide pandemic spread by the coronavirus and in an effort to protect the faculty, staff, and students on City University of New York campuses, the University announced that all University academic courses would be moved to a distance learning modality and

Whereas, the continued rise in cases in the United States from 1,800 new cases a day in March to 49,000 new cases a day in December has forced the University to continue operating on an on-line or distance learning format; and

Whereas, during the Spring 2020 semester the University enacted a CUNY-wide policy that acknowledged the need for a flexible grading policy for students as they navigate the challenges associated with the University's move to distance learning and the effects of our City's social distancing guidelines on their personal lives; and the situation described by the University as necessitating the enactment of the flexible grading policy continues to present itself to University Students who continue to take their courses in an on-line or distance learning format the same way they did in Spring 2020; and

Whereas, City College's Senate has voted to extend the Credit/No Credit (CR/NC) grade option for the Fall 2020 semester, extending the deadline to select the CR/NC grade to 11/25/2020; and

Whereas, Queens college has not pushed forth a policy or a plan to continue to pursue the flexible grading policy implemented by the CUNY Board of Trustees in Spring 2020 though being placed into a red zone by Governor Coumo and Medical experts concerned due to the rapid clusters in the area: https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Queens_upper_map_updated_colors.pdf; and

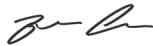
Stressing, The continuous deterioration of our students mental health, high levels of anxiety, concern of their academic progress, and safety of themselves and their loved ones. The students of CUNY face similar circumstances of joblessness, housing insecurity, and food insecurity that they have faced in March.

Reminding, that students who are most affected by this virus directly are hindered in providing to the best of their ability in classes also affecting their pursuit of continuing education caused by financial stress due to limited work opportunities and the limited assistance from governmental programs; Be it

Academic Senate Minutes – December 10, 2020

Whereas, The Executive Vice Chancellor and University Provost, José Luis Cruz, notified all College Presidents of the approval of the extension of the flexible grading policy implemented in Spring 2020. Presidents were given three options to op-in from: 1. Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term . 2- Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded. 3- Do not allow the use of CR/NC grades in Fall 2020 but expand access to the college's existing flexible grading policies using the University's P/NC grading framework.

Resolved, That the Queens College Student Association, within its authority as the Student elected body representing the affairs of all Queens College students, Calls on the President of Queens College, Frank Wu, and the College Administration to implement the policy **allowing the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term.**



Zaire Couloute, SA President
SA Vice President



Shanice Anderson,



Alihaider Hassan, SA Treasurer

Address: 152-45 Melbourne Ave Flushing, NY 11367, Student Union 319

*Note Chair Yearwood announced the vote is just on the Student Association Resolution.

i. MOTION: Duly made by Senator, Alihaider Hassan:

“To accept the Student Association Resolution on the Credit/No Credit Policy”

ii. MOTION: Duly made by Senator, Stephen Grover:

“To postpone vote for Student Association Resolution until after 7b. Discussion on Credit/No Credit Policy”

iii. MOTION: Duly made by Senator, Alihaider Hassan:

“To move 7b. Discussion on Credit/No Credit Policy up”

Hearing no objection, motion passed.

*Chair Yearwood opened up the floor for discussion and noted that this is only a discussion and not a vote on the policy.

Discussion followed.

iv. MOTION: Duly made by Chair Yearwood:

“To accept the Student Resolution on the Credit/No Credit Policy”

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

5. Committee Reports:

5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes dated November 12, 2020”

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

Undergraduate Curriculum Committee

Minutes of 11/12/2020

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

To:

- Satisfactory completion of the following 18 credits:
 - LCD 101: Introduction to Language (Fall, Spring, Summer)
 - LCD 116: Introduction to Morphology (Fall)
 - LCD 120: English Sentence Structure I (Fall, Summer)
 - LCD 150: Linguistic Phonetics (Fall)
 - LCD 205: Sociolinguistics; prereq. LCD 101 or 104 or 105. (Spring, Summer)
 - Either LCD 220: Advanced English Syntax (Spring) or LCD 250: Phonology (Spring)
- No course will count toward this minor with a grade lower than C-.

2. Earth and Environmental Sciences

To:

GEOL 101. Introduction to Geology. 3 lec., 3 lab.; 4 cr. 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. (LPS, SW, SCI) Fall, Spring.

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). 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. Fall, Spring (LPS, SW, SCI)

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. Required all-day field trip.

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. Required all-day field trips.

To:

GEOL 313W. Stratigraphy and Interpreting Paleoenvironments. 2 lec., 3 lab., 3 cr. Prereq.: GEOL 101, GEOL 102, GEOL 208. 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.

3. Mathematics

Changes to the Requirements for a Major or Minor

Proposal 1: Updating Residency Requirements for Additional Major Options.

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 twenty-four 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 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.

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.

Changes to Descriptive Text in the Bulletin

Proposal 2A: Clarifying departmental calculus credit transfer policies.

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.

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

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

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 passed MATH 114W, 241, 611, 621, 633, BIOL 230, ECON 249, PSYCH 107, SOC 205, 206, 207. Not open to students who will be receiving transfer credit or advanced placement credit for MATH 114. 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 passed MATH 114, 241, 611, 621, 633, BIOL 230, ECON 249, PSYCH 107, SOC 205, 206, 207. Not open to students who will be receiving transfer credit or advanced placement credit for MATH 114. 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. 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. Fall, Spring (MQR)

TO READ:

MATH 142. Calculus/Integration. 3 hr.; 3 cr. Prereq.: MATH 141. A continuation of MATH 141. 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. 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. 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. 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. 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. Not open to students who have received either a D or F in MATH 141. 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. 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. Fall, Spring (MQR)

Proposal 3: Change in prerequisite for MATH 128.

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 plane, trigonometric functions, polar coordinates, parametric functions, and Mobius transformations. No prior experience in programming is necessary. (MQR)

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

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.

4. English

Proposal to Withdraw Courses in “Reserve”

English 360: Southern Literature

English 392: Selected English Writers

English 393W: Selected American Writers

English 394: Selected Studies in English Literature),

English 396: Studies in Language, Literature, and Culture

5b. Graduate Curriculum Committee

- i. MOTION: Duly made by Ping Li, Chair of the Graduate Curriculum Committee:

“To accept the Graduate Curriculum Committee report dated November 4, 2020”

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

GCC Minutes Dated November 4, 2020

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.

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 815. 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.

3. SEYS

a. Minor Change

From:

SEYS 755: 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 758: 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.

5c. 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 December 8, 2020”

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

1) Committee on Undergraduate Admissions & Re-entry Standards

The following student was elected by unanimous consent:

Amil Virani Social Sciences through December 2022

2) Elections Committee

The following faculty member was elected by unanimous consent:

Jeremy Czerw Arts & Humanities through December 2022

3) International Student Affairs Committee

The following faculty members were elected by unanimous consent:

Jihee Choi Mathematics & Natural Sciences through December 2022

Norberto Quiles Mathematics & Natural Sciences through December 2022

4) Undergraduate Curriculum Committee

The following faculty members were elected by unanimous consent:

Anna Maria Bounds Social Sciences through December 2022

Michelle Fraboni Education through December 2021

5) Undergraduate Scholastic Standards Committee

The following faculty member was elected by unanimous consent:

Patricia D’Ateno Mathematics & Natural Sciences through December 2022

6) Graduate Curriculum Committee

The following student was elected by unanimous consent:

Sonia Jamshad Social Sciences through December 2022

6. Old Business

6a. Nominations to the Nominating Committee:

Faculty – Social Sciences (no nominees)

Arts and Humanities

The following Faculty member was nominated from the floor to fill the OPEN Arts and Humanities seat:

Monica Casco Arts and Humanities May 2022

Seeing no further nominations, Chair Yearwood moved unanimous consent.

6b. Land Acknowledgements:

Chair Yearwood gave an update and announced there have been discussions on this topic. It is a policy that is above QC and has to go to CUNY Central. It is currently on the works and will be brought back to this body when resolved.

7. New Business

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

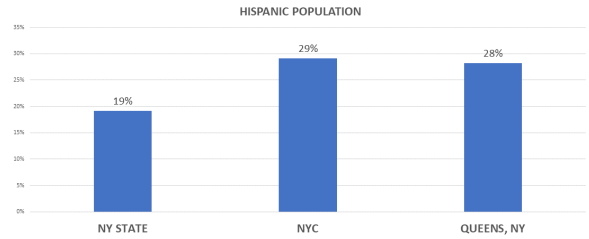
1. Dr. Zadia Feliciano, Professor in the Economics department and Director of the Latin American and Latino Studies program, gave a presentation on Hispanics in Queens, New York.

Hispanics in Queens, New York

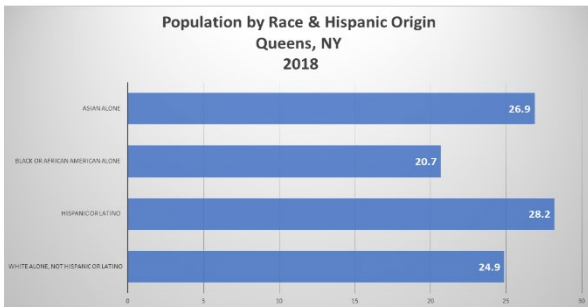


Zadia M. Feliciano
 Director, Latin American and Latino Studies
 Professor, Department of Economics
 Queens College Faculty Senate Meeting, December 10th, 2020

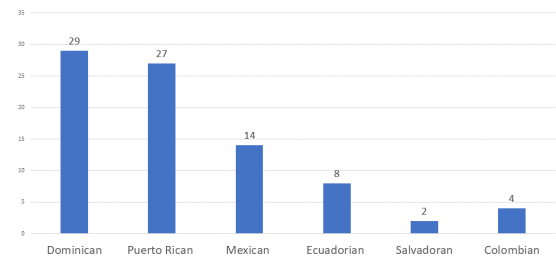
Hispanic Population
 New York State, NYC and Queens
 2018



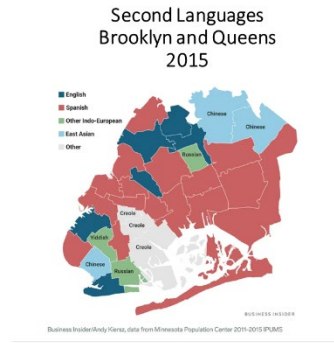
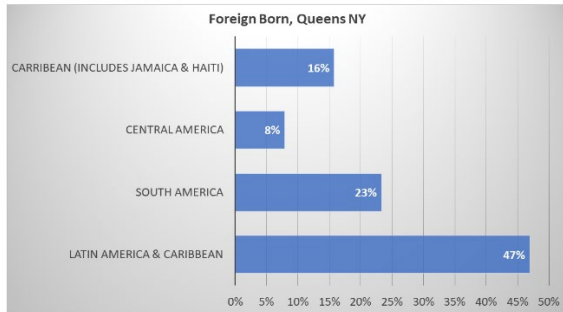
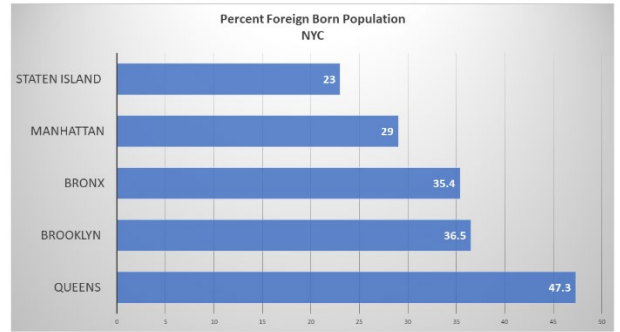
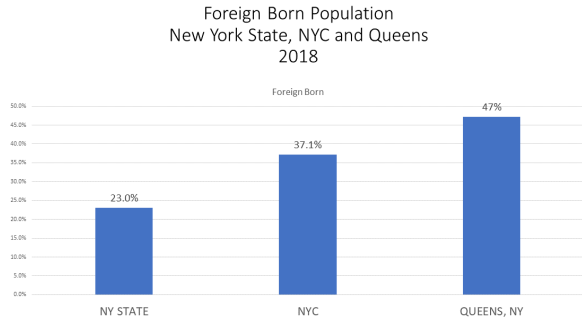
Population by Race & Hispanic Origin
 Queens, NY
 2018



