

## Meeting of Queens College Academic Senate

Date: April 8, 2021

Time: 3:35 p.m.

Place: Remote

### AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of March 11, 2021
3. Announcements, Administrative Reports, and Memorials:

The Agenda for the meeting of the Academic Senate on May 13, 2021 will be prepared at the Executive Committee meeting on Thursday, April 29, 2021. Any lengthy material to be considered by the Executive Committee on that date should be emailed to: [Simone.Yearwood@qc.cuny.edu](mailto:Simone.Yearwood@qc.cuny.edu) or [Brenda.Salas@qc.cuny.edu](mailto:Brenda.Salas@qc.cuny.edu) by April 23, 2021.

4. Special Motions
  - a. A Resolution Supporting the Creation of a Campus-wide Land Acknowledgement Statement
5. Committee Reports:
  - a. Undergraduate Curriculum Committee minutes dated March 11, 2021
  - b. Graduate Curriculum Committee minutes dated March 10, 2021
  - c. Nominating Committee Report dated April 2021
6. Old Business
  - a. Nominations to the Nominating Committee
    - i. Faculty- Social Science
7. New Business
  - a. Calendar of Senate and Executive Committee meetings
  - b. Queens Diversity Presentations: Italian Americans and Greek Americans.
    - i. Anthony Tamburri
    - ii. Nicholas Alexiou

**MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE    March 11, 2021**

**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 distributed.

**2. Approval of Minutes:**

- i. MOTION: Duly made by Chair Yearwood:

“To approve the minutes dated February 11, 2021”

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 Queens College will resume in-person classes in the fall semester following health protocols and other considerations. There will be more briefings and communications regarding this process. President Wu thanked those who attended the State of the College address. The address can be watched in the link below. He also thanked Chair Simone L. Yearwood for sending names for the Recognition Committee. The Committee is open to receiving advice and counsel about names of buildings and programs on campus. He added that the work of the committee might be pushed back to the fall semester. President Wu introduced our guest speaker, Anna Pond, who lead a discussion about mission and value.

The State of the College address: [https://www.youtube.com/watch?v=eAJY\\_QbuL18](https://www.youtube.com/watch?v=eAJY_QbuL18)

- b. Guest Speaker, Anna Pond – QC Strategic Plan

Anna Pond gave the following presentation:



March 10, 2021



President: Frank Wu



Queens College Strategic Planning 2021-2026



**Today on Strategic Planning - Share:**

- Context and process of planning overall
- Process for mission and values development
- Draft mission and values language



Queens College Strategic Planning 2021-2026

**Working Groups**

72 members – co-chairs also serve on steering committee

- Curriculum
- Diversity, Equity, and Inclusion (DEI)
- Faculty Scholarship and Creativity
- Financial Sustainability
- Student Success and Student Life
- Given questions as guides – free to identify other areas of concern

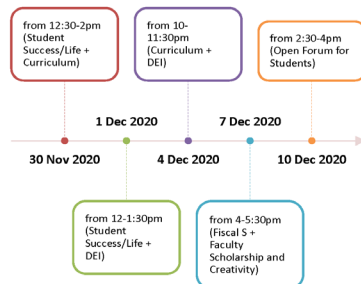
**Working Groups November 2020 – March 2021**

- Analyze strengths and challenges for their area of focus
- Discuss key related data that informs planning
- Solicit campus input via town halls
- Develop future multi-year priorities – goal, strategies, outcomes
- Identify tangible first year plan activities



Queens College Strategic Planning 2021-2026

**Town Halls Hosted**



**Steering Committee**

<b>Deliver</b>	Deliver draft mission/values and a 5-year college-wide strategic plan – goals, strategies, KPIs
<b>Ensure</b>	Ensure a quality process – transparent, engaged, evidence-based
<b>Support</b>	Support the development of the 1st year operational plan



18 members  
More info on QC 2021-2026 webpage



### What's Coming

March 2021	April-May 2021	June-Oct 2021
Mission refresh (SC)	Plan framework developed using WG proposals (SC)	Full plan drafted (SC – Anna/President)
Proposals for goals, strategies, outcomes, 1 <sup>st</sup> year actions (WGs)	Plan operational structure developed (SC)	Plan review (SC, WGs, online for community comment)
	Working group members on call	Senate approval of mission (SC)
	Town halls hosted – vet framework, mission refresh (SC)	Plan produced (QC – Comms)
		<b>PLAN IMPLEMENTED FALL 2021!</b>

Organizations usually have a mission that defines their core purpose, work, approach.

Some then have a vision that describes the desired future position.

Values can be core (current state) or aspirational.



#### Steering Committee direction:

- Crisp QC mission** – strive for a brief statement that captures what we want students and others to understand is the reason to come to QC.
- Name values that distinguish QC** – that QC will hold.
  - These could then correspond with institutional learning outcomes (what QC students uniquely learn and graduate with).
- Five-year goals** – each working group will create an aspirational goal that acts like a vision statement.

#### Mission/Values Development Process – 2020-2021



#### Queens College Mission - DRAFT

The mission of Queens College is to prepare all students to serve as a new kind of leader in a diverse world that they make more equitable and inclusive.

We do this by recognizing every student's potential and facilitating opportunities to achieve it. We guide students to determine a desired path forward that is in service to the ways they define their community or communities. We prepare students as undergraduates and graduates through rigorous academics and support so that each student completes their course of study and finds the right next step after graduation.

We take an aspirational yet practical approach to liberal arts and professional education: engaging students in learning, knowledge creation, and cocurricular activities that broaden their minds while giving them tangible skills to succeed in careers and life.



#### Queens College Values - DRAFT

We seek to embody these values and instill them in our students.

**Learn that we may serve.** This is our motto. We educate all students to live a life of service in their careers and communities. We seek to model that in the way we serve as faculty members, staff, administrators, and as an organization.

**Diversity, equity, and inclusion.** We believe our college and society benefit when we consistently and intentionally strive to become more diverse, equitable, and inclusive in how we think, treat each other and function. See our working definitions for these terms ([LINK](#)).

**A new kind of leadership:** We view leadership as a mindset and practice, not a status. We practice leadership at the college and as members of many, diverse communities with which Queens College and students, faculty, and staff identify. We believe in changing notions of who can be a leader, from a select few to everyone. We recognize practicing leadership is a unique process for each individual where some people are more comfortable with the title "leader" than others.

**Well Rounded education.** We want our students to be curious, resilient and adaptable once they leave us. At the undergraduate and graduate levels, no matter the major, we offer core skill development in key areas such as writing, math, and logic while also offering specialized education. We encourage minors and interdisciplinary double majors. We recognize the more well rounded the education we offer, the more career options, extra marketable skills and often higher pay our students will have. This enhances their abilities to make conditions better for their communities.

**Connecting scholarship and creativity with the student experience.** At QC, we value the many contributions our great scholars and researchers make in the world. We recognize engaging in knowledge creation efforts makes faculty better teachers. Our unique approach connects back to students. By emphasizing student engagement in knowledge creation - in the classroom, in the lab, and in the community - we know students gain multiple benefits, from better learning outcomes to exposure to potential careers they might not otherwise experience.



If you have comments...

[Frank.Wu@qc.cuny.edu](mailto:Frank.Wu@qc.cuny.edu)  
[annapond@me.com](mailto:annapond@me.com)



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**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 February 11, 2021”

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

Undergraduate Curriculum Committee

Minutes of 2/11/2021

**A. General Education**

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://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

To Read:

**ENSCI 200: Earth Systems Science.** 3 lec. hr.; 3 cr. Prereq.: ENSCI 100, (or GEOL 101, or ~~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.

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.

2. Art

a. Adding Prerequisite:

Course: PHOTO 276. VT: Darkroom Photography II

Prereq.: PHOTO 176. Darkroom Photography I

b. Change in Course Number:

Course content remains the same.

To read: PHOTO 335. Digital Photography III

3. Anthropology

- a. Reactivation of Anthropology 252: Historic Archaeology.

4. Political Science

a. Change in Course Title and Description

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?

**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.

**5. BALA**

a. Change in course title and description:

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.

b. Change in course title and description:

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.

c. Change in course title and description:

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.

## 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



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**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,

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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

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ANTH 342      Origins of Complex Societies  
ANTH 380      Seminar in Linguistic Anthropology  
ANTH 388      Voices of New York

**7. Accounting**

**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](http://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>	-

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<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>
<u>Spreadsheet Programming</u>	<u>CSCI 48</u>	<u>3</u>	<u>X</u>	<u>X</u>
-				-
-				-
<u>Two Elective Classes in ACCT &amp;/or ECON/BUS</u>		<u>6</u>	<u>X</u>	<u>X</u>
-				-

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.

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**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

**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



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

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

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

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.

**3. Change to existing courses:**

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

**4. Change to existing courses:**

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

**5. Change to existing courses:**

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

**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.**

To: ~~Business Administration: 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.**

To: ~~Business Administration:~~ International Business

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

To: ~~Business Administration:~~ 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.

**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.

**5b. Graduate Curriculum Committee**

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

“To accept the GCC report dated February 17, 2021”

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

**GCC Minutes Dated February 17, 2021**

**A. ITEMS FOR UNIVERSITY REPORT**

**1. ACCT**

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

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

## 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.

## 3. ECP

### c. Minor Change: Change in course description

**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.)

#### 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

#### 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

#### 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.

## 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.

**5c. Nominating Committee**

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

“To accept the Nominating Committee report dated March 10, 2021”

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

**a. Committee on Undergraduate Admissions & Re-Entry Standards**

The following faculty member was elected by unanimous consent:

Mitchell Proux                      Education                      through December 2022

**6. Old Business**

**6a. Nominations to the Nominating Committee:**

Faculty – Social Sciences (no nominees)

**7. New Business**

**7a. Queens Diversity Presentations: Jewish communities (history and demographics) in the city and borough, historically and on campus.**

- i. Arnold Franklin
- ii. Kara Schlichting

Dr. Arnold Franklin, Associate Professor of History and Dr. Kara Schlichting, Assistant Professor of History gave the following presentation:

**Jewish New York**

**Defining Jewishness**

- Religion
- Ancestry and ethnicity
- Culture

Arnold Franklin, Associate Professor of History  
Kara M. Schlichting, Assistant Professor of History

**Religious Affiliation**

- Reform
- Conservative
- Orthodox
  - Modern Orthodox
- Haredi
  - Mitsnagdic
  - Hasidic



### Common Ethnic Terms

- Ashkenazi ("German")
- Sephardi ("Spanish")
- Mizrahi ("Middle Eastern")
- Smaller groups:
  - Italian
  - Ethiopian
  - Romaniote (Greek-speaking)

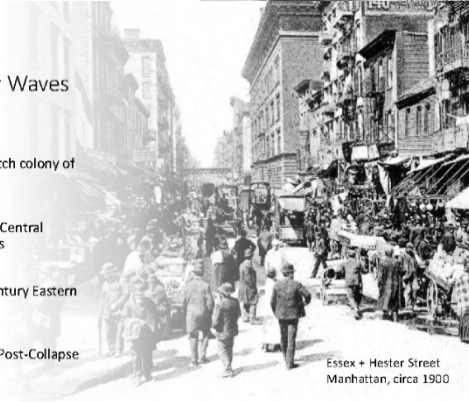


### Jews of Color

- Consciousness raised in late 1980s
- A porous designation (does it include Mizrahi Jews?)
- Population estimates: 6% - 15% of Jews in the US

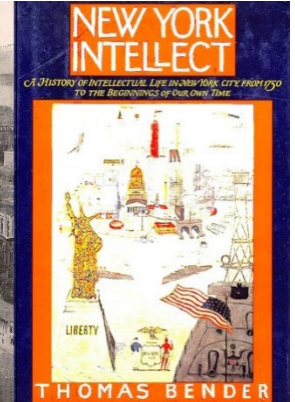
### Jewish New York: Four Waves of Immigration

- **First Wave:** Sephardic Jews in Dutch colony of New Amsterdam
- **Second Wave:** Mid-19th Century Central European German Ashkenazi Jews
- **Third Wave:** Turn-of-the-20th Century Eastern European Ashkenazi Jews
- **Fourth Wave:** Late-20th Century Post-Collapse of the Soviet Union



### City College-CUNY, the "Proletarian Harvard"

- Est. by popular referendum in 1847
- Changing city demographics, increasingly secular CCNY
  - Free tuition
  - No quotas
- CCNY majority Jewish by 1930s



### Jewish Immigration to the Queens area

- Russian-speaking Ashkenazi Jews: immigration from late 1960s
- Jews from Iran: immigration after 1979 Islamic Revolution
- Bukharan Jews from former Soviet Central Asia: immigration from 1990s



Romaniote Jewish Community - Online Exhibit: <https://scalar.usc.edu/works/romaniote-memories/index>

MOTION: Duly made by Chair Simone Yearwood:

“To Adjourn”

The meeting was adjourned at 4:31 p.m. The next Academic Senate meeting will be on Thursday April 8, 2021.



