

**Meeting of Queens College
Academic Senate
(Last meeting of the current Senate: 2020 – 2021)**

Date: May 13, 2021
Time: 3:35 p.m.
Place: Virtual Via Zoom

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of April 8, 2021
3. Announcements, Administrative Reports, and Memorials:
 - a. Guest Speaker, President Frank H. Wu
4. Special Motions:
5. Committee Reports:
 - a. Undergraduate Curriculum Committee minutes dated April 8, 2021
 - b. Graduate Curriculum Committee minutes dated April 7, 2021
 - c. Nominating Committee Report dated May 2021
6. Old Business
7. New Business

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE April 8, 2021

The meeting will come to order:

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

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Yearwood:

“To approve the agenda”

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 March 11, 2021”

Editorial correction: Page 5 change: ~~To: GEOL 318~~ To Read: GEOL 318

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

3. Announcements, Administrative Reports and Memorials:

1. Chair Yearwood announced that elections will open for Students and Faculty beginning 12:01 a.m. Sunday, April 11 through Saturday, April 17.
2. Chair Yearwood announced that the Student Election Vice President Debate was on April 7, and the Student Election President Debate will be on April 8, at 5 p.m. Link to the debate: https://www.youtube.com/watch?v=aMMVCKyB8BQ&ab_channel=QueensCollegeStudentLife
3. Provost Elizabeth Hendrey introduced Rachel Fester, Interim Dean of Institutional Effectiveness. Fester joined Queens College on March 22, replacing Cheryl Littman.
4. Jeffrey Greenberg, Senator from Drama, Theatre & Dance, announced they will be doing two streaming productions next month. “365 Plays in 365 Days” and their annual Student dance show.

365 Plays/365 Days: <https://www.broadwayondemand.com/series/nDlcX50zcFzS-365-plays-in-365-days--queens-college-dept-of-drama>

5. Deputy Chair, Siddharth Malviya announced that the Knight News will cover the Student Vice President and President debates. <https://www.theknightnews.com/>

6. Anthony Tamburri announced Calandra’s Annual Conference will be virtual from April 5, through April 21, at 2 p.m. Donna Gabaccia, retired Professor from the University of Toronto, will be speaking on April 21st. There is a calendar and link to sign on to virtual conferences at Calandrainstitute.org

4. Special Motions:

4a. A Resolution Supporting the Creation of a Campus-wide Land Acknowledgement Statement

Senator, James Lowry read the following resolution:

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

- i. MOTION: Duly made by Dave Fields, Parliamentarian:

“To accept A Resolution Supporting the Creation of a Campus-wide Land Acknowledgement Statement”

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

5. Committee Reports:

5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes dated March 11, 2021”

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

A. General Education

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

1. General Education 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)”

2. FNES

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

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.

3. Art

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 Imag-ing (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 gradua-tion, according to the needs and objectives of the indi-vidual 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:
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, ARTS 264, 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.

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)

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.

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.

6. MATH

I. Changes to the Requirements for a Major or Minor

Proposal 1: Update requirements for Elementary Education Option.

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.

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

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).

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.

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.

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.

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

Proposal 6: Updating bulletin language for MATH 220

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.

Proposal 7: Updated content in MATH 341.

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.

Proposal 8: Updating bulletin language for MATH 342W.

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.

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.

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.

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.

8. English

Proposal 1: Change in course title and description

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.

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.

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.

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.

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.

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.

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.

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.

5b. Graduate Curriculum Committee

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

“To accept the GCC report dated March 10, 2021”

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

GCC Minutes Dated March 10, 2021

A. ITEMS FOR UNIVERSITY REPORT

1. FNES

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

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.

2. FNES

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

TO:

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

3. FNES

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

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.

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.

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.

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

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.

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:

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:

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:

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

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.

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:

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:

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

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:

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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.

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(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:

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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

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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

10. SEYS

j. Minor Change: Change in field work hours

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.

5c. Nominating Committee

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

“To accept the Nominating Committee report dated April 5, 2021”

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

a. Teaching Excellence & Evaluation Committee

The following student was elected by unanimous consent:

Maya Wind Social Sciences through December 2021

6. Old Business

6a. Nominations to the Nominating Committee:

Faculty – Social Sciences (no nominees)

7. New Business

7a. Calendar of Senate and Executive Committee meetings

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

7b. Queens Diversity Presentations: Italian Americans and Greek Americans.

i. Anthony Tamburri

Dr. Anthony Tamburri, Dean of the John D. Calandra Italian American Institute and Professor of European Languages and Literatures gave the following presentation:

