

**MEETING OF QUEENS COLLEGE
ACADEMIC SENATE**

DATE: March 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 February 11, 2021
3. Announcements, Administrative Reports, and Memorials:
 - a. Guest Speaker, Anna Pond – QC Strategic Plan

The Agenda for the Academic Senate meeting on April 8, 2021 will be prepared at the Executive Committee meeting on Thursday, March 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 March 19, 2021.

4. Special Motions:
5. Committee Reports: (see attachments)
 - a. Undergraduate Curriculum Committee Minutes dated February 11, 2021
 - b. Graduate Curriculum Committee Minutes dated February 17, 2021
 - c. Nominating Committee Report dated March 2021
6. Old Business
 - a. Nominations to the Nominating Committee
 - i. Faculty - Social Science
7. New Business
 - a. Queens Diversity Presentations: Jewish communities (history and demographics) in the city and borough, historically and on campus.
 - i. Arnold Franklin
 - ii. Kara Schlichting

The meeting will come to order:

Chair Simone L. Yearwood called the meeting to order at 3:36 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Yearwood:

“To approve the agenda”

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 December 10, 2020”

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

3. Announcements, Administrative Reports and Memorials:

- a. President Frank H. Wu announced that a Chief Diversity Officer role was created in addition to the Director of Compliance and Investigation. The search for the Chief Diversity Officer is chaired by Betsy Hendrey and Richard Alvarez. The Director of Compliance and Investigation search is chaired by Sandy Curko and Alicia Alvero. A search for a new chair of Africana Studies and a faculty search for Dominican Studies is also being conducted. All searches are Diversity, Equity and Inclusion oriented. President Wu has been working with the Director of Undergraduate Admissions Chelsea Lavington, as well as Walter Dogan, and Francine Sanchez to do direct outreach. He had multiple meetings with leaders of the Black Latinx faculty and staff association and thanked them for all their work. President Wu discussed naming and recognition on campus and stated that Chair Yearwood, the Student Association, P&B and QC foundation were asked to nominate a number of individuals from whom they will pick for an Ad Hoc Working group of 13 members. President Wu gave an update on Land Acknowledgments. He requested that it be put on the agenda with CUNY Central, Council of Presidents and also stated that the Graduate Center is looking at this. President Wu relayed that if the Senate, individual departments or programs wish to make a Land Acknowledgement, they are free to do so on the understanding that in no way it represents a policy statement and is a symbolic statement that doesn't commit CUNY or QC to a specific policy. If this is done, Chief of Staff, Meghan Moorewilk should be informed. President Wu, encouraged that research on Land Acknowledgement be sent to him. Lastly, President Wu stated that Holidays are in the collective bargaining agreement and is not in his authority to rename holidays such as Thanksgiving, Columbus Day etc.

- b. Chair Yearwood announced that senators should have received information regarding the Ad Hoc Working Group on Recognition. You can self-nominate or nominate someone that is interested. There is a two-week window and will be discussed at the next Executive Committee meeting on February 25. Names should be forwarded to Simone.Yearwood@qc.cuny.edu or Brenda.Salas@qc.cuny.edu
- c. Chair Yearwood announced that Elections and Nominations begin this season. Nominations will open up on Sunday, February 14 thru Saturday, February 27. You will receive a link to the form to begin the nominations on Sunday morning. Full-time members were encouraged to serve on the Faculty Student Disciplinary Committee. Note: You cannot run as a Senator and FSDC at the same time. There are also open seats on the University Faculty Senate.
- d. Chair Yearwood announced that we are working on updating the Senate Policy document. Prior to this administration, some decisions were approved but never updated. When it is updated it will be brought to this body for approval.
- e. Chair Yearwood announced that the current Senate committee Chairs will be contacted to organize a meeting to select a new committee Chair for 2021.
- f. Senator, Jeffrey Greenberg, Drama, Theatre & Dance announced that the production *The Restless*, an annual dance concert that is usually in December in the Goldstein Theatre, was put together last semester as a streaming production. It will be available beginning Thursday, February 11 thru Saturday, February 13 at 7 p.m. and Sunday, February 14 at 3 p.m. Tickets are free for students and \$5 for general public.
<http://kupferbergcenter.org/event/the-restless-presented-by-the-qc-dept-of-drama-theatre-and-dance/>

4. Special Motions: (none)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

- i. MOTION: Duly made by Ken Lord, Chair of the Undergraduate Curriculum Committee:

“To accept the UCC minutes dated December 10, 2020”

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

A. General Education

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

1. General Education Advisory Committee
No report.
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.
None.

1. English

Proposal to Change Area Elective Requirement

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

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

Proposal to Change Variable Topics Language [See Justification Below this list]

1. ENGL 305, 305W. VT: Studies in Literature and Culture

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

2. Art

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.

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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

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix, Credits:

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.

Change in Prefix:

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.

Change in Prefix, Description:

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.

Change in Prefix:

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.

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Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix:

TO:

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

Change in Prefix:

TO:

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

Change in Prefix:

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.

Change in Prefix:

TO:

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

Change in Prefix, Title, Description:

TO:

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

Change in Prefix:

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.

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Change in Prefix:

TO:

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

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix, Requisites:

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.

Change in Prefix, Description, Requisites:

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.

Change in Prefix:

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.

Change in Prefix, Requisites:

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.

Change in Prefix:

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.

Change in Prefix:

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.

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Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix, Description:

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.

Change in Prefix, Description:

TO:

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

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix:

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

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and book mockup as well as portfolio sample pieces. This course is primarily for students interested in illustration and design.

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix, Title, Description:

TO:

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

Change in Prefix:

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.

Change in Prefix:

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

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assignments include projects involving typography, grids, color; information graphics; branding; working with writers/editors; as well as scheduling, production, and printing considerations.

Change in Prefix:

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.

Change in Prefix, Description:

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.

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix:

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.

Change in Prefix, Requisites:

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.

Change in Prefix, Requisites, Description:

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.

Change in Prefix, Requisites:

TO:

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

Change in Prefix, Description:

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 CUNY first section description for details. May be taken three times for credit if topic is different.

Change in Prefix, Description, Requisites:

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)

Change in Prefix, Description

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.

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)

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

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.

5b. Graduate Curriculum Committee

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

“To accept the GCC report dated December 9, 2020”

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

GCC Minutes Dated December 9, 2020

A. ITEMS FOR CAPP

1. SEYS (Secondary Education Youth Services)

a. New Program

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

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.

2. FNES

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

HEGIS: 1301.01 -- NY State Education Code: 26442

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.

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 (ABLBS), Assessment of Functional Living Skills (AFLS), VB-MAPP, Autism Diagnostic Observation Schedule (ADOS).

Projected Enrollment: 12 – 15 students

Projected Frequency: Once per year

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

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.

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.

5. MATH

e. Minor Change: Change in course number

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

6. MATH

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

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.

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.

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

9. ECP

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

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.

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(5b. GCC continued)

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

10. MATH

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

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.

5c. Nominating Committee

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

“To accept the Nominating Committee report dated February 8, 2021”

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

a. Teaching Excellence and Evaluation Committee

The following faculty members were elected by unanimous consent:

Schiro Withanachchi Social Sciences through December 2021

Sonali Sugrim Arts & Humanities through December 2022

b. Elections Committee

The following faculty member was elected by unanimous consent:

Sayashmini Madhow Mathematics & Natural Sciences through December 2022

6. Old Business

6a. Nominations to the Nominating Committee:

Faculty – Social Sciences (no nominees)

6b. Land Acknowledgements:

Alternate Senator, James Lowry, Graduate School of Library and Information Studies, discussed and gave an update on Land Acknowledgements. This discussion will be continued by the Executive Committee to see what can be done moving forward. It will also be added to the agenda of the Faculty Governance Leadership meeting.

Land Acknowledgements

- Statements made at the beginning of formal occasions, meetings, classes, etc. that acknowledge the unceded land we gather on, and its traditional owners
- Surfaces ongoing issues of colonialism and displacement, as a small step towards restorative justice
- For more information about land acknowledgements, see: <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>
- Neither CUNY nor Queens College has a protocol for land acknowledgements

Questions

Things that will need to be considered in developing a protocol for land acknowledgement:

- Understanding exactly whose land we are talking about. We need rigorous research into the history of the land, including the terms of any "treaties" including treaties that pre-dated European colonialism.
- Reaching out to the communities concerned to understand if they would welcome this practice, and if they have a preferred way of acknowledging the history of the land.
- How do other universities phrase their land acknowledgements?
- The need for guidance on the use of land acknowledgements. At what kinds of meetings or events should they be used? Who should read them?

Correspondence with President Wu

- GC is also looking at this issue.
- CUNY Central confirms that departments and programs can make statements, but it does not represent institutional policy.
- Should send any research we have compiled to him, for information.

Senate Action

- These questions cannot be answered without dedicated attention and resources.
- Working group with a budget to compensate Indigenous stakeholders for consultations, course releases for Faculty and credit for students, to ensure thorough, systematic and ethical look at the questions.
- What is within the power / resources of the Senate?
- I will be raising the matter with CUNY University Faculty Senate.
- I have requested that it be added to the agenda of the upcoming Council of Faculty Governance Leaders (CFGL) meeting on the 19th.

james.lowry@qc.cuny.edu

7. New Business

7a. Queens Diversity Presentations

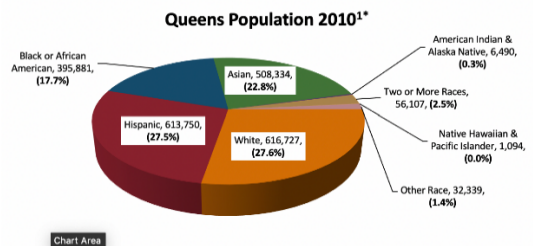
i. Dr. Amy Hsin: Chinese Americans/Asian Americans in Queens

Dr. Amy Hsin, Associate Professor of Sociology, gave the following presentation:

Asians Americans in NYC during COVID

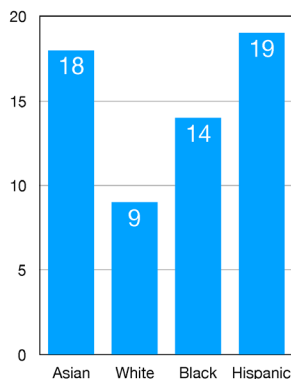
Amy Hsin
Associate Professor of Sociology
Queens College
Presentation for QC Academic Senate
February 11, 2021