## **A Resolution Supporting the Creation of a Campus-wide Land Acknowledgement Statement**

- WHEREAS the Queens College Academic Senate recognizes that all members of the Queens College community deserve to live and work in a respectful environment without facing intolerance, bigotry, or bias; and
- WHEREAS the University has a responsibility to recognize and protect the rights of all members of its community; and
- WHEREAS we adhere strictly to the University's calls for diversity, inclusion, and equity; and
- WHEREAS we recognize that Indigenous peoples have a strong and enduring relationship to the land that they and their ancestors reside on; and
- WHEREAS we call on Queens College to follow the lead of other higher education institutions in the United States such as California State University and Illinois State University and make clear Queens College's commitment to diversity and inclusion of all peoples:
- BE IT RESOLVED the Senate will work to support the adoption of a land acknowledgment by Queens College for use on official occasions.

March 25, 2021

**A. General Education**

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

1. General Education Matters
  - a. RUSS 280. Dostoevsky (College Option: LIT)
  - b. BALA 101. Business and Society (Pathways: Individual and Society) New course.
  - c. RUSS 285. The Russian Silver Age and Avant-Garde (College Option: LIT)
  - d. RUSS 245. Russian Short Story (College Option: LIT)
2. Mathematics and Quantitative Reasoning Advisory Committee  
*No report.*
3. Writing Intensive Advisory Committee.
  - a. BALA 201W. Business Communications
4. STEM variant courses.  
*None.*

## 1. Spanish

- a. Change in description.

**SPAN 41. Masterpieces of Hispanic Literature in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of Hispanic literature from its beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. The course is intended for students who are unable to read Spanish; it is not open to students who have received credit for SPAN 204 or higher numbered courses. (LIT)

From: "The course is intended for students who are unable to read Spanish; ~~it is not open to students who have received credit for SPAN 204 or higher numbered courses.~~ (LIT)"

*Justification: Since the class is conducted in English, there is no point to deny SPAN students taking SPAN 41.*

## 2. FNES

### **Change to a Course: FNES 362 Nutrition for the Exercise Professional Clarification of Pre- & Co Requisites**

#### **From:**

FNES 362. Nutrition for the Exercise Professional. 3 hr.; 3 cr. Prereq. or coreq.: FNES 264, CHEM 103.3/103.1, BIOL 41.-The foundation of nutrition assessment and nutrition intervention across the life cycle and for diseases commonly encountered by the exercise professional.

#### **To Read:**

FNES 362. Nutrition for the Exercise Professional. 3 hr.; 3 cr. Prereq. FNES 263, Prereq or coreq.: FNES 264, CHEM 103.3/103.1, BIOL 41. The foundation of nutrition assessment and nutrition intervention across the life cycle and for diseases commonly encountered by the exercise professional.

*Justification: As a result of the recent dropping of the prerequisite of FNES 263 for FNES 264 in support of the Nutrition and Dietetics major, the Department must now add explicitly FNES 263 as a prerequisite for FNES 362. FNES 362 develops an in-depth understanding of nutritional assessment and intervention across the life cycle. As such, a basic understanding of nutritional processes and mechanisms of macronutrient utilization is required in advance, which would be achieved with FNES 263 as a prerequisite.*

## 3. Art

#### **From:**

### **Art**

Chair: Michael Nelson

Art History Deputy Chair: Judy Sund

Studio Art Deputy Chair: ~~Kurt Kauper~~

Design Deputy Chair:

~~Ryan Smith~~

Photography and Imaging Deputy Chair: Antonio Gonzalez

Department Office: Klapper 172, 718-997-4800

Professors: Gonzalez, Mitchell, Priestly, Sholette, Sund; Associate Professors: Goldberg, Ho, Kauper, Nelson, Powers, Weinstein, Woodfin; Assistant Professors: Bass, DeRosa, Grella, Smith, Waldron, Woo; Department Office Staff: Kim, Membreno, Patton; College Lab Technicians: Costanzo, Greco, Hopely-Monkell

### **Majors Offered**

Art History BA (State Education Code 02727), ~~Studio Art BA (State Education Code 02725)~~, Studio Art BFA (State Education Code 82209), BA in Art Education, K-12 Teacher (State Education Code 26445), Design BFA (State Education Code 29049), Photography and Imaging BFA (State Education Code 40351)

Please note: Changes have been made in the Studio Art curriculum that affect the total number of required credits for ~~the BA and~~ BFA degrees (subject to approval). Students are advised to check with a Studio Art advisor prior to registering for classes.

The department offers major programs in ~~three~~ areas: Art History (BA), Design (BFA), Photography and Imaging (BFA), and Studio Art (~~BA~~, BFA). The Bachelor of Arts and Bachelor of Science programs provide training in their disciplines within the framework of a liberal arts curriculum, as does the more intensive Bachelor of Fine Arts program. It is assumed that further professional and scholarly pursuits may need to take place after graduation, according to the needs and objectives of the individual student.

Students majoring in art must fulfill the department requirements outlined below as well as particular prerequisites indicated in the course descriptions. They may apply to be exempted from taking a course required for the major by passing the examination in the course (in Art History) or by obtaining approval of a portfolio from the deputy chair for Studio Art. Exempted students will take a more advanced course instead.

Students with majors other than art concentrations may have the prerequisite(s) waived for an art course. They should, however, consult with a department advisor to ascertain the nature of course demands, and receive advice on what courses are best suited to their interests. They may then enroll in an appropriate course specified by the department.

### **Department Honors and Awards**

The department offers the following prizes and awards: the Art History Prize; the Ayme Eichler Memorial Scholarship; and the Studio Art Prize.

### **THE MAJORS**

All students pursuing a ~~BA or~~ BFA in Studio Art are required to take ARTH 101 and 102, except that students who elect to become Studio Art majors after having taken ARTH 1 should take either ARTH 101 or ARTH 102 in addition. No more than 6 credits from these three courses may be applied to the ~~BA and~~ BFA degrees in Studio Art. ~~All courses of Photography and Imaging can be taken towards fulfilling Studio Art major and minor degree requirements. Students should be aware of course prerequisites and consult with an advisor if necessary.~~

### **Art History**

The major in Art History requires 36 credits, plus a foreign language requirement. See the box on page 96 for the specific requirements for the major.

Transfer students who want credit toward the major in Art History must have taken courses equivalent to those required at Queens College. Requests for transfer credit for Art History courses will be evaluated by the department. Language courses will be evaluated by the appropriate academic department.

### **Design**

The department offers a Bachelor of Fine Arts (BFA) degree in Design that prepares students for careers or graduate study in the rapidly evolving field of design. Students in the major learn visual communication using industry-standard technology across interactive, time-based, digital and traditional media. ~~Students have the option of pursuing a concentration in Communication Design, Interaction Design, or Animation and Illustration.~~ See the box on page 97 for the specific requirements for the major.

Transfer students who want to major in design must present a transcript, or a transcript and portfolio, to the Design faculty for evaluation. Except as specifically exempted by portfolio review, all transfer students must take ARTS 246, 345, and 395, along with four upper-division electives (ARTS 247 or higher) at Queens College. Up to 15 design studio credits may be transferred into the major. In addition, students may receive as many additional blanket studio credits as permitted by the BFA degree, which requires that at least 60 credits be in liberal arts.

Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75 or better within the major and receive no grade lower than C in any requirements for the major. Students must pass a portfolio review while enrolled in ARTS 241 Design I to advance in the program. Students accepted into the major are asked to meet with an advisor once each semester to ensure adherence to major requirements. A laptop computer with the Adobe Creative Cloud software is required for students majoring in Design. Apple computers are highly suggested.

### Photography and Imaging

The department offers a Bachelor of Fine Arts (BFA) in Photography and Imaging, which will prepare students in their pursuit of careers or advanced degrees in fine art, applied photography, and digital imaging. Students will be able to choose among a variety of courses in the practice of photography, including classes in traditional/analog and alternative processes, digital, and 2D and 3D scanning and printing, theory, history, and critical thinking. Students will graduate with a portfolio that can be used to further their careers in the field or apply to graduate school.

Transfer students who want to major in Photography and Imaging must present a transcript to the deputy chair for Photography and Imaging. They may be credited with up to 21 credits toward the major, including both studio art and art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take all required ARTS 300-level courses at Queens College. Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75 or better within the major and receive no grade lower than C in any requirements for the major.

See Photography and Imaging section for course information.

### Studio Art

The department offers a major in Studio Art leading to a ~~Bachelor of Arts in Fine Arts (51 credits in the major), as well as a more intensive Bachelor of Fine Arts (72 credits).~~ Both prepare a student for creative or professional work in various media.

The Fine Arts ~~focus (painting, sculpture, drawing, printmaking, ceramics, and photography)~~ gives a balance of theory and practice, an understanding of the intellectual and technical skills required in the fine arts, and preparation for a creative professional life as an artist.

All Studio Art majors must obtain at least a grade of C in each Studio Art course in order to have it count toward their major requirements. Also, Studio Art majors may not attempt to satisfy a department requirement more than twice, and credit will be given only once for the same course, unless otherwise indicated in the course description. ~~All Studio Art majors who intend to pursue the Bachelor of Fine Arts degree must apply to the department with a portfolio. The department schedules a review of portfolios once~~

~~each semester, shortly before departmental pre-registration, and students may apply at any time after their first semester as a major.~~

~~The BA with a Fine Arts concentration also provides part of the necessary background for the teacher of art in secondary schools (see the box on page 97).~~ Students in-terested in teaching Studio Art at the college level should apply for the BFA program and plan to attend graduate school in an approved Master of Fine Arts curriculum. Students planning to teach one of the design professions at the college level should apply for the ~~BFA program~~ and specialize in one of its areas by electing supplementary design and media courses and then attend an approved Master of Fine Arts program. (See the box on page 97 for the specific requirements for the majors.)

Transfer students who want to major in Studio Art or Art Education must present a transcript, or a transcript and portfolio, to the deputy chair for Studio Art. They may be credited with up to ~~15 credits toward the major, including both studio art and art history courses.~~ In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take ARTS 350, 391, ~~and, for BFA students,~~ ARTS 392 at Queens College.

## THE MINORS

See the box on page 98 for the specific requirements for the minors. Changes have been made to some of the course selections for some Design minors. Please refer to the curriculum for updates.

### *Change To:*

## Art

Chair: Michael Nelson

Art History Deputy Chair: Judy Sund

Studio Art Deputy Chair:

Design Deputy Chair:

Photography and Imaging Deputy Chair: Antonio Gonzalez

Department Office: Klapper 172, 718-997-4800

Professors: Gonzalez, Mitchell, Priestly, Sholette, Sund; Associate Professors: Goldberg, Ho, Kauper, Nelson, Powers, Weinstein, Woodfin; Assistant Professors: Bass, DeRosa, Grella, Smith, Waldron, Woo; Department Office Staff: Kim, Membreno, Patton; College Lab Technicians: Costanzo, Greco, Hopely-Monkell

## Majors Offered

Art History BA (State Education Code 02727), Studio Art BFA (State Education Code 82209), BA in Art Education, K–12 Teacher (State Education Code 26445), Design BFA (State Education Code 29049), Photography and Imaging BFA (State Education Code 40351)

Please note: Changes have been made in the Studio Art curriculum that affect the total number of required credits for BFA degrees (subject to approval). Students are advised to check with a Studio Art advisor prior to registering for classes.