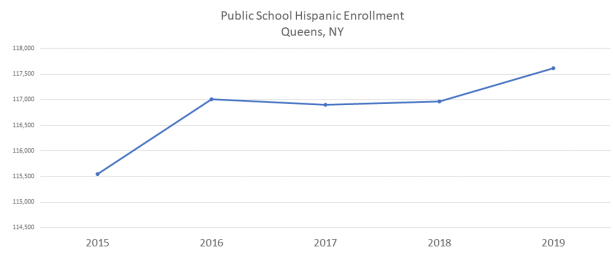
Hispanic Population, NYC (%)
 2018



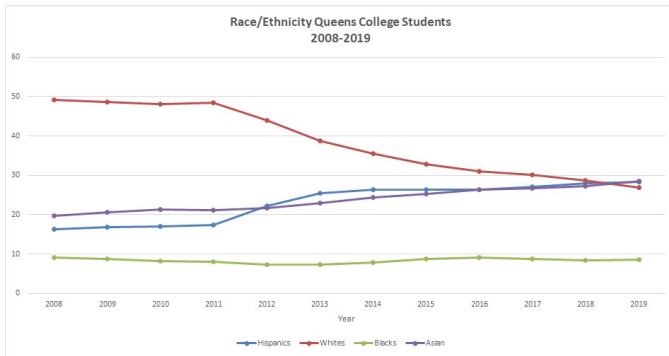
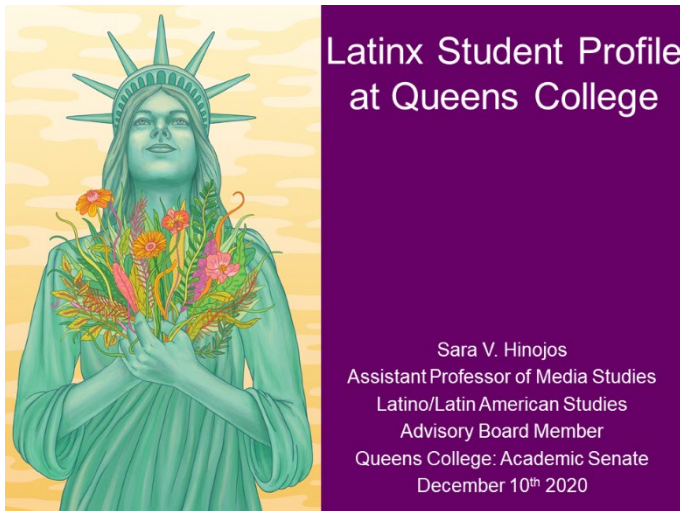
Academic Senate Minutes – December 10, 2020



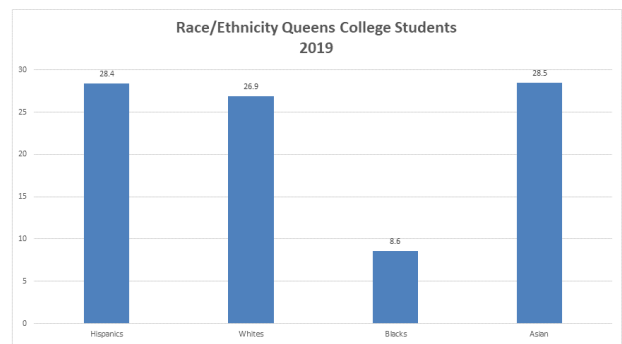
Growth in Hispanic Student Enrollment Queens, NY



2. Dr. Sara Hinojos, Professor in the Media Studies department and LALS Advisory Board, gave a presentation on LatinX Student Profile at Queens College.



HISPANIC SERVING INSTITUTE (HSI)



Total population: 19,923

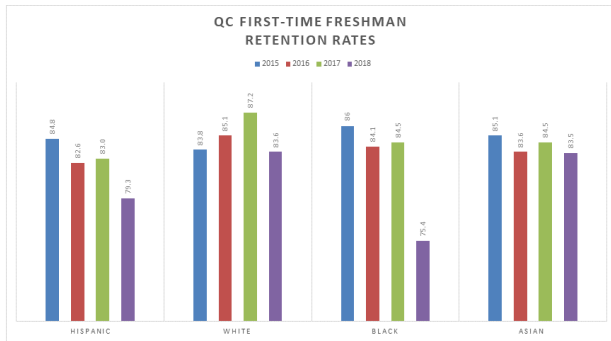
28.4% of Hispanic students

- Country of Ancestry**
 - Dominican Republic: N=362 | 4.7%
 - Ecuador: N=293 | 3.8%
 - Colombia: N=281 | 2.7%
 - Puerto Rico: N=190 | 2.5%
 - Mexico: N=180 | 2.3%
- Countries of Birth**
 - Dominican Republic: N=117 | 4.2%
 - Ecuador: N=117 | 4.2%
 - Colombia: N=108 | 3.9%
 - Mexico: N=45 | 1.6%
 - Peru: N=43 | 1.6%

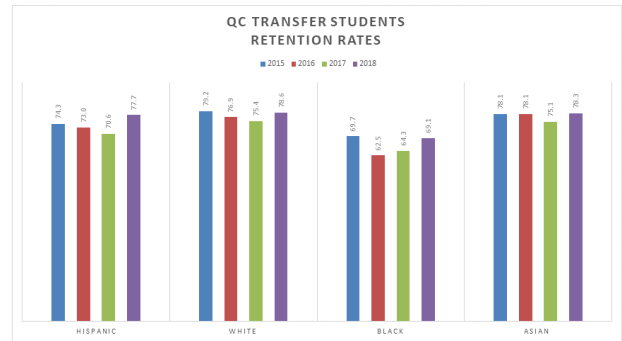
Popular Majors

- Latinx Students**
 - Psychology (N=763)
 - Computer Science (N=403)
 - Elementary & Early Childhood Education (N=375)
 - Biology (N=255)
 - Accounting (N=240)
- Across Campus**
 - Psychology
 - Computer Science
 - Accounting
 - Elementary & Early Childhood Education
 - Biology

Retention Rates



Retention Rates



Challenges Latinx Students Face

- Economic
- 1st generation college students
- Legal status
- Institutional Support

MOTION: Duly made by Chair Simone Yearwood:

“To Adjourn”

The meeting was adjourned at 5:21 p.m. The next Academic Senate meeting will be on Thursday February 11, 2021.

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. EnglishProposal to Change Area Elective Requirement

From: at least one course in literature before 1820: English 251, 253, 311, 312, 313, 320, 321, 322, 323, 330,* 331, 332, 333, 334, 340, 341, 344, 348, 349, 365

To: English 251, 253, 311, 312, 313, 320, 321, 322, 323, 330,* 331, 332, 333, 334, 340, 341, 344, 348, 349, 350, 365

From: at least one course in literature after 1820: English 252, 254, 318, 319, 324, 328, 329, 345, 346, 350, 351, 352†, 353, 357*, 358*, 359*, 370, 371, 373, 374, 376

To: English 252, 254, 318, 319, 324, 328, 329, 345, 346, 351, 352†, 353, 357*, 358*, 359*, 370, 371, 373, 374, 376

Justification: English 350 could be taught as a post or pre-1820 literature course since it covers material from 1790- 1850; however, the faculty members who teach the course agree that it best represents pre-1820 material and would like it to move to the pre-1820 requirement.

Proposal to Change Variable Topics Language [See Justification Below this list]**1. ENGL 305, 305W. VT: Studies in Literature and Culture**

From: The topic of the course, announced in advance, varies each semester. ~~The course may be taken for credit more than once if the topic is different.~~

To: The topic of the course, announced in advance, varies each semester. May be repeated for credit if the topic is different.

2. ENGL 306. VT: Studies in Poetry.

From: A close study of the reading of poetry. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. ~~This is a variable topics course, which can be repeated for credit if the topic is different.~~

To: A close study of the reading of poetry. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. May be repeated for credit if the topic is different.

3. ENGL 307. VT: Studies in Fiction.

From: A close study of fictional genres. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. ~~This is a variable topics course, which can be repeated for credit if the topic is different.~~

To: A close study of the reading of poetry. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. May be repeated for credit if the topic is different.

4. ENGL 307. VT: Studies in Fiction.

From: A close study of fictional genres. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. ~~This is a variable topics course, which can be repeated for credit if the topic is different.~~

To: A close study of fictional genres. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. May be repeated for credit if the topic is different.

5. ENGL 308. VT: Studies in Drama and Performance.

From: A close study of drama and performance. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. ~~This is a variable topics course, which can be repeated for credit if the topic is different.~~

To: A close study of drama and performance. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. May be repeated for credit if the topic is different.

6. ENGL 310. VT: Studies in Non-Fiction Prose.

From: A close study in non-fiction prose, including but not limited to essays, autobiography and biography, and travel narratives. Topics may include the literary form of life narratives and the development of life-writing as a genre, the identity of “nonfiction” and its relation to ideas of fiction and truth, and the personal, social, and political roles of nonfiction prose. ~~This is a variable topics course, which can be repeated for credit if the topic is different.~~

To: A close study in non-fiction prose, including but not limited to essays, autobiography and biography, and travel narratives. Topics may include the literary form of life narratives and the development of life-writing as a genre, the identity of “nonfiction” and its relation to ideas of fiction and truth, and the personal, social, and political roles of nonfiction prose. May be repeated for credit if the topic is different.

7. ENGL 314. VT: Studies in Popular Genres.

From: A study of popular genres such as science fiction, mystery, detective, romance, dystopian literature, thrillers, fantasy, and fanfiction, with attention to the defining features of major popular genres as they have changed over time. The course might be devoted to one major popular genre, or cover multiple genres in a comparative way. Topics may include the role of genre texts in contemporary culture, questions of the “popular” and the “canonical,” diversity and inclusion in popular genres, cross-media adaptations of popular genres (such as drama, film, television and digital media), hybrid and experimental forms, and the contributions of genre theory to literary analysis. [No statement about repeatability.]

To: A study of popular genres such as science fiction, mystery, detective, romance, dystopian literature, thrillers, fantasy, and fanfiction, with attention to the defining features of major popular genres as they have changed over time. The course might be devoted to one major popular genre, or cover multiple genres in a comparative way. Topics may include the role of genre texts in contemporary culture, questions of the “popular” and the “canonical,” diversity and inclusion in popular genres, cross-media adaptations of popular genres (such as drama, film, television and digital media), hybrid and experimental forms, and the contributions of genre theory to literary analysis. May be repeated for credit if the topic is different.

8. ENGL 316. VT: Interdisciplinary Approaches to Literature.

From: A study of the relationship between literary scholarship and other disciplines such as religion, psychology, political science, philosophy, and science. The course can focus on one or more interdisciplinary approaches. ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~

To: A study of the relationship between literary scholarship and other disciplines such as religion, psychology, political science, philosophy, and science. The course can focus on one or more interdisciplinary approaches. May be repeated for credit if the topic is different.

9. ENGL 325. VT: Gender and Sexualities.

From: An exploration of the literature and culture of gender and sexuality. Topics may include feminist and queer theory, traditions of lesbian, gay, bisexual, transgender, and queer writing (autobiography, fiction, poetry, etc.) or themes such as marriage, sexual and gender identity, or HIV/AIDS. ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~

To: An exploration of the literature and culture of gender and sexuality. Topics may include feminist and queer theory, traditions of lesbian, gay, bisexual, transgender, and queer writing (autobiography, fiction, poetry, etc.) or themes such as marriage, sexual and gender identity, or HIV/AIDS. May be repeated for credit if the topic is different.

10. ENGL 326. VT: Women's Writing.

From: The study of writing by and for women in American, British, and/or Anglophone literature. Topics may include how gender and such factors as race, ethnicity, sexuality, and/or class shape women's lives; the emergence of the category "women writers" and its relationship to literary studies; and conditions affecting women's literacy and literary production. The course can focus on a single period, a particular genre, or a specific theme (marriage, politics and society, the nation). ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~

To: The study of writing by and for women in American, British, and/or Anglophone literature. Topics may include how gender and such factors as race, ethnicity, sexuality, and/or class shape women's lives; the emergence of the category "women writers" and its relationship to literary studies; and conditions affecting women's literacy and literary production. The course can focus on a single period, a particular genre, or a specific theme (marriage, politics and society, the nation). May be repeated for credit if the topic is different.

11. ENGL 328. VT: Topics in Children's Literature.

From: A study of literature written for children, with such topics as the rise of children's literature as a separate genre, changing visions of childhood, the relationship of text to image in illustrated books, and the various controversies that have arisen around children's literature. ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~

To: A study of literature written for children, with such topics as the rise of children's literature as a separate genre, changing visions of childhood, the relationship of text to image in illustrated books, and the various controversies that have arisen around children's literature. May be repeated for credit if the topic is different.

12. ENGL 360. VT: Latino/Latina Literature in English.

From: Literature written by and directed at those of Latino descent, including classic and contemporary influential texts by such writers as Sandra Cisneros, Junot Diaz, Gloria Anzaldúa, and Julia Alvarez. Topics for investigation may include experiences of immigration, coming of age, sexuality, gender, race, identity, community, and language. ~~This course may be repeated for credit if the topic is different.~~ (LIT)

To: Literature written by and directed at those of Latino descent, including classic and contemporary influential texts by such writers as Sandra Cisneros, Junot Diaz, Gloria Anzaldúa, and Julia Alvarez. Topics for investigation may include experiences of immigration, coming of age, sexuality, gender, race, identity, community, and language. May be repeated for credit if the topic is different.