Demographic snapshot of Asian Americans in Queens

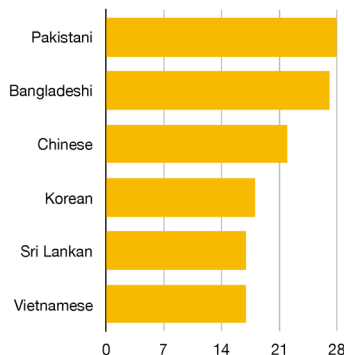


- Largest Asian subgroups: Chinese, Asian Indian, Korean, Filipino & Bangladeshi
- Asians from the diaspora (e.g. Asian Latinos, Indocarribeans)
- Fastest growing race/ethnic group in NYC

Poverty rate by race in Queens



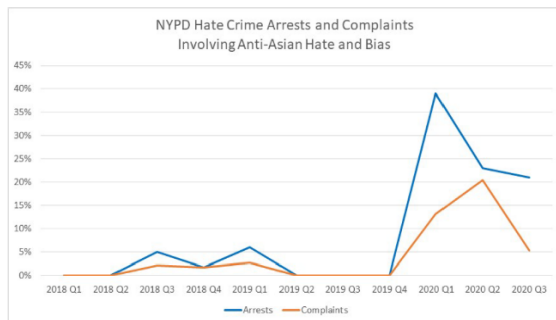
Poverty rates in NYC by Asian ethnicity



Asians living in poverty are working in industries hardest hit by COVID

Industry	% Asian workers in poverty
Restaurants & food service	21
Construction	5
Taxi drivers	4
Grocery	3
Textile	3
Nail salons	3
Home health services	2

Hate crimes against Asian Americans is rising



(Source of data: N.Y. Police Dep't. Hate Crimes Reports, available at <https://www1.nyc.gov/site/nypd/stats/reports-analysis/hate-crimes.page>)

ii. Dr. Madhulika Khandelwal: South Asian Americans in the borough

Dr. Madhulika Khandelwal, Associate Professor in Urban Studies Department and Director of the Asian/American Center, gave the following presentation:

Madhulika Khandelwal "South Asian Americans in Queens, NYC"

Presentation for Queens College Academic Senate
February 11, 2021

Significance of South Asians for a Culturally Diverse Queens/US

- A large ethnic group???
- *Important lessons for Race, Ethnicity, Diaspora, Colonialism, and Diversity!*
- Students/Urban Communities and Public Higher Education

South Asians Americans: About Names & Categories

- The term "South Asian" – Populations from nations such as Bangladesh, India, Nepal, Pakistan, Sri Lanka. And also ...
...Afghanis, Indo Caribbeans (Guyana, Trinidad, Jamaica, et al) and other diasporic communities (Africa, Mauritius, Fiji, UK, Canada ...)
- *Asians and the 1980 U.S. Census: Story of "Asian Indians"*

South Asian Demographics in Queens/NYC/U.S.

- South Asians are 2nd largest Asian American group in the U.S. – a close second to Chinese Americans and higher than Filipino Ams, Vietnamese Ams, Korean Ams, and Japanese Ams.
- *Of a total Asian American population of over 20 million, South Asians are over 4.5 million in the 2020 Census.*
- NYC is the largest urban concentration of South Asians nationwide, with Queens County housing more than 60 % of South Asian New Yorkers. South Asian population of Queens is equal/close second to the Chinese Ams.
- South Asian concentrations in Queens neighborhoods like Elmhurst, Jackson Heights, Richmond Hill, Bellerose.
- *Suburbanization: Long Island as well as other adjoining counties such as Westchester and states like New Jersey have witnessed their rapid growth.*

Racial and Ethnic Formations

- *An Asian Group? --- historic racialization vs. biological Race*
- **One Ethnic Group? --- nationalities and social class**
- *One Culture? --- layers of diversity*
- Nation v Migration --- national boundaries and diasporic identities
- *The Model Minority: A Case Study*

South Asian Minorities: Learnings for Theory and Practice

- Diverse, Post-colonial cultures and identities
- History of Social Movements
- South Asian community is spread out and often hard to organize
- Potential for cross-racial and cross-ethnic collaborations

- ***Thinking Out of the Box: South Asian Americans as Deficit or Asset?***

MOTION: Duly made by Chair Simone Yearwood:

“To Adjourn”

The meeting was adjourned at 4:29 p.m. The next Academic Senate meeting will be on Thursday March 11, 2021.

A. General Education

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

1. General Education Advisory Committee
 - a. AFST 101. Survey of African Civilization I (WCGI)
 - b. HIST 311. Jews in Islamic Society (WCGI)
 - c. LALS 203. Puerto Rican and Latino/a Ethnic Identity (USED)
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.
None.

1. School of Earth and Environmental Sciences

From:

ENSCI 200: Earth System Science. 3 lec. hr.; 3 cr. Prereq.: ENSCI 100 or GEOL 101; coreq.: CHEM 113 (lecture and lab). A historical perspective of processes and interactions among the lithosphere, atmosphere, hydrosphere, and biosphere with humans as a force for change; knowledge of how the Earth system responds to changes in these forcings to mitigate the predicted effects for human civilization.

To Read:

ENSCI 200: Earth Systems Science. 3 lec. hr.; 3 cr. Prereq.: ENSCI 100, (or GEOL 101, ; coreq.: CHEM 113.4, 113.1, and PHYS 121.4, 121.1. A historical perspective of processes and interactions among the lithosphere, atmosphere, hydrosphere, and biosphere with humans as a force for change. ~~knowledge of how the Earth system responds to changes in these forcings to mitigate the predicted effects for human civilization.~~ Students will gain a fundamental understanding of the Earth as a dynamic system with emphasis on the underlying biological, physical and chemical processes that control the environment of our planet. Major themes include applications of how humans have affected global change, stratospheric ozone and ecosystem biodiversity.

Justification: SEES is proposing to increase requisites for the Core course in the ENSCI major: ENSCI 200 to include the needed basic science to allow students to effectively learn and integrate the material in Earth System Sciences. These new pre-requisites include Physics 121.4/121.1 and Geology. This will allow students to effectively excel with the needed foundational science knowledge. Note: The Chemistry 113.1/113.4 were made pre-requisites in Fall 2018 per UCC action, but never incorporated into the bulletin. In addition, the course description has been updated to reflect the current syllabus and course learning goals

FROM:

GEOL 318. Soils in the Environment. 3 lec., 3 lab. hr.; 4 cr. Prereq.: ~~GEOL 201, or 208~~, or permission of instructor. The processes and behavior of soils in natural and managed environments. This course will address the physical, chemical, and biological properties and processes of soils in the context of their roles in the environment. Topics include the function of soils in supporting plant growth, maintaining environmental quality, and their role in global biogeochemical cycling. Students will learn how soils develop and how management practices affect soil quality, ecosystem productivity, and environmental sustainability. The lab section of the course will provide hands-on experience in fundamental soil physical, chemical, and biological analyses, field trips, and recitation.

To:

GEOL 318. Soils in the Environment. 3 lec., 3 lab. hr.; 4 cr. Prereq.: **ENSCI 200** or permission of instructor. The processes and behavior of soils in natural and managed environments. This course will address the physical, chemical, and biological properties and processes of soils in the context of their roles in the environment. Topics include the function of soils in supporting plant growth, maintaining environmental quality, and their role in global biogeochemical cycling. Students will learn how soils develop and how management practices affect soil quality, ecosystem productivity, and environmental sustainability. The lab section of the course will provide hands-on experience in fundamental soil physical, chemical, and biological analyses, field trips, and recitation.

Justification: This change in the course requisites will allow more student that are ENSCI majors to take this course, yet still have enough foundational knowledge.

2. Art

a. Adding Prerequisite:

Course: PHOTO 276. VI: Darkroom Photography II

Prereq.: PHOTO 176. Darkroom Photography I

Justification:

The Course Number PHOTO 276 is an intermediate course, students need basic skills learned in PHOTO 176 in order to complete successfully. Prereq accidentally left off after course name change with formation of new Photography & Imaging Major. Prereq can be waived with instructor permission.

b. Change in Course Number:

From: PHOTO ~~235~~. Digital Photography III (4 hours/week; 3 credits)
Prerequisite: PHOTO 225

Course content remains the same.

To read: PHOTO 335. Digital Photography III

Justification:

The course is level 3 or the third in successive digital photography courses. The appropriate course number should be in the 300-399 range to represent that succession. So that the number correctly reflects the level and for ease in advising we would like to change. Previous course number 235 was an error.

3. Anthropology

a. Reactivation of Anthropology 252: Historic Archaeology.

Justification: Last year, Assistant Professor Megan Victor, a historical archaeologist, joined our department as a full-time faculty member and intends to teach this course.

4. Political Science

a. Change in Course Title and Description

From:

PSCI 242. ~~The Politics of the Welfare State~~. 3 hr.; 3 cr. ~~Welfare states in the modern world vary from “conservative” to “liberal” to “radical.” This course will examine the common roots of all welfare states, the ways they vary, and the different interests their policies serve.~~

To:

PSCI 242. **Comparative Public Policy**. 3 hr.; 3 cr. Cross-national differences in public policy. A particular focus is policies related to health and economic security. How and why do some governments provide more social and economic protection for their citizens than others?

Justification:

Political Science 242 is primarily a course in comparative social policy—health policy, pensions, family policy, etc. Within the political science profession, this set of policies is often referred to as “welfare state,” but this designation is not clear to most of our students, who associate “welfare” and “welfare state” with a much narrower set of policies in the US. Moreover, as the course has evolved, I have felt necessary to include policy areas beyond even the broader welfare state concept—for instance, tax policies that finance the welfare state, and labor market policies that complement it.

The present description of the course is dated and increasingly inaccurate. The new description more accurately captures the current content of the course.

b. New course proposal

PSCI 289.1. **Law, Politics and Sustainable Development**. 3 hrs; 3 cr. This course introduces students to the origins and role of development theory and to law and politics related to development, globalization, and sustainability. We will also consider the environmental and social consequences of development, and examine current trends in the United States and the global arena that call into question the sustainability of basic concepts that organize our understanding of development. Specific topics include food, water and energy sustainability, climate change, sustainable development, sustainability initiatives at Queens College, and Indigenous Peoples.

Justification:

This course was first taught as a Political Science colloquium and Environmental Studies elective. It offers students an opportunity to learn and think critically about important contemporary issues related to development, sustainability and climate change. Course materials and lectures introduce students to both national and international law and politics. The course attracts both political science and environmental studies majors, and the inter-disciplinary exchanges between students greatly enrich the learning experience. Research assignments give students an opportunity to examine local sustainability challenges and initiatives, including sustainability initiatives at Queens College. Several students have told me that what they learned in this course has inspired their careers and/or prompted them to change their lives.