The department offers major programs in four areas: Art History (BA), Design (BFA), Photography and Imaging (BFA), and Studio Art (BFA). The Bachelor of Arts and Bachelor of Science programs provide training in their disciplines within the framework of a liberal arts curriculum, as does the more intensive Bachelor of Fine Arts program. It is assumed that further professional and scholarly pursuits may need to take place after graduation, according to the needs and objectives of the individual student.

Students majoring in art must fulfill the department requirements outlined below as well as particular prerequisites indicated in the course descriptions. They may apply to be exempted from taking a course required for the major by passing the examination in the course (in Art History) or by obtaining approval of a portfolio from the deputy chair for Studio Art. Exempted students will take a more advanced course instead.

Students with majors other than art concentrations may have the prerequisite(s) waived for an art course. They should, however, consult with a department advisor to ascertain the nature of course demands, and receive advice on what courses are best suited to their interests. They may then enroll in an appropriate course specified by the department.

### **Department Honors and Awards**

The department offers the following prizes and awards: the Art History Prize; the Ayme Eichler Memorial Scholarship; and the Studio Art Prize.

### **THE MAJORS**

All students pursuing a BFA in Studio Art are required to take ARTH 101 and 102, except that students who elect to become Studio Art majors after having taken ARTH 1 should take either ARTH 101 or ARTH 102 in addition. No more than 6 credits from these three courses may be applied to the BFA degrees in Studio Art. All courses of Photography and Imaging can be taken towards fulfilling Studio Art major and minor degree requirements. Students should be aware of course prerequisites and consult with an advisor if necessary.

### **Art History**

The major in Art History requires 36 credits, plus a foreign language requirement. See the box on page 96 for the specific requirements for the major.

Transfer students who want credit toward the major in Art History must have taken courses equivalent to those required at Queens College. Requests for transfer credit for Art History courses will be evaluated by the department. Language courses will be evaluated by the appropriate academic department.

### **Design**

The department offers a Bachelor of Fine Arts (BFA) degree in Design that prepares students for careers or graduate study in the rapidly evolving field of design. Students in the major learn visual communication using industry-standard technology across interactive, time-based, digital and traditional media. 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.

. See the box on page 97 for the specific requirements for the major.

Transfer students who want to major in design must present a transcript, or a transcript and portfolio, to the Design faculty for evaluation. Except as specifically exempted by portfolio review, all transfer students must take ARTS 246, 345, and 395, along with four upper-division electives (ARTS 247 or higher) at Queens College. Up to 15 design studio credits may be transferred into the major. In addition, students may receive as many additional blanket studio credits as permitted by the BFA degree, which requires that at least 60 credits be in liberal arts.

Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75 or better within the major and receive no grade lower than C in any requirements for the major. Students must pass a portfolio review while enrolled in ARTS 241 Design I to advance in the program. Students accepted into the major are asked to meet with an advisor once each semester to ensure adherence to major requirements. A laptop computer with the Adobe Creative Cloud software is required for students majoring in Design. Apple computers are highly suggested.

### **Photography and Imaging**

The department offers a Bachelor of Fine Arts (BFA) in Photography and Imaging, which will prepare students in their pursuit of careers or advanced degrees in fine art, applied photography, and digital imaging.

Students will be able to choose among a variety of courses in the practice of photography, including classes in traditional/analog and alternative processes, digital, and 2D and 3D scanning and printing, theory, history, and critical thinking. Students will graduate with a portfolio that can be used to further their careers in the field or apply to graduate school.

Transfer students who want to major in Photography and Imaging must present a transcript to the deputy chair for Photography and Imaging. They may be credited with up to 21 credits toward the major, including both studio art and art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take all required ARTS 300-level courses at Queens College. Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75 or better within the major and receive no grade lower than C in any requirements for the major.

See Photography and Imaging section for course information.

### Studio Art

The department offers a major in Studio Art leading to a Bachelor of Fine Arts (63 credits) which prepare a student for creative or professional work in various media.

The Fine Arts concentration (ceramics, drawing, interdisciplinary arts, painting, photography and sculpture) gives a balance of theory and practice, an understanding of the intellectual and technical skills required in the fine arts, and preparation for a creative professional life as an artist.

All Studio Art majors must obtain at least a grade of C in each Studio Art course in order to have it count toward their major requirements. Also, Studio Art majors may not attempt to satisfy a department requirement more than twice, and credit will be given only once for the same course, unless otherwise indicated in the course description.

Students interested in teaching Studio Art at the college level should apply for the BFA program in Studio Art and plan to attend graduate school in an approved Master of Fine Arts curriculum. Students planning to teach one of the design professions at the college level should apply for the BFA program in Design and specialize in one of its areas by electing supplementary design and media courses and then attend an approved Master of Fine Arts program. (See the box on page 97 for the specific requirements for the majors.)

Transfer students who want to major in Studio Art or Art Education must present a transcript, or a transcript and portfolio, to the deputy chair for Studio Art. They may be credited with up to 21 credits toward studio art major, 6 credits for art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take ARTS 350, ARTS 391 and ARTS 392 at Queens College.

### THE MINORS

See the box on page 98 for the specific requirements for the minors. Changes have been made to some of the course selections for some Design minors. Please refer to the curriculum for updates.

### Change in requirements:

*From:*

### REQUIREMENTS FOR THE MAJORS IN ART

#### STUDIO ART MAJORS

~~For the BA (total of 51 credits), the BFA (total of 72 credits) in Studio Art, or the BA in Art Education (total of 51 studio art credits plus required education courses), all Studio Art majors must obtain at least a grade of C for all courses to be credited toward their major requirements (including courses in Art History).~~

#### ~~STUDIO ART (MAJOR CODE ARTS-BA)~~

~~BA (Fine Arts) and BFA: Basic Courses (Level 1): 24 credits:~~

~~Art History~~



ARTH 101 and 102 plus two additional Art History courses, one from Modern and one from any of the other general areas of Art History.

**Studio Art**

~~ARTS 151 plus three courses from ARTS 150–199.~~ Studio Art Majors must complete their Basic Level 1 courses before taking Intermediate courses (Level 2).

**Intermediate courses (Level 2)**

~~21 credits: Seven courses from ARTS 200–399, including three within one area of concentration. See a faculty advisor. BA students must complete their intermediate courses (Level 2) before taking Advanced courses (Level 3).~~

**Advanced courses (Level 3)**

~~6 credits: ARTS 350 and 391 in the student's concentration.~~

**BFA COURSES (LEVEL 4) (MAJOR CODE ARTS-BFA)**

~~21 credits: ARTS 386 or 390, ARTS 392, plus five additional electives from ARTS 150–399.~~ BFA majors are encouraged to take additional art history courses as well as ARTS 393, an internship at a faculty-advisor-approved nonprofit arts organization in New York City. Majors should take ARTS 391 and 392 consecutively in their final two terms as the last part of their studio coursework.

**ART EDUCATION (MAJOR CODE ARTED-BFA)**

Students planning to teach art ~~in junior or senior high schools~~ are required—for certification in the State of New York and for licensing in New York City—to complete 51 credits in art plus prescribed courses in secondary education. The requirements are the same as those of the BA in Studio Art, Fine Arts Concentration, except that ARTH 254 or 255 should be included in the 12-credit Art History requirement. Required secondary education courses are ~~SEYS 201, 221, 333, 350, 365, and 375.~~

*Change To:*

**REQUIREMENTS FOR THE MAJORS IN ART**

**STUDIO ART (MAJOR CODE ARTS-BFA)**

For the BFA (total of 63 credits) in Studio Art, or the BA in Art Education (total of 51 studio art credits plus required education courses), all Studio Art majors must obtain at least a grade of C for all courses to be credited toward their major requirements (including courses in Art History).

All courses of Photography and Imaging can be taken towards fulfilling Studio Art major and minor degree requirements. Students should be aware of course prerequisites and consult with an advisor if necessary.

**Art History Core course:** (12 credits)

ARTH 101 and 102 plus two additional Art History courses, one from Modern (ARTH 246-260) and one from any of the other general areas of Art History (ARTH 110-240, 262-286).

**Basic Courses, Level 1:** (24 credits)

Studio Art Required Courses

ARTS 150, ARTS 151, ARTS 161, ARTS 182, ARTS 185, PHOTO 165, ARTS 186, ARTS 333

**Intermediate Courses, Level 2:** (18 credits)

choose one of the following tracks:

***Ceramics Track:***

Required courses: three courses from ARTS 282. VT and three courses from ARTS 369. VT (one of the ARTS 369. VT: Ceramics Technology should be included.)

***Drawing track:***

Required courses: ARTS 240, ARTS 253, two courses from ARTS 271, 272, 273, or 274, one course from ARTS 187 or ARTS 266 and one elective course from ARTS 254 or any Studio Art, Design, or Photography and Imaging. Some Courses may require prerequisites.

***Interdisciplinary Art Track:***

Required courses: ARTS 388, ARTS 394, ARTS 397, one course from ARTS 386 or ARTS 390, any two of the electives, but from different disciplines ARTS 260, ARTS264, ARTS 282, ARTS 369, ARTS 283, ARTS 284, ARTS 240, ARTS 253, ARTS 272, ARTS 273 ,ARTS 274, PHOTO 176, PHOTO 256

***Painting Track:***

Required courses: ARTS 240, ARTS 260, ARTS 263, ARTS 256, ARTS 365, one elective course from any Studio Art, Design, or Photography and Imaging. Some Courses may require prerequisites.

***Photography Track:***

Required courses: PHOTO. 176, PHOTO. 225 VT, PHOTO. 235 VT, PHOTO. 256 VT, PHOTO. 276 VT, PHOTO. 355 VT

***Sculpture Track:***

Required courses: ARTS 284, ARTS 288, ARTS 385, ARTS 394 and two courses from ARTS 283. VT Advanced Courses (required for all BFA majors), Level 3: (9 credits)  
Required courses: ARTS 350, ARTS 391, ARTS 392

BFA majors are encouraged to take additional art history courses as well as ARTS 393, an internship at a faculty-advisor-approved non-profit arts organization in New York City. Majors should take ARTS 391 and 392 consecutively in their final two terms as the last part of their studio coursework.

**ART EDUCATION (MAJOR CODE ARTED-BFA)**

Students planning to teach art in public schools are required—for certification in the State of New York and for licensing in New York City—to complete 51 credits in art plus prescribed courses in secondary education. The requirements are the same as those of the BA in Studio Art, Fine Arts Concentration, except that ARTH 254 or 255 should be included in the 12-credit Art History requirement. Required education courses are SEYS 201, 221, 333, 350, 340 365, EECE 310W, ECPSE 350, 375 and 376.