13. ENGL 363. VT: Global Literatures in English.

From: A comparative study of Anglophone literature that brings writers and/or literary movements in or from Africa, Australia, New Zealand, Canada, India, and the English-speaking Caribbean in conversation through a theme, genre, and/or theoretical approach. Themes, genres, and/or theoretical approaches can vary, like the countries/regions/areas studied. ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~ (LIT)

To: A comparative study of Anglophone literature that brings writers and/or literary movements in or from Africa, Australia, New Zealand, Canada, India, and the English-speaking Caribbean in conversation through a theme, genre, and/or theoretical approach. Themes, genres, and/or theoretical approaches can vary, like the countries/regions/areas studied. May be repeated for credit if the topic is different. (LIT)

14. ENGL 364. VT: African Literature and Culture.

From: A study in the literatures and cultures of Africa that may include focus on poetry, drama, film, fiction, and non-fiction prose. ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~ (LIT)

To: A study in the literatures and cultures of Africa that may include focus on poetry, drama, film, fiction, and non-fiction prose. May be repeated for credit if the topic is different. (LIT)

15. ENGL 368W. VT: Irish Literature.

From: Detailed study of a major writer, such as W. B. Yeats, James Joyce, Brian O'Nolan, Seamus Heaney, or Medbh McGuckian, or of a group of writers, such as the contemporary Ulster poets. ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~ (LIT)

To: Detailed study of a major writer, such as W. B. Yeats, James Joyce, Brian O'Nolan, Seamus Heaney, or Medbh McGuckian, or of a group of writers, such as the contemporary Ulster poets. May be repeated for credit if the topic is different. (LIT)

16. ENGL 377. VT: Modern South Asian Literature.

From: The literatures from the South Asian subcontinent organized around a theme, such as the literature of colonization/decolonization; multilingualism and translation; nationalism and globalization; secularity, the novel, and the lyric. Texts may be written in English but could also be read in translation, possibly including writers such as Bama, Shah Abdul Latif Bhittai, Anita Desai, Mirza Asadullah Khan Ghalib, and Salman Rushdie. ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~ (LIT)

To: The literatures from the South Asian subcontinent organized around a theme, such as the literature of colonization/decolonization; multilingualism and translation; nationalism and globalization; secularity, the novel, and the lyric. Texts may be written in English but could also be read in translation, possibly including writers such as Bama, Shah Abdul Latif Bhittai, Anita Desai, Mirza Asadullah Khan Ghalib, and Salman Rushdie. May be repeated for credit if the topic is different. (LIT)

17. ENGL 378. VT: Caribbean Literature.

From: An exploration of the literature, history, and culture of the Caribbean region, ranging from colonization and slavery to contemporary formations of identity and self. Topics include creolization, carnival, gender politics, maroonage, and discourses of exile. ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~ (LIT)

To: An exploration of the literature, history, and culture of the Caribbean region, ranging from colonization and slavery to contemporary formations of identity and self. Topics include creolization, carnival, gender politics, maroonage, and discourses of exile. May be repeated for credit if the topic is different. (LIT)

18. ENGL 379. VT: Transnational/ Postcolonial/ Global Literature.

From: A study of literature at the limits of nations and national cultures, using theory and cultural studies to consider themes such as: globalization, global English, and the novel; the black Atlantic; the literature of urbanization; Orientalism and Occidentalism; postcoloniality and world literature. Authors may include, for example, Daniel Alarcon, J.M. Coetzee, Maryse Condé, Rana Dasgupta, Anita Desai, Amitav Ghosh, Yiyun Li, Ruth Ozeki, Salman Rushdie, and Justin Torres. ~~This is a variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~ (LIT)

To: A study of literature at the limits of nations and national cultures, using theory and cultural studies to consider themes such as: globalization, global English, and the novel; the black Atlantic; the literature of urbanization; Orientalism and Occidentalism; postcoloniality and world literature. Authors may include, for example, Daniel Alarcon, J.M. Coetzee, Maryse Condé, Rana Dasgupta, Anita Desai, Amitav Ghosh, Yiyun Li, Ruth Ozeki, Salman Rushdie, and Justin Torres. May be repeated for credit if the topic is different. (LIT)

19. ENGL 389. VT: Literature and Folklore.

From: Advanced instruction and practice in the theoretical, stylistic, and ethical matters connected to the study of writing. Topics may include methodologies of writing research, histories and theories of literacy and writing, theories on composing and language use, rhetorical theory, or digital composing. ~~This is a~~

~~variable topics course, which may be taken more than once for credit if the topic is different but may be applied only once to the major.~~

To: Advanced instruction and practice in the theoretical, stylistic, and ethical matters connected to the study of writing. Topics may include methodologies of writing research, histories and theories of literacy and writing, theories on composing and language use, rhetorical theory, or digital composing. May be repeated for credit if the topic is different.

20. ENGL 396. VT: Writing Studies.

From: Advanced instruction and practice in the theoretical, stylistic, and ethical matters connected to the study of writing. Topics may include methodologies of writing research, histories and theories of literacy and writing, theories on composing and language use, rhetorical theory, or digital composing. ~~The course may be taken for credit more than once if the topic is different.~~

To: Advanced instruction and practice in the theoretical, stylistic, and ethical matters connected to the study of writing. Topics may include methodologies of writing research, histories and theories of literacy and writing, theories on composing and language use, rhetorical theory, or digital composing. May be repeated for credit if the topic is different.

21. ENGL 397. VT: Seminar in Teaching Writing.

From: Various issues in the teaching of writing. Topics may include composition theory, theory of language, community literacy practices, college writing instruction, writing center practices, and teacher or tutor training. ~~The course may be taken for credit more than once if the topic is different.~~

To: Various issues in the teaching of writing. Topics may include composition theory, theory of language, community literacy practices, college writing instruction, writing center practices, and teacher or tutor training. May be repeated for credit if the topic is different.

JUSTIFICATIONS: We would like to change the VT language in the above courses to both standardize the language we use to describe repeatability and also to create a blanket policy for all our 300-level elective courses (minus the creative writing workshops and English 115, which are not included above).

2. Art

FROM:

DESIGN (MAJOR CODE ARTD-BFA)

For the BFA degree (total of 63 credits), a student must complete the following basic sequence:

Art History Core Courses (6 credits)

ARTH 101 or 102

One course from ARTH 200–299, MEDST 100, 101, 144, 146.

Design Required Courses (33 credits)

ARTS 151 or ARTS 188; ARTS 190; ARTS 191; ARTS 193;

ARTS 214; ARTS 241; ARTS 242; ARTS 245; ARTS 246; ARTS

345; ARTS 395.

Design Elective Courses (24 credits)

Eight of the following courses: ~~ARTS-157, 165, 171, 172, 187, 188, 192, 193, 195, 205, 207, 210, 212, 213, 214, 215, 217, 221, 247, 248, 249, 250, 259, 263, 266, 269, 277, 278, 279, 286, 287, 289, 290, 296, 314, 347, 358, 359, 370, 393.~~ Four of the eight electives must be taken from the upper-division courses, ~~ARTS 247 or higher.~~

Students who elect any of the minors cannot count the same courses for both the design major and the minor. Instead, additional courses must be taken.

Students may opt to pursue ~~concentrations in~~ Communication Design, Animation & Illustration or Interaction Design ~~by selecting five courses from from the list of design electives. At least three of the electives are required to come from upper division courses (ARTS 247 or higher).~~

Communication Design ~~Concentration (five courses, three from ARTS 247 or higher):~~ ARTS 165, 171, 188, 195, 205, 207, 210, 212, 213, 243, 248, 249, 250, 257, 263, 269, 277, 278, 279, 286, 289, 290, 296, 370, 393

Animation and Illustration ~~Concentration: ARTS 157, 165, 171, 187, 188, 192, 207, 210, 213, 214, 215, 217, 221, 247, 249, 257, 266, 277, 278, 279, 287, 290, 296, 347, 358, 359, 370, 393.~~

Interaction Design ~~Concentration: ARTS 157, 165, 171, 172, 188, 195, 205, 207, 210, 212, 213, 214, 217, 221, 243, 249, 250, 257, 263, 269, 277, 278, 279, 286, 290, 314, 370, 393~~

TO:

FROM:

DESIGN (MAJOR CODE ARTD-BFA)

For the BFA degree (total of 63 credits), a student must complete the following basic sequence:

Art History Core Courses (6 credits)

ARTH 101 or 102

One course from ARTH 200–299, MEDST 100, 101, 144, 146.

Design Required Courses (33 credits)

ARTS 151 or DESN 188; DESN 190; DESN 191; DESN 193; DESN 214; DESN 241; DESN 242; DESN 245; DESN 246; DESN 345; DESN 395.

Design Elective Courses (24 credits)

Eight of the following courses: DESN 157, 172, 173, 187, 188, 192, 193, 195, 205, 207, 210, 211, 212, 213, 214, 215, 217, 221, 247, 248, 249, 250, 259, 263, 265, 266, 269, 270, 273, 277, 278, 279, 286, 287, 289, 290, 296, 314, 347, 358, 359, 370, ARTS 393, PHOTO 165

Four of the eight electives must be taken from the upper-division courses, DESN 247 or higher.

Students who elect any of the minors cannot count the same courses or both the design major and the minor. Instead, additional courses must be taken.

Students may opt to pursue tracks of study in Animation, Communication Design, Illustration or Interaction Design by selecting five design electives from the recommended lists.

Animation: DESN 157, 187, 188, 192, 207, 210, 213, 214, 215, 217, 221, 247, 249, 257, 266, 277, 278, 279, 287, 290, 296, 347, 358, 359, 370, ARTS 393.

Communication Design): DESN 173,188, 195, 205, 207, 210, 212, 213, 243, 248, 249, 250, 257, 263, 265, 269, 270, 277, 278, 279, 286, 289, 290, 296, 370, 393

Illustration: DESN 157, 172, 187, 188, 192, 195, 213, 215, 247, 248, 249, 251, 257, 259, 266, 279, 287, 290, 296, 347, 359, 370, ARTS 393, ARTS 151.

Interaction Design DESN 157, 172, 188, 195, 205, 207, 210, 212, 213, 214, 217, 221, 243, 249, 250, 257, 263, 265, 269, 270,277, 278, 279, 286, 290, 314, 370, ARTS 393

Justification: The addition of concentrations added overwhelming confusion to Degreework audits. We believe informal *tracks of study* provide students the option of building skills within one specific area of Design.

Change in Prefix:

FROM:

~~ARTS~~ 157. Digital Moviemaking 1. 4 hr.; 3 cr. Introduction to the making of short movies. Emphasis is on the creative aspects of moviemaking such as storytelling, character development, abstract visual imagery, documentation, etc., using simple software and inexpensive equipment.

TO:

DESN 157. Digital Moviemaking 1. 4 hr.; 3 cr. Introduction to the making of short movies. Emphasis is on the creative aspects of moviemaking such as storytelling, character development, abstract visual imagery, documentation, etc., using simple software and inexpensive equipment.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 172. Game Design. 4 hr.; 3 cr. An introductory course on the culture, theory, and design of games. In this course, students will work in teams to create several games and write game design documentation. Through the playing and analysis of games, lectures, assigned readings, and process blogs, students will develop a foundation in game design that will be applicable to other interactive experiences.

TO:

DESN 172. Game Design. 4 hr.; 3 cr. An introductory course on the culture, theory, and design of games. In this course, students will work in teams to create several games and write game design documentation. Through the playing and analysis of games, lectures, assigned readings, and process blogs, students will develop a foundation in game design that will be applicable to other interactive experiences.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Credits:

FROM:

~~ARTS~~ 173. Shoot.Edit.Post. 3 hr.; 3 cr.

An entry-level design class that studies the phenomenon of user-generated content on

social media, and how social media platforms have transformed advertising and branding. Throughout the semester, students research strategies, create a personal branded project on Instagram, evaluate success with data analytic tools, and present their findings through oral presentations and written reports. Additionally, best practices and ethical issues associated with social media are explored through readings, class discussions and assigned essays.

TO:

DESN 173. Shoot.Edit.Post. 4 hr.; 3 cr.

An entry-level design class that studies the phenomenon of user-generated content on social media, and how social media platforms have transformed advertising and branding. Throughout the semester, students research strategies, create a personal branded project on Instagram, evaluate success with data analytic tools, and present their findings through oral presentations and written reports. Additionally, best practices and ethical issues associated with social media are explored through readings, class discussions and assigned essays.

Justification: All Design classes are currently 4 hours. Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

ARTS 187. Graphic Novel 1. 4 hr.; 3 cr. Introduction to graphic books and comics as a narrative artform. Previous experience in drawing, ARTS 151 or equivalent, is recommended.

TO:

DESN 187. Graphic Novel 1. 4 hr.; 3 cr. Introduction to graphic books and comics as a narrative artform. Previous experience in drawing, ARTS 151 or equivalent, is recommended.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Description:

FROM:

ARTS 188. ~~VT:~~ Illustration I. 4 hr.; 3 cr. An introduction to the visual interpretation of words using drawing, painting, collage, or digital techniques for use in graphic design, publishing, and advertising. Previous study in drawing, ARTS 151 or equivalent, is recommended. ~~Topic will be announced before registration.~~

TO:

DESN 188. Illustration I. 4 hr.; 3 cr. An introduction to the visual interpretation of words using drawing and digital techniques for use in graphic design, publishing, and advertising. Previous study in drawing, ARTS 151 or equivalent, is recommended.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register. Courses are held in classrooms where painting and collage is not possible and topics are consistent each semester.

Change in Prefix:

FROM:

~~ARTS~~-190. Design Foundations. 4 hr.; 3 cr. This course is primarily for students interested in graphic design. Fundamental theories and methodologies of color theory and 2D design in traditional and digital mediums.

Through observation, analysis, writing, exercises, and projects, students begin to develop work processes that involve articulation, visual research, concept generation, form making, and craft skills.

TO:

DESN 190. Design Foundations. 4 hr.; 3 cr. This course is primarily for students interested in graphic design. Fundamental theories and methodologies of color theory and 2D design in traditional and digital mediums. Through observation, analysis, writing, exercises, and projects, students begin to develop work processes that involve articulation, visual research, concept generation, form making, and craft skills.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 191. Basic Software for Design. 4 hr.; 3 cr. An introduction to the fundamentals of prevailing software applications used in design; such as InDesign, Illustrator and Photoshop. Students work with multiple software applications to create projects that communicate through a variety of forms both digital and in print. This class prepares students with the necessary software skills required for ~~ARTS~~ 241 and 242.