Italian American Population in the USA, New York State, New York City and Queens 1990 to 2019

| ----- 1990 ----- | | | | ----- 2000 ----- | | | |
|------------------|------------------|-------------------|------------------------|------------------|-------------------|------------------------|--|
| | Total Population | Italian Americans | % of Italian Americans | Total Population | Italian Americans | % of Italian Americans | |
| Queens | 1,939,297 | 253,437 | 13.07% | 2,229,379 | 187,540 | 8.41% | |
| NYC | 7,280,106 | 837,730 | 11.51% | 8,008,278 | 892,733 | 8.65% | |
| New York State | 17,919,274 | 2,823,057 | 15.75% | 18,976,457 | 2,737,115 | 14.42% | |
| USA | 248,025,266 | 14,639,319 | 5.90% | 281,421,906 | 15,723,406 | 5.59% | |

| ----- 2010 ----- | | | | ----- 2019 ----- | | | |
|------------------|------------------|-------------------|------------------------|------------------|-------------------|------------------------|--|
| | Total Population | Italian Americans | % of Italian Americans | Total Population | Italian Americans | % of Italian Americans | |
| Queens | 2,199,169 | 159,786 | 7.27% | 2,287,388 | 123,283 | 5.39% | |
| NYC | 8,078,471 | 624,878 | 7.74% | 8,419,316 | 526,068 | 6.25% | |
| New York State | 19,229,752 | 2,730,605 | 14.20% | 19,572,319 | 2,357,891 | 12.05% | |
| USA | 303,965,272 | 17,586,893 | 5.78% | 324,697,795 | 16,687,024 | 5.14% | |

Reference: FUMS 1000, Housing and Population Data, U.S. Census Bureau, Department of Commerce
 Source: U.S. Census Bureau, Census 2000 Summary File 4, Marrow PCT1
 *U.S. Census Bureau, 2000-2010 American Community Survey 5-Year Estimates, table B03400
 *U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, table B03400

Prepared by The John D. Calandra Italian American Institute

Italian American Population in the USA, New York State, New York City and Queens 1990 to 2019

| -----USA----- | | | | -----New York State----- | | | |
|---------------|------------------|-------------------|------------------------|--------------------------|-------------------|------------------------|--------|
| | Total Population | Italian Americans | % of Italian Americans | Total Population | Italian Americans | % of Italian Americans | |
| 1990 | 248,025,266 | 14,639,319 | 5.90% | 1990 | 17,919,274 | 2,823,057 | 15.75% |
| 2000 | 281,421,906 | 15,723,406 | 5.59% | 2000 | 18,976,457 | 2,737,115 | 14.42% |
| 2010 | 303,965,272 | 17,586,893 | 5.78% | 2010 | 19,229,752 | 2,730,605 | 14.20% |
| 2019 | 324,697,795 | 16,687,024 | 5.14% | 2019 | 19,572,319 | 2,357,891 | 12.06% |

| -----NYC----- | | | | -----Queens----- | | | |
|---------------|------------------|-------------------|------------------------|------------------|-------------------|------------------------|--------|
| | Total Population | Italian Americans | % of Italian Americans | Total Population | Italian Americans | % of Italian Americans | |
| 1990 | 7,280,106 | 837,730 | 11.51% | 1990 | 1,939,297 | 253,437 | 13.07% |
| 2000 | 8,008,278 | 892,733 | 8.65% | 2000 | 2,229,379 | 187,540 | 8.41% |
| 2010 | 8,078,471 | 624,878 | 7.74% | 2010 | 2,199,169 | 159,786 | 7.27% |
| 2019 | 8,419,316 | 526,068 | 6.25% | 2019 | 2,287,388 | 123,283 | 5.39% |

Reference: FUMS 1000, Housing and Population Data, U.S. Census Bureau, Department of Commerce
 Source: U.S. Census Bureau, Census 2000 Summary File 4, Marrow PCT1
 *U.S. Census Bureau, 2000-2010 American Community Survey 5-Year Estimates, table B03400
 *U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, table B03400

Prepared by The John D. Calandra Italian American Institute

ii. Nicholas Alexiou

Dr. Nicholas Alexiou, Professor of Sociology gave the following presentation:

HELLENIC PRESENCE IN AMERICA

Nicholas Alexiou,
 Department of Sociology & Hellenic American Project,
 Queens College, CUNY
 Diversity Presentations
 April 8, 2021

The Greek American demographic transition

- The Greek American community has undergone a demographic transition. Currently, there are more American-born Greek Americans than there are foreign born Greek Americans.
- This demographic transition changes the broader identity of Greek Americans from an ethnic enclave to Americans of an ethnic background.
- In order to secure its continuity, the Greek American community has to reflect on and respond to its demographic transition. It has to address the needs and interests of the American-born generation(s) and invest in education that is Greek American-focused. The focus of Modern Greek Studies programs is still, almost exclusively, mainland Greece. The time to fill this void is now.