***Justification:***

*Both the Design (ARTGD-BFA) and Photography and Imaging (PHOTO-BFA) majors are 63 credits. For less confusion, Studio Art changed our major requirements for Studio Art (ARTS-BFA) from 72 credits to 63 credits. The Art Department is not eliminating the Studio Art (ARTS-BA) but there is no longer a need to offer an Studio Art (ARTS-BA). It is because the Studio Art (ARTS-BA) is 51 credits, only 12 credits less than the new change of Studio Art (ARTS-BFA) requirement. The basic courses, (Level 1) provide students with stronger theory and expose them to various artistic media before choosing a particular track of study. The tracks of study in ceramics, drawing, interdisciplinary art, painting, photography, sculpture provide students with the option of building skills within one specific area of Studio Art. The required and elective courses are listed clearly to avoid overwhelming confusion to degree work audits. The new change of Studio Art (ARTS-BFA) aligns more with current practices at peer institutions than the current Studio Art (ARTS-BA) degree. The Art Department wants to ensure that its graduates are prepared for today's job markets and further education.*

## 4. Economics

**Adding a New Concentration to the Bachelors in Business Administration Finance Major, FinTech.** Program title: BBA Finance, FinTech Concentration, BBA Credits: 63  
HEGIS code: 0504.00, Program code: 27978 and 60225

**BBA Finance Major  
FinTech Concentration**

**Courses Required for all BBA Students.**

Requirements for All BBA Students

Business Fundamentals (42 Credits)

ACCT 101 Introduction to the Theory and Practice of Accounting I

ACCT 102 Introduction to the Theory and Practice of Accounting II

ACCT 261 Business Law

or ACCT 367 Federal and NYS taxes and Income

BUS 241 Corporation Finance

BUS 243 Economics of Distribution and Marketing

BUS 247 Business Economics

BUS 384 Forecasting and Regression Analysis for Business

or Eco 382 Introduction to Econometrics

CSCI 48 Spread Sheet Programing

BUS 356: Applied Financial Analysis (Prereq. CSCI 48; Coreq. BUS 341W)

or CSCI 111: Introduction to Algorithmic Problem-Solving (Prereq. or Coreq.: MATH 120 or 151 or equivalent)

ECON 101 Introduction to Macroeconomics

ECON 102 Introduction to Microeconomics

ECON 249 Statistics as Applied to Economics

or Math 241 Introduction to Probability and Mathematical Statistics

~~MATH 131 Calculus for the Social Sciences~~

~~or MATH 141 Calculus and Differentiation~~

~~or MATH 151 Calculus/Differentiation and Integration~~

~~or MATH 157 Honors Calculus~~

**Social and Ethical Aspects of Business Ethics**

PHIL 160 Business Ethics

**Communication**

BUS 160W Introduction to Business Writing Core Finance Classes:

**Additional Requirements for the Finance Major**

~~(2 courses, 6 credits)~~

~~Globalization and the Environment~~

~~List of electives available from the Economics or in the BBA Website~~

Note: All courses in Business Fundamentals, Society and Ethics, and specialization courses taken for the BBA must be completed with a letter grade to be counted for the major P/NC grades will not be accepted.

**Additional Requirements for the BBA Finance Major FinTech Concentration**

**Required:**

BUS 341W: Intermediate Finance (Prereq.: BUS 160W, BUS 241 and ECON 249 or permission of the instructor)

ECON 201: Macroeconomic Analysis (Prereq.: ECON 101 or 103 and 102 or 104)

or ECON 215 Money and Banking (Prereq.: ECON 101 or 103 and 102 or 104)

ECON 301 Economics of Cryptoassets (Prereq.: ECON 201 or ECON 215)

ECON 302 Blockchain and Money (Prereq.: ECON 301, New Course)

**2 Electives Courses (6 credits) from:**

BUS 357: Introduction to Python for Financial Applications (Prereq.: BUS341W, New Course)

BUS 386 Financial Econometrics (Prereq.: ECON 382 or BUS 384 and MATH 241 or permission of the instructor)

ECON 387 Advanced Econometrics (Prereq.: ECON 382)

MATH 342W Data Science Via Machine Learning and Statistical Modeling (Prereq.: MATH 231,

MATH 241, CSCI 111)

***Justification:***

*Queens College currently offers a BBA in Finance major with only one concentration, Corporate Finance. Finance is evolving quickly and is being greatly impacted by technology. There is a relatively new field in finance, Fintech, that looks at how technology can be used to provide financial services. Fintech is utilized to help companies, business owners and consumers better manage their financial operations, processes, and lives by utilizing specialized software and algorithms that are used on computers and smartphones. We propose to add a FinTech concentration to our BBA Finance major. Adding the FinTech concentration to our Finance Major will increase the choices of study for our students and provide training in a rapidly expanding field. Offering a Finance Major FinTech concentration would better prepare students for jobs in a variety of quantitative finance roles including: quantitative analysts, financial analysts, blockchain developers, compliance experts, and cybersecurity analysts. We expect the FinTech concentration to attract a large number of BBA students. In the first year, we expect enrollment in the FinTech concentration to be approximately 20 students, but we anticipate a greater demand, with enrollment rising rapidly over time.*

*The total number of credits in the BBA Finance- Fin Tech Concentration is 63. This is the same number of credits as the BBA Finance- Corporate Finance Concentration. To keep the same number of credits, Globalization and the Environment electives were eliminated from the FinTech Concentration. The justification is that FinTech is an interdisciplinary program. It requires both computer science and economics/business skills. Thus, students are exposed to different fields of study. Students in the FinTech concentration study crypto currencies and blockchain technology which are at the center of Globalization issues.*

*Unlike other BBA majors including the Finance Major Corporate Finance Concentration, students in the Finance Major FinTech Concentration will not be allowed to take Math 131 to fulfill the calculus requirement. They will take a calculus course from the following choices: MATH 141/MATH 151/MATH 157. Students in the Finance FinTech concentration need a more in-depth background in calculus to understand programming (MATH 111), machine learning (MATH 342W), and advanced econometrics (BUS 386 and ECO 387), all of which are part of the FinTech concentration.*

*Unlike other BBA majors including the Finance Major Corporate Finance Concentration, students in the Finance Major FinTech Concentration will have two computer science/data methods required courses. In addition to CSCI 48 Spread Sheet Programming, Finance Majors with a FinTech concentration will have to take a financial modeling spreadsheet programming course (BUS 356) or a more advanced computer science programming course (CSCI 111). Professionals in the FinTech field are expected to understand both finance and technology. The required computer science courses in the Finance Major FinTech concentration will help students develop knowledge and skills in computer programming and financial modeling spreadsheet programming needed for jobs in the field.*

New Course – ECON 302 Blockchain and Money 3hr; 3 cr. Prereq.: ECON 301

Course Description:

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. BALA

New course:

BALA 101. Business and Society.

3 hr.; 3 cr.

An interdisciplinary study of the impact of business on individual and society. Students will explore relationships between people, business, and politics. Concepts in globalization, financial markets, ethics, diversity, leadership, and economics will be examined from an individual perspective vs. societal perspective. Students will receive a broad overview of business functions, including finance, human resources, marketing, and computer information systems.

*Justification:*

*This course has been revised to satisfy the CUNY Pathways General Education requirements (Flexible Core for Individual and Society). The course proposal was submitted to Dr. David Andrew Jones, Special Assistant to the Provost for Curriculum, who assisted with the modifications. Since the revised course satisfies the General Education requirements, the prerequisite and limitation for BALA minor students is eliminated.*

## 6. MATH

# I. Changes to the Requirements for a Major or Minor

**Proposal 1: Update requirements for Elementary Education Option.**

**FROM: (As approved by UCC in Nov 2020)**

THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE MATH-ELEM)

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

**TO READ:**

THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE MATH-ELEM)

**Required:** MATH 119, 141–143 (or 151–152), 220 (or 209 or 509), 231, 241, 518 (or 618) and CSCI 12 or higher. Two additional MATH courses numbered 200 or above will be chosen with the advice and approval of the student's department advisor. At least twelve credits of these required and elective courses must be taken at Queens College. Each student must obtain a department advisor by the beginning of the junior year. A student pursuing this option is required to declare and complete a second major in EECE.

***Justification:** Elementary Education majors are currently required to take both MATH 220 and MATH 509. With the other proposals clarifying the roles of MATH 209, 220, and 509, students will be instead be required to take MATH 220 or MATH 209 or MATH 509 and one additional course of their choosing.*

**Proposal 2: Updating the requirements for the data science and statistics option of the math major.**

**FROM: (As approved by UCC in Nov 2020)**

THE DATA SCIENCE AND STATISTICS OPTION (CONCENTRATION CODE MATH-DSS)

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

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

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

**TO READ:**

THE DATA SCIENCE AND STATISTICS OPTION (CONCENTRATION CODE MATH-DSS)

**Required:** MATH 201, 231 (or 237), 241, 310 (or 320), 340, 341, 342W, 343; CSCI 111, 212 (or 211); ECON 382, 387; and DATA 205 (or BIOL 230 or MATH 242). There is an additional requirement of three electives. A course may **not** be counted as both a required and an elective course. At least twenty-four credits of these required and elective courses must be taken at Queens College.

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

***Justification:** This proposal improves the offering of our DSS concentration by reworking its four core courses to be united together using a common vision, notation and perspective such that the courses build off of each other and communicate with each other. The updated courses are in later proposals.*

## II. New Courses

### Proposal 3: Creation of MATH 209

#### **MATH 209. Elementary Set Theory.**

3 hr.; 3 cr. Prereq.: MATH 122 or the equivalent.

Basic axioms of set theory, algebra of sets, relations and functions, orders, countable and uncountable sets, and additional topics at the discretion of the instructor. The course will introduce some basic proof techniques, with no background in proof-writing assumed. Not open to students who are taking or have received credit for MATH 509 or 609.

*Justification: Math majors who follow the Elementary Education option currently are required to take this 500-level class. We are creating a 200-level version that is also suitable for other math majors. This course is currently being taught; perhaps there will be demand for an additional section; we expect this will also increase retention of majors.*

### Proposal 4: Creation of MATH 340

#### **MATH 340. Probability Theory for Data Science.**

4 hr.; 4 cr. Prereq.: MATH 241. Coreq.: MATH 201 and 231.

Topics include introducing common random variable models, the central limit theorem, law of large numbers, random variable convergence. Topics may also include order statistics, probability inequalities, Slutsky's Theorem, Markov chains and stochastic gradient descent. Probability computation using modern software. Students cannot receive credit for more than one of the following: MATH 340 or 621.

*Justification: The content in the DSS core courses has reached maturity; it is being reorganized to reduce redundancy and expanded to offer students exposure to modern topics. The content in MATH 341, 368, and 369 has been realigned into MATH 340, 341, and 343.*

### Proposal 5: Creation of MATH 343

#### **MATH 343. Computational Statistics for Data Science.**

3 hr.; 3 cr. Prereq.: MATH 341. Coreq.: MATH 342W.

Topics may include the Score and generalized likelihood ratio tests, chi-squared tests, Kolmogorov-Smirnov test, basic linear model theory, ridge and lasso, Metropolis-within-Gibbs sampling, permutation tests, the bootstrap and survival modeling. Special topics.

*Justification: Same as Proposal 4.*

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

### Proposal 6: Updating bulletin language for MATH 220

#### **FROM:**

#### **MATH 220. Discrete Mathematics.** 3 hr.; 3 cr.

Prereq.: One semester of calculus ~~or permission of the instructor.~~ Topics taken from the subjects of logic and switching circuits, set theory, combinatorics, graph theory, and their applications. Not open to students who have received credit for MATH 120. ~~Fall~~

**TO READ:****MATH 220. Discrete Mathematics.** 3 hr.; 3 cr.

Prereq.: One semester of calculus. Discrete structures including sets, relations, and functions. Enumeration. Propositional and predicate logic. Proof techniques. Graphs, trees, and networks. Not open to students who are taking or have received credit for MATH 120.

*Justification:* MATH 220 serves an important role in the certification of the Secondary Math Education Program. Currently the course is taught differently by different instructors; we are updating the bulletin entry to clarify its content.

**Proposal 7: Updated content in MATH 341.****FROM:**

MATH 341. Bayesian Models in Data Science and Predictive Analysis. 3 hr.; 3 cr. Prereq.: MATH 241. A review of frequentist methods followed by the construction of the Bayesian framework: prior distribution specification (including Jeffreys priors); likelihood models; posterior distributions; hypothesis tests; Gibbs sampling and basic computing. Emphasis on real-world applications, including those in finance and psychology. Fall, Spring

**TO READ:**

**MATH 341. Statistical Theory for Data Science.** 4 hr.; 4 cr. Coreq.: MATH 340. Point estimation, confidence sets and hypothesis testing from both the Frequentist and Bayesian perspectives. Topics may also include power calculations, multiple comparisons, model selection and randomized experimentation. Not open to students who are taking or who have received credit for MATH 633. Students cannot receive credit for both MATH 341 and MATH 633.