TO:

DESN 191. Basic Software for Design. 4 hr.; 3 cr. An introduction to the fundamentals of prevailing software applications used in design; such as InDesign, Illustrator and Photoshop. Students work with multiple software applications to create projects that communicate through a variety of forms both digital and in print. This class prepares students with the necessary software skills required for DESN 241 and 242.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 192. Storyboarding & Storytelling. 4 hr.; 3 cr. Prereq.: ~~ARTS~~ 191 and ~~ARTS~~ 188 or ARTS 151. Storytelling skills for time-based media through the introduction of storyboarding techniques. Storyboarding is the art of transforming a written script into a sequential, visual story. Concepts addressed in this course include tools, methods and techniques, visual storytelling and narrative structure, shot composition, “acting,” and character development.

TO:

DESN 192. Storyboarding & Storytelling. 4 hr.; 3 cr. Prereq.: DESN 191 and DESN 188 or ARTS 151. Storytelling skills for time-based media through the introduction of storyboarding techniques. Storyboarding is the art of transforming a written script into a sequential, visual story. Concepts addressed in this course include tools, methods and techniques, visual storytelling and narrative structure, shot composition, “acting,” and character development.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 193. VT: Introduction to Digital Animation. 4 hr.; 3 cr. Introduction to digital animation using an industry-standard program such as Flash or Toon Boom Studio. Topic will be announced before registration.

TO:

DESN 193. VT: Introduction to Digital Animation.

4 hr.; 3 cr. Introduction to digital animation using an industry-standard program such as Flash or Toon Boom Studio. Topic will be announced before registration.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 195. Photoshop Basics. 4 hr.; 3 cr. Introduction to Adobe Photoshop.

TO:

DESN 195. Photoshop Basics. 4 hr.; 3 cr. Introduction to Adobe Photoshop.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 205. Photoshop Color. 4 hr.; 3 cr. Principles and methods of digital tone control and color correction using Adobe Photoshop.

TO:

DESN 205. Photoshop Color. 4 hr.; 3 cr. Principles and methods of digital tone control and color correction using Adobe Photoshop.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 207. Introduction to Video Editing I. 4 hr.; 3 cr. Introduction to video editing using Adobe Premiere or industry standard software. Prior experience in digital moviemaking, ~~ARTS~~ 157 or equivalent, is recommended.

TO:

DESN 207. Introduction to Video Editing I. 4 hr.; 3 cr. Introduction to video editing using Adobe Premiere or industry standard software. Prior experience in digital moviemaking, DESN 157 or equivalent, is recommended.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 211. Introduction to Adobe Illustrator. 4 hr.; 3 cr. Introduction to graphics editing using Adobe Illustrator or industry standard software.

TO:

DESN 211. Introduction to Adobe Illustrator. 4 hr.; 3 cr. Introduction to graphics editing using Adobe Illustrator or industry standard software.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Title, Description:

FROM:

~~ARTS 213. ~~VT~~ 3D Modeling. 4 hr.; 3 cr. Introduction to principles and techniques for 3D modeling. Topic and suggested preparation or special equipment will be announced before pre-registration.~~

TO:

DESN 213. 3D Modeling. 4 hr.; 3 cr. Introduction to principles and techniques for 3D modeling.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register. Topic is consistent each semester.

Change in Prefix:

FROM:

~~ARTS 214. Web Design I. 4 hr.; 3 cr. Prereq.: ARTS 191. An introduction to the basic concepts of web design. Topics include scripting languages, markup languages, design practices, hosting, SEO and the best architectural practices for information.~~

TO:

DESN 214. Web Design I. 4 hr.; 3 cr. Prereq.: DESN 191. An introduction to the basic concepts of web design. Topics include scripting languages, markup languages, design practices, hosting, SEO and the best architectural practices for information.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS 215. Traditional Animation. 4 hr.; 3 cr. Traditional, hand-drawn animation as well as cutout and stop-motion animation.~~

TO:

DESN 215. Traditional Animation. 4 hr.; 3 cr. Traditional, hand-drawn animation as well as cutout and stop-motion animation.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS 217. Digital Moviemaking II. 4 hr.; 3 cr.
A continuation of ARTS 157. Additional experience in non-linear video-editing techniques (ARTS 207 or equivalent) is recommended. Special equipment, if any, will be announced before preregistration.~~

TO:

~~DESN~~ 217. Digital Moviemaking II. 4 hr.; 3 cr.
A continuation of ARTS 157. Additional experience in non-linear video-editing techniques (ARTS 207 or equivalent) is recommended. Special equipment, if any, will be announced before preregistration.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 221. VT: Video Graphics and Compositing. 4 hr.; 3 cr. The principles and techniques of video graphics and compositing. Topic will be announced before pre-registration. Some prior computer graphic experience (~~ARTS~~ 157, 195, 207, 210 or equivalents) is recommended.

TO:

DESN 221. VT: Video Graphics and Compositing. 4 hr.; 3 cr. The principles and techniques of video graphics and compositing. Topic will be announced before pre-registration. Some prior computer graphic experience (DESN 157, 195, 207, 210 or equivalents) is recommended.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Requisites:

FROM:

~~ARTS~~ 241. Design I. 4 hr.; 3 cr. Prereq.: ~~ARTS~~ 190 and ~~ARTS~~ 191. ~~Coreq.: ARTS 242.~~ A continuation of ~~ARTS~~ 190 with a focus on developing formal skills to express concepts and communicate messages using interactive, time-based digital and traditional media.

TO:

DESN 241. Design I. 4 hr.; 3 cr. Prereq.: DESN 190 and DESN 191. A continuation of DESN 190 with a focus on developing formal skills to express concepts and communicate messages using interactive, time-based digital and traditional media.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register. Eliminating Coreq will give students increased flexibility to take course during summer or winter semester.

Change in Prefix, Description, Requisites:

FROM:

~~ARTS~~ 242. Typography I. 4 hr.; 3 cr. Prereq.: ~~ARTS~~ 191 ~~or equivalent.~~ Introduction to typography, mainly intended for design majors. Topics covered include typeface classification, anatomy, hierarchy, grids and typesetting. ~~May be taken at the same time as ARTS 241.~~

TO:

DESN 242. Typography I. 4 hr.; 3 cr. Prereq.: DESN 191. Introduction to typography, mainly intended for design majors. Topics covered include typeface classification, anatomy, hierarchy, grids and typesetting.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register. Eliminating Coreq will give students increased flexibility to take course during summer or winter semester.

Change in Prefix:

FROM:

~~ARTS~~ 245. Typography II. 4 hr.; 3 cr. Prereq.: ~~ARTS~~ 242. Text-intensive projects involving typographic grid systems, the organization of typographic hierarchies, and the use of type in charts, graphs, and diagrams. Assignments will include a series of experimental and practical projects in a variety of media.

TO:

DESN 245. Typography II. 4 hr.; 3 cr. Prereq.: DESN 242. Text-intensive projects involving typographic grid systems, the organization of typographic hierarchies, and the use of type in charts, graphs, and diagrams.

Assignments will include a series of experimental and practical projects in a variety of media.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Requisites:

FROM:

ARTS 246. Design II. 4 hr.; 3 cr. Prereq.: ~~ARTS-241~~. ~~coreq.: ARTS 245~~. A further exploration of design principles with an emphasis on collaboration, research methods, critical thinking, presentations, and writing skills as part of the design process. Assignments may include interactive, time-based, and large-scale projects.

TO:

DESN 246. Design II. 4 hr.; 3 cr. Prereq.: DESN 241. A further exploration of design principles with an emphasis on collaboration, research methods, critical thinking, presentations, and writing skills as part of the design process. Assignments may include interactive, time-based, and large-scale projects.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register. Eliminating Coreq will give students increased flexibility to take course during summer or winter semester.

Change in Prefix:

FROM:

ARTS 247. Graphic Novel II. 4 hr.; 3 cr. Prereq.: ~~ARTS~~ 187. Continuation of ~~ARTS~~ 187. Development of personal interests and individual style. Independent research into the history of the graphic novel.

TO:

DESN 247. Graphic Novel II. 4 hr.; 3 cr. Prereq.: DESN 187. Continuation of DESN 187. Development of personal interests and individual style. Independent research into the history of the graphic novel.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

ARTS 248. Book Design and Production. 4 hr.; 3 cr. Prereq.: ~~ARTS~~ 241 and 242. Introduction to the design and production of printed books.

TO:

DESN 248. Book Design and Production. 4 hr.; 3 cr. Prereq.: DESN 241 and 242. Introduction to the design and production of printed books.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS 249.~~ Creative Coding. 4 hr.; 3 cr. Prereq.: ~~ARTS 241.~~ Use of computational algorithms as a tool to create beautifully designed visual graphics. Over the semester students will explore form, color, grids, typefaces and three-dimensional objects and combine these with computational topics like randomization, repetition, transformation, generative and data-manipulated design. Each class will consist of a lecture and live coding examples as well as student project presentations and critiques. Processing will be the primary platform to explore the intersection between the visual art, design, and code.

TO:

DESN 249. Creative Coding. 4 hr.; 3 cr. Prereq.: DESN 241. Use of computational algorithms as a tool to create beautifully designed visual graphics. Over the semester students will explore form, color, grids, typefaces and three-dimensional objects and combine these with computational topics like randomization, repetition, transformation, generative and data-manipulated design. Each class will consist of a lecture and live coding examples as well as student project presentations and critiques. Processing will be the primary platform to explore the intersection between the visual art, design, and code.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS 250.~~ Design Thinking. 4 hr.; 3 cr. Prereq.: ~~ARTS 241.~~ Exploration of a variety of design research, strategy, ideation, and prototyping methods to create insightful and innovative design solutions. Students will work individually and collaboratively to design services, experiences, interactions, products, and brands.

TO:

DESN 250. Design Thinking. 4 hr.; 3 cr. Prereq.: DESN 241. Exploration of a variety of design research, strategy, ideation, and prototyping methods to create insightful and innovative design solutions. Students will work individually and collaboratively to design services, experiences, interactions, products, and brands.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS 251.~~ Typeface Design. 3 hr., 3 cr. Prereq.: ~~ARTS 242.~~ An upper-level design elective that introduces students to the basic principles of typeface design. Through lectures, reading assignments, class exercises, and assignments, students will learn the tools to explore fonts as a formal system of visual relationships, the role fonts play in graphic design, and how to design an original typeface family.

TO:

DESN 251. Typeface Design. 3 hr., 3 cr. Prereq.: DESN 242. An upper-level design elective that introduces students to the basic principles of typeface design. Through lectures, reading assignments, class exercises, and assignments, students will learn the tools to explore fonts as a formal system of visual relationships, the role fonts play in graphic design, and how to design an original typeface family.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Description:

FROM:

~~ARTS 257.~~ Digital Illustration. 4 hr.; 3 cr.; Prereq.: ~~ARTS 188 and ARTS 191.~~ ~~Introduction to a systematic framework for illustration assignments from idea to digital finish.~~ Students will use industry-standard software

to create, ~~digitize, and~~ publish artwork. Course work reflects a range of project possibilities illustrators and designers ~~may encounter and builds skills generally applicable to visual communication.~~

TO:

DESN 257. VT: Trends in Illustration. 4 hr.; 3 cr.; Prereq.: DESN 188 and DESN 191. Students will use industry-standard software to create, publish, and promote artwork in emerging genres. Course work reflects a range of project possibilities illustrators and designers will encounter in the contemporary marketplace.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

As illustration becomes increasingly digital in creation and publication, drawing software and image formatting have become increasingly diversified and separate from traditional publication working process. This course will continue to focus on digital illustration, but with an increased focus on emergent software and nontraditional formats.

Change in Prefix, Description:

FROM:

~~ARTS 259~~. Illustration II. 4 hr.; 3 cr. Prereq.: ~~ARTS 188~~. ~~In addition to the prerequisite, additional courses in art, ARTS 152 and 171 or their equivalents, are recommended.~~

TO:

DESN 259. Illustration II. 4 hr.; 3 cr. Prereq.: DESN 188.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS 263~~. App Design. 4 hr.; 3 cr. Prereq.: ~~ARTS 214~~. Students will gain skills designing applications (apps) from ideation to high-resolution prototypes ready for development. We will cover user-centered and other research methods, ideation, prototyping, user experience, flow maps, wireframes, interactive prototypes, visual design, brand creation, and presentation.

TO:

DESN 263. App Design. 4 hr.; 3 cr. Prereq.: DESN 214. Students will gain skills designing applications (apps) from ideation to high-resolution prototypes ready for development. We will cover user-centered and other research methods, ideation, prototyping, user experience, flow maps, wireframes, interactive prototypes, visual design, brand creation, and presentation.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS-265~~. Physical Computing. 4 hr.; 3 cr. Physical computing is the design and construction of physical systems utilizing software and hardware to sense and respond to the physical world. This studio course provides an introduction to the research, design and development of physical computing projects through lectures, exercises and assignments. Topics include circuits, embedded programming, processing, simple mechanisms, actuation, and time-based behavior.

TO:

DESN 265. Physical Computing. 4 hr.; 3 cr. Physical computing is the design and construction of physical systems utilizing software and hardware to sense and respond to the physical world. This studio course provides an introduction to the research, design and development of physical computing projects through lectures, exercises and assignments. Topics include circuits, embedded programming, processing, simple mechanisms, actuation, and time-based behavior.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 266. Children’s Book Illustration. 4 hr.; 3 cr. Prereq.: ARTS 151 or ~~ARTS~~ 188. Introduction to the field of children’s book illustration through lectures, demonstrations, and writing and drawing exercises. Assignments will be created in traditional and digital mediums, and students will create an original manuscript and book mockup as well as portfolio sample pieces. This course is primarily for students interested in illustration and design.