5. BALA

a. Change in course title and description:

From:

~~BALA 200. Introduction to Entrepreneurship.~~

~~3 hr.; 3 cr. Prereq.: ACCT 100 or ACCT 101 or ACCT 102, and CSCI 12 or CSCI 48.~~

~~An introduction to the process of beginning a new enterprise; learning how to take an idea for a new or improved product or service and turn it into a business. Students will create a full-fledged~~

business plan, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. ~~Emphasis will be placed on creating the plan, and then presenting that plan in an effort to convince investors of the viability of the business. Students will learn the thought processes and skills required to succeed when tackling the problems faced by the entrepreneur. Open only to students enrolled in the BALA minor.~~

To read:

BALA 200. Entrepreneurship and Innovation.

3 hr., 3 cr.

An introduction to the process of beginning a new enterprise; learning how to take an idea for a new or improved product or service and turn it into a business. Students will create a business plan using a spreadsheet program for data analysis and documentation, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Students will learn leadership and teambuilding skills required to succeed as an entrepreneur or innovator.

Justification:

Although the descriptive text in the bulletin has been changed, there is no change in the syllabus. The changes reflect an accurate explanation of curriculum and course pedagogy.

b. Change in course title and description:

From:

~~BALA 303. Analytical Problem Solving and Decision Making in Business.~~

~~3 hr.; 3 cr. Prereq.: All BALA courses, but may be taken concurrently with BALA 302.~~

~~An introduction to problem solving in business utilizing selected case histories. Emphasis will be placed on the importance of using a broad base of general knowledge and a wide variety of approaches and techniques to decision making. (This course is limited to students enrolled in the BALA minor).~~

To read:

BALA 303. Strategic Management and Leadership.

3 hr.; 3 cr. Prereq.: Permission of the Director.

A capstone course that brings management and leadership skills together. Students will learn how long-term strategic plans are formulated, implemented and evaluated in the business and not-for-profit spheres. The process of melding business analytics, intuition, social responsibility, and ethical considerations to form successful strategies will be explored.

Justification:

Although the descriptive text in the bulletin has been changed, there is no change in the syllabus. The changes reflect an accurate explanation of curriculum and course pedagogy.

c. Change in course title and description:

From:

~~BALA 201W. Writing for Business.~~

3 hr.; 3 cr. Prereq.: ENGL 110 and BALA 100.

Intensive practice in writing effectively in a variety of business situations; drafting and revising documents ~~in case study settings, creating corporate internal communication pieces, and developing brochures and press releases.~~

To read:

BALA 201. Business Communications.

3 hr.; 3 cr. Prereq.: ENGL 110 and BALA 100.

Introduction to fundamental skills in oral and written communication combined with intercultural competence. Intensive practice in writing effectively across various businesses, drafting and revising documents based on current events and case-studies, creating external and internal communication pieces for organizations, and writing for digital platforms.

Justification:

Although the descriptive text in the bulletin has been changed to suit modern mediums, there is minimal change in the curricular requirements. The changes reflect adding the teaching of oral communications/public speaking, such that the course is a comprehensive business communications course.

6. Anthropology

Proposal for the Establishment of a Minor in Cultural Heritage & Memory Department of Anthropology, School of Social Sciences

Rationale:

Many students in Anthropology are interested in cultural heritage, museums, and how people make sense of and recall the past. The Minor in Cultural Heritage and Memory is designed for students who are interested in the ways the past is remembered and activated in the present, sometimes as a mechanism to construct narratives and make political or legal claims about community and/or national identities. The Minor also examines culturally shaped forms of remembering and commemoration. It is particularly ideal for students interested in law and policy, development, museum studies, archives, cultural preservation, material culture studies, and the arts. The courses in the Minor will provide training for students interested in how the past is recalled and represented as well as the ethical dilemmas of commemoration.

The Minor in Cultural Heritage & Memory consists of three required courses designed to give students a foundation in anthropological approaches to the past, heritage, commemoration, and memory. Students must select one 100-level introductory course from 101: Introduction to Cultural Anthropology; 103: Introduction to Archaeology; or 104: Language, Culture, and Society. Students must also select either 201: Essentials of Cultural Anthropology or 240: Essentials of Archaeology as well as one of the core courses of 252: Historical Archaeology; 258: Cultural Property, Heritage & the Law; or 332: Anthropology of Memory. Finally, students must select three additional electives that explore cultural diversity, with a maximum of one area course and one topics course.

Structure:

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

Three required courses:

Any ONE of:

ANTH 101 Introduction to Cultural Anthropology
ANTH 103 Introduction to Archaeology
ANTH 104 Language, Culture, and Society

And ONE of:

ANTH 201 Essentials of Cultural Anthropology
ANTH 240 Essentials of Archaeology

And ONE of:

ANTH 252 Historical Archaeology
ANTH 258 Cultural Property, Heritage & the Law
ANTH 332 Anthropology of Memory

Three electives courses in total:

ANTH 201 Essentials of Cultural Anthropology
ANTH 204 Anthropology of Islam
ANTH 231 Music, Culture, and Society
ANTH 232 Photography and the Visual World
ANTH 233 Race, Class, and Ethnicity
ANTH 240 Essentials of Archaeology
ANTH 250 Field Methods in Archaeology
ANTH 252 Historical Archaeology
ANTH 258 Cultural Property, Heritage & the Law
ANTH 280 Language and Social Identity
ANTH 304 Anthropology of Development
ANTH 306 Anthropology of Religion
ANTH 332 Anthropology of Memory
ANTH 354 Time
ANTH 364 Anthropological Genomics
ANTH 388 Voices of New York

A maximum of one “area” course 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 (Writing Intensive)
ANTH 216 Peoples of Southeast Asia

A maximum of one “topics” course from this list:

ANTH 239 Topics in Cultural Anthropology
ANTH 259 Topics in Archaeology

ANTH 330 Seminar in Cultural Anthropology
ANTH 350 Seminar in Archaeology

**Proposal for the Establishment of a Minor in Power & Inequality
Department of Anthropology, School of Social Sciences**

Rationale:

The Minor in Power and Inequality is designed for students who want to understand better and participate in policy initiatives, social analysis, and activism aimed at addressing ongoing inequalities in the U.S. and abroad. The Minor is ideal for students who seek to pursue careers in law, education, development, civil service and government, law enforcement, public health, and nonprofit organizations. The Anthropology Department encourages experiential learning and the Inequality and Power minor provides another way for our students to learn and engage social issues.

The minor consists of three required courses ANTH 101: Introduction to Cultural Anthropology; ANTH 104: Language, Culture and Society; and either ANTH 222: Sex, Gender, Culture or ANTH 233: Race, Class, Ethnicity. In addition to these three courses, students are required to take one 200-level area course (205, 206, 207, 208, 210, 211, 212, 214, 215W, or 216) and two additional elective courses.

Structure:

The 18-credit Minor in Power and Inequality will consist of three required courses, one area studies course, and two electives. All courses are regularly taught within the Department of Anthropology.

Three required courses:

ANTH 101 Introduction to Cultural Anthropology
ANTH 104 Language, Culture and Society

And either:

ANTH 222 Sex, Gender, Culture

Or:

ANTH 233 Race, Class, Ethnicity

One course from:

ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North America
ANTH 208 Peoples of South Asia
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 214 Peoples of New York City
ANTH 215W Peoples of the Caribbean (Writing Intensive)
ANTH 216 Peoples of Southeast Asia

Two electives courses from:

ANTH 204 Anthropology of Islam
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North America

ANTH 208 Peoples of South Asia
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 214 Peoples of New York City
ANTH 215W Peoples of the Caribbean
ANTH 220 Food and Culture
ANTH 222 Sex, Gender, Culture
ANTH 224 Religion and Ritual
ANTH 225 Medical Anthropology
ANTH 232 Visual Anthropology
ANTH 233 Race, Class, Ethnicity
ANTH 237 Violence
ANTH 252 Historical Archaeology
ANTH 280 Language and Social Identity
ANTH 302 Ecology and Culture
ANTH 304 Anthropology of Development
ANTH 308 Urban Anthropology
ANTH 332 Anthropology of Memory
ANTH 342 Origins of Complex Societies
ANTH 380 Seminar in Linguistic Anthropology
ANTH 388 Voices of New York

7. Accounting

CHANGE FROM:

2020–2021 UNDERGRADUATE BULLETIN

Accounting & Information Systems

Chair: Israel Blumenfrucht

Deputy Chair for Day Studies: Arthur H. Adelberg

Director of MS in Accounting: Marvin F. Milich

Chair for Summer Session: David Hornung

Dept. Office: Powdermaker 215, 718-997-5070; Fax:
718-997-5079

Professors: Adelberg, Blumenfrucht, Hitzig, Leibowicz,

Qureshi; Associate Professors: Huang, Milich, Solieri,

Stevens, Sun, F., Weiss; Assistant Professors: Sun, T.;

Substitute Assistant Professor: Herczog; Lecturers:

Balkaran, Dauber, David, Hornung, Ruthizer,

Satenstein; Substitute Lecturer: Feisullin; Adjunct

Associate Professors: Chan, Dignam, Fitzsimmons,

~~Java~~; Adjunct Assistant Professors: Ahroni, Altman,

Calamari, Cohen, Elan, Katz, Kirschner, Linn, Luo,

Seymore, Stein, Thaler, Zapf; Adjunct Lecturers:

Barone, Dockery, Gruza, Kessar, Khanna, Kumar,

Mazzo, Nigrelli, Qamar, Schwalb, Silverman, Solarsh,

Uddin, Xiao, Zarate; Department Secretaries:

Dodobayeva, Piorkowski

Major Offered: Accounting (State Education Code 02701)

Please note: The Accounting and Information Systems Department offers a Master of Science in Accounting that is registered with the State of New York. The MS in Accounting adds significantly to the undergraduate degree. Licensing as a CPA in New York State now requires the completion of an approved 150-credit program. The department has such an approved program registered with the NYS Department of Education. Detailed information on the MS degree is available in the ~~Queens College Graduate Bulletin~~.