*Justification:* Same as Proposal 4.

**Proposal 8: Updating bulletin language for MATH 342W.****FROM:****MATH 342W. Data Science via Machine Learning and Statistical Modeling.**

6 hr. lec./lab; 4 cr. Prereq.: MATH 231, MATH 241, CSCI 111 (or equivalent). 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.

**TO READ:**

**MATH 342W. Data Science Fundamentals and Machine Learning.** 6 hr. lec./lab; 4 cr. Prereq.: MATH 231, MATH 241, CSCI 111 (or equivalent). Philosophy of modeling with data. Prediction via linear models and machine learning including support vector machines and random forests. Probability estimation and asymmetric costs. Underfitting vs. overfitting and model validation. Formal instruction of data manipulation, visualization and statistical computing in a modern language. Writing Intensive (W). Recommended corequisites include ECON 382, 387, MATH 341, MATH 343 or their equivalents.



***Justification:** This course remains essentially the same during the realignment of the Data Science and Statistics core courses.*

#### IV. Courses withdrawn.

**Proposal 9. Withdrawing of courses during realignment of DSS core courses.**

MATH 368. Advanced Probability.

MATH 369. Advanced Statistics.

#### Changes to Descriptive Text in the Bulletin

**Proposal 10: Update bulletin language – Only one math degree.**

**FROM:**

Students majoring in mathematics ~~may choose from one~~ of the following options: the pure mathematics option, the applied mathematics option, the data science and statistics option, the secondary education option, or the elementary education option.

**TO READ:**

Students majoring in mathematics must choose one and only one of the following options: the pure mathematics option, the applied mathematics option, the data science and statistics option, the secondary education option, or the elementary education option.

***Justification:** We are changing bulletin language to be explicit that there is only one math degree – students may not earn two math degrees, say one in pure math and another in applied math.*

#### 7. Psychology

#### New Psychology Course Proposal

PSYCH 255. Health Psychology. 3 hr.; 3 cr. Prereq: PSYCH 101. This course examines how biological, psychological and social factors affect the health of an individual. This includes a comprehensive look at the prevention and treatment of illness, the relationship between the patient and practitioner, and the role of stress and coping on health. Medical research and the role of the Food and Drug Administration will be examined. Also, this course will cover the biology of chronic health issues and the psychological impact of living with them. Other topics include psychoneuroimmunology, alternative medicines, and acute illness. The COVID-19 pandemic and opioid crisis will be covered in depth, along with health disparities across racial and gender lines.

*Justification:*

*This class would be a valuable addition to the psychology department's curriculum because it is a unique elective that exposes psychology majors to the interdisciplinary relationship between biology, psychology and sociology. Additionally, the psychology major is a common major for those who are interested in the medical and allied health fields, and a class like this intertwines the two topics together. It allows the students to develop another viewpoint to use when assessing the field of medicine. Moreover, this course can be cross disciplinary with neuroscience, FNES, and education majors.*

## 8. English

**Proposal 1:** Change in course title and description

From: ENGL 201W. ~~Essay~~ Writing for Special Fields. 3 hr. plus conf.; 3 cr. Prereq.: ENGL 110 ~~or permission of the instructor~~. An intermediate expository writing course using forms and modes appropriate to various professions and disciplines. Special fields covered in the past have included medicine, law, business, computer science, teaching, psychology, music, art, and film. ~~Some sections of this course will be limited to students enrolled in the Business and Liberal Arts minor.~~

To: ENGL 201W. VT: Writing for Special Fields. 3 hr. plus conf.; 3 cr. Prereq.: ENGL 110. An intermediate expository writing course using forms and modes appropriate to various professions and disciplines. Special fields covered in the past have included medicine, law, business, computer science, teaching, psychology, music, art, and film. May be repeated for credit if the topic is different.

**Justification:** *We would like to change the title of this course to reflect the types of writing that may be offered in this class; some sections of this class might not focus on formal essay writing but include other types of writing. Additionally, sections of this course are no longer limited to students in BALA because they now offer business writing under their own course number. Finally, this should be a VT course because if the topic is different then the course will cover entirely different material.*

**Proposal 2:** New courses

ENGL 190. Reading as Writers. 3 hr.; 3 cr. Prereq: ENGL 110. A course in the theory and practice of reading as a writer. By engaging with how writers approach texts when they read, students will explore the methodological approaches that frame writers' reading practices.

**Justification:** *This new 100-level course will be included as part of our newly proposed writing minor for students who need—or opt to take—a course that focuses on reading practices that will help them with the writing they do in other courses.*

ENGL 392. VT: Composing Digital Media. 3 hr.; 3 cr. Prereq: B in ENGL 110 or 130. This variable topics course is an introduction to the tools and rhetoric necessary to compose for digital media. Platforms vary by section and may include podcasting, website development, video essays, data visualizations, or infographics. The focus is on practice, informed by theories of digital rhetoric. May be repeated for credit if the topic is different.

**Justification:** *This new 300-level writing course will be part of our new writing minor but also available to English majors and minors as an elective. Increasingly, our graduates will be asked to write for and on digital platforms and mediums, and this course will explore different modalities of digital writing. This course is a critical component for the proposed new writing minor.*

ENGL 398. Portfolio Workshop. 3 hr.; 3 cr. Prereq: B in ENGL 110 or 130 and junior standing or permission of department. The course offers an intensive workshop experience on multimedia portfolios intended to represent the professional work completed throughout course work—including essays, creative writing, technical writing, grant writing, journalism, web content, videos, podcasts, data visualizations, and infographics. Intensive revision of portfolio elements will be informed by rhetorical analysis, theories of composition, digital humanities scholarship, and writing for various professions.

**Justification:** *This course will be for students interested in thinking deeply about revision and how to make the leap from draft writing to professional writing. The course will introduce students to the work that goes into deeply revising their writing for a public audience and will be especially suitable for students who want to pursue careers in fields that require writing samples or examples of polished writing as part of the job or internship application.*

### **Proposal 3: Proposed Writing Minor**

#### REQUIREMENTS FOR THE MINOR IN WRITING (MINOR CODE XXXXXX)

Required (18 credits)

Only 3 Creative Writing courses (9 credits) can be applied to the Minor in Writing (see the list below). If a course appears in more than one category, a student can choose which category to apply it.

#### 1. **Writing for Professions: choose one 3-credit course**

- English 201W: VT: Writing for Special Fields
- English 203W. Writing Science and Technology for the Public
- English 220. Editorial Practices
- English 396W. Writing Studies
- English 397W: Seminar in Teaching Writing
- English 392. Composing Digital Media [Variable Topics: Web Development, Video production, podcasting, data visualization, etc.]
- English 2993. Internship [with permission of the department]

#### 2. **Theories and Practices of Writing: choose one 3-credit course**

- English 200W: Writing about Writing
- English 201W: Writing for Special Fields
- English 220. Editorial Practices
- English 204W: Writing from the Field
- English 205W: Methods for Writing Research
- English 394W: Writing Multilingualism
- English 396W. Writing Studies
- English 397W. Seminar in Teaching Writing
- English 398: Portfolio Workshop
- English 2993: Internship [with permission of the department]

#### 3. **Creative Writing: choose one 3-credit course**

- English 190. Reading as Writers
- English 200W: Writing about Writing

English 220: Editorial Practices  
 English 301W. Fiction Workshop  
 English 302. Playwriting Workshop  
 English 303W. Nonfiction Workshop  
 English 304. Poetry Workshop  
 English 396W. Writing Studies.  
 English 392. Composing Digital Media [Variable Topics: Web Development, Video production, podcasting, data visualization, etc.]  
 MEDST 245. Screenwriting  
 MEDST 246. Art of the Adaptation

4. **Electives: choose three 3-credit courses (a total of 9 credits)** (note that the same course cannot be used as an elective if it was used to fulfill one of the required areas 1-3 above):

English 190: Reading as Writers  
 English 200W: Writing about Writing  
 English 201W: Essay Writing for Special Fields  
 English 203W. Writing Science and Technology for the Public  
 English 204W: Writing from the Field  
 English 205W: Methods for Writing Research  
 English 206: Writing Studio [1 cr.]  
 English 210W: Introduction to Creative Writing  
 English 211W: Introduction to Writing Nonfiction  
 English 220: Editorial Practices  
 English 2993: Internship [with permission of the department]  
 English 301W. Fiction Workshop  
 English 302. Playwriting Workshop  
 English 303W. Nonfiction Workshop  
 English 304. Poetry Workshop  
 English 382: Composing Digital Media  
 English 394W: Writing Multilingualism  
 English 396W: Writing Studies  
 English 397W: Seminar in Teaching Writing  
 English 398: Portfolio Workshop  
 MEDST 245. Screenwriting  
 MEDST 246. Art of the Adaptation

THE MINOR To meet the requirements for graduation as a Writing Minor a student must maintain an average of 2.0 in the required and elective work in Writing and complete the course sequence described in the box on this page. At least 12 credits in the minor must be completed at Queens College.

**Justification:** *The English Department has been discussing creating a new writing minor for several years now because we saw a need for both our students and for some of our newly hired full-time faculty members.*

*On the student side, over the years many students have asked us whether we offer courses that can improve their writing or provide them with practice for the professional and/or critical writing skills they will need to pursue careers that require them to be strong writers. Increasingly, our work lives are mediated by writing, and this is especially true in jobs that are done online or through digital platforms. We see the writing minor as appealing to our English majors but also to majors in all fields from Computer Science to History. And because there are many students who find themselves done with their*

*major and general education requirements but still in need of credits in order to graduate, the Writing Minor might appeal to them as a way to supplement whatever major they pursue.*

*On the faculty side, we have recently hired a number of tenure-track faculty members and lecturers with expertise in writing studies and professional writing. We also have several tenured faculty members with specializations in writing (from composition/ rhetoric to creative writing) who are eager to teach in the writing minor. All together, there are at least 15 faculty members who regularly teach—or would like to teach—various forms of writing. We also have many adjuncts with expertise in writing, either because they are professional writers as well as teachers or because they can bring in writing expertise from previous careers. And as you can see from the course list above, we also have an extensive list of courses that think about writing, practice writing, and introduce students to different kinds of writing.*

## 9. Anthropology

### a. New course.

Anthropology 236. Culture and Learning. 3 hr.; 3 cr. Prereq.: Sophomore standing and English 110. This discussion-based seminar focuses on critically examining the concept of learning, as seen from an Anthropological perspective. Students will gain an understanding of learning as a dynamic, culturally-framed process by exploring examples of child socialization practices around the world and by considering the continuation of enculturation into adulthood in varied cultural contexts. Ethnographic writings and films will be discussed in order to explore the theoretical and practical processes of learning in childhood and beyond. In addition to regular reading responses on ethnographic material, longer written student projects will provide opportunities for building skills in critical thinking, analysis, synthesis, and research.

#### *Justification:*

*Earlier versions of this course were taught under one of our topics course numbers, ANTH 239W (Special Topics in Cultural Anthropology) and were entitled “The Anthropology of Child Socialization.” As a successful course that serves as an elective for the Anthropology major and that could be offered regularly, it should have its own course number. We plan for this course to be offered yearly or at least once every other year.*

### b. New course

ANTH 282. Linguistic Subjectivities in Latin America. 3 hr.; 3 cr. Prereq.: ANTH 104 or LCD 101, or permission of instructor. An exploration of the relationship between language and social life in Latin America through ethnographic work. Students will be introduced to some of the most important theoretical discussions in linguistic anthropology and to relevant ethnographic cases that illuminate those discussions. Ethnographic case studies will focus on Indigenous and Black communities and will be divided into the following geographical areas: Mexico and Central America, the Caribbean, the Andes and Amazonia, and finally Brazil and Venezuela.