TO:

DESN 266. Children’s Book Illustration. 4 hr.; 3 cr. Prereq.: ARTS 151 or DESN 188. Introduction to the field of children’s book illustration through lectures, demonstrations, and writing and drawing exercises. Assignments will be created in traditional and digital mediums, and students will create an original manuscript and book mockup as well as portfolio sample pieces. This course is primarily for students interested in illustration and design.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 269. Information Design. 4 hr.; 3 cr. Prereq.: ~~ARTS~~ 241 and ~~ARTS~~ 242. Introduction to basic concepts and methodologies of information design with a focus on organization, visualization, and communication. Students will learn how typography, color, symbols, language, and imagery can be utilized to present information with an emphasis on meaning, clear communication, and visual aesthetics. Projects will include maps, graphs, charts, diagrams, infographics, and data visualizations.

TO:

DESN 269. Information Design. 4 hr.; 3 cr. Prereq.: DESN 241 and DESN 242. Introduction to basic concepts and methodologies of information design with a focus on organization, visualization, and communication. Students will learn how typography, color, symbols, language, and imagery can be utilized to present information with an emphasis on meaning, clear communication, and visual aesthetics. Projects will include maps, graphs, charts, diagrams, infographics, and data visualizations.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~-270. Data Visualization. 4 hr.; 3 cr. Prereq.: ARTS 214. The foundations necessary for understanding the current processes of developing effective data visualizations. Topics include sourcing/collecting data, data cleaning, data analysis and presentation. The first half of the semester is dedicated to designing static data

visualizations and the second half of the semester is focused on using web languages (HTML, CSS and JavaScript) to create interactive data driven graphics.

TO:

DESN 270. Data Visualization. 4 hr.; 3 cr. Prereq.: ARTS 214. The foundations necessary for understanding the current processes of developing effective data visualizations. Topics include sourcing/collecting data, data cleaning, data analysis and presentation. The first half of the semester is dedicated to designing static data visualizations and the second half of the semester is focused on using web languages (HTML, CSS and JavaScript) to create interactive data driven graphics.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

ARTS 277. VT: Pixel-based Imagery. 4 hr.; 3 cr. Advanced work in scanner- and camera-derived, pixel- based imagery. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.

TO:

DESN 277. VT: Pixel-based Imagery. 4 hr.; 3 cr. Advanced work in scanner- and camera-derived, pixel- based imagery. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

ARTS 278. VT: Vector-based Imagery. 4 hr.; 3 cr. Advanced work in vector-based imagery and web and video technology. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.

TO:

DESN 278. VT: Vector-based Imagery. 4 hr.; 3 cr. Advanced work in vector-based imagery and web and video technology. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 278. Video Tape: Vector-Based Imagery. 4 hr.; 3 cr. Advanced work in vector-based imagery and web and video technology. Topic and suggested preparation will be announced before Pre-registration. May be taken three times for credit if topic is different.

TO:

ARTS 278. Video Tape: Vector-Based Imagery. 4 hr.; 3 cr. Advanced work in vector-based imagery and web and video technology. Topic and suggested preparation will be announced before Pre-registration. May be taken three times for credit if topic is different.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Title, Description:

FROM:

~~ARTS 279. VT: Animation and 3-D Modeling. 4 hr.; 3 cr. Advanced work in animation and 3-D modeling. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.~~

TO:

DESN 279. VT: Animation and 3-D Modeling. 4 hr.; 3 cr. Advanced work in animation and 3-D modeling.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register. Topic is consistent each semester.

Change in Prefix:

FROM:

~~ARTS 286. Interaction Design. 4 hr.; 3 cr. Prereq.: ARTS 241 and ARTS 242. Students create relationships between people, products, and services (from computers to mobile devices, appliances and beyond) through research, analysis, prototyping, and design.~~

TO:

DESN 286. Interaction Design. 4 hr.; 3 cr. Prereq.: DESN 241 and DESN 242. Students create relationships between people, products, and services (from computers to mobile devices, appliances and beyond) through research, analysis, prototyping, and design.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS 289. Publication Design. 4 hr.; 3 cr. Prereq.: ARTS 241 and ARTS 242. The design of magazines, newspapers, and other periodicals considered from theoretical, practical, and technical aspects. Class assignments include projects involving typography, grids, color; information graphics; branding; working with writers/editors; as well as scheduling, production, and printing considerations.~~

TO:

DESN 289. Publication Design. 4 hr.; 3 cr. Prereq.: DESN 241 and DESN 242. The design of magazines, newspapers, and other periodicals considered from theoretical, practical, and technical aspects. Class assignments include projects involving typography, grids, color; information graphics; branding; working with writers/editors; as well as scheduling, production, and printing considerations.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS 290. Motion Graphics. 4 hr.; 3 cr. Prereq.: ARTS 241 and ARTS 242. Motion graphics can move an audience emotionally and have a significant impact on society through its effect on our senses of sight and hearing. An introduction to Adobe After Effects; projects include animations for websites, commercials, and cinema.~~

TO:

DESN 290. Motion Graphics. 4 hr.; 3 cr. Prereq.: DESN 241 and DESN 242. Motion graphics can move an audience emotionally and have a significant impact on society through its effect on our senses of sight and hearing. An introduction to Adobe After Effects; projects include animations for websites, commercials, and cinema.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Description:

FROM:

ARTS 296. Advertising Design. 4 hr.; 3 cr. Prereq.: ARTS 241. Design for the promotion and marketing of consumer products, business services, and not-for-profit organizations. Offered occasionally.

TO:

DESN 296. Advertising Design. 4 hr.; 3 cr. Prereq.: DESN 241. Design for the promotion and marketing of consumer products, business services, and not-for-profit organizations.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

ARTS 314. Web Design II. 4 hr.; 3 cr. Prereq.: ARTS 214. An advanced website design and development class focusing on front-end development (HTML, CSS, and JavaScript) focusing on interaction, motion and data retrieval using publicly available APIs. The class will be discussing how to create interactive websites for both desktop platforms, mobile and tablet as well as the “internet of things” devices. This class could collaborate with the App Design class to build out the designed apps.

TO:

DESN 314. Web Design II. 4 hr.; 3 cr. Prereq.: DESN 214. An advanced website design and development class focusing on front-end development (HTML, CSS, and JavaScript) focusing on interaction, motion and data retrieval using publicly available APIs. The class will be discussing how to create interactive websites for both desktop platforms, mobile and tablet as well as the “internet of things” devices. This class could collaborate with the App Design class to build out the designed apps.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

ARTS 345. Design III. 4 hr.; 3 cr. Prereq.: ARTS 246. A continuation of ARTS 246 with assignments of larger scope and executed across a variety of media A focus on the development of the designer’s personal style and working methods, and of specific audiences, commercial contexts, and production issues.

TO:

DESN 345. Design III. 4 hr.; 3 cr. Prereq.: DESN 246. A continuation of DESN 246 with assignments of larger scope and executed across a variety of media A focus on the development of the designer’s personal style and working methods, and of specific audiences, commercial contexts, and production issues.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix:

FROM:

~~ARTS~~ 347. Graphic Novel III. 4 hr.; 3 cr. Prereq.: ~~ARTS~~ 247. Continuation of ~~ARTS~~ 247. Projects in this advanced course will be based on student and teacher interest.

TO:

DESN 347. Graphic Novel III. 4 hr.; 3 cr. Prereq.: DESN 247. Continuation of DESN 247. Projects in this advanced course will be based on student and teacher interest.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Requisites:

FROM:

~~ARTS~~ 353. VT: Art of the Book 4 hr.; 3 cr. Research study and practice of the handbound book as an art form. Advanced work in interpretive and narrative drawing for artists interested in illustrating books for publication. Topics along with necessary previous study where appropriate, will be announced before pre-registration. May be taken a total of three times for credit if the topic is different.

TO:

DESN 353. VT: Art of the Book 4 hr.; 3 cr. Preq.: DESN241 or ARTS 188. Research study and practice of the handbound book as an art form. Advanced work in interpretive and narrative drawing for artists interested in illustrating books for publication. Topics along with necessary previous study where appropriate, will be announced before pre-registration. May be taken a total of three times for credit if the topic is different.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register. Addition of prereq. to ensure students have foundational skills for this advanced level class.

Change in Prefix, Requisites, Description:

FROM:

~~ARTS~~ 357. Graphic Design and Typography Special Projects. Prereq. ~~ARTS 293, and ARTH 101 and 102,~~ and permission of the instructor and deputy chair of Studio Art 4 hr.; 3 cr. May be repeated for a maximum of six credits with permission of the department. Special Projects courses are designed for students who want more intensive work in any studio discipline, or to strengthen or advance their basic skills in graphic design and typography.

TO:

DESN 357. Design and Typography Special Projects. Prereq. Permission of faculty advisor. 4 hr.; 3 cr. Special Projects courses are designed for students seeking to advance their skills in design and typography in an independent project. May be repeated for a maximum of six credits with permission of the faculty advisor.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register. Changes in prereq simplify the process of enrollment. Text changes made for improved clarity in course description and to reflect current program.

Change in Prefix, Requisites:

FROM:

~~ARTS 359. Illustration III. 4 hr.; 3 cr. Prereq.: ARTS 259.~~

TO:

DESN 359. Illustration Portfolio. 4 hr.; 3 cr. Prereq.: DESN 259 or DESN 266 or DESN 247.

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Increased illustration elective offerings within the Design major have created multiple paths for students to focus on illustration beyond the path of ARTS 188 Illustration I, ARTS 259 Illustration II, and ARTS 359 Illustration III. Illustration III functions as a space to combine skills from lower level courses into a cohesive portfolio. Renaming to Illustration Portfolio and expanding prerequisite options better communicates the focus of the course and creates increased pathways for students focused on electives in the genres of graphic novel and children’s book illustration.

Change in Prefix, Description:

FROM:

~~ARTS 370. VT: Special Topics in Design. 4 hr.; 3 cr. Offered occasionally according to student interest and availability of faculty. Topic will be announced before pre-registration. A strong knowledge of the Mac operating system and graphics software (a minimum of ARTS 191 or equivalent) and suitable design experience are required. See ~~instructor~~ for details. May be taken three times for credit if topic is different.~~

TO:

DESN 370. VT: Special Topics in Design. 4 hr.; 3 cr. Offered occasionally according to student interest and availability of faculty. Topic will be announced before pre-registration. A strong knowledge of the Mac operating system and graphics software (a minimum of DESN 191 or equivalent) and suitable design experience are required. See CUNYfirst section description for details. May be taken three times for credit if topic is different.

Justification: Changing the course prefix from “ARTS” to “DESN,” and instructions to check CUNYfirst for section description will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

Change in Prefix, Description, Requisites:

FROM:

~~ARTS 395. Senior Capstone. 4 hr.; 3 cr. Prereq.: ~~ARTS 345.~~ Senior Design majors will create individual final capstone projects and portfolio presentations as a cumulative expression of acquired skills related to their discipline. ~~Should be taken in a student's final semester before graduation. (Capstone)~~~~

TO:

DESN 395. Senior Capstone. 4 hr.; 3 cr. Prereq.: DESN 246. Design majors will create individual final capstone projects and portfolio presentations as a cumulative expression of acquired skills related to their discipline. Recommended be taken in a student's senior year. (Capstone)

Justification: Changing the course prefix from “ARTS” to “DESN” will result in less confusion among ARTS STUDIO (ARTS) offerings when students register.

This change of requisites creates a Design program that can be completed in four semesters, rather than five semesters.

Change in Prefix, Description

FROM:

~~ARTS 393. Independent Internship. 8 hr.; 3 cr. Prereq.: College average 2.75, department average 3.4. Open to a limited number of qualified students who want to do independent work in a related arts organization. Written application for permission to enroll, stating in detail the nature and scope of the proposed project, must be submitted to the department deputy chair at least one month prior to the date of registration. BFA students are encouraged to use one 3 credit elective (ARTS 393) course for an internship at one of the department approved nonprofit arts organizations in New York City. The department maintains a list of these organizations, and students can see the deputy chair of Studio Art or a faculty advisor for advice and arrangements with an individual organization.~~

TO:

DESN 393. Independent Internship. 3 cr. Prereq.: College average 2.75, major average 3.4. To receive credit for a design related internship, ARTS393, students must have approval from faculty sponsor.

Justification: Both Studio Art and Design have been using ARTS 393, and moving forward both programs would like to continue to offer the option of a course providing credit for an internship related to student academic studies. Studio Art would like to keep ARTS 393 as currently written in the undergraduate bulletin, and Design would like to offer the same option as DESN 393. The requirements have remained the same, and the revision to description accurately reflects the process.

3. Physics

New course.

PHYS 8. The Science of Fractals and Its Applications. 3 hr.; 3 cr. Prereq.: None.

Fractals are physical or mathematical objects with an ever-larger number of ever-smaller pieces. This course shows how scientists use fractals to analyze and solve problems. The course uses the tools of spreadsheets, graphs, algebra, numerical methods, folding pieces of paper, and performing in-class experiments to learn mathematical concepts and apply them to give insights into the nature and properties of physical, biological, and social systems. (MQR)

Justification: There will be no effect on enrollment in classes for physics majors, as this will be the department's only MQR course. Because this course presents science concepts that are accessible to different learning styles, it is likely to attract a broad range of students, some of whom may become more interested in science and mathematics and seek to pursue careers in STEM fields.