Pre-1900 arrivals to the United States

- While mass Greek immigration to the United States begins in the Twentieth Century, the narrative of Greek arrivals to the United States begins much earlier, in 1528, with Don Teodoro Griego landing in Florida.
- Greek workers arrived to New Smyrna Beach, Florida, in 1768 with the promise of land. The original colony disbanded by 1777 but many of the colonists moved to neighboring St. Augustine and set up a successful settlement. The the oldest wooden school building in the United States (1716) is the first school of the Greek Americans in St. Augustine, Florida. It is preserved in its original form until today.
- New Orleans is the first city in the United States where a stable Greek community was established and by 1866 it had the first Greek Consulate in the United States.

Settlement patterns of Greek immigrants

- The settlement patterns of Greek immigrants show that the majority settled on the East Coast, primarily in Florida and New York, and in the industrial Midwest, in Chicago, Detroit, and Pittsburg.
- Greeks also formed enclaves on the West Coast, working in the construction, mining, and lumber industries.
- Greeks inhabited the Astoria section of Queens, New York, during the second wave of mass immigration. It has been considered the largest Hellenic settlement outside of Greece or Cyprus.
- Interestingly, Greek immigrants settled in or near urban centers even though they came from rural and predominantly agricultural towns and villages.

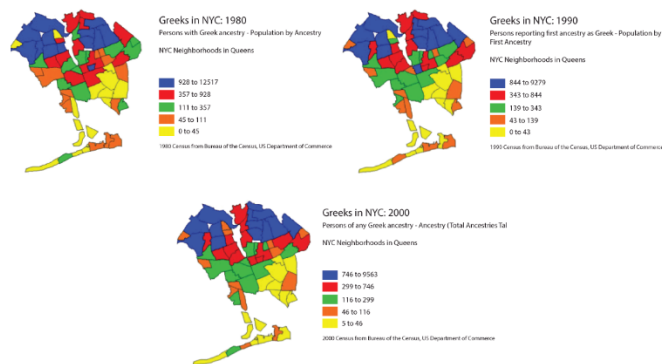
Greek Americans in all sectors

- Greek Americans are represented in all spheres of American society:
 - Dr. Georgios Papanikolaou (1883–1962)
 - Dimitris Mitropoulos (1896–1960)
 - Elias Kazan (1909–2003)
 - Johnny Otis (1921–2012)
 - Maria Callas (1923–1977)
 - Telis (Aristotelis) Savalas (1922–1994)
 - John Cassavetes (1929–1989)
 - Betty White (maternal grandfather was Greek)
 - Rita Wilson (mother was Greek)
 - Jamie Dimon (parents were Greek)
- and many, many more...

Mass immigration to the United States

- **First wave of mass immigration (1900–1924):** Greeks were among the last of the Europeans to immigrate to America during the Great Migration. Immigration and Naturalization Services data provide documentation that approximately 421,000 Greeks immigrated to the United States between 1890 and 1921. In actuality, this number is closer to 500,000 because many Greeks arrived with passports from other countries, including, Asian Minor and Egypt.
- **Second wave of mass immigration (1965–1980):** Approximately 160,000 Greeks arrived in the second wave of mass immigration. A unique characteristic of this wave that Greeks, unlike most European groups with the exception of Italians, immigrated twice on a massive scale to the United States in the same century.

A graphical depiction of residential mobility of the Greek Americans in Queens, NY



Selected population profile, persons of Greek ancestry in the United States, 2019

| | United States All | United States Greek Ancestry |
|-------------------------------------|-------------------|------------------------------|
| Total | 328,239,523 | 1,247,142 |
| Median age | 38.5 | 39.5 |
| Average family size | 3.23 | 3.08 |
| Native born | 283,306,622 | 1,109,272 |
| Foreign born | 44,932,901 | 137,870 |
| Speak only English at home | 241,032,343 | 906,295 |
| Speak English less than "very well" | 25,464,167 | 56,496 |

Sources: U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Social Characteristics in the United States; U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Population Profile Greek Ancestry.

Selected population profile, persons of Greek ancestry in the United States, 2019

| | United States All | United States Greek Ancestry |
|---|--------------------|------------------------------|
| Total | 328,239,523 | 1,247,142 |
| In labor force percent | 63.6% | 66.6% |
| Median household income | \$65,712 | \$82,036 |
| Mean household earnings | \$92,324 | \$117,822 |
| Median family income | \$80,944 | \$107,844 |
| Married couple median income | \$96,571 | \$121,529 |
| Poverty all people percent | 12.3% | 7.4% |
| Poverty families percent | 8.6% | 4.9% |
| Poverty married couple families percent | 4.2% | 2.2% |

Sources: U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Social Characteristics in the United States; U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Population Profile Greek Ancestry.