An applicant who meets New York's 150 semester hour education requirements for licensure must present evidence, satisfactory to the State Board for Public Accountancy, of one year of full-time experience (or the part-time equivalent) providing accounting services or advice involving the use of accounting, attest, compilation, management advisory, financial advisory, tax, or consulting skills under the supervision of a certified public accountant licensed in one of the U.S. jurisdictions or a public accountant licensed in New York State. Acceptable experience may be earned in a public accounting firm, government, private industry, or an educational institution. (See www.op.nysed.gov/prof/cpa/cpalic.htm.)

THE MAJORS

ACCOUNTING MAJOR

The department offers courses in accounting, information systems, business law, and taxation for accounting majors and other students. Accounting majors may prepare themselves for a career in public, private, or governmental accounting, or for the teaching of accountancy in secondary schools.

Majors study a complex discipline concerned with and responsive to the changing economic, social, and legal institutional arrangements necessary to the functioning of modern societies. The functions of accountants encompass ever-broadening spheres of activity.

Transactions occurring between an economic entity—be it a family unit, small business firm, complex corporate organization, government organization, nonprofit organization, or national economy—and its environment constitute the raw materials of accounting. These must be converted by processes of classification and analysis to meaningful data so that their effects on the entity being subjected to the accounting process may be measured, interpreted, and communicated.

Computerized systems are being used extensively

in accounting applications, transaction processing, data analysis, and auditing. Computer applications are integrated into coursework. Courses in information systems, analysis, design, and implementation have been available since 1982.

The informational outputs of this process must meet the needs of various user groups in society. Among the users of accounting information may be internal decisionmakers, owners, creditors, investors, workers, managers, economists, and representatives of government agencies.

The decision process, organization theory, communication and information systems, and theories are areas of interest and concern to students and researchers in accounting. Sophisticated mathematical models (especially with the development of computer science) are being used by accountants. Economic theory and analysis constitute basic tools for accountants. An understanding of the laws governing economic and financial relationships is essential. A knowledge of tax laws and procedures must be added to the accountant's store of information.

The department has a formal advisement program. All majors are assigned a faculty advisor whom they must see as part of the major declaration process. Accounting majors *must* file a concentration form with their advisor, in conjunction with their declaration as a major, *no later than* their lower junior semester.

See the box on page 79 for the specific requirements for the major. ~~An overall 2.5 grade point average is needed in all required courses in order to be credited toward the major. Students may not take courses before the required semester, nor are they permitted to register for any accounting course for which they have earned a grade less than C (including INC, WU, etc.) in the prerequisite course.~~

Dual Major: Accounting & Economics

Students majoring in accounting may also receive a major in economics by completing 30 credits in economics courses, plus MATH 131 or the equivalent as evaluated by the Economics Department. All of the economics courses required for the accounting degree may be included for the major in economics. ECON 201, 202, and 382 must be part of the 30 credits in economics courses. All courses for the economics major must be passed with a letter grade (no P/NC option is permitted).

Major in Accounting & Minor in Economics

Students majoring in accounting may also receive a minor in economics by completing 18 credits in economics courses, plus MATH 131 or the equivalent

as evaluated by the Economics Department. Fifteen credits of the economics courses required for the accounting degree may be included for the minor in economics. ECON 201 or 202 must be part of the 18 credits in economics courses. That one remaining course requirement for economics may be selected as the Economics/Business elective on the concentration form. All courses for the economics minor must be passed with a letter grade (no P/NC option is permitted). Note that 12 credits in economics must have been taken at QC.

ACCOUNTING MINOR

See the box on page 79 for the specific requirements for the minor. An overall C average is needed in all required courses to be credited toward the minor. Students may not take courses before the required semester, nor are they permitted to register for any accounting course for which they have earned a grade less than C (including INC, WU, etc.) in the prerequisite course. Minors ~~must~~ complete a concentration form ~~no later than~~ their junior year and submit it to their advisor for approval in conjunction with their declaration. (Forms are available online.)

DEPARTMENT AWARDS

The Accounting & Information Systems Department offers several awards to accounting majors who have graduated in the prior summer or fall semesters or who will graduate that spring. These awards are given in the spring semester and are published and acknowledged at commencement. The New York State Society of CPAs Award is given to up to three students who have demonstrated superior scholarship in their accounting studies. The Ralph Ledley Award is given to an outstanding accounting student ~~who will be attending law school~~. The Eugene Rosenfeld Memorial Award is given for distinguished service in advancing the department's professional interests. The Louis Geller Award is given to an outstanding accounting student who will be going on to graduate studies in accounting. The McGraw-Hill Award of Excellence is given to a student who has both an outstanding scholastic record and service to the department and school. ~~Finally, the Wall Street Journal Student Achievement Award is given for excellence in accounting.~~

COURSES

~~All courses designated as ACCT within the accounting major must be completed with a minimum grade of C. The C minimum grade requirement does not apply to economics, business, or any other approved elective outside the Accounting Department. In addition,~~

~~all students must earn a 2.5 grade point average for all courses applied to the major (i.e., accounting, economics, business, and other electives that qualify for the major). For any accounting course, all prerequisite courses must be completed with a grade of C or better. Students earning a grade of C or less must retake the course in which the C or less was earned. Students who repeat a course are reminded that credit can be received only once unless specifically stated otherwise. Students may repeat a course only two times. A student who did not receive a grade of C or better after two such repeat attempts will be dropped from the major.~~

ACCT 201, 202. Intermediate Accounting I and II. ACCT 201: 4 hr.; 4 cr. Prereq.: ACCT 102 and sophomore standing. **ACCT 202:** 3 hr.; 2 cr. Prereq.: ACCT 201 and junior standing. Intensive study of the theories of financial accounting, generally accepted accounting principles, and applications thereof,

((PAGE 79 BOX))

ADMISSION TO THE ACCOUNTING PROGRAM

To declare a major in accounting, a student must have an overall ~~grade point~~ average of 2.5 or higher, and must have completed at least 30 credits at either Queens College or another accredited institution.

To remain in the accounting program, a student must maintain an ~~accounting major grade point average~~ (GPA) of 2.5 or higher after taking four classes required for the major. Students not attaining the 2.5 ~~accounting major~~ GPA will need to meet with their advisors before being permitted to register for further courses in the major. In addition, students who do not attain a 2.5 ~~accounting major~~ GPA will be placed on departmental probation. If, after a second semester, their ~~accounting major~~ GPA still has not been raised to at least 2.5, they will be dropped from the major.

To graduate with an accounting major, a student must have an accounting major GPA of 2.5 or higher.

REQUIREMENTS FOR THE MAJOR IN ACCOUNTING (MAJOR CODE ~~ACCT-BA~~)

A minimum of 21 credits must be taken at Queens College for the major.

Required (57 credits)

ACCT 101 through 322 (excluding 123), 362, 367, and 372; BUS 241; CSCI 48; ECON 101, 102, 215, and 249.

Electives: Two courses as follows:

- One elective course from the Department of Accounting and Information Systems.
- One of the following courses: BUS 243, 247, 341W, and

351; ECON 201, 202, 213, 214, 218, 220, 225, 229, 242, 246, 317, 326, 328, 340, and 382; ACCT 385 (which is allowed as either an accounting or business elective category).

Students must read the specific department listings for prerequisite requirements.

C is the minimum grade required in all accounting courses. ~~(The C minimum grade requirement does not apply to economics, business, or any other approved elective if it is outside the Accounting Department.)~~ In addition, all students must earn a GPA of 2.5 or higher in all courses usable for the major (i.e., accounting, economics, business, and ~~other electives that qualify for the major~~).

In general, the only accounting courses that may be transferred from other schools are those equivalent to ACCT 101, 102, 305, and 261 with a minimum grade of C. ACCT 201 may be transferred only from Baruch College with a minimum grade of C ~~as well~~. ACCT 343 may also be transferred under certain circumstances where an articulation agreement exists between another school and Queens College.

A student's ability to retake a course is limited to only two times. A student who did not receive a grade of C or better after two such retake attempts will be dropped from the major.

You may not P/NC any course that is being used to satisfy your major requirements (including electives).

REQUIREMENTS FOR THE MINOR IN ACCOUNTING (MINOR CODE ACCT-MIN)

A minimum of 12 credits must be taken at Queens College for the minor.

Required (19 credits)

ACCT 101, 102, 201, 261, 305, and 367.

Electives (3 credits)

ECON 100, 101, 102, or any other elective approved by the department.

Minors must complete a concentration form no later than their junior year and submit it to their advisor for approval in conjunction with their declaration. (Forms are available online.)

C is the minimum grade required in all accounting courses. (The C minimum grade requirement does not apply to economics, business, or any other approved elective if it is outside the Accounting Department.) In addition, all students must earn a C average (2.0) for all courses usable for the minor (i.e., accounting, economics, business, and ~~other electives~~).

In general, the only accounting courses that may be transferred from other schools are those equivalent to ACCT 101, 102, 305, and 261 with a minimum grade of C. ACCT 201 may be transferred only from Baruch College

with a minimum grade of C as well. ACCT 343 may also be transferred under certain circumstances where an articulation agreement exists between another school and Queens College. A student's ability to retake a course is limited to only two times. A student who did not receive a grade of C or better after two such retake attempts will be dropped from the minor.
You may not P/NC any course that is being used to satisfy your minor requirements (including electives).

including relevant standards, statements, and opinions of the FASB, AICPA, and SEC. Pertinent mathematical principles and applications relating to financial accounting are also presented. ACCT 202 open to declared Accounting & Information Systems majors only. Fall, Spring

ACCT 311. Advanced Accounting. 4 hr.; 3 cr. Prereq.: ACCT 202 and junior standing. Theory of accounting applicable to problems peculiar to large-scale business operations, including business combinations, consolidations, partnerships, foreign exchange translation, segment and interim reporting. Open to declared Accounting & Information Systems majors only. Fall, Spring

ACCT 321, 322. Auditing I & II. ACCT 321: 4 hr.; 3 cr., ACCT 322: 3 hr.; 3 cr. Prereq.: For ACCT 321, ACCT 202 and junior standing; for ACCT 322, ACCT 321, ECON 249, and senior standing. Principles and standards relevant to the attestation function in the practice of professional accountancy including audits, examinations, reviews, and agreed-upon procedures. Coverage also includes professional ethics, liability, risk and assurance, evidence, introduction to internal control and reporting. This course provides exposure to the techniques of modern auditing, including the flowcharting, analysis, and understanding of accounting cycles and their related control systems, analytical review of financial statements, analytical tests of accounting estimates, and statistical sampling for tests of transactions and accounts. Fall, Spring