4. Family, Nutrition and Exercise Sciences

From: Current Major Name: FAMILY & CONSUMER SCIENCES (MAJOR CODE FNES-BA),
Concentration in Human Development and Family Science (concentration code- FNES-HUMDEV)

To: Proposed major and degree: BA in Human Development and Family Science

Justification: The department currently offers a program in Human Development and Family Science (HDFS) as one of the specializations under the BA in Family and Consumer Sciences degree. The FNES department faculty recently reviewed the strengths and weaknesses of the program and proposed that the Human Development and Family Science specialization be offered as stand-alone BA degree and not as a specialization. The HDFS program currently enrolls approximately 70 majors. The graduates of our Human Development and Family Science specialization find careers in the human and family services (e.g., foster care and adoption agencies, nursing homes, parenting programs, family life education programs, services for people with disabilities, domestic violence prevention). These graduates receive a BA degree in Family and Consumer Sciences upon completion, and this degree is listed on the student Queens College transcript and diploma. Our students' interests are best served if their degree is in Human Development and Family Science as it clearly mentions their area of study. This change is also consistent with similar Human Development and Family Science programs and degrees at universities around the country.

5. Anthropology

Proposal for the Establishment of a Minor in Health & Culture Department of Anthropology, School of Social Sciences

Rationale:

A large proportion of Anthropology majors pursue careers related to human health, including social work, public health, nursing, medical insurance consulting, dentistry, physiotherapy, orthopedics, or similar fields, or they continue on to medical or veterinary schools. Many undergraduates, however, are not aware of the relevance of Anthropology for careers in health sciences, and/or cannot commit to a full Major in Anthropology. For these students, we have designed a targeted minor in Health & Culture, with the goal of guiding students from other majors who are considering careers in health-related professions towards Anthropology courses that best prepare them for these careers. Anthropology plays a crucial role in fostering a holistic understanding of the human condition that can serve to enhance traditional medical training. The Anthropology Minor in Health & Culture will direct students towards courses that help students understand the human condition from both biological and cultural perspectives. These courses will collectively facilitate an understanding of the evolutionary and biological underpinnings of health, cultural beliefs about disease and the body, and the social, political, and economic roots of health disparities.

The Minor in Health & Culture consists of three required courses designed to give students a solid background in both the biological and cultural factors that together shape human health: ANTH 101: Introduction to Cultural Anthropology; ANTH 102: Introduction to Human Evolution; and ANTH 260: Essentials of Biological Anthropology. In addition, students will be required to choose one elective from a list of offerings focusing on cultural diversity and two electives from a list of offerings focusing on the biology of human and nonhuman primates. Among the choices of electives are courses focusing on paleopathology, medical anthropology, and cross-cultural mental health.

Structure:

The 18-credit Minor in Health & Culture will consist of three required courses and three electives. All courses are regularly taught within the Department of Anthropology.

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 330	Seminar in Cultural Anthropology
ANTH 354	Time

List B. Choose two electives from this list:

ANTH 262	Introduction to the Primates
ANTH 270	Evolutionary Medicine
ANTH 272	The Human Skeleton
ANTH 275	Disease in the Past
ANTH 276	Human Growth and Development
ANTH 276W	Human Growth and Development Writing Intensive
ANTH 361	Human Variation
ANTH 361W	Human Variation Writing Intensive
ANTH 363	Interpreting the Human Skeleton
ANTH 368	Evolution and Human Behavior
ANTH 369	Primate Behavior and Ecology

Assessment:

The objectives of the Minor in Health & Culture are to give students:

1. An understanding of the evolutionary underpinnings of the human condition, including human biological variation, links between evolution and disease, and the behavioral biology of our closest relatives.

2. An understanding of cultural diversity, cultural relativism, and the societal factors shaping human perceptions and constructions of health and disease.
3. A more holistic and integrated perspective on human health.

The Anthropology Department Curriculum Committee will review the outcomes of this new minor on a periodic basis and will make adjustments as deemed necessary.

Proposal for the Establishment of a Minor in Human Ecology Department of Anthropology, School of Social Sciences

Rationale:

Students who obtain majors and minors in Anthropology often obtain employment in public archaeology, ecology, natural history, education, public health, social ecology, and related fields. They also pursue higher degrees in Archaeology, Physical Anthropology and Law. The human ecology targeted minor will prepare students to address pressing issues involving the human-environmental relationship, including long-term human adaptation and evolution, human impacts on the environment, responses to climate change, the emergence of social complexity, agriculture, food security, and resource extraction and environmental degradation, such as mining and pollution.

The Human Ecology minor includes two courses structured to provide basic knowledge of the human-environmental interface. Students would then choose among three intermediate courses depending upon their interests within Human Ecology. Finally, students would choose three electives from a number of other courses within the department that address human ecology.

Structure:

The 18 Human Ecology credits include three required foundational courses and three electives. All courses are regularly taught within the Department of Anthropology.

Three foundational courses:

Two required courses:

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

Choose one of the following:

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

Three additional electives (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 246, 246W. Archaeology of the Near East
Anth 256. Archaeology of Food
Anth 260. Essentials of Biological Anthropology
Anth 262. Introduction to Primates
Anth 264. Faunal Analysis
Anth 302. Ecology and Culture
Anth 340. Archaeological Method and Theory
Anth 342. Origins of Complex Society
Anth 361, 361W. Human Variation
Anth 362. Human Paleontology
Anth 363. Interpreting the Human Skeleton
Anth 368. Evolution and Human Behavior
Anth 369. Primate Behavior and Ecology
Anth 375. The Human-Primate Interface

The electives may include only ONE from the following:

Anth 259. Topics in Archaeology
Anth 290, 290W. Topics in Anthropology
Anth 279. Topics in Biological Anthropology
Anth 290, 290W. Topics in Anthropology
Anth 330. Seminar in Cultural Anthropology
Anth 350. Seminar in Archaeology
Anth 370. Seminar in Biological Anthropology

Assessment:

The objectives of the Minor in Human Ecology are to give students:

1. An understanding of the processes of biological evolution.
2. An understanding of how humans adapt to their environments, and the importance of environmental change to human evolution.
3. An understanding of the human environmental interface that lead to domestication.
4. An understanding of the ecological causes and consequences of social complexity.

The Anthropology Department Curriculum Committee will review the outcomes of this new minor on a periodic basis and will make adjustments as deemed necessary.

GCC Minutes Dated December 9, 2020

A. ITEMS FOR CAPP

1. SEYS (Secondary Education Youth Services)

a. New Program

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

On page 99 of the Bulletin, the Table of Contents on the far-left column (top) currently appears as:

2. Master of Arts in Teaching (MAT) programs
 - a. Art (K–12)
 - b. Critical Languages (Arabic, Chinese, Hindi, Korean, Russian, Urdu)
 - c. English Education
 - d. Mathematics Education
 - e. Science Education (Biology, Chemistry, Earth Science, Physics)
3. Post-Master's Certificate Program in Ethical and Equitable Practice
- ~~4. Post-Master's Certificate Program in Literacy, Grades 5-12 (leading to NY State Teaching Certification in Literacy, Grades 5-12)~~

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:

Please change to:

2. Master of Arts in Teaching (MAT) programs
 - a. Art (K–12)
 - b. Critical Languages (Arabic, Chinese, Hindi, Korean, Russian, Urdu)
 - c. English Education
 - d. Mathematics Education
 - e. Science Education (Biology, Chemistry, Earth Science, Physics)
3. Post-Master's Advanced Certificate Programs
 - a. Ethical and Equitable Practice
 - b. Literacy, Grades 5-12 (leading to NY State Teaching Certification in Literacy, Grades 5-12)
 - c. Educational Technology

The following Post-Master's Advanced Certificate in Educational Technology Program Description and Admission Requirements (below) should be inserted right after the other two SEYS Post-Master's Advanced Certificates.

SEYS FULLY ONLINE POST-MASTER'S ADVANCED CERTIFICATE PROGRAM IN EDUCATIONAL TECHNOLOGY

New York State certified teachers who already hold master's degrees desire incremental raises for a master's plus additional credits. Most teacher contracts, including the New York City Department of Education (NYCDOE) contract, reward teachers financially for attaining 15 credits beyond their master's and 30 credits beyond their master's. Further, professionals who have been teaching for several years often want to improve their practice and become lead teachers and model teachers in their diverse schools and communities. This fully online Advanced Certificate program was designed to meet all of these needs. The SEYS Post-Master's Program in Educational Technology is designed to offer integrated, theoretically-grounded views of teaching and learning with technology that address the needs of students in diverse communities. Program faculty promote rigorous scholarship and research, contextualized learning, and service in school and community settings. We encourage critical reflection on the roles of teachers in society and about our responsibilities as educators. Five cutting edge, fully online courses are aimed at expanding teachers' knowledge of Philosophies of Teaching and Learning and Digital Pedagogy, Learning Theories and Cognition in Education and Technology, Practical Applications in Educational Technology, Student Use of Educational Technology, and Action Research in Secondary Education and Technology.

Advanced Certificate Courses:

1. SEYS 704: Philosophies of Teaching and Learning and Digital Pedagogy (3 cr.)
2. SEYS 717: Learning Theories and Cognition in Education and Technology (3 cr.)
3. SEYS 755: Practical Applications in Educational Technology (3 cr.)
4. SEYS 757: Student Use of Educational Technology (3 cr.)
5. SEYS 787: Seminar in Action Research in Secondary Education and Technology (3 cr.)

Total: 15 Credits

Requirements for Admission

Admission is limited, competitive, and open to individuals who hold initial or professional New York State Teaching Certification and a master's degree in any secondary or elementary content

area, including Literacy, English, Social Studies, Mathematics, Science, Music, Art, Physical Education, TESOL, World Languages, Special Education, and Elementary Education. Applicants must complete the college's online graduate application and admissions essay. The applicant's entire record is considered, including undergraduate and graduate GPA, teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 is required. The GRE examination and letters of recommendation are not required for admission. For more information, please contact the program coordinator, Dr. Jacqueline Darvin, via email at: JDarvin@qc.cuny.edu.

Justification:

New York State certified teachers who already hold master's degrees desire incremental raises for a master's plus additional credits. Most teacher contracts, including the New York City Department of Education (NYCDOE) Contract, reward teachers financially for attaining 15 credits beyond their master's and 30 credits beyond their master's. Further, professionals who have been teaching for several years often want to improve their practice and become lead teachers or model teachers in their schools and communities. This fully online Advanced Certificate program was designed to meet all of these needs, as well as the need for increased technology coursework for teachers that has been brought about by the pandemic and the increase in remote teaching and learning. These five existing, fully online courses will not require any additional expense to the SEYS Department or the college.

In fact, addition of this fully online program will serve to expand upon the online course offerings in the department, since these five courses will be delivered fully online to both existing master's program students and new post-master's students. Queens College and CUNY are encouraging the expansion of online offerings, and these are online courses that are pedagogically sound and lend themselves to online instruction.

2. FNES

b. Program change: Proposal to add the distance education format

HEGIS: 1301.01 -- NY State Education Code: 26442

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated (For a new program, please indicate the precise location where the new requirements should appear in the Graduate Bulletin.):

PROGRAM OF FAMILY AND CONSUMER SCIENCES TEACHER EDUCATION K–12 Post-Baccalaureate Initial Certificate

This ~~is a sequence of courses for those planning to teach Family and Consumer Sciences who wish to fulfill Initial Certification in Family and Consumer Sciences.~~ The program does not fulfill requirements of the Master of Science in Education degree. Students interested in this program should consult with the graduate family and consumer sciences advisor, Dr. Andrea Mosenson.

Requirements for Admission

1. A bachelor's degree with a general education core in the liberal arts and sciences and an average of B (GPA of 3.0) or better in the undergraduate major.
2. The Graduate Record Examination General Test (GRE).
3. A personal statement or essay.
4. Two letters of professional recommendation.
5. An interview may be required.
6. Applicants who majored in Family and Consumer Sciences but do not hold an Initial Certificate, or applicants who come from disciplines other than Family and Consumer Sciences, will be required to satisfy 30 credits in courses that constitute at a minimum the following: FNES 101, 126, 140 or 745, 147, 151 or 751, 156, 163, or their equivalents.

Requirements for Maintenance

1. Students must maintain a B (GPA of 3.0) or better average in the program.
2. Course sequence must be approved by an education graduate advisor in the Family and Consumer Sciences unit.

Requirements for Initial Certificate

1. An overall average of B (GPA of 3.0) or better.
2. Completion of the following content core courses or their equivalent: SEYS 536, 552, 700, ECPSE 550, FNES 538, 563, 637, and 574.
3. At least 6 semester hours, or its equivalent, of a language other than English.

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:

PROGRAM OF FAMILY AND CONSUMER SCIENCES TEACHER EDUCATION K–12 Post-Baccalaureate Initial Certificate

This sequence of courses prepares individuals for the New York State Initial Certification to teach Family and Consumer Sciences in a secondary school. It is designed for individuals who have completed an undergraduate degree other than teacher education. The program does

not fulfill requirements of the Master of Science in Education degree. This program is offered as a fully online program, where all courses are delivered through a virtual environment with the exception of student teaching and fieldwork, which must be completed at a New York State secondary school. Fieldwork hours are required for NYS Initial Certification and are completed in the following program courses: SEYS 536, SEYS 552, SEYS 700, ECPSE 550, FNES 538 and FNES 563. Students interested in this program should consult with the graduate family and consumer sciences education advisor, Dr. Andrea Mosenson.