Selected population profile, persons of Greek ancestry in the United States, 2019

| | United States All | United States Greek Ancestry |
|---|--------------------|------------------------------|
| Total | 328,239,523 | 1,247,142 |
| College or grad school percent | 27.1% | 30.2% |
| Population 25 years and over | 224,898,568 | 871,687 |
| Bachelor's degree percent | 20.3% | 28.2% |
| Graduate or professional degree percent | 12.8% | 19.5% |
| High school graduate or higher percent | 88.6% | 94.0% |

Sources: U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Social Characteristics in the United States; U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Population Profile Greek Ancestry.

A comparison of Greek Americans: 2000 & 2019

| | Greek Ancestry Decennial Census 2000 | Percent | Greek Ancestry 2019 ACS 1-Year Estimates | Percent |
|-------------------------------------|--------------------------------------|--------------|--|--------------|
| Total | 1,153,295 | 100.0 | 1,247,142 | 100.0 |
| Native Born | 975,667 | 84.6 | 1,109,272 | 88.9 |
| Foreign Born | 177,628 | 15.4 | 137,870 | 11.1 |
| Speak only English at home | 719,154 | 67.1 | 906,295 | 77.0 |
| Speak English less than "very well" | 97,870 | 9.1 | 56,496 | 4.8 |
| Bachelor's degree or higher percent | 35.2 | 35.2 | 47.7 | 47.7 |

Sources: U.S. Census Bureau, 2000 Decennial Census, Profile of Selected Social Characteristics Greek Ancestry; U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Population Profile Greek Ancestry.

Hellenic American Project
Queens Hall, Room 015
65-21 Main Street
Queens, NY 11367

<http://www.hapsoc.org>



MOTION: Duly made by Chair Simone L. Yearwood:

“To Adjourn”

The meeting was adjourned at 4:16 p.m. The next Academic Senate meeting will be on Thursday, May 13, 2021.

A. General Education

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

1. General Education Matters

- a. MEDST 250. Introduction to Media Law (College Option: LIT)
- b. ANTH 104. Language, Culture and Society (College Option LANG)

2. Mathematics and Quantitative Reasoning Advisory Committee

No report.

3. Writing Intensive Advisory Committee.

- a. MEDST 362W. Surveillance

4. STEM variant courses.

None.

1. Media Studies

a. New course.

MEDST 223. Media Writing

This course offers students the opportunity to develop writing skills across a wide variety of traditional and new media. Students will learn and hone the techniques required for mastery of particular media and platforms, while studying the changing nature of rhetoric and narrative in different media environments.

Justification: Media Studies 223 will be one of six required core courses for a new major in Critical Advertising Studies, housed within the Media Studies department and leading to a B.S. degree. The Advertising Major was approved by the CUNY Board of Trustees in January 2021. The program grounds the study of advertising and promotional communication within the theoretical framework of media theory and criticism. Media Writing is an intermediate course in the major and will introduce students to the process of creating successful and engaging written communication in a variety of media formats, in both legacy media and emerging digital formats. Students will learn what constitutes effective narrative and factual writing in a myriad of media contexts and what rhetorical strategies best facilitate communication between producers and consumers. As the course focuses upon creative and persuasive written communication, the course will provide the primary opportunity for students to put into practice and build upon critical concepts and theoretical ideas learned in other courses in the Advertising Major. The course will enable students to develop polished, professional writing skills that will be beneficial for working in the field of advertising and communication.

b. New course.

Media Studies 363. Advertising and Inequality. 3 hours.; 3 credits.

Prerequisite: Media Studies 160

This course examines critically who is left out or seen as a second-class citizen in a society steeped in consumer culture. Included in this analysis are demographic groups such as minorities, children and the elderly, immigrants, and gender minorities as well as areas of social impact such as the environment.

Justification: Media Studies 363W is designed as the Capstone Course in the new major in Critical Advertising Studies, housed within the Media Studies department and leading to a B.S. degree. The Advertising Major was approved by the CUNY Board of Trustees in January 2021. The program grounds the study of advertising and promotional communication within the theoretical framework of media theory and criticism. Advertising and Inequality is an advanced class and the Capstone Course in the major, the culmination of the program and an amalgamation of the critical perspective on Advertising that will characterize the major. A Writing Intensive Course, Advertising and Inequality will challenge students to undertake rigorous academic essays which will explore the manner in which Advertising, and other forms of commercial communication, reflect, produce and affirm the hierarchies and inequities in contemporary American society.

c. New course.

MEDST 361. Interactive Storytelling. 3 hr., 3 cr.

This combined seminar/laboratory class will consider the impact of interactivity and technology on traditional narrative structure and explore new methods for conveying narrative in non-linear and interactive forms of art, entertainment, and communications.

Justification:

Media Studies 361 is an advanced course in emergent media forms highlighting those that have created new cultural and artistic interchange between producers and consumers. The class will explore the many and varied ways that narrative circulates between content creators and audiences, between corporate entities and the citizens who consume social and digital media. Given how Internet technologies and modes of communication have shifted dramatically the way in which stories and information are processed, utilized and disseminated by individual users and industry institutions alike, this course will enable students to see how consumers of popular and digital culture are now able to shape, share, appropriate and use media content in a manner drastically different from previous media forms (i.e. traditional or legacy media).