**TO READ:
2020–2021 UNDERGRADUATE BULLETIN**

Accounting & Information Systems

Chair: Israel Blumenfrucht

Deputy Chair for Day Studies: Arthur H. Adelberg

Director of MS in Accounting: Marvin F. Milich

Chair for Summer Session: David Hornung

Dept. Office: Powdermaker 215, 718-997-5070; Fax:
718-997-5079

Professors: Adelberg, Blumenfrucht, Hitzig, Leibowicz, Qureshi; *Associate Professors:* Huang, Milich, Solieri, Stevens, Sun, F., Weiss; *Assistant Professors:* Sun, T.; *Substitute Assistant Professor:* Herczog; *Lecturers:* Balkaran, Dauber, David, Hornung, Ruthizer, Satenstein; *Substitute Lecturer:* Feisullin; *Adjunct Associate Professors:* Chan, Dignam, Fitzsimmons, *Adjunct Assistant Professors:* Ahroni, Altman, Calamari, Cohen, Elan, Katz, Kirschner, Linn, Luo, Seymore, Stein, Thaler, Zapf; *Adjunct Lecturers:* Barone, Dockery, Gruza, Kessar, Khanna, Kumar, Mazzo, Nigrelli, Qamar, Schwalb, Silverman, Solarsh, Uddin, Wheatman, Xiao, Zarate; *Department Secretaries:* Dodobayeva, Piorkowski

Major Offered: Accounting (State Education Code 02701)

Degree Conferred: Bachelor of Science

Please note: The Accounting and Information Systems Department offers a Master of Science in Accounting that is registered with the State of New York. The MS in Accounting adds significantly to the undergraduate degree. Licensing as a CPA in New York State now requires the completion of an approved 150-credit program. The department has such an approved program registered with the NYS Department of Education. Detailed information on the MS degree is available in the *Queens College Graduate Bulletin*.

An applicant who meets New York's 150 semester hour education requirements for licensure must present evidence, satisfactory to the State Board for Public Accountancy, of one year of full-time experience (or the part-time equivalent) providing accounting services or advice involving the use of accounting, attest, compilation, management advisory, financial advisory, tax, or consulting skills under the supervision of a certified public accountant licensed in one of the U.S. jurisdictions or a public accountant licensed in New York State. Acceptable experience may be earned in a public accounting firm, government, private industry, or an educational institution. (See www.op.nysed.gov/prof/cpa/cpalic.htm.)

THE MAJORS

ACCOUNTING MAJOR

The department offers courses in accounting, information systems, business law, and taxation for accounting majors and other students. Accounting majors may prepare themselves for a career in public, private, or governmental accounting, or for the teaching of accountancy in secondary schools. There are two alternative tracks to the accounting major, depending on the career objectives of the student:

Accounting Major- CPA Exam Track: This program is targeted to students looking to obtain licensure as CPAs and pursue careers in public accounting or in senior financial roles in industry, government or not-for-profit entities. The CPA Exam Track meets educational requirements to sit for the CPA exam in New York State. This program has a minimum GPA requirement of 2.5 for courses in this track and a total of 63 credits.

Accounting Major - Business Accounting Track: This program targets students for careers in industry in financial accounting, managerial accounting and accounting operations. The Business Accounting Track does not meet educational requirements to sit for the CPA exam. Students completing this track are not eligible for entry to the Queens College Master of Science in Accounting program. This program has a minimum GPA requirement of 2.0 for courses in this track and a total of 40 credits.

<u>Comparison of Accounting Major - CPA Exam Track and Business Accounting Track</u>				
<u>Required Courses</u>	<u>Course #</u>	<u># Credits</u>	<u>CPA Exam Track</u>	<u>Business Accounting Track</u>
			-	-
<u>Intro to the Theory and Practice of Acct I</u>	<u>ACCT 101</u>	<u>3</u>	<u>x</u>	<u>x</u>
<u>Intro to the Theory and Practice of Acct II</u>	<u>ACCT 102</u>	<u>3</u>	<u>x</u>	<u>x</u>
<u>Intermediate Acct I</u>	<u>ACCT 201</u>	<u>4</u>	<u>x</u>	<u>x</u>
<u>Intermediate Acct II</u>	<u>ACCT 202</u>	<u>2</u>	<u>x</u>	-
<u>Advanced Acct</u>	<u>ACCT 311</u>	<u>3</u>	<u>x</u>	-
<u>Cost Acct</u>	<u>ACCT 305</u>	<u>2</u>	<u>x</u>	<u>x</u>
<u>Quantitative Techniques in Planning and Control</u>	<u>ACCT 306</u>	<u>3</u>	<u>x</u>	-
<u>Auditing I</u>	<u>ACCT 321</u>	<u>3</u>	<u>x</u>	-
<u>Auditing II</u>	<u>ACCT 322</u>	<u>3</u>	<u>x</u>	-
<u>Federal and NYS Taxes on Income</u>	<u>ACCT 367</u>	<u>4</u>	<u>x</u>	<u>x</u>
<u>Government and Not-for-Profit Accounting and Auditing</u>	<u>ACCT 372</u>	<u>3</u>	<u>x</u>	-
<u>Business Law I</u>	<u>ACCT 261</u>	<u>3</u>	<u>x</u>	<u>x</u>
<u>Business Law II</u>	<u>ACCT 362</u>	<u>3</u>	<u>x</u>	-
<u>Intro to Business Writing</u>	<u>BUS 160W</u>	<u>3</u>		<u>x</u>
<u>Intro to Macro Economics</u>	<u>ECON 101</u>	<u>3</u>	<u>x</u>	<u>x</u>
<u>Intro to Micro Economics</u>	<u>ECON 102</u>	<u>3</u>	<u>x</u>	<u>x</u>
<u>Money and Banking</u>	<u>ECON 215</u>	<u>3</u>	<u>x</u>	-
<u>Statistics as Applied to Economics and Business</u>	<u>ECON 249</u>	<u>3</u>	<u>x</u>	-
<u>Corporation Finance</u>	<u>BUS 241</u>	<u>3</u>	<u>x</u>	<u>x</u>

Spreadsheet Programming	CSCI 48	3	x	x
-				-
-				-
Two Elective Classes in ACCT &/or ECON/BUS		6	x	x
-				-

Total Credits

CPA Exam Track: 63

Business Accounting Track: 40

Specific requirements for these two Tracks are discussed in the box on page 79.

Majors study a complex discipline concerned with and responsive to the changing economic, social, and legal institutional arrangements necessary to the functioning of modern societies. The functions of accountants encompass ever-broadening spheres of activity. Transactions occurring between an economic entity—be it a family unit, small business firm, complex corporate organization, government organization, nonprofit organization, or national economy—and its environment constitute the raw materials of accounting. These must be converted by processes of classification and analysis to meaningful data so that their effects on the entity being subjected to the accounting process may be measured, interpreted, and communicated.

Computerized systems are being used extensively in accounting applications, transaction processing, data analysis, and auditing. Computer applications are integrated into coursework. Courses in information systems, analysis, design, and implementation have been available since 1982.

The informational outputs of this process must meet the needs of various user groups in society. Among the users of accounting information may be internal decision-makers, owners, creditors, investors, workers, managers, economists, and representatives of government agencies.

The decision process, organization theory, communication and information systems, and theories are areas of interest and concern to students and researchers in accounting. Sophisticated mathematical models (especially with the development of computer science) are being used by accountants. Economic theory and analysis constitute basic tools for accountants. An understanding of the laws governing economic and financial relationships is essential. A knowledge of tax laws and procedures must be added to the accountant's store of information.

The department has a formal advisement program. All majors are assigned a faculty advisor whom they must see as part of the major declaration process. Accounting majors must file a concentration form with their advisor, in conjunction with their declaration as a major, no later than their lower junior semester.

Students may not take courses before the required semester, nor are they permitted to register for any accounting course for which they have earned a grade less than C for the CPA Exam Track or C- for the Business Accounting Track, (including INC, WU, etc.) in the prerequisite course.

Dual Major: Accounting & Economics

Students majoring in accounting may also receive a major in economics by completing 30 credits in economics courses, plus MATH 131 or the equivalent as evaluated by the Economics Department. All of the economics courses required for the accounting degree may be included for the major in economics. ECON 201, 202, and 382 must be

part of the 30 credits in economics courses. All courses for the economics major must be passed with a letter grade (no *P/NC* option is permitted).

Major in Accounting & Minor in Economics

Students majoring in accounting may also receive a minor in economics by completing 18 credits in economics courses, plus MATH 131 or the equivalent as evaluated by the Economics Department. Fifteen credits of the economics courses required for the accounting degree may be included for the minor in economics. ECON 201 or 202 must be part of the 18 credits in economics courses. That one remaining course requirement for economics may be selected as the Economics/Business elective on the concentration form. All courses for the economics minor must be passed with a letter grade (no *P/NC* option is permitted). Note that 12 credits in economics must have been taken at QC.

ACCOUNTING MINOR

See the box on page 79 for the specific requirements for the minor. An overall *C* average is needed in all required courses to be credited toward the minor.

Students may not take courses before the required semester, nor are they permitted to register for any accounting course for which they have earned a grade less than *C* (including *INC*, *WU*, etc.) in the prerequisite course.

Minors *must* complete a concentration form *no later than* their junior year and submit it to their advisor for approval in conjunction with their declaration. (Forms are available online.)

DEPARTMENT AWARDS

The Accounting & Information Systems Department offers several awards to accounting majors who have graduated in the prior summer or fall semesters or who will graduate that spring. These awards are given in the spring semester and are published and acknowledged at commencement. *The New York State Society of CPAs Award* is given to up to three students who have demonstrated superior scholarship in their accounting studies. *The Ralph Ledley Award* is given to an outstanding accounting student who demonstrates proficiency and interest in business law. *The Eugene Rosenfeld Memorial Award* is given for distinguished service in advancing the department's professional interests. *The Louis Geller Award* is given to an outstanding accounting student who will be going on to graduate studies in accounting at Queens College. *The McGraw-Hill Award of Excellence* is given to a student who has both an outstanding scholastic record and service to the department and school. The Becker CPA award is given to a student with an outstanding scholastic record who is preparing for the CPA exam. The PCAOB scholarship is periodically awarded to a student with an outstanding scholastic record who will be going on to graduate studies in accounting at Queens College. Finally, other scholarship awards are available, by application, for students enrolled in the Queens College Master of Science in Accounting program.