Requirements for Admission

1. A bachelor's degree with a general education core in the liberal arts and sciences and an average of B (GPA of 3.0) or better in the undergraduate major.
2. The Graduate Record Examination General Test (GRE).
3. A personal statement or essay.
4. Two letters of professional recommendation.
5. An interview may be required.
6. Applicants who majored in Family and Consumer Sciences but do not hold an Initial Certificate, or applicants who come from disciplines other than Family and Consumer Sciences, will be required to satisfy 30 credits in courses that constitute at a minimum the following: FNES 101, 126, 140 or 745, 147, 151 or 751, 156, 163, or their equivalents.

Requirements for Maintenance

1. Students must maintain a B (GPA of 3.0) or better average in the program.
2. Course sequence must be approved by an education graduate advisor in the Family and Consumer Sciences unit.

Requirements for Initial Certificate

1. An overall average of B (GPA of 3.0) or better.
2. Completion of the following content core courses or their equivalent: SEYS 536, 552, 700, ECPSE 550, FNES 538, 563, 637, and 574.
3. At least 6 semester hours, or its equivalent, of a language other than English.

5) Please give a justification for the change:

All the courses and requirements in the program will remain the same, the only change is moving the program to a fully online format. The Master's program in Family and Consumer Sciences Education was approved by NYSED and moved to a fully online format in the fall of 2019. Since then, the program has increased its enrollment by 91% in just one year. Each semester three courses were offered and 38-44 seats filled with 20-36% of students taking two courses per semester. In this same time period, I received numerous emails and phone calls asking if the Post Baccalaureate program was being offered online because individuals in New York live too far to come to Queens College. In order to increase program enrollment and meet the needs of today's graduate students, the Post Baccalaureate Advanced Certification program is transforming from a traditional on-campus program to a fully online program. It will now only be offered online through one of the Learning Management Systems used at Queens College (e.g. Blackboard or Google Classroom).

The following are key pieces in transferring the program into a fully online program:

1) All courses in the Post Baccalaureate program outside the FNES Department will be offered online:

- **ECPSE 550:** Spoke to Lenwood Gibson, Program Coordinator of ECPSE programs, and they will be offering one to two sections of ECPSE 550 fully online every fall and spring semester. Students in the FCS Post Baccalaureate program will be given preference to enroll in one of the online sections being offered.
- **SEYS 536, SEYS 552, and SEYS 700:** Spoke to Eleanor Armour-Thomas, Department Chair of SEYS, and they will offer at least one section of each course fully online every fall and spring semester. Students in the FCS Post Baccalaureate program will be given preference to enroll in an online section being offered.

2) Program assessments collected for CAEP Accreditation will remain the same since all these assessments are submitted electronically.

B. ITEMS FOR UNIVERSITY REPORT

1. ECP

a. New Course

ECPSE 732: Applied Behavior Analysis III: Behavioral Assessment. 3 hr.; 3 cr.

Prerequisite Courses: ECPSE 723, ECPSE 728, & ECPSE 729

Co-requisite Course: ECPSE 746

Course Description: This course is designed for candidates in the Graduate Programs in Special Education (GPSE) Board Certified Behavior Analyst (BCBA) Verified Course Sequence (VCS). This course focuses on providing candidates with the content knowledge and practical application of behavioral assessment procedures. This course teaches candidates how to conduct the following behavioral assessments: functional behavior assessment, functional analysis, preference assessments, Assessment of Basic Language and Learning Skills (ABLLS), Assessment of Functional Living Skills (AFLS), VB-MAPP, Autism Diagnostic Observation Schedule (ADOS).

Projected Enrollment: 12 – 15 students

Projected Frequency: Once per year

Justification: The Behavior Analytic Certification Board (BACB) updated the coursework requirements to qualify for the exam. The new requirements take effect on January 1, 2022. The GPSE need to update the BCBA VCS to meet these new requirements. Part of the updated requirements include providing specified content via new coursework. This new course (i.e., ECPSE 732) is designed to meet these new coursework requirements. ECPSE 732 Applied Behavior Analysis III: Behavioral Assessment will replace a course that will be retired from the BCBA VCS (i.e., ECPSE 747). This change provides candidates with the specific coursework content in behavioral assessment strategies that is required.

2. ECP

b. New Course

ECPSE 733: Advanced Seminar in Applied Behavior Analysis. 3 hr.; 3 cr.

Prerequisites Courses: ECPSE 723, ECPSE 728, ECPSE 729, & ECPSE 732

Co-requisite Course: ECPSE 748

Course Description: This seminar course is designed to provide candidates in the Graduate Programs in Special Education (GPSE) Board Certified Behavior Analyst (BCBA) Verified Course Sequence (VCS) the content knowledge and coursework hours to sit for the BCBA exam. Specifically, this course will overview issues related to staff management and supervision in the field of applied behavior analysis. Candidates will learn how to assess staff performance issues and implement/develop training protocol to ensure treatment integrity. Additionally, this course will teach candidates to become effective BCBA field supervisors and mentors. Specifically, candidates will learn how to critically analyze factors that contribute to inadequate staff performance and develop strategies for improvement. Further, candidates will learn how to assess their own effectiveness as BCBA field supervisors using self-management strategies. The culminating experience involves the development of training protocols to improve procedural and treatment integrity for students with disabilities.

Projected Enrollment: 12 – 15 students

Projected Frequency: once per year

Justification:

The Behavior Analytic Certification Board (BACB) updated the coursework requirements to qualify for the exam. The new requirements take effect on January 1, 2022. The GPSE

need to update the BCBA VCS to meet these new requirements. Part of the updated requirements include providing specified content via new coursework. This new course (i.e., ECPSE 733) is designed to meet these new coursework requirements. ECPSE 733: Advanced Seminar in Applied Behavior Analysis will replace a course that will be retired from the BCBA VCS (i.e., ECPSE 749). This change provides candidates with the specific coursework content in advanced concepts of ABA that is required.

3. ECP

c. Course Withdrawal

ECPSE 747: Intensive Practicum in Applied Behavior Analysis I. 3 hr.; 3 cr.

Prerequisite Courses: ECPSE 722, ECPSE 725, ECPSE 728, & ECPSE 729

Co-requisite Course: ECPSE 746

This practicum course is designed to provide candidates in the BCBA track with the field experience and supervision required by the Behavior Analyst Certification Board (BACB) to qualify for the board exam. This is the first of a two course practicum sequence and the content focuses on basic implementation skills needed to be an effective behavior analyst. This intensive practicum requires candidates complete 375 hours of behavior analytic training at an approved applied or clinical practicum site. Candidates are required to complete 25 hours per week that are counted towards the 375 total hours per semester. Additionally, candidates are required to attend weekly seminar classes that are aligned with the 4th edition BCBA task list. Candidates will receive individual and group supervision totaling 37.5 hours during this practicum. Candidates will register for this practicum in the fall semester of the third year of course work in the Special Education/BCBA track.

Justification: The Graduate Programs in Special Education offers an optional course sequence that can be completed alongside our masters' programs. This course sequence is referred to as the Special Education BCBA Verified Course Sequence (VCS). The sequence meets coursework requirements for completers to sit for a board exam and obtain certification as a behavior analyst. The national credentialing organization for this certification (i.e., the Behavior Analytic Certification Board) is requiring changes to coursework sequence and course content hours that will take effect on January 1, 2022. These changes are required for national board certification (i.e., the BCBA) and not for the MSED or to meet NYSED requirements for teacher certification in New York.

As part of these changes, two courses (ECPSE 747 & ECPSE 749) will no longer be recognized by the credentialing board and therefore will be withdrawn from the course sequence and retired (effective after spring 2021). Simultaneously, the VCA needs to add two other courses to meet changes in the content requirements for board certification. This proposal includes the creation of these two new courses (i.e., new course forms and syllabi for ECPSE 732 and ECPSE 733). The new courses will meet the coursework and content requirements for the BCBA 5th edition

task list and qualify completers to sit for the certification exam. These courses will replace ECPSE 747 and ECPSE 749 in the Special Education BCBA Verified Course Sequence.

4. ECP

d. Course Withdrawal

ECPSE 749: Intensive Practicum in Applied Behavior Analysis II. 3 hr.; 3 cr.

Prerequisite Courses: ECPSE 722, ECPSE 725, ECPSE 728, ECPSE 729, & ECPSE 747

Co-requisite Course: ECPSE 748

This practicum course is designed to provide candidates in the BCBA track with the field experience and supervision required by the Behavior Analyst Certification Board (BACB) to qualify for the board exam. It is the second of a two courses practicum sequence and it builds on the basic implementation skills learned in ECPSE 747. This course will focus on advanced implementation skills needed to be an effective behavior analyst. This intensive practicum requires candidates complete 375 hours of behavior analytic training at an approved applied or clinical practicum site. Candidates are required to complete 25 hours per week that are counted towards the 375 total hours per semester. Additionally, candidates are required to attend weekly seminar classes that are aligned with the 4th edition BCBA task list. Candidates will receive individual and group supervision totaling 37.5 hours during this practicum. Candidates will register for this practicum in the spring semester of the third year of course work in the Special Education BCBA track.

Justification: The Graduate Programs in Special Education offers an optional course sequence that can be completed alongside our masters' programs. This course sequence is referred to as the Special Education BCBA Verified Course Sequence (VCS). The sequence meets coursework requirements for completers to sit for a board exam and obtain certification as a behavior analyst. The national credentialing organization for this certification (i.e., the Behavior Analytic Certification Board) is requiring changes to coursework sequence and course content hours that will take effect on January 1, 2022. These changes are required for national board certification (i.e., the BCBA) and not for the MSED or to meet NYSED requirements for teacher certification in New York.

As part of these changes, two courses (ECPSE 747 & ECPSE 749) will no longer be recognized by the credentialing board and therefore will be withdrawn from the course sequence and retired (effective after spring 2021). Simultaneously, the VCA needs to add two other courses to meet changes in the content requirements for board certification. This proposal includes the creation of these two new courses (i.e., new course forms and syllabi for ECPSE 732 and ECPSE 733). The new courses will meet the coursework and content requirements for the BCBA 5th edition task list and qualify completers to sit for the certification exam. These courses will replace ECPSE 747 and ECPSE 749 in the Special Education BCBA Verified Course Sequence.

5. MATH

e. Minor Change: Change in course number

From:

~~MATH 650. Studies in Mathematics.~~

~~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.~~

~~MATH 650.1. 1 hr.; 1 cr.~~

~~MATH 650.2. 2 hr.; 2 cr.~~

~~MATH 650.3. 3 hr.; 3 cr.~~

~~MATH 650.4. 4 hr.; 4 cr.~~

~~MATH 650.45. 3 hr.; 4.5 cr~~

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:

To:

MATH 690. Studies in Mathematics.

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.

MATH 690.1. 1 hr.; 1 cr.

MATH 690.2. 2 hr.; 2 cr.

MATH 690.3. 3 hr.; 3 cr.

MATH 690.4. 4 hr.; 4 cr.

MATH 690.45. 3 hr.; 4.5 cr

Justification: Currently MATH 550 and MATH 650 are our numbers for special topics courses in the graduate program. MATH 190, 290, 390, and 790 are our numbers for special topics courses in the other levels. We wish to harmonize the numbering structure of these courses by changing 550 to 590 and 650 to 690.

We are also aligning the language of the 500-level topics courses with language of the bulletin entries for the 200-, 300-, and 600-level courses.

6. MATH

f. Minor Change: Change in course number, course hours, course credits, and course description.

From:

MATH 550. Studies in Mathematics.

Prereq.: Permission of the department.

Topics will be announced in advance. ~~May be repeated once for credit if topic is not the same.~~ This course may not be credited toward the Master of Arts degree in Mathematics.

~~MATH 550.1. 1 hr.; 1 cr.~~

~~MATH 550.2. 2 hr.; 2 cr.~~

~~MATH 550.3. 3 hr.; 3 cr.~~

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:

To:

MATH 590. Studies in Mathematics.

Prereq.: Permission of the department.

Topics will be announced in advance. This course may be repeated for credit provided the topic is not the same. This course may not be credited toward the Master of Arts degree in Mathematics.

MATH 590.1. 1 hr.; 1 cr.

MATH 590.2. 2 hr.; 2 cr.

MATH 590.3. 3 hr.; 3 cr.

MATH 590.4. 4 hr.; 4 cr.

Justification: Currently MATH 550 and MATH 650 are our numbers for special topics courses in the graduate program. MATH 190, 290, 390, and 790 are our numbers for special topics courses in the other levels. We wish to harmonize the numbering structure of these courses by changing 550 to 590 and 650 to 690.

We are also aligning the language and credit options for the 500-level topics courses with language of the bulletin entries for the 200-, 300-, and 600-level courses.

7. Risk Management

g. New Course

RM714: Python for Financial Applications. 3 hr.; 3 cr.

Prerequisite Courses: BUS341W (pre or corequisite) or acceptance into the Risk Management Graduate Program

Course Description: This is a course designed to teach you how to effectively utilize technology for quantitative finance. Specifically, you will learn how to write programs in Python to work with financial datasets. We will be using many of the Python libraries to do more advanced data analysis.