#### *Justification:*

*This course was developed collaboratively between the Anthropology (ANTH) Department and the Latin America and Latino Studies (LALS) Program with funding from an Andrew W. Mellon Foundation grant to the School of Social Sciences. The purpose of the course is to provide an additional regularly taught elective for students majoring in ANTH and/or in LALS. We plan for ANTH 282 to be taught annually by Professor Juan Luis Rodríguez Aponte.*

## 10. Psychology

## a. New course

PSYCH 375. Close Relationships. 3 hr.; 3 cr. Prereq: PSYCH 101, PSYCH 213W and PSYCH 232 or PSYCH 238. Theories and research in relationship processes. Topics will pertain to the initiation of relationships (e.g., attraction, first impressions), the development and maintenance of relationships (e.g., emotion regulation, love, intimacy, attachment, interdependence), the deterioration of relationships (e.g., conflict, violence), and the impact of relationships on health and well-being, among others.

*Justification:*

*This course will diversify the current 300-level course offerings in the Psychology Department. Additionally, this course will introduce students to contemporary perspectives in the field of psychology. Students will benefit from the enhanced heterogeneity and new perspectives this course will provide. Moreover, this course integrates findings across a variety of fields (e.g., social, personality, development) focusing on relationships.*

## GCC Minutes Dated March 10, 2021

### A. ITEMS FOR UNIVERSITY REPORT

#### 1. FNES

##### a. **Minor Change: Change in course title and description**

#### FROM:

FNES 720. ~~Physiological Principles of Fitness & Training~~. 3 hr.; 3 cr. ~~Principles underlying specific fitness programs are examined within the framework of physiological adaptations to exercise and training.~~

#### TO:

FNES 720. Exercise Physiology. 3 hr.; 3 cr. Understanding mechanisms underlying exercise at the cellular, tissue, organ and system levels. Emphasis given on critically evaluating scientific studies in exercise science.

*Justification: (1) Update course title and description: The original course title and description were written over 40 years ago. The new course title and description better reflect the content taught from current textbooks and the scientific literature. (2) The previous approach emphasized physiological principles related to exercise with little emphasis on discussing/critiquing peer-reviewed literature in exercise physiology. The minor change represents a shift to more advanced topics than just physiological principles. Also, the course will place more emphasis on discussing/critically evaluating scientific articles in the field. The title change reflects the advanced topics and the emphasis on scientific studies in the course.*

#### 2. FNES

##### b. **Minor Change: Change in course title and course description**

#### FROM:

FNES 722. ~~Exercise, Nutrition, and Weight Control~~. 3 hr.; 3 cr. ~~Interrelationships between exercise, nutrition, energy, metabolism, and weight control.~~

**TO:**

FNES 722. Exercise, Energy Balance, and Body Composition. 3 hr.; 3 cr. Interrelationships between exercise energetics, energy balance, and body composition.

*Justification: After reviewing the materials included in FNES 722, the faculty committee felt that there was too much emphasis on nutrition concepts and principles which are covered in depth in other courses in the nutrition and exercise sciences program. The topics will shift from the broad coverage of nutrition to focus on the energy components of nutrition and exercise. Thus, this minor change represents the removal of some nutrition content and the addition of the application of exercise energetic principles through case studies and a case-study project.*

*The replacement of the terms nutrition and weight control with energy balance and body composition in the course title, best reflects the topics that have always been covered in the course including the analyses of body fat and muscle, and body-weight control and weight management from an exercise perspective.*

**3. FNES**

**c. Minor Change: Change in course prerequisite and corequisite and course description**

**FROM:**

**FNES 726. Internship in Adult Fitness and/ or Cardiac Rehabilitation.** Hr. to be arranged; 3 cr. Prereq.: Completion of 24 cr. in the Exercise Science Program and/or permission of the instructor. In addition to regular seminar meetings on campus, the on-site hourly requirement varies according to the clinical nature of the internship program. This course will provide an in-depth, highly structured, practical experience in a formalized program dealing with fitness and health enhancement in healthy adult populations as well as populations involved in rehabilitative programs. The internship integrates the basic academic classroom and laboratory learning of the university setting and applies this knowledge to existing community, corporate, and/or clinically based programs. (~~Some internships are paid; some are not.~~)

**TO:**

**FNES 726. Internship in Adult Fitness and/ or Cardiac Rehabilitation.** Hr. to be arranged; 3 cr. Prereq.: Completion of 24 cr. in the Exercise Science Program, FNES 733, and/or permission of the instructor. In addition to regular seminar meetings on campus, the on-site hourly requirement varies according to the clinical nature of the internship program with the minimum requirement of 130 hrs. This course will provide an in-depth, highly structured, practical



experience in a formalized program dealing with fitness and health enhancement in healthy adult populations as well as populations involved in rehabilitative programs. The internship integrates the basic academic classroom and laboratory learning of the university setting and applies this knowledge to existing community, corporate, and/or clinically based programs.

*Justification: The change to the prerequisites to include FNES 733 is to ensure the student has the knowledge, skills and abilities needed to be successful in the internship experience. The inclusion of the total number of hours makes the student explicitly aware of the internship-hour requirement to complete the course.*

#### **4. FNES**

##### **d. New Course**

FNES 729: Cardiovascular Disease, Electrocardiography and Stress Testing. 3 hr.; 3 cr.

**Prerequisite Courses:** None

**Course Description:** Study of the pathophysiology of common cardiovascular diseases and the fundamentals of electrocardiography with special emphasis on its application to exercise stress testing.

**Projected Enrollment:** 10-15

**Projected Frequency:** Once a year

**Additional Costs:** No. The applied physiology labs currently have all the equipment necessary to meet the needs of this course.

*Justification: This course is designed to address the current needs of exercise scientists going to the field working with people with suspected or diagnosed cardiovascular disease (CVD). The course is required since exercise scientists in the clinical setting are expected to perform routine electrocardiograms and cardiovascular stress testing in order to determine the presence or absence of cardiovascular diseases. The course also expands on the pathophysiology of common CVDs, given that CVDs are still the number one reason for death in the United States. The course also addresses skills and abilities needed in order to apply for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This accreditation is needed by 2027 in order for students of the exercise science program to sit for the ACSM Exercise Physiologist and Clinical Exercise Physiologist certifications.*

## 5. FNES

### e. New Course

FNES 733 Physical Activity, Health and Exercise Prescription I. 3 hr.; 3 cr.

Prerequisite: None

**Course Description:** Application of the current scientific evidence on exercise prescription for the improvement of cardiovascular function, musculoskeletal function and overall health. Understanding of the role of physical activity in chronic disease prevention and health promotion throughout the lifespan, including common methods used to evaluate physical activity. Health appraisal and risk assessment are included. In-depth study of program design principles for various special populations.

**Projected Enrollment:** 10 – 15 students

**Projected Frequency:** Once a year

**Additional Costs:** No. The applied physiology labs currently have all the equipment necessary to meet the needs of this course.

*Justification: This course is designed to address the current needs of exercise scientists going to the field to work with healthy individuals, as well as various special populations. While other courses in the exercise science graduate program deal with physiologic responses and adaptations, laboratory techniques and research methodology, this course will address the application of the principles of exercise prescription. The course is also designed to be the first in a sequence of two courses dealing primarily with exercise prescription to improve overall health in a variety of populations. The course also addresses skills and abilities needed in order to apply for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This accreditation is needed by 2027 in order for students of the exercise science program to sit for the ACSM Exercise Physiologist and Clinical Exercise Physiologist certifications.*

## 6. FNES

### f. New Course

FNES 734 Physical Activity, Health and Exercise Prescription II. 3hr.; 3 cr.

Prerequisite Courses: FNES 733

**Course Description:** Application of the current scientific evidence on exercise prescription and program design principles for the improvement of health in people with diseases and disorders of the neuromuscular system, immune system, musculoskeletal system, as well as those with chronic cardiovascular, respiratory and metabolic diseases. Exercise testing principles for each disease or disorder are included.

**Projected Enrollment:** 10 – 15 students

**Projected Frequency:** Once a year

*Justification: This course will be the second in a sequence of two courses dealing primarily with exercise prescription to improve overall health in a variety of populations. The course is designed to address the current gap in knowledge of the graduate exercise science program on the use of exercise testing and prescription to improve overall health in people with cardiovascular, pulmonary, musculoskeletal, neurologic, immunological and neoplastic conditions. This knowledge is required as many graduate students are often hired in cardiac rehab and other clinical exercise programs dealing exclusively with people with chronic conditions and disorders. The course also addresses skills and abilities needed in order to apply for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This accreditation is needed by 2027 in order for students of the exercise science program to sit for the ACSM Exercise Physiologist and Clinical Exercise Physiologist certifications.*

## 7. MUSIC

### g. New Program

2) Please give HEGIS number if known to you: 1004.10

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

The section “Admission Requirements for the Master of Arts in Music (MA),” on page 215 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of admission requirements: “Admission Requirements for the Master of Arts (MA) in Musicology”; “Admission Requirements for the Master of Arts (MA) in Music Theory”; and “Admission Requirements for the Master of Music (MM) in Composition.” This proposal addresses the Master of Music (MM) in Composition.

The section “Degree Requirements for the Master of Arts (MA),” on page 216 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of degree requirements: “Degree Requirements for the Master of Arts (MA) in Musicology”; “Degree Requirements for the Master of Arts (MA) in Music Theory”; and “Degree Requirements for the Master of Music (MM) in Composition.” This proposal addresses the Master of Music (MM) in Composition.

## **FROM:**

### **Admission Requirements for the Master of Arts in Music (MA)**

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent)
2. ~~Applicants apply in one of three areas of study: composition, theory, or musicology. Applicants should submit copies of recent work to Professor William Rothstein, Graduate Advisor, Music Building, as stipulated below:~~
  - ~~Composition: two or three recent works~~
  - ~~Theory: a recent paper and one or two examples of composition in eighteenth- or nineteenth-century style~~
  - ~~Musicology: one or more recent papers~~
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 79. Provisional acceptance is available if the TOEFL score is between 75 and 78.
4. ~~Applicants in theory and musicology are required to take the Graduate Record Examination (GRE).~~

### **Degree Requirements for the Master of Arts (MA)**

These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

~~The MA in Music comprises three tracks, or majors: composition; theory; and musicology.~~ All MA students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.

In addition to the required coursework (including the thesis), each candidate ~~for the MA degree~~ must pass all of the following exams prior to receiving the degree:

(a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

(b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.

~~(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in theory or musicology. Composition majors may substitute an examination in foreign-language musical terms for the language examination.~~

~~Majors in composition are required to take MUSIC 729, 730, 731, 742, 784, 785, 789 (one semester), and three semesters of MUSIC 725.~~

~~Majors in music theory are required to take MUSIC 700, 702, 745, 746, 762 or 763 (two semesters), and 789 (one or two semesters).~~

~~Majors in musicology are required to take MUSIC 700, 702, 742, 789 (one or two semesters), plus two semesters chosen from MUSIC 710, 711, 760, or 761.~~

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

**TO:**

**Admission Requirements for the Master of Music in Composition (MM)**

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent)
2. Applicants should submit two or three recent works to Professor William Rothstein, Graduate Advisor, Music Building.
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 79. Provisional acceptance is available if the TOEFL score is between 75 and 78.

### **Degree Requirements for the Master of Music in Composition (MM)**

These requirements are in addition to the general requirements for the Master of Music degree, listed elsewhere in this *Bulletin*.

All students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.

In addition to the required coursework (including the thesis), each candidate must pass all of the following exams prior to receiving the degree:

- (a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.
  
- (b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.
  
- (c) An examination in foreign-language musical terms.

Students in composition are required to take MUSIC 729, 730, 731, 742, 784, 785, 789 (one semester), and three semesters of MUSIC 725.