Media Studies 361: Interactive Storytelling will complement the department's existing course offerings in a number of ways. First, students will also be asked to examine how emergent digital and virtual technologies have profoundly shaped and altered our sense of identity and our perspective on the structure and nature of contemporary society. Second, the class will challenge students to reconsider notions of mass communication and popular culture and, ultimately, the very notion of 'media' itself. Third, the course will supplement the students' studies in other classes by providing an opportunity to put into practice theoretical concepts about digital media and Internet technologies through several individual and collaborative creative projects.

d. New course.

MEDST 160. Advertising Aesthetics: A Survey of Commercial Design and Process

Historical survey course that examines advertising from the printed page to commercials to augmented and virtual realities using multiple analytical perspectives with an emphasis on semiotics, linguistics, and aesthetics.

Justification:

Media Studies 160 will be one of six required core courses for a new major in Critical Advertising Studies, housed within the Media Studies department and leading to a B.S. degree. The Advertising Major was approved by the CUNY Board of Trustees in January 2021. The program grounds the study of advertising and promotional communication within the theoretical framework of media theory and criticism. Advertising Aesthetics is the introductory course in the major, and as such, will enable students to view advertising critically and analytically, and will provide a grounding in media communication theory. The course will introduce students to a variety of critical methods applicable to the interpretation and interrogation of the visual, economic and industrial factors that influence advertising production and reception. In addition, the class will provide an overview of the history of advertising as a cultural and creative medium so that students will learn how commercial communication has changed over time in response to shifting cultural and economic factors.

e. Change To Existing Course (Prerequisite Change):

From:

MEDST 357, 357W. Media, Law, and Ethics.

3 hr.; 3 cr. Prereq.: ~~MEDST 250 or 256~~

To Read:

MEDST 357, 357W. Media, Law, and Ethics.

3 hr.; 3 cr. Prereq.: MEDST 101.

Justification:

Media Studies 250 is taught infrequently and has not been offered in recent semesters. Media Studies 256 covers censorship from an historical perspective apart from the aesthetic, political and industry concerns that constitute the curriculum of Media Studies 357. In addition Media, Law and Ethics introduces students to current issues germane to the ethical and legal parameters of contemporary and emergent media, as opposed to the historical content of Media Studies 256, which is concerned with legacy media (such as radio, magazines, film and broadcast television). Instead, Media Studies 101: Contemporary Media provides sufficient foundation and background for students to engage the material and issues that are taught in Media Studies 357 and constitutes a more appropriate prerequisite.

2. Music

From:

MUSIC 187. Individual Study in Performance I. ½ hr.; 1 cr. Private instruction in the student's principal instrument or voice. Prereq.: Student must have been accepted into the ~~Standard Music Major or the Music Major with the Music Education Sequence~~ and must have declared that major. ~~Coreq.: any of the following: MUSIC 173, 174, 175, 273, 274, 373, 374; or completion of MUSIC 374.~~ Students in the BMus program (Performance Major) are not eligible for this sequence of courses; these students take MUSIC 151 (Major Study in Performance I) and its successor courses.

To:

MUSIC 187. Individual Study in Performance I. ½ hr.; 1 cr. Private instruction in the student's principal instrument or voice. Prereq.: Student must have been accepted into the BA in Music program and must have declared that major. Students in the BMus program (Performance Major) are not eligible for this sequence of courses; these students take MUSIC 151 (Major Study in Performance I) and its successor courses. Students in the BMus in Music Education program are not eligible for this sequence of courses; these students take MUSIC 148 (Individual Study in Performance I) and its successor courses.

Justification:

The first struck-out passage in the existing description is obsolete. Music Education majors now have a separate sequence of Individual Study in Performance, beginning with MUSIC 148. They are no longer eligible for MUSIC 187. Also, we no longer use the term "Standard Music Major." Reference should be to students in the BA in Music program.

The second struck-out passage represents a change in policy. We wish to eliminate the co-requisite for MUSIC 187. First-semester music majors find it extremely discouraging to be denied lessons on their major instrument if they have not yet qualified for MUSIC 173 (Harmony, Counterpoint, and Keyboard Skills I). This is a matter of student retention. In a music major's second or third year, we can suspend their lessons for a semester if they are not making satisfactory progress in academic music courses.