Projected Enrollment: 15 – 30 students

Projected Frequency: Once per year (likely during summer session)

On-line Instruction: This course can be taught in-person, hybrid, or online. It has been taught online with video demonstrations for much of the coding and exercises. This gives students the ability to go back and re-watch certain steps if their code does not work properly the first time through.

Justification: This was taught under a blanket course code in summer 2020 and there was significant demand. It provides students in the Risk Management program with additional technical skills to enable them to efficiently work with large financial datasets.

8. Risk Management

h. New Course

RM742W Data Science via Machine Learning and Statistical Modeling. 4 hr. lec., 2 hr. lab; 4 cr.

Prerequisites Courses: MATH 241, MATH 231, CSCI 111 (or equivalent)

Course Description: Philosophy of modeling and learning using data. Prediction using linear, polynomial, interaction regressions and machine learning including neural nets and random forests. Probability estimation with asymmetric cost classification. Underfitting vs. overfitting and R-squared. Model validation. Correlation vs. causation. Interpretations of linear model coefficients. Formal instruction of statistical computing. Data manipulation and visualization using modern libraries. Writing Intensive (W). Recommended corequisites include ECON 382, MATH 341, MATH 369 or their equivalents. Spring.

Projected Enrollment: 10 students

Projected Frequency: Annually, Spring

Justification: Students would be able to take this course as an elective. The topics covered in this class are quite timely and would enhance the students' technical skills which are often required to be successful in their career paths.

9. ECP

i. Program change: Change in requirements for degree/certificate

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

MSED with BCBA ~~Track~~

The Behavior Analyst Certification Board, Inc. has approved a sequence of courses in the Special Education MSED program (i.e., Early Childhood, Childhood, and Adolescent) and the MAT dual certification in Childhood Education and Special Education program as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) Examination.

Applicants for the BCBA track program have to meet additional requirements as follows: (a) submit an internal application for the BCBA course sequence within their first semester of matriculation; (b) follow the three-year sequence of their respective MSED/MAT program; (c) complete additional four, 3-credit courses (ECPSE 728, Applied Behavior Analysis II: Advanced Concepts and Treatment Strategies; ECPSE 729, Ethics and Professionalism in Applied Behavior Analysis; ~~ECPSE 747: Intensive Practicum in Applied Behavior Analysis I; ECPSE 749: Intensive Practicum in Applied Behavior Analysis II~~); and (d) ~~complete their internship in severe disabilities (ECPSE 725) at a site where they can be supervised by an licensed BCBA.~~

COURSES IN THE MSED EARLY CHILDHOOD/CHILDHOOD/ADOLESCENT SPECIAL EDUCATION BCBA ~~TRACK PROGRAMS~~

ECPSE 700	Foundations of Special Ed.	3 cr.
ECPSE 701/ 702/703	Introduction to Assessment in Early Childhood/Childhood/ Adolescent Special Ed.	3 cr.
ECPSE 712/ 713/714	Language and Literacy: Principles and Practices in Early Childhood/ Childhood/Adolescent Spec. Ed.	3 cr.
ECPSE 708	Collaboration with Families and School-based Teams	3 cr.
ECPSE 723	ECPSE 723 Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement (BCBA Cohort)	3 cr.
ECPSE 730/ 710/ 740	Curriculum and Instruction for Early Childhood/Childhood/ Adolescent Spec. Ed.	3 cr.
ECPSE 731/ 711/741	Advanced Seminar in Early Childhood/Childhood/ Adolescent Spec. Ed.	3 cr.
ECPSE 728	Applied Behavioral Analysis II: Advanced Concepts and Treatment Strategies (BCBA Cohort)	3 cr.
ECPSE 720	Trends and Issues in Education of Students with Severe Disabilities	3 cr.
ECPSE 729	Ethics and Professionalism in Applied Behavior Analysis (BCBA Cohort)	3 cr.
ECPSE 725	Internship in Severe Disabilities (BCBA Cohort)	6 cr.

ECPSE 746	Research in Special Education (BCBA Cohort)	3 cr.
ECPSE 748	Advanced Research in Special Education (BCBA Cohort)	3 cr.
ECPSE 747	Intensive Practicum in Applied Behavior Analysis I (BCBA Cohort)	3 cr.
ECPSE 749	Intensive Practicum in Applied Behavior Analysis II (BCBA Cohort)	3 cr.
Total		48 cr.

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

MSED with BCBA Verified Course Sequence (VCS)

The Behavior Analyst Certification Board, Inc. has approved a sequence of courses in the Special Education MSED program (i.e., Early Childhood, Childhood, and Adolescent) and the MAT dual certification in Childhood Education and Special Education program as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) Examination.

Applicants for the BCBA track program have to meet additional requirements as follows: (a) submit an internal application for the BCBA course sequence within their first semester of matriculation; (b) follow the three-year sequence of their respective MSED/MAT program; and (c) complete additional four 3-credit courses (ECPSE 728 Applied Behavior Analysis II: Advanced Concepts and Treatment Strategies; ECPSE 729 Ethics and Professionalism in Applied Behavior Analysis; ECPSE 732 Applied Behavior Analysis III: Behavioral Assessment; ECPSE 733 Advanced Seminar in Applied Behavior Analysis).

COURSES IN THE MSED EARLY CHILDHOOD/CHILDHOOD/ADOLESCENT SPECIAL EDUCATION BCBA Verified Course Sequence (VCS)

ECPSE 700	Foundations of Special Ed.	3 cr.
ECPSE 701/ 702/703	Introduction to Assessment in Early Childhood/Childhood/ Adolescent Special Ed.	3 cr.
ECPSE 712/ 713/714	Language and Literacy: Principles and Practices in Early Childhood/ Childhood/Adolescent Spec. Ed.	3 cr.
ECPSE 708	Collaboration with Families and School-based Teams	3 cr.
ECPSE 723	ECPSE 723 Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement (BCBA <u>VCS</u>)	3 cr.
ECPSE 730/ 710/ 740	Curriculum and Instruction for Early Childhood/Childhood/ Adolescent Spec. Ed.	3 cr.
ECPSE 731/ 711/741	Advanced Seminar in Early Childhood/Childhood/ Adolescent Spec. Ed.	3 cr.
ECPSE 728	Applied Behavioral Analysis II: Advanced Concepts and Treatment Strategies (BCBA <u>VCS</u>)	3 cr.
ECPSE 720	Trends and Issues in Education of Students with Severe Disabilities	3 cr.

ECPSE 729	Ethics and Professionalism in Applied Behavior Analysis (BCBA VCS)	3 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.
<u>ECPSE 732</u>	<u>Applied Behavior Analysis III: Behavioral Assessment (BCBA VCS)</u>	<u>3 cr.</u>
<u>ECPSE 733</u>	<u>Advanced Seminar in Applied Behavior Analysis (BCBA VCS)</u>	<u>3 cr.</u>
Total		48 cr.

Justification: The Graduate Programs in Special Education offers an optional course sequence that can be completed alongside our masters' programs. This course sequence is referred to as the Special Education BCBA Verified Course Sequence (VCS). The sequence meets coursework requirements for completers to sit for a board exam and obtain certification as a behavior analyst. The national credentialing organization for this certification (i.e., the Behavior Analytic Certification Board) is requiring changes to coursework sequence and course content hours that will take effect on January 1, 2022. These changes are required for national board certification (i.e., the BCBA) and not for the MSED or to meet NYSED requirements for teacher certification in New York.

As part of these changes, two courses (ECPSE 747 & ECPSE 749) will no longer be recognized by the credentialing board and therefore will no longer be offered by my program (effective after spring 2021). Simultaneously, the VCA needs to add two other courses to meet changes in the content requirements for board certification. This proposal includes the creation of these two new courses (i.e., new course forms and syllabi for ECPSE 732 and ECPSE 733). The new courses will meet the coursework and content requirements for the BCBA 5th edition task list and qualify completers to sit for the certification exam. These courses will replace ECPSE 747 and ECPSE 749 in the Special Education BCBA Verified Course Sequence.

10. MATH

j. Program change: Change in requirements for degree/certificate

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

FROM:

Master of Arts in Pure Mathematics:

- ~~1. A candidate for this degree is required to complete MATH 621, 628, 701, 702, and 703. A total of 30 credits required for the degree must be in mathematics, except that, with the approval of the Mathematics Department, a limited number of appropriate courses in physics or computer science may be substituted for mathematics courses. It is required that the program be completed with an average of B or better.~~
2. Each candidate for the degree must pass an oral examination.

Master of Arts with a Concentration in Applied Mathematics

1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. All students must achieve a solid grounding in the three areas of probability and statistics, analytic methods, and numerical methods. This can be achieved by taking the following courses: MATH 621, 624, 625, 628, and 633; ~~or by demonstrating competence in specific areas to the satisfaction of the department; or by taking an alternative program of courses selected with the advisement and approval of the Graduate Advisor. A list of current courses and suggested programs of study will be made available. Students may obtain permission to design programs tailored to their individual needs.~~ It is required that the master's program be completed with an average of B or better.
2. Each candidate will be required to pass a written examination in an area of specialization to be approved by the Mathematics Department.

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:

TO:

Master of Arts with a Concentration in Pure Mathematics:

1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. Students can achieve a solid grounding in pure mathematics by taking the following courses: MATH 621, 628, 701, 702, and 703; students can customize their program with the advice and approval of the Graduate Advisor. It is required that the program be completed with an average of B or better.
2. Each candidate for the degree must pass an oral examination.

Master of Arts with a Concentration in Applied Mathematics

1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. All students must achieve a solid grounding in the three areas of probability and statistics, analytic methods, and numerical methods. This can be achieved by taking the following courses: MATH 621, 624, 625, 628, and 633; students can customize their program with the advice and approval of the Graduate Advisor. It is required that the master's program be completed with an average of B or better.
2. Each candidate will be required to pass a written examination in an area of specialization to be approved by the Mathematics Department.

Justification: The pure and applied options for our Master of Arts degree use very different language. We have worked to synchronize the language.

**Nominating Committee
Queens College Academic Senate
Report to the Senate: February 8, 2021**

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

Committee Type	Seat	Candidate				
	Name	Faculty/ Student	Division	Term	Committee	New/ Renewal
Standing						
	Withanachchi, Schiro	F	Social Sciences	Dec 2021	Teaching Excellence & Evaluation Committee	New
	Sugrim, Sonali	F	Arts & Humanities	Dec 2022	Teaching Excellence & Evaluation Committee	New
	Madhow, Sayashmini	F	Mathematics & Natural Sciences	Dec 2022	Elections Committee	New
Special						
Other						

FACULTY SENATE ROSTER 2020-2022

Attendance-December 10, 2020

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Accounting & Information Systems	Renee Weis	2		Jeffrey Satenstein	2	
Anthropology	Thomas Plummer	2	P	Omri Elisha	2	
Art	Chloe Bass	1		Lawrence Waldron	1	P
Biology	John Waldman	2	P	OPEN	2	
Chemistry & Biochemistry	Cherice Evans	2		Junyong Choi	2	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	2	P	Ji Young Kim	2	
Comparative Literature	Charles Martin	1		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		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	P	Sue Goldhaber	1	
European Languages & Literatures	Morena Carradi	2		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		Kara Schlichting	2	
Library	Simone L. Yearwood	1	P	Annie Tummino	1	P

FACULTY SENATE ROSTER 2020-2022

Attendance-December 10, 2020

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Linguistics & Communication Disorders	Elizabeth Ijalba	1	P	Daniel Kaufman	1	
Mathematics	Joe Pastore	1	P	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	P	John Bowman	1	
Psychology	Claudia Brumbaugh	2	P	Patricia D'Ateno	2	P
Sociology	Nicholas Alexiou	1		Steven Leventhal	1	
Urban Studies	James Vacca	2	P	Chris Ioannides	2	
<i>DIVISIONAL AT LARGE</i>						
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	OPEN	1	
<i>COLLEGE-WIDE AT LARGE</i>						
	Marco Navarro	1	P	Ronald Rothenberg	1	
	Barbara Moore	2	P	Alicia Alvero	2	P
	James T. Mellone	2	P	Veronica J. Hinton	2	
	Kristine M. Rosales	2		Kevin Ferguson	2	P
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	1	P	OPEN	1	

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

Attendance –December 10, 2020

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

**QUEENS COLLEGE
ACADEMIC SENATE
2020-2021**

Attendance –December 10, 2020

<u>EXOFFICIO (NON-VOTING) MEMBERS</u>	<i>Present</i>
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	
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	
Mr. William Keller, VP for Finance and Administration	P
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 Coulotte, President Student Association	P
Dave Fields, Esq., Parliamentarian	
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	
<u>CHAIRPEOPLE OF STANDING COMMITTEES</u>	
Peishi Wang, Nominating Committee	P
Ping Li, Graduate Curriculum Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Jeremy Czerw, Elections Committee	P
<u>GUESTS</u>	
Joseph Loughren - AVP for Finance and Budget	P
Alan Sultan – Mathematics	P
Mohammad Ashraf – Academic Advising	P
Zadia Feliciano – Economics	P
Laura Silverman – Academic Advising	P
Charles Gomez - Sociology	P
Larrissa Swedell - Anthropology	P

**QUEENS COLLEGE
ACADEMIC SENATE
2020-2021**

Attendance –December 10, 2020

Cecilla Ellis / NYPIRG	P
Ann Azzolini - Family, Nutrition and Exercise Sciences	P
Edisa Weeks - Drama, Theatre and Dance	P
Elizabeth D'Amico - QC Hub	P
Sara Hinojos - Media Studies	P
240 + Guests in Attendance	P