#### 5) Related changes to the Graduate Bulletin:

In addition to the changes listed above under (4), the following, related changes to the Graduate Bulletin will be necessary (all page numbers refer to the 2020–2021 edition):

Page 213, first full paragraph under Aaron Copland School of Music:

#### **FROM:**

The Aaron Copland School of Music offers conservatory-level training in classical performance, jazz performance, and jazz composition, leading to the Master of Music (MM) degree. It offers university curricula in ~~musical composition~~, theory, and musicology, leading to the Master of Arts (MA) degree. In conjunction with the ~~Division~~ of Education, the School of Music offers a music education program leading to the Master of Science (MS) degree in Music Education and a post-baccalaureate program that leads to New York State Initial Teacher Certification. In addition, the School of Music offers Certificate and Diploma programs in classical performance. A graduate certificate in recording technology and music production is also offered.

**TO:**

The Aaron Copland School of Music offers conservatory-level training in classical performance, classical composition, jazz performance, and jazz composition, leading to the Master of Music (MM) degree. It offers university curricula in theory and musicology, leading to the Master of Arts (MA) degree. In conjunction with the School of Education, the School of Music offers a music education program leading to the Master of Science (MS) degree in Music Education and a post-baccalaureate program that leads to New York State Initial Teacher Certification. In addition, the School of Music offers Certificate and Diploma programs in classical performance. A graduate certificate in recording technology and music production is also offered.

Page 213, fourth paragraph under Aaron Copland School of Music:

**FROM:**

The MA in ~~Music~~ provides necessary training for classical composers, for those who wish to pursue doctoral studies in musicology or theory, ~~and~~ for students who plan to enter other music-related fields. ~~Students may major in composition, theory, or music history (musicology).~~

**TO:**

The MM in Composition provides necessary training for classical composers. The MA in Musicology and the MA in Music Theory are designed primarily for those who wish to pursue doctoral studies in musicology or music theory, but they also provide suitable training for students who plan to enter other music-related fields.

Page 213, last paragraph:

~~The School of Music offers a BA/MA degree (in Music Theory, Musicology, or Composition) for advanced undergraduates who have completed the majority of their BA requirements by the beginning of their junior year. Students in this program begin taking graduate courses toward the MA in their junior year, and normally complete the combined degree in 5 years. Students interested in considering this program should seek guidance from the Music Office as early as the end of the sophomore year. Specific details about the program and courses can be provided by the department.~~

Page 214, under the heading MASTER OF ARTS IN MUSIC:

**FROM:**

**MASTER OF ARTS IN MUSIC**  
**(~~Composition, Theory, or Musicology~~)**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth-century opera

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer

Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist, French music, 1870–1940

Rothstein, William N., *Advisor, Professor*, PhD 1981, Yale University: music theory, Schenkerian analysis, analysis of rhythm

Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer, composers' workshop

Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor: music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

**TO:**

**MASTER OF ARTS IN MUSICOLOGY**

*Advisor:* Emily Wilbourne

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth century opera

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist, French music, 1870–1940

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

**MASTER OF ARTS IN MUSIC THEORY**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis



Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory  
Rothstein, William N., *Professor*, PhD 1981, Yale University: music theory,  
Schenkerian analysis, analysis of rhythm

## **MASTER OF MUSIC IN COMPOSITION**

*Advisor:* Jeff Nichols

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer  
Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer,  
composers' workshop

Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor:  
music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

*Justification: The Aaron Copland School of Music is in the final stages of joining the National Association of Schools of Music (NASM), the only accrediting body for schools of music in the United States. To conform to NASM's degree model, they have asked us to separate the three tracks of our existing MA in Music into three discrete degree programs. We are submitting this proposal for two reasons: to conform to NASM's requirements, and to clarify our degree structure to prospective students and their teachers. This proposal represents a reorganization without any change in curriculum.*

*We are simultaneously submitting proposals for a Master of Arts in Music Theory and a Master of Music in Composition. Together, the three degrees will entirely replace our current Master of Arts in Music. Students already in that program will be allowed to complete it.*

*Our BA/MA program in music has been phased out, so we wish to delete the paragraph in the Graduate Bulletin that pertains to it.*

## **8. MUSIC**

### **h. New Program**

2) Please give HEGIS number if known to you: 1006.00

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

The section "Admission Requirements for the Master of Arts in Music (MA)," on page 215 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of admission requirements: "Admission Requirements for the Master of Arts (MA) in Musicology"; "Admission

Requirements for the Master of Arts (MA) in Music Theory”; and “Admission Requirements for the Master of Music (MM) in Composition.” This proposal addresses the Master of Arts (MA) in Musicology.

The section “Degree Requirements for the Master of Arts (MA),” on page 216 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of degree requirements: “Degree Requirements for the Master of Arts (MA) in Musicology”; “Degree Requirements for the Master of Arts (MA) in Music Theory”; and “Degree Requirements for the Master of Music (MM) in Composition.” This proposal addresses the Master of Arts (MA) in Musicology.

## **FROM:**

### **Admission Requirements for the Master of Arts in Music (MA)**

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent)
2. ~~Applicants apply in one of three areas of study: composition, theory, or musicology.~~  
Applicants should submit copies of recent ~~work~~ to Professor William Rothstein, Graduate Advisor, Music Building, ~~as stipulated below:~~
  - ~~Composition: two or three recent works~~
  - ~~Theory: a recent paper and one or two examples of composition in eighteenth- or nineteenth-century style~~
  - ~~Musicology: one or more recent papers~~
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 79. Provisional acceptance is available if the TOEFL score is between 75 and 78.
4. Applicants in ~~theory and~~ musicology are required to take the Graduate Record Examination (GRE).

### **Degree Requirements for the Master of Arts in Music (MA)**

These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

~~The MA in Music comprises three tracks, or majors: composition; theory; and musicology.~~ All MA students must complete 36 credits, including a culminating project (thesis)

in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.

In addition to the required coursework (including the thesis), each candidate ~~for the MA degree~~ must pass all of the following exams prior to receiving the degree:

(a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

(b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in ~~theory or musicology. Composition majors may substitute an examination in foreign language musical terms for the language examination.~~

~~Majors in composition are required to take MUSIC 729, 730, 731, 742, 784, 785, 789 (one semester), and three semesters of MUSIC 725.~~

~~Majors in music theory are required to take MUSIC 700, 702, 745, 746, 762 or 763 (two semesters), and 789 (one or two semesters).~~

Majors in musicology are required to take MUSIC 700, 702, 742, 789 (one or two semesters), plus two semesters chosen from MUSIC 710, 711, 760, or 761.

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

**TO:**

**Admission Requirements for the Master of Arts in Musicology (MA)**

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent)
2. Applicants should submit copies of one or more recent papers to Professor William Rothstein, Graduate Advisor, Music Building.

3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 79. Provisional acceptance is available if the TOEFL score is between 75 and 78.
4. Applicants in musicology are required to take the Graduate Record Examination (GRE).

**Degree Requirements for the Master of Arts in Musicology (MA)** These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

All students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.

In addition to the required coursework (including the thesis), each candidate must pass all of the following exams prior to receiving the degree:

(a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

(b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in musicology.

Students in musicology are required to take MUSIC 700, 702, 742, 789 (one or two semesters), plus two semesters chosen from MUSIC 710, 711, 760, or 761.

#### 5) Related changes to the Graduate Bulletin:

In addition to the changes listed above under (4), the following, related changes to the Graduate Bulletin will be necessary (all page numbers refer to the 2020–2021 edition):

Page 213, first full paragraph under Aaron Copland School of Music:

**FROM:**

The Aaron Copland School of Music offers conservatory-level training in classical performance, jazz performance, and jazz composition, leading to the Master of Music (MM) degree. It offers university curricula in ~~musical composition~~, theory, and musicology, leading to the Master of Arts (MA) degree. In conjunction with the ~~Division~~ of Education, the School of Music offers a music education program leading to the

Master of Science (MS) degree in Music Education and a post-baccalaureate program that leads to New York State Initial Teacher Certification. In addition, the School of Music offers Certificate and Diploma programs in classical performance. A graduate certificate in recording technology and music production is also offered.

**TO:**

The Aaron Copland School of Music offers conservatory-level training in classical performance, classical composition, jazz performance, and jazz composition, leading to the Master of Music (MM) degree. It offers university curricula in theory and musicology, leading to the Master of Arts (MA) degree. In conjunction with the School of Education, the School of Music offers a music education program leading to the Master of Science (MS) degree in Music Education and a post-baccalaureate program that leads to New York State Initial Teacher Certification. In addition, the School of Music offers Certificate and Diploma programs in classical performance. A graduate certificate in recording technology and music production is also offered.

Page 213, fourth paragraph under Aaron Copland School of Music:

**FROM:**

The MA in ~~Music~~ provides necessary training for classical composers, for those who wish to pursue doctoral studies in musicology or theory, ~~and~~ for students who plan to enter other music-related fields. ~~Students may major in composition, theory, or music history (musicology).~~

**TO:**

The MM in Composition provides necessary training for classical composers. The MA in Musicology and the MA in Music Theory are designed primarily for those who wish to pursue doctoral studies in musicology or music theory, but they also provide suitable training for students who plan to enter other music-related fields.

Page 213, last paragraph:

~~The School of Music offers a BA/MA degree (in Music Theory, Musicology, or Composition) for advanced undergraduates who have completed the majority of their BA requirements by the beginning of their junior year. Students in this program begin taking~~

graduate courses toward the MA in their junior year, and normally complete the combined degree in 5 years. Students interested in considering this program should seek guidance from the Music Office as early as the end of the sophomore year. Specific details about the program and courses can be provided by the department.

Page 214, under the heading MASTER OF ARTS IN MUSIC:

**~~MASTER OF ARTS IN MUSIC~~**  
**~~(Composition, Theory, or Musicology)~~**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth-century opera

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer

Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist, French music, 1870–1940

Rothstein, William N., *Advisor, Professor*, PhD 1981, Yale University: music theory, Schenkerian analysis, analysis of rhythm

Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer, composers' workshop

Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor: music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

**MASTER OF ARTS IN MUSICOLOGY**

*Advisor:* Emily Wilbourne

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth-century opera

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist, French music, 1870–1940

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

**MASTER OF ARTS IN MUSIC THEORY**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory  
Rothstein, William N., *Professor*, PhD 1981, Yale University: music theory,  
Schenkerian analysis, analysis of rhythm

### **MASTER OF MUSIC IN COMPOSITION**

*Advisor:* Jeff Nichols

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer  
Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer,  
composers' workshop

Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor:  
music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

*Justification: The Aaron Copland School of Music is in the final stages of joining the National Association of Schools of Music (NASM), the only accrediting body for schools of music in the United States. To conform to NASM's degree model, they have asked us to separate the three tracks of our existing MA in Music into three discrete degree programs. We are submitting this proposal for two reasons: to conform to NASM's requirements, and to clarify our degree structure to prospective students and their teachers. This proposal represents a reorganization without any change in curriculum.*

*We are simultaneously submitting proposals for a Master of Arts in Music Theory and a Master of Music in Composition. Together, the three degrees will entirely replace our current Master of Arts in Music. Students already in that program will be allowed to complete it.*

*Our BA/MA program in music has been phased out, so we wish to delete the paragraph in the Graduate Bulletin that pertains to it.*

## **9. MUSIC**

### **i. New Program**

2) Please give HEGIS number if known to you: 1004.10

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

The section "Admission Requirements for the Master of Arts in Music (MA)," on page 215 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of admission requirements: "Admission Requirements for the Master of Arts (MA) in Musicology"; "Admission Requirements for the Master of Arts (MA) in Music Theory"; and "Admission Requirements for the Master of Music (MM) in Composition." This proposal addresses the Master of Arts (MA) in Music Theory.

The section “Degree Requirements for the Master of Arts (MA),” on page 216 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of degree requirements: “Degree Requirements for the Master of Arts (MA) in Musicology”; “Degree Requirements for the Master of Arts (MA) in Music Theory”; and “Degree Requirements for the Master of Music (MM) in Composition.” This proposal addresses the Master of Arts (MA) in Music Theory.