3. Political Science

From:

*Legal Studies Minor Course Offerings
[All courses are 3 credits unless otherwise noted]*

Required: (9 credits):

PSCI 100. American Politics and Government (USED, SS US)
PSCI 280. The Judicial Process (SS US)
PSCI 290.1. Legal Reasoning

Electives: (9 credits from the following)

ACCT 261. Business Law I. (IS, CV, US)
ACCT 362, 362W Business Law II.
ACCT 363. Business Law III.
ECON 242. Regulation of American Business. 3 credits
HIST 186. Introduction to Legal History. 3 credits
HIST 288. Law, Crime, and Society in U.S. History
HIST 329. Civil Rights Movement.
HIST 340. American Constitutional History to 1865.
HIST 341. American Constitutional History since 1865.
MEDST 357 (3 credits), 357W (4 credits). Media, Law, and Ethics.
PHIL 109. Modern Logic.
PHIL 121. Law, Ethics, and Medicine.
PHIL 223. Philosophy of Law.
PSCI 273. American Political Thought.
PSCI 281. Constitutional Law I: The American Federal Scheme.
PSCI 282. Constitutional Law II: Civil Liberties and Civil Rights.
PSCI 283. Politics of Crime.
PSCI 284. Justice and Law.
PSCI 285. Race, Class, Gender, and Law.
PSCI 286. Theories of Law and Human Rights
PSCI 287. Law, Politics, and the Environment.
PSCI 290.2. Legal Writing.
PSCI 290.3. The Rule of Law
PSCI 295W. Internship in Law and Advocacy
PSCI 382W. Seminar in Law and Politics. (4 credits)
SOC 209. Criminal Justice.
SOC 217. Crime and Juvenile Delinquency.
SOC 247. Sociology of Law

URBST 225. Urban Criminal Justice System.
URBST 226. Drugs and Criminal Justice.
URBST 228. Domestic Violence and Criminal Justice.
URBST 229. Employment and Labor Law.

URBST 246. Human Resources and Law.

To Read:

Required: (9 credits):

PSCI 100. American Politics and Government (USED)
PSCI 280. The Judicial Process
PSCI 290.1. Legal Reasoning

Electives: (9 credits from the following)

ACCT 261. Business Law I. (IS)
ACCT 362, 362W Business Law II.
ACCT 363. Business Law III.
ECON 242. Regulation of American Business. 3 credits
HIST 186. Introduction to Legal History. 3 credits
HIST 288. Law, Crime, and Society in U.S. History
HIST 329. Civil Rights Movement.
HIST 340. American Constitutional History to 1865.
HIST 341. American Constitutional History since 1865.
MEDST 357 (3 credits), 357W (4 credits). Media, Law, and Ethics.
PHIL 109. Modern Logic.
PHIL 121. Law, Ethics, and Medicine.
PHIL 223. Philosophy of Law.
PSCI 250. International Law.
PSCI 273. American Political Thought.
PSCI 281. Constitutional Law I: The American Federal Scheme.
PSCI 282. Constitutional Law II: Civil Liberties and Civil Rights.
PSCI 283. Politics of Crime.
PSCI 284. Justice and Law.
PSCI 285. Race, Class, Gender, and Law.
PSCI 286. Theories of Law and Human Rights
PSCI 287. Law, Politics, and the Environment.
PSCI 288. Understanding the Legal Process: Mock Trial and Moot Court.
PSCI 289. Colloquium in Law and Politics.
PSCI 289.1. Law, Politics, and Sustainable Development.
PSCI 290.2. Legal Writing.
PSCI 290.3. The Rule of Law
PSCI 295W. Internship in Law and Advocacy
PSCI 382W. Seminar in Law and Politics. (4 credits)
SOC 209. Criminal Justice.
SOC 217. Crime and Juvenile Delinquency.
SOC 247. Sociology of Law
URBST 225. Urban Criminal Justice System.

URBST 226. Drugs and Criminal Justice.
URBST 228. Domestic Violence and Criminal Justice.
URBST 229. Employment and Labor Law.

URBST 246. Human Resources and Law.

4. CMAL – Arabic

Proposed Change to Arabic Minor

Prepared by Kirsten Beck (Contact Person - Kirsten.beck@qc.cuny.edu) on November 23, 2020, Edited March 3, 2021

Final Approval from Chair, Dr. Yunzhong Shu on March 15, 2021

From: REQUIREMENTS FOR THE MINOR IN ARABIC (MINOR CODE ARABIC-MIN) Required ~~15~~ credits ~~beyond ARAB 102~~, of which 6 credits will normally be in language study (two courses from ARAB 203, 204, 305, or 306); the others will be in courses taught in English relevant to the history and civilization of Islam and the literature and culture of the Arab world. Such courses include MES 155, 160, 170, 190, 255W, 250, ~~270~~, 300, ~~HIST 146, 147, 148, 149, 204, 255VT, 295, 298, 311, ANTH 204, 212, PSCI 240, 260.~~ Programs should be arranged in consultation with the minor coordinator or the chair.