ACCT 201, 202. Intermediate Accounting I and II. ACCT 201: 4 hr.; 4 cr. Prereq.: ACCT 102 and sophomore standing. ACCT 202: 3 hr.; 2 cr. Prereq.: ACCT 201, sophomore standing. Intensive study of the theories of financial accounting, generally accepted accounting principles, and applications thereof, including relevant standards, statements, and opinions of the FASB, AICPA, and SEC. Pertinent mathematical principles and applications relating to financial accounting are also presented. Fall, Spring

(QC Bulletin pg 79 Box)

ADMISSION TO THE ACCOUNTING PROGRAM - CPA Exam Track To declare a major in accounting, a student must have an overall grade point average of 2.5 or higher, and must have completed at least 30 credits at either Queens College or another accredited institution. To remain in the accounting program, a student must maintain an Accounting major grade point average (GPA) of 2.5 or higher after taking four classes required for the major. Students not attaining the 2.5 Accounting major GPA will need to meet with their advisors before being permitted to register for further courses in the major. In addition, students who do not attain a 2.5 Accounting major GPA will be placed on departmental probation. If, after a second semester, their Accounting major GPA still has not been raised to at least 2.5, they will be dropped from the major. To graduate with an Accounting major, a student must have an Accounting major GPA of 2.5 or higher.

REQUIREMENTS FOR THE MAJOR IN ACCOUNTING – CPA Exam Track (MAJOR CODE ACCT-BS) A minimum of 21 credits must be taken at Queens College for the major. Required (57 credits) ACCT 101 through 322 (excluding 123), 362, 367, and 372; BUS 241; CSCI 48; ECON 101, 102, 215, and 249. Electives: Two courses as follows: ■ One elective course from the Department of Accounting and Information Systems. ■ One of the following courses: BUS 243, 247, 341W, and 351; ECON 201, 202, 213, 214, 218, 220, 225, 229, 242, 246, 317, 326, 328, 340, and 382; ACCT 385 (which is allowed as either an accounting or business elective category). Students must read the specific department listings for prerequisite requirements. C is the minimum grade required in all accounting courses. All prerequisite ACCT courses must be completed with a grade of C or better. C- is required for all classes taken outside of ACCT courses and used as part of the Accounting and Information Systems major – CPA Exam Track.

In addition, all students must earn a combined GPA of 2.5 or higher in all courses usable for the major (i.e., accounting, economics, business, and computer science). In general, the only accounting courses that may be transferred from other schools are those equivalent to ACCT 101, 102, 305, and 261 with a minimum grade of C. ACCT 201 may be transferred only from Baruch College with a minimum grade of C. ACCT 343 may also be transferred under certain circumstances where an articulation agreement exists between another school and Queens College. Students earning a grade of C- or less (ACCT classes) or a grade of D+ or less (non ACCT classes) within the major must retake the course. A student's ability to retake a course is limited to only two times. A student who did not earn at least the minimum grade after two such retake attempts will be dropped from the major. You may not P/NC any course that is being used to satisfy your major requirements (including electives).

ADMISSION TO THE ACCOUNTING PROGRAM – Business Accounting Track To declare a major in this track, a student must have an overall grade point average of 2.0 or higher, and must have completed at least 30 credits at either Queens College or another accredited institution. To remain in this track, a student must maintain an Accounting major grade point average (GPA) of 2.0 or higher after taking four classes required for the major. Students not attaining the 2.0 Business Accounting Track GPA will need to meet with their advisors before being permitted to register for further courses in the major. In addition, students who do not attain a 2.0 GPA in this track, will be placed on departmental probation. If, after a second semester, their Business Accounting Track GPA still has not been raised to at least 2.0, they will be dropped from the major. To graduate with a Business Accounting major, a student must have a major GPA of 2.0 or higher.

REQUIREMENTS FOR THE MAJOR IN ACCOUNTING – Business Accounting Track (MAJOR CODE ACCT-BS) A minimum of 15 credits must be taken at Queens College for the major. Required (40 credits) ACCT 101, 102, 201, 261, 305, 367; BUS 160W, 241; CSCI 48; ECON 101, 102. Electives: ■ Any two ACCT courses from the Department of Accounting and Information Systems. Students must read the specific department listings for prerequisite requirements. C- is the minimum grade required in all accounting courses. All prerequisite ACCT courses must be completed with a grade of C- or better. The minimum grade requirement does not apply to all classes taken outside of ACCT courses and used as part of the Accounting and Information Systems major – Business Accounting Track. In addition, all students must earn a GPA of 2.0 or higher in all courses usable for the major (i.e., accounting, economics, business, and computer science that qualify for the major). In general, the only accounting courses that may be transferred from other schools are those equivalent to ACCT 101, 102, 305, and 261 with a minimum grade of C-. ACCT 201 may be transferred only from Baruch College with a minimum grade of C- as well. ACCT 343 may also be transferred under certain circumstances where an articulation agreement exists between another school and Queens College. Students earning a grade of D+ or less (ACCT classes) or a failing grade (non ACCT classes) within the major must retake the course. A student's ability to retake a course is limited to only two times. A student who did not earn at least the minimum grade after two such retake attempts will be dropped from the major. You may not P/NC any course that is being used to satisfy your major requirements (including electives).

REQUIREMENTS FOR THE MINOR IN ACCOUNTING (MINOR CODE ACCT-MIN) A minimum of 12 credits must be taken at Queens College for the minor. Required (19 credits) ACCT 101, 102, 201, 261, 305, and 367. Electives (3 credits) ECON 100, 101, 102, or any other elective approved by the department. Minors must complete a concentration form no later than their junior year and submit it to their advisor for approval in conjunction with their declaration. (Forms are available online.) C is the minimum grade required in all accounting courses. (The C minimum grade requirement does not apply to economics, business, or any other approved elective if it is outside the Accounting Department.) In addition, all students must earn a C average (2.0) for all courses usable for the minor (i.e., accounting, economics, business, and computer science). In general, the only accounting courses that may be transferred from other schools are those equivalent to ACCT 101, 102, 305, and 261 with a minimum grade of C. ACCT 201 may be transferred only from Baruch College with a minimum grade of C. ACCT 343 may also be transferred under certain circumstances where an articulation agreement exists between another school and Queens College. A student's ability to retake a course is limited to only two times. A student who did not receive a grade of C or better after two such retake attempts will be dropped from the minor. You may not P/NC any course that is being used to satisfy your minor requirements (including electives).

ACCT 311. Advanced Accounting. 4 hr.; 3 cr. Prereq.: ACCT 202 and junior standing. Theory of accounting applicable to problems peculiar to large-scale business operations, including business combinations, consolidations, partnerships, foreign exchange translation, segment and interim reporting. Open to declared Accounting majors only. Fall, Spring

ACCT 321, 322. Auditing I & II. ACCT 321: 4 hr.; 3 cr., ACCT 322: 3 hr.; 3 cr. Prereq.: For ACCT 321, ACCT 202 and junior standing; for ACCT 322, ACCT 321, ECON 249, and senior standing. Principles and standards relevant to the attestation function in the practice of professional accountancy including audits, examinations, reviews, and agreed-upon procedures. Coverage also includes professional ethics, liability, risk and assurance, evidence, introduction to internal control and reporting. This course provides exposure to the techniques of modern auditing, including the flowcharting, analysis, and understanding of accounting cycles and their related control systems, analytical review of financial statements, analytical tests of accounting estimates, and statistical sampling for tests of transactions and accounts. ACCT 321 is open to declared Accounting majors only. Fall, Spring

Justification: Name Change to CPA Exam Track

As we have created another option within the Accounting major, “Business Accounting Track”, it calls for a name change to the existing accounting program. For clarity we have chosen to rename it the “CPA Exam Track”. This will indicate to students that completion of this track will give them eligibility to sit for the CPA exam.

Justification: Creation of Business Accounting Track

Some students majoring in accounting may not have an interest in seeking licensure as CPAs. This “Business Accounting Track” is targeting students wishing to pursue careers in industry in financial accounting, managerial accounting and accounting operations. The track will require 40 credits of fundamental courses including financial accounting, managerial accounting and taxation, as well as required courses in Economics, Business and Computer Science. The Business Accounting Track will have a minimum GPA requirement of 2.0, compared to the CPA Exam Track which has a minimum 2.5 GPA. This will enable students with a wider range of abilities to successfully graduate with a degree in Accounting.

Justification: Degree Designation Change - From BA in Accounting to BS in Accounting

The Bachelor of Science degree more closely aligns with the business orientation of both the CPA Exam Track and the Business Accounting Track. Students completing either track are prepared for careers in business in financial accounting, managerial accounting and accounting operations. Additionally, students completing the CPA Exam Track will qualify to sit for the CPA exam and assume positions with public accounting firms, government and not-for-profit entities.

Justification: Department Awards

We are deleting those awards no longer available to students and adding new awards.

1. CHANGES TO THE REQUIREMENTS FOR A MAJOR – CPA Exam Track:

From: **COURSES**

~~All courses designated as ACCT within the accounting major must be completed with a minimum grade of C. The C minimum grade requirement does not apply to economics, business, or any other approved elective outside the Accounting Department. In addition,~~

~~all students must earn a 2.5 grade point average for all courses applied to the major (i.e., accounting, economics, business, and computer science). For any accounting course, all prerequisite courses must be completed with a grade of C or better. Students earning a grade of C or less must retake the course in which the C or less was earned. Students who repeat a course are reminded that credit can be received only once. Students may repeat a course only two times. A student who did not receive a grade of C or better after two such repeat attempts will be dropped from the major.~~

To read: COURSES section material incorporated into Box page 79.

JUSTIFICATION: To eliminate duplication of information presented.

2. Change to requirements of the Major – CPA Exam Track:

~~From: COURSES (now only appearing in the box page 79). The C minimum grade requirement does not apply to economics, business, or any other approved elective outside the Accounting Department.~~

To read: COURSES (now only appearing in the box page 79). C- is required for all classes taken outside of ACCT courses and used as part of the Accounting and Information Systems major – CPA Exam Track.

JUSTIFICATION: Students require minimum competency in the other areas of the major, including economics, business and computer science to be effective in the accounting profession.