## **FROM:**

### **Admission Requirements for the Master of Arts in Music (MA)**

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent)
2. ~~Applicants apply in one of three areas of study: composition, theory, or musicology.~~ Applicants should submit ~~copies of recent work~~ to Professor William Rothstein, Graduate Advisor, Music Building, ~~as stipulated below:~~
  - ~~Composition: two or three recent works~~
  - ~~Theory: a recent paper and one or two examples of composition in eighteenth- or nineteenth-century style~~
  - ~~Musicology: one or more recent papers~~
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 79. Provisional acceptance is available if the TOEFL score is between 75 and 78.
4. Applicants in theory ~~and musicology~~ are required to take the Graduate Record Examination (GRE).

### **Degree Requirements for the Master of Arts (MA)**

These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

~~The MA in Music comprises three tracks, or majors: composition; theory; and musicology.~~ All MA students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.



In addition to the required coursework (including the thesis), each candidate ~~for the MA degree~~ must pass all of the following exams prior to receiving the degree:

(a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

(b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in theory ~~or musicology~~. ~~Composition majors may substitute an examination in foreign language musical terms for the language examination.~~

~~Majors in composition are required to take MUSIC 729, 730, 731, 742, 784, 785, 789 (one semester), and three semesters of MUSIC 725.~~

~~Majors in music theory are required to take MUSIC 700, 702, 745, 746, 762 or 763 (two semesters), and 789 (one or two semesters).~~

~~Majors in musicology are required to take MUSIC 700, 702, 742, 789 (one or two semesters), plus two semesters chosen from MUSIC 710, 711, 760, or 761.~~

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

**TO:**

**Admission Requirements for the Master of Arts in Music Theory (MA)**

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent)
2. Applicants should submit the following documents to Professor William Rothstein, Graduate Advisor, Music Building: a recent paper and one or two examples of composition in eighteenth-or nineteenth-century style.
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 79. Provisional acceptance is available if the TOEFL score is between 75 and 78.
4. Applicants in music theory are required to take the Graduate Record Examination (GRE).

**Degree Requirements for the Master of Arts in Music Theory (MA)** These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

All students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.

In addition to the required coursework (including the thesis), each candidate must pass all of the following exams prior to receiving the degree:

(a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

(b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in music theory.

Students in music theory are required to take MUSIC 700, 702, 745, 746, 762 or 763 (two semesters), and 789 (one or two semesters).

#### 5) Related changes to the Graduate Bulletin:

In addition to the changes listed above under (4), the following, related changes to the Graduate Bulletin will be necessary (all page numbers refer to the 2020–2021 edition):

Page 213, first full paragraph under Aaron Copland School of Music:

**FROM:**

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**TO:**

The Aaron Copland School of Music offers conservatory-level training in classical performance, classical composition, jazz performance, and jazz composition, leading to the Master of Music (MM) degree. It offers university curricula in theory and musicology, leading to the Master of Arts (MA) degree. In conjunction with the School of Education, the School of Music offers a music education program leading to the Master of Science (MS) degree in Music Education and a post-baccalaureate program that leads to New York State Initial Teacher Certification. In addition, the School of Music offers Certificate and Diploma programs in classical performance. A graduate certificate in recording technology and music production is also offered.

Page 213, fourth paragraph under Aaron Copland School of Music:

**FROM:**

The MA in ~~Music~~ provides necessary training for classical composers, for those who wish to pursue doctoral studies in musicology or theory, ~~and~~ for students who plan to enter other music-related fields. ~~Students may major in composition, theory, or music history (musicology).~~

**TO:**

The MM in Composition provides necessary training for classical composers. The MA in Musicology and the MA in Music Theory are designed primarily for those who wish to pursue doctoral studies in musicology or music theory, but they also provide suitable training for students who plan to enter other music-related fields.

Page 213, last paragraph:

~~The School of Music offers a BA/MA degree (in Music Theory, Musicology, or Composition) for advanced undergraduates who have completed the majority of their BA requirements by the beginning of their junior year. Students in this program begin taking graduate courses toward the MA in their junior year, and normally complete the combined degree in 5 years. Students interested in considering this program should seek guidance from the Music Office as early as the end of the sophomore year. Specific details about the program and courses can be provided by the department.~~

Page 214, under the heading MASTER OF ARTS IN MUSIC:

**MASTER OF ARTS IN MUSIC**

## **(Composition, Theory, or Musicology)**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth-century opera

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer

Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory

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Rothstein, William N., *Advisor, Professor*, PhD 1981, Yale University: music theory, Schenkerian analysis, analysis of rhythm

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Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor: music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

### **MASTER OF ARTS IN MUSICOLOGY**

*Advisor:* Emily Wilbourne

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth-century opera

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist, French music, 1870–1940

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

### **MASTER OF ARTS IN MUSIC THEORY**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory

Rothstein, William N., *Professor*, PhD 1981, Yale University: music theory, Schenkerian analysis, analysis of rhythm

### **MASTER OF MUSIC IN COMPOSITION**

*Advisor:* Jeff Nichols

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer

Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer, composers' workshop

Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor: music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

*Justification: The Aaron Copland School of Music is in the final stages of joining the National Association of Schools of Music (NASM), the only accrediting body for schools of music in the United States. To conform to NASM's degree model, they have asked us to separate the three tracks of our existing MA in Music into three discrete degree programs. We are submitting this proposal for two reasons: to conform to NASM's requirements, and to clarify our degree structure to prospective students and their teachers. This proposal represents a reorganization without any change in curriculum.*

*We are simultaneously submitting proposals for a Master of Arts in Music Theory and a Master of Music in Composition. Together, the three degrees will entirely replace our current Master of Arts in Music. Students already in that program will be allowed to complete it.*

*Our BA/MA program in music has been phased out, so we wish to delete the paragraph in the Graduate Bulletin that pertains to it.*

## **10. SEYS**

### **j. Minor Change: Change in field work hours**

#### **FROM:**

SEYS 575. Supervised Student Teaching I in Visual Arts I. 3 cr. Prereq.: Grade of B or higher in SEYS 533. ~~190–240 hr. 3–4 periods of daily participation or its equivalent for 15 weeks~~ in elementary or secondary school settings. Students will satisfy both elementary and secondary student-teaching placements in SEYS 575 (this course) and SEYS 576. The seminar course is for MAT and Post-Baccalaureate teacher candidates in the Art Education program during their school-based teaching experience that prepares them to teach Visual Arts in public schools. Students are expected to prepare ~~daily~~ lesson plans and will develop and maintain student teaching portfolios.

#### **TO:**

SEYS 575. Supervised Student Teaching I in Visual Arts I. 3 cr. Prereq.: Grade of B or higher in SEYS 533. 100 – 150 hours in an elementary or secondary school setting. Students will satisfy both elementary and secondary student-teaching placements in SEYS 575 (this course) and SEYS 576. The seminar course is for MAT and Post-Baccalaureate teacher candidates in the Art Education program during their school-based teaching experience that prepares them to teach Visual Arts in public schools. Students are expected to prepare lesson plans and will develop and maintain student teaching portfolios.

*Justification: Currently Art Education students do two full semesters of student teaching. This proves to be a challenge for students in terms of completing other coursework and maintaining other responsibilities they have outside of school such as work or care-taking. Students in SEYS 575 (Student Teaching 1) will continue to have a high quality initial field experience that will prepare them for the more time intensive semester of Student Teaching 2. The reduced hours of the first semester of Student Teaching 1 aligns the Art Education program with the Initial Clinical Experience semester of the rest of the programs in Secondary Education. It will be a 10 week experience that will be more supported as students will work in pairs to develop and implement lessons. Because it is an elementary placement and art classes are typically held once a week, students will see a smaller range of classes, but be able to have an in-depth experience with the classes they do see. As it is their initial clinical experience it is appropriate to begin with a less time intensive, but comprehensive and well supported experience.*

## **Academic Senate Meetings**

Thursdays at 3:35 pm

### **Fall 2021**

September 9, 2021

October 14, 2021

November 11, 2021

December 9, 2021

### **Spring 2022**

February 10, 2022

March 10, 2022

April 14, 2022

May 12, 2022 (Last)

\*May 12, 2022 - Limited Meeting New Senate

## **Executive Committee Meetings**

Thursdays at 3 pm

### **Fall 2021**

August 26, 2021

September 23, 2021

October 28, 2021

November 18, 2020

### **Spring 2022**

January 27, 2022

February 24, 2022

March 24, 2022

April 28, 2022

## FACULTY SENATE ROSTER 2020-2022

**Attendance-March 11, 2021**

<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		Omri Elisha	2	P
Art	Chloe Bass	1	P	Lawrence Waldron	1	
Biology	John Waldman	2		Nathalia Holtzman	2	P
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		George Hendrey	1	
Economics	Jennifer Roff	2	P	Mathew Bradbury	2	
Elementary and Early Childhood Education	Karla Manning	1		Ashraf Shady	1	
Secondary Education and Youth Services	Jay Shuttleworth	2	P	Salvatore Garofalo	2	
Educational & Community Programs	YungChi Chen	2	P	Sun A. Kim	2	
English	Miles Grier	1	P	Sue Goldhaber	1	
European Languages & Literatures	Paul Fadoul	2	P	Karen Sullivan	2	
Family, Nutrition & Exercise Sciences	Ray Fredrick	1	P	Allison Charny	1	P
Graduate School of Library & Information Studies	Shuheng Wu	1	P	James Lowry	1	P
Hispanic Languages & Literatures	Monica Casco	1	P	Brais Outes-Leon	1	
History	Elissa Bemporad	2	P	Kara Schlichting	2	P
Library	Simone L. Yearwood	1	P	Annie Tummino	1	



## FACULTY SENATE ROSTER 2020-2022

Attendance-March 11, 2021

<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	
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		OPEN	1	
Physics	Timothy Benseman	2	P	Euclides Almeida	2	
Political Science	Alexander Reichl	1	P	John Bowman	1	
Psychology	Claudia Brumbaugh	2		Patricia D'Ateno	2	P
Sociology	Nicholas Alexiou	1		Steven Leventhal	1	
Urban Studies	James Vacca	2		Chris Ioannides	2	
<i>DIVISIONAL AT LARGE</i>						
Arts & Humanities	Dustin Grella	2	P	OPEN	2	
Social Sciences	Rosemary Twomey	2	P	OPEN	2	
Education	Pam Gershon-Wershba	1	P	Patsy Cooper	1	P
Mathematics & Natural Sciences	Steven Schwarz	1	P	Nick Vlamis	1	P
<i>COLLEGE-WIDE AT LARGE</i>						
	Marco Navarro	1	P	Ronald Rothenberg	1	
	Barbara Moore	2	P	Alicia Alvero	2	P
	James T. Mellone	2	P	Veronica J. Hinton	2	
	Kristine M. Rosales	2		Kevin Ferguson	2	P
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	1	P	James McElwaine	1	P

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

**Attendance –March 11, 2021**

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

**QUEENS COLLEGE  
ACADEMIC SENATE  
2020-2021**

**Attendance –March 11, 2021**

<b><u>EXOFFICIO (NON-VOTING) MEMBERS</u></b>	<b><i>Present</i></b>
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	P
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	P
Dr. Dana Fusco, Interim Dean for Division of Education	
James Curry, Office of Registrar	P
Ms. Zaire Couloute, President Student Association	
Dave Fields, Esq., Parliamentarian	P
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. Richard P. Alvarez, VP of Enrollment and Retention	
Dr. Cheryl Littman, Dean of Institutional Effectiveness	
<b><u>CHAIRPEOPLE OF STANDING COMMITTEES</u></b>	
Peishi Wang, Nominating Committee	P
Ping Li, Graduate Curriculum Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
<b><u>GUESTS</u></b>	
Mohammad Ashraf – Academic Advising	P
Elizabeth D’Amico-Ramirez – QC Hub	P
Arnold Franklin – History	P
Sara Hinojos – Media Studies	P
Anna Pond	P
Dennis Torres – Veteran Support Services	P