To Read: REQUIREMENTS FOR THE MINOR IN ARABIC (MINOR CODE ARABIC-MIN) Required (a minimum of 18 credits) 9-12 credits of Arabic study (at an appropriate level) and 6-9 credits in courses taught in English relevant to the history and civilization of Islam and the literature and culture of the Arab world. Such courses include MES 155, 160, 170, 190, 240, 250, 255W, and 300 and should be chosen in consultation with the minor advisor. A cumulative 2.0 grade-point average must be maintained in all courses toward the minor and at least 9 of the 18 Credits must be at the 200 level or above.

Justification: The Department has been unable to consistently offer Advanced Arabic due to imposed enrollment minimums. This change will help us accommodate both those students beginning their Arabic language study at Queens College, as well as those who have a background in Arabic. In addition, awarding credit towards the minor for ARAB 101 and ARAB 102 incentivizes students to continue their study and their investment in Arabic language acquisition.

5. FNES

Change in Description

Change to a Course: FNES 377 Internship in Exercise Science

From:

FNES 377. Internship in Exercise Science. ~~90 hr. per semester plus 1 hr. seminar~~; 3 cr. Prereq.: FNES 353 or permission of the instructor. In-depth, structured, practical experience in a formalized program dealing with fitness and health enhancement of individuals. ~~Experiences in existing clinical or corporate programs are integrated with academic preparation through regular seminar meetings on campus. The minimal onsite hourly requirement is 90 hours but varies according to the nature of the site's program.~~

To Read:

FNES 377. Internship in Exercise Science. A minimum of 130 hrs.; 3 cr. Prereq.: FNES 353 or permission of the instructor. In-depth, structured, practical experience in a formalized program dealing with fitness, health enhancement, and performance outcomes of individuals. Experiences include group- and individualized-fitness, or strength and conditioning programs in commercial, community, corporate, or clinical settings, and are integrated with academic preparation through regular seminar meetings on campus. The minimum onsite requirement is 120 hours but varies according to the nature of the site's program along with 10 hours of site visits.

Justification: The change in the number of hours will provide the student with a stronger capstone experience. In addition, the increase in hours and the sites listed will address the Commission on Accreditation of Allied Health Education Programs (CAAHEP) standards and The Council on Accreditation of Strength and Conditioning Education (CASCE) Professional Standards and Guidelines. Both accreditations will be needed by 2027 and 2030, respectively for students in exercise science programs to sit for the American College of Sports Medicine (ACSM) Exercise Physiologist - Certified (EP-C) certification and the National Strength and Conditioning Associations (NSCA) Certified Strength & Conditioning Specialist (CSCS).

6. Linguistics

Change in title:

From:

LCD 105. ~~Introduction to Psycholinguistics.~~
3 hr., 3 cr.

To read:

LCD 105. Fundamentals of Psycholinguistics for the Study of Typical and Atypical Language.
3 hr., 3 cr.

Change in course description:

From:

~~Linguistic and psychological processes underlying communication.~~

To read:

This course will introduce students in Communication Sciences and Disorders to the complexity and creativity of the human use of language. Studying the psycholinguistic processes of language and the child's development of language will set the stage for understanding speech, language, and communication disorders. The course will cover topics such as the biological basis and neurological correlates of language, semantic organization, syntactic complexity, bilingualism, and the interaction between language and cognition. The universality of language will be a common theme throughout the course.

Justification:

The course title was revised to more accurately describe the nature and content of the course.

The course description and content were revised to provide the foundational knowledge needed for 200- and 300-level CSD major courses in language.

7. MATH

Update requirements for Secondary Education Option.

FROM: (As approved by UCC in Nov 2020)

THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)

A ~~co-major~~ in SEYS is required; see SEYS.

Required: MATH 151 and 152 (or the equivalents), 201, 220, 231 (or 237), 241, 333 (or 613), 385, 505 and 518; CSCI 111, CSCI 112 or one of PHYS 121, 145. Three or four additional courses as follows: Three additional courses chosen from Lists X and Y below, of which at least two must be from List X, or four additional courses chosen from Lists X and Y below, of which at least one must be from List X. At least fifteen credits of these required and elective courses must be taken at Queens College.

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

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

TO READ:

THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)

A Math secondary education major in SEYS is required; see SEYS.

Required: MATH 151 and 152 (or the equivalents), 201, 220, 231 (or 237), 241, 333 (or 613), 385, 505 and 518; CSCI 111, CSCI 112 or one of PHYS 121, 145. Three or four additional courses as follows: Three additional courses chosen from Lists X and Y below, of which at least two must be from List X, or four additional courses chosen from Lists X and Y below, of which at least one must be from List X. At least fifteen credits of these required and elective courses must be taken at Queens College.

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

List Y: MATH 202, 209, 223, 232, 242, 245, 247, 248, 250, 320 and all 500- and 600-level courses not already used to satisfy the above requirements. MATH 202 is usually required for entry into master's degree programs in mathematics.