3. Change to existing courses:

~~From: **ACCT 201, 202. Intermediate Accounting I and II.** ACCT 201: 4 hr.; 4 cr. Prereq.: ACCT 102 and sophomore standing. ACCT 202: 3 hr.; 2 cr. Prereq.: ACCT 201 and junior standing. Intensive study of the theories of financial accounting, generally accepted accounting principles, and applications thereof, including relevant standards, statements, and opinions of the FASB, AICPA, and SEC. Pertinent mathematical principles and applications relating to financial accounting are also presented. ACCT 202 open to declared Accounting & Information Systems majors only. Fall, Spring~~

To Read: **ACCT 201, 202. Intermediate Accounting I and II.** ACCT 201: 4 hr.; 4 cr. Prereq.: ACCT 102 and sophomore standing. ACCT 202: 3 hr.; 2 cr. Prereq.: ACCT 201 and sophomore standing. Intensive study of the theories of financial accounting, generally accepted accounting principles, and applications thereof, including relevant standards, statements, and opinions of the FASB, AICPA, and SEC. Pertinent mathematical principles and applications relating to financial accounting are also presented. Fall, Spring

Justification: Students who begin their accounting coursework in their freshman year, can complete ACCT 201 by their lower sophomore semester and be ready to enroll in ACCT 202 by their upper sophomore semester.

4. Change to existing courses:

From: **ACCT 321, 322. Auditing I & II.** ACCT 321: 4 hr.; 3 cr., ACCT 322: 3 hr.; 3 cr. Prereq.: For ACCT 321, ACCT 202 and junior standing; for ACCT 322, ACCT 321, ECON 249, and senior standing.

To Read: **ACCT 321, 322. Auditing I & II.** ACCT 321: 4 hr.; 3 cr., ACCT 322: 3 hr.; 3 cr. Prereq.: For ACCT 321, ACCT 202 and junior standing; for ACCT 322, ACCT 321, ECON 249, and senior standing.
Open to declared Accounting & Information Systems majors only. Fall, Spring

Justification: Having a declaration of major requirement for both ACCT 311, Advanced Accounting as well as ACCT 321, Auditing I will reinforce the limitation of registration in these upper level courses by any student other than Accounting & Information Systems majors.

5. Change to existing courses:

From: **ACCT 311. Advanced Accounting.** 4 hr.; 3 cr. Prereq.: ACCT 202 and junior standing. Theory of accounting applicable to problems peculiar to large-scale business operations, including business combinations, consolidations, partnerships, foreign exchange translation, segment and interim reporting. Open to declared Accounting & Information Systems majors only. Fall, Spring

To Read: **ACCT 311. Advanced Accounting.** 4 hr.; 3 cr. Prereq.: ACCT 202 and junior standing. Theory of accounting applicable to problems peculiar to large-scale business operations, including business combinations, consolidations, partnerships, foreign exchange translation, segment and interim reporting. Open to declared Accounting majors only. Fall, Spring

Justification: To be in conformity with the name of the major.

9. Economics

Proposal to the Undergraduate Curriculum Committee from the Economics Department, January 2021.

1. Change in the Name of Bachelors in Business Administration (BBA) in “Business Administration: Finance” major.

From: Business Administration: Finance

To: ~~Business Administration:~~ Finance

Justification:

Currently the official name of the major registered with NY State is “Business Administration: Finance.” The inclusion of “Business Administration:” in the name of the major is redundant since the degree is a BBA. The major should be called Finance.

Proposal to the Undergraduate Curriculum Committee from the Economics Department, January 2021.

2. Change in the Name of Bachelors in Business Administration (BBA) in “Business Administration: International Business” major.

From: Business Administration: International Business

To: ~~Business Administration:~~ International Business

Justification:

Currently the official name of the major registered with NY State is “Business Administration: International Business”. The inclusion of “Business Administration:” in the name of the major is redundant since the degree is a BBA. The major should be called International Business.

3. Change in the Name of Bachelors in Business Administration (BBA) in “Business Administration: Actuarial Studies” major

From: Business Administration: Actuarial Studies

To: ~~Business Administration:~~ Actuarial Studies

Justification:

Currently the official name of the major registered with NY State is “Business Administration: Actuarial Studies.” The inclusion of “Business Administration:” in the name of the major is redundant since the degree is a BBA. The major should be called Actuarial Studies.

4. New Course

ECON 302. Blockchain and Money 3hr; 3 cr. Prereq.: ECON 201 or ECON 215.

Understanding exactly what a blockchain is, why it matters for business activities with emphasis on the financial sector. Blockchain’s role as a decentralized distributed ledger is analyzed through use cases in technology, business, and enterprise products and institutions. Topics include the governance and regulatory issues surrounding blockchain’s applications.

Justification:

This course is important for Finance majors in the FinTech concentration. It allows students to learn about the effects of technology in the rapidly evolving eco-system of fintech. The tools, theories and methods of economics are used to explore both permissioned and permissionless blockchains. The course will focus first on the big picture view of blockchain technology, i.e. how cryptocurrencies depend on it. It moves on to discuss the governance and regulatory issues surrounding blockchain’s implementation and ends with an analysis of blockchain’s effectiveness by examining various case studies.

5. New Course

BUS 357. Introduction to Python for Financial Applications 3hr; 3 cr. Prereq. or Coreq.: BUS341W

Course Description:

Students will learn how to write programs in Python to work with financial datasets. Python libraries will be utilized to do more advanced data analysis.

Justification:

This course will be an elective in the Finance major with a FinTech Concentration. The course provides students with additional technical skills to enable them to efficiently work with large financial datasets. Knowledge of computer programming is expected in FinTech sector. Python is one of the most widely used programming languages in FinTech.

GCC Minutes Dated February 17, 2021

A. ITEMS FOR UNIVERSITY REPORT

1. ACCT

a. Program Change: Change in requirements for degree/certificate

FROM:

Requirements for the Master of Science Degree

Students who have successfully completed the graduate core courses above (i.e., with a minimum GPA of 3.0) or possess an undergraduate degree in accounting must then complete at least 30 graduate credits with a minimum overall GPA of 3.0. A minimum grade of C+ must be earned in courses from Accounting (ACCT) in order for the credits to be applied toward the degree. Students must also successfully complete a comprehensive accounting examination, which may be retaken once in the event of initial failure. The 30 graduate course credits include:

a. The ~~seven~~ required courses (~~21~~ credits) in accounting:

ACCT 712. Advanced Financial Accounting Theory

ACCT 723. Advanced Auditing Theory and Practice

ACCT 747. Communications and Accountants

ACCT 748. Advanced Accounting Information Systems (students who have received credit for at least two undergraduate or graduate computer science or information systems courses are exempt from ACCT 748, and may ~~substitute an elective from part d., below~~).

~~ACCT 752. Advanced Studies in Business Law~~

ACCT 757. Taxation of Business Entities

ACCT 773. Government and Not-For-Profit Accounting and Auditing (students who have received equivalent undergraduate credit ~~must substitute an elective from part d., below~~).

b. ~~The two required courses (6 credits) in economics or risk management:~~

~~one course from ECON 703. Price & Distribution Theory or RM 706. Risk Transfer to Insurance Markets one course from ECON 715. Corporate Finance or RM 705. Risk Transfer to Financial Markets~~

~~c. One course (3 credits) from the following set of economics or risk management courses (students who have taken ECON 382 or its equivalent are exempt from this requirement and must choose an additional 3-credit course from part d. below):~~

~~ECON 705. Mathematical Economics~~

~~ECON 721. Econometrics~~

~~RM 704. Risk Measurement~~

~~ECON 726. Introduction to Operations Research~~

~~d. The following elective classes are available to students who have satisfied one or more of the ten required courses through their previous undergraduate or graduate coursework:~~

ACCT 707. Contemporary Issues in Management Accounting
ACCT 751. Public Interest Law
ACCT 758. State and Local Taxation
ACCT 759. Estate and Gift Taxation and Administration
CSCI 688. Advanced Productivity Tools for Business
ECON 711. Money and Capital Markets
ECON 750. Industrial Organization and Control
ECON 770. Urban Economics: Tools, Methodology, and Applications
HIST 774. History of American Business
PHIL 760. Business Ethics
PSCI 640. Public Administration
PSCI 715. Organization Theory
PSYCH 754. Behavioral Science and Business
SOC 716. Professional Writing and Communication for Social Research
SOC 728. The Sociology of Organizations: Government and Non-Profits
URBST 727. Public Management
URBST 742. Public Budgeting

TO:

Requirements for the Master of Science Degree

Students who have successfully completed the graduate core courses above (i.e., with a minimum GPA of 3.0) or possess an undergraduate degree in accounting must then complete at least 30 graduate credits with a minimum overall GPA of 3.0. A minimum grade of C+ must be earned in courses from Accounting (ACCT) in order for the credits to be applied toward the degree. Students must also successfully complete a comprehensive accounting examination, which may be retaken once in the event of initial failure. The 30 graduate course credits include:

a. The nine required courses (27 credits) in accounting, economics and risk management:

ACCT 712. Advanced Financial Accounting Theory

ACCT 723. Advanced Auditing Theory and Practice

ACCT 747. Communications and Accountants

ACCT 748. Advanced Accounting Information Systems (students who have received credit for at least two undergraduate or graduate computer science or information systems courses are exempt from ACCT 748, and may choose an additional 3 credit elective from part b., below).

ACCT 757. Taxation of Business Entities

ACCT 773. Government and Not-For-Profit Accounting and Auditing (students who have received equivalent undergraduate credit are exempt from this course and must choose an additional 3-credit elective from part b., below).

ACCT 785. Data Analytics for Accountants: (students who have completed ACCT 385, or its equivalent, are exempt from this course and must choose an additional 3-credit course from part b., below

RM 706. Risk Transfer to Insurance Markets

ECON 715. Corporate Finance (students who have completed BUS 341, or its equivalent, are exempt from this course and must choose an additional 3-credit course from part b., below)

b. One elective course (3 credits) from the following. Additional elective classes are available to students who have satisfied one or more of the nine required courses through their previous undergraduate or graduate coursework:

ACCT 707. Contemporary Issues in Management Accounting
ACCT 751. Public Interest Law
ACCT 752 Advanced Studies in Business Law
ACCT 758. State and Local Taxation
ACCT 759. Estate and Gift Taxation and Administration
CSCI 688. Advanced Productivity Tools for Business
ECON 721. Econometrics (not available to students that have completed ECON 382 or equivalent)
Other Economics classes as approved by the MS Accounting graduate program director
HIST 774. History of American Business
PHIL 760. Business Ethics
PSCI 640. Public Administration
PSCI 715. Organization Theory
PSYCH 754. Behavioral Science and Business
Risk Management classes as approved by the MS Accounting graduate program director
SOC 716. Professional Writing and Communication for Social Research
SOC 728. The Sociology of Organizations: Government and Non-Profits
URBST 727. Public Management
URBST 742. Public Budgeting

Justification:

- 1. ACCT 752 (Advanced Studies in Business Law) will no longer be required, but will be available as an elective. Justification: CPA exam has decreasing emphasis on Business Law and will be phasing it out by 2024.*
- 2. ACCT 785 (Data Analytics for Accountants) goes from an elective (previously offered under ACCT 791.1) to required. Justification: Both the CPA exam and the employers have placed increasing reliance on the tool sets covered in this course.*
- 3. ECON 721 (Econometrics) has been removed from the MS Accounting curriculum. Justification: Concepts in this course related to accounting will be covered either in Accounting 748 (Advanced Accounting Information Systems) or Accounting 785 (Data Analytics for Accountants).*
- 4. ECON 703 (Price & Distribution Theory) and RM 705 (Risk Transfer to Financial Markets) moved (among the two classes to choose from in economics/risk management) are no longer required. Justification: We believe the now two required courses (RM 706 and ECON 715) provide more of the skills needed by all students attaining the MS Accounting degree.*
- 5. Students who have taken Business 341 (or its equivalent) are exempt from ECON 715. Justification: Key concepts covered in ECON 715 have been covered in BUS 341. Students will pick an elective class from part b.*
- 6. Economics and Risk Management classes as approved by the MS Accounting graduate program director. Justification: Certain economics and risk management courses contain applications that are useful to accountants planning careers in either public accounting or corporate finance.*

2. ACCT

b. New Course

ACCT 785: Data Analytics for Accountants. 3 hr.; 3 cr.

Prerequisites Courses: None

Course Description: This course utilizes various data analytic tools (Excel, IDEA, “R,” Python, Tableau, XBRL) used by accountants and CPAs in auditing, taxation, consulting services, industry and government and not for profit firms. Case studies emphasize hands-on learning both individually and working in teams. Assignments will develop the data analytic skills valued by employers. Fall, Spring

Projected Enrollment: 25

Projected Frequency: One section each semester meeting one evening a week

On-line Instruction: Assuming college campus is open by Fall 2021, all instruction for this course will be held on site, preferably in a computer lab. Instructors will have experience in all applications used by students.

Justification: Data analytics is transforming how business decisions are reached and implemented. All firms, including CPA firms, corporations and even not for profit and governmental entities are using advanced analytic tools such as IDEA, Tableau. “R”, Python and web-based information to improve operating efficiencies, enhance internal controls and expand product lines. Employers expect that students filling even entry level jobs will have exposure and experience with these tools. Material covered in this course will complement areas of study in the MS Accounting program including, advanced auditing theory, taxation of business entities, government and not for profit accounting and auditing by exploring case studies that will improve skill sets that can be applied to these areas.

3. ECP

c. Minor Change: Change in course description

FROM:

ECPCE 829. Internship in School Counseling. 2 hr. plus fieldwork. Internship is a field-based course during which candidates will be placed for 75 to 300 hours per semester in a K-8 or 9-12 school setting. During the program, candidates are required to complete at least 300 hours in a K-8 school setting and at least 300 hours in a 9-12 school setting. While on internship candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours). A case study is required as part of this course. During internship candidates are under supervision of a school counselor and Queens College faculty and must attend a course on campus. Prerequisites: Permission of the advisor and completion of the School Counseling Practicum course, ECPCE 729.4.

- ECPCE 829.1. 1 cr. (75 hr.)
- ECPCE 829.2. 2 cr. (150 hr.)
- ECPCE 829.3. 3 cr. (225 hr.)
- ECPCE 829.4. 4 cr. (300 hr.)

TO:

ECPCE 829. Internship in School Counseling. 2 hr. plus fieldwork. Internship is a field-based course during which candidates will be placed for 75 to 300 hours per semester in a K-8 or 9-12 school setting. During the program, candidates are required to complete at least 300 hours in a K-8 school setting and at least 300 hours in a 9-12 school setting. While on internship candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours). A case study is required as part of this course. During internship candidates are under supervision of a school counselor and Queens College faculty and must attend a course on campus. Prerequisites: Permission of the advisor and completion of the School Counseling Practicum course, ECPCE 729.4. Graded on a Pass/Fail basis only.

- ECPCE 829.1. 1 cr. (75 hr.)
- ECPCE 829.2. 2 cr. (150 hr.)
- ECPCE 829.3. 3 cr. (225 hr.)
- ECPCE 829.4. 4 cr. (300 hr.)

Justification: The fieldwork course has always been graded on a P/F basis. When changes were submitted due to the new program requirements, I neglected to indicate the grading on a P/F basis.

4. MATH

d. Course Withdrawal

MATH 550: Studies in Mathematics

Prerequisite Courses: 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

Justification: MATH 550 is being retired in favor of MATH 590.

5. MATH

e. Course Withdrawal

MATH 650: Studies in Mathematics

Prerequisite Courses: 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

Justification: MATH 650 is being retired in favor of MATH 690.

6. SEYS

f. New Course

SEYS 747: Multiple Literacies in English Language. 3 hr.; 3 cr.

Prerequisite Courses: Initial Certification, or 570.4 or equivalent

Course Description: This course focuses on curriculum issues related to writing and expression as mediated by the various conceptions of literacy among students and teachers in ELA classrooms. We will pay particular attention to the ways in which literacy, defined as social practice, is informed and mediated by students' identities. In addition to considering historical and political assumptions and functions of literacy in an increasingly globalized and digitized age, we will engage in our own explorations of a variety of rhetorical modes and critical literacies, as well as examine the benefits and challenges of broadening definitions of literacy in contemporary ELA classrooms. As we work toward developing culturally sustaining (Paris, 2012) curricula and pedagogies, we will also examine the contexts in which students develop identities as writers as well as which of students' multiple literacies (including digital, hip hop and/or home literacies, for example) are supported and/or excluded by "academic" conventions and other mainstream literacy practices in the current educational context of standardization and accountability.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per academic year

On-line Instruction: This course will be taught in person or hybrid, unless the College is operating remotely. The course instructor will have had prior experience teaching this course (since it has been offered for several years under a "variable topics" number. If the College is operating remotely.

Justification: This course provides a thorough exploration of curriculum and is central to the preparation of ELA teachers in the English Education program. The focus of the course on culturally sustaining curricula and pedagogies for diverse contexts is reflective of the program's mission to prepare teachers in Queens and the New York area, working in diverse school settings.

7. SEYS

g. New Course

SEYS 748: Contemporary Issues in English Language Arts. 3 hr.; 3 cr.

Prerequisite Courses: Initial Certification, or 570.4 or equivalent

Course Description: In this course, we examine contemporary discourse and practice around writing instruction in the secondary English Language Arts (ELA) classroom. School-based composition is often framed and assessed as a specific set of discrete skills that can be developed through decontextualized “best practices.” We will interrogate the assumptions about writing and literacy that sustain these practices and contextualize them within larger (settler) colonial projects. Ultimately, we will develop our own writing philosophies and associated curricular innovations and pedagogical moves.

Specifically, throughout this course, we will:

- Review the social, historical, and political contexts that shape contemporary approaches to standards-based writing instruction
- Investigate our assumptions about the writing process and our conceptions of “good” writing
- Explore the challenges, tensions, and possibilities of a decolonial educational framework
- Develop a range of creative, collaborative, and nontraditional approaches to standards-based writing instruction

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per academic year

On-line Instruction: This course will be taught in person or hybrid, unless the College is operating remotely. The course instructor will have had prior experience teaching this course (since it has been offered for several years under a “variable topics” number If the College is operating remotely.

Justification: This rigorous course is structured so as to provide classroom skills and contextualized understanding of writing instruction to ELA teachers in the English Education program. The decolonial emphasis of the course contributes to the social justice groundings of the program and its mission to train teachers with a commitment to decolonial and laboratory pedagogies.

FACULTY SENATE ROSTER 2020-2022

Attendance-February 11, 20201

<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	P
Anthropology	Thomas Plummer	2	P	Omri Elisha	2	P
Art	Chloe Bass	1	P	Lawrence Waldron	1	
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	P
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	
Economics	Jennifer Roff	2	P	Mathew Bradbury	2	
Elementary and Early Childhood Education	Karla Manning	1	P	Ashraf Shady	1	
Secondary Education and Youth Services	Theresa Gurl	2	P	OPEN	2	
Educational & Community Programs	YungChi Chen	2	P	Sun A. Kim	2	
English	Miles Grier	1	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		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-February 11, 20201

<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		Adam Kapelner	1	P
Media Studies	SinJoung Yeo	2	P	Richard Maxwell	2	
Music, Aaron Copland School of	Jeff Nichols	1	P	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	
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		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	
	James T. Mellone	2	P	Veronica J. Hinton	2	P
	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 –February 11, 2021

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	At Large			
1.	Andre Benjamin			
2.	Joseph Coubourne			
3.	Kimberly Wyllie			
4.	Rolando Martinez			
5.	Oliver Ngai			
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			
2.	Andrea Buzon	P		
3.	Alihaider Hassan	P		
	Undergraduate Upper Sophomore - Lower Junior			
1.	Rida Zaidi			
2.	Parisiah Zaman			
3.	Matthew Rosenblatt			
	Undergraduate Freshman - Lower Sophomore			
1.	Aura Maria Pena			
2.	Nariah Greene			
3.	Alexander Kestenbaum			
	SEEK			
1.	Marie James	P		

**QUEENS COLLEGE
ACADEMIC SENATE
2020-2021**

Attendance –February 11, 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	
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. Jennifer Jarvis, Vice President for Student Affairs	
Dr. Alicia Alvero, Associate Provost for Academic and Faculty Affairs	P
Dr. Eva Fernández, Associate Provost for Innovation and Student Success	P
Mr. vacant, VP for Finance and Administration	
Dr. William McClure, Dean for Division of Arts and Humanities	
Dr. Ekaterina Pechenkina, Interim Dean for the Division of Social Science	
Dr. Daniel C. Weinstein, Dean for Division of Math & Natural Sciences	
Dr. Dana Fusco, Interim Dean for Division of Education	
Vacant, Office of Registrar	
Ms. Zaire Coulotte, President Student Association	P
Dave Fields, Esq., Parliamentarian	P
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. Richard P. Alvarez, VP of Enrollment and Retention	
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
<u>GUESTS</u>	
Dennis Torres - Veteran Support Services	P
Mohammad Ashraf – Academic Advising	P
Amy Hsin - Sociology	P
Paul Fadoul - European Languages and Literature	P
Rachel Stern - Center for Teaching and Learning	P
Sara Hinojos - Media Studies	P
Laura Silverman – Academic Advising	P
Sonia Jamshad - Student	P