Justification: *Secondary Education majors are already allowed to take MATH 509 as part of List Y; they will now be allowed to take the 200-level crosslisted version MATH 209 as part of List Y.*

8. BALA

1. Change in course number and description:

From:

BALA ~~398.3~~. Principles of Marketing.

3 hr.; 3 cr. Prereq.: BALA 100.

~~This course may be taken as a replacement for or in addition to ACCT 100.~~ Develop skills needed to position a brand, business, or product. Students will learn to think strategically about marketing in today's global environment.

To read:

BALA 250. Principles of Marketing.

3 hr.; 3 cr. Prereq.: BALA 100.

Develop skills needed to position a brand, business, or product. Students will learn to think strategically about marketing in today's global environment. Not open to students who have received credit for MEDST 260 or BALA 398.3.

Justification:

This course has been offered for many years in the BALA program and has been developed as an important course that complements the minor. The ACCT 100 replacement is removed since the topics covered in this course are different from topics in ACCT 100. The restriction on MEDST 260 is included since the topics in this course are similar to those in MEDST 260. In addition, this course has been cross listed with MEDST 260 for many years with approval from the Department of Media Studies.

1. Change to the Requirements for a Minor: Business and Liberal Arts (BALA)

From:

The BALA minor consists of ~~eight~~ required 3-credit courses totaling 24 credits, which may be taken in conjunction with any major. See the box on this page for specific requirements for the minor. Students who complete the BALA minor will satisfy the Pathways requirement for writing-intensive courses. BALA 103W and 201W each fulfill one unit of the writing-intensive requirement.

Required (24 credits)

BALA ~~100~~, 103W, ~~165~~, 200, 201W, 302, and 303; and ~~ACCT 100 or BALA 398 or other course with program approval.~~

To read:

The BALA minor consists of seven required 3-credit courses totaling 21 credits, which may be taken in conjunction with any major. See the box on this page for specific requirements for the minor. Students who complete the BALA minor will satisfy the Pathways requirement for writing-intensive courses. BALA 103W and 201W each fulfill one unit of the writing-intensive requirement.

Required (21 credits)

BALA 101, 103W, 200, 201W, 302, and 303; and one elective which focuses on Leadership and Business from the list below:

List of Electives:

ACCT 100. Financial and Managerial Accounting

ACCT 261. Business Law I

BALA 398.3. Principles of Marketing
BALA 391. Business Internship
ARTS 296. Advertising Design
BUS 247. Business Economics
CSCI 48. Spreadsheet Programming
CSCI 100. Information & Intelligence
ECON 220. Consumer Economics and Personal Finance
FREN 235. Business French I
GERM 235. German for Business and Industry
GRKMD 235. Commercial and Business Greek
ITAL 235. Commercial and Technical Italian
MEDST 264. The Business of Media
MUSIC 242. Music Career Development
PHYS 270. Physics Applications of Machine Learning and Data Science
PSYCH 226. Introduction to Industrial and Organizational Psychology
URBST 223. Introduction to Public Administration

Justification:

The reduced number of credits for a BALA minor accommodate QC in 4 and other academic program maps that encourage timely progress to graduation while also enabling students from all disciplines to meet the BALA requirements. The change in credits also reflect budget estimates. Since part of the interdisciplinary mission of BALA is to focus on Leadership and Business, the electives were selected so that students had accessibility from various disciplines while learning outcomes aligned with BALA's mission.

9. Drama, Theater and Dance

1. CORRECTION TO THE LISTING OF THE DRAMA MINOR IN THE BULLETIN

From:

Required

At least 18 credits, which must include two of the following: DRAM ~~101~~, 201, 202, ~~203~~, 204, 308, and ~~309~~; one of the following: DRAM 111 or 115; one of the following: DRAM ~~318~~ or 319; one of the following: DRAM 100 or 121; and one of the following: DRAM 231, 241, 342, 343, 344, 346, and 349.

To Read:

Required

At least 18 credits, which must include DRAM 218; two of the following: **DRAM 120**, 201, 202, **303, 304, OR 308**; one of the following: DRAM 111 or 115; one of the following: DRAM 100 or 121; and one of the following: DRAM 231, 241, 342, 343, 344, 346, and 349.

JUSTIFICATION:

In our curriculum proposal of 2017 these course numbers were changed. We did submit an appropriate addendum to that submission which included these changes in the minor as well as the major. Somehow that part of the proposal was not communicated to the senate and so it is not reflected in the catalogue. Students are being penalized by financial aid because the outdated course numbers are reflected in CUNYFirst, and we were told by the university that due to the miscommunication there is no record of this change to the minor, and they could not issue a correction unless we resubmit it as a new proposal. We respectfully ask that these course numbers be updated to the current ones in the minor in order to assist students and advisors.

2. CORRECTION TO THE DANCE MINOR IN THE BULLETIN

From:

THEATRE-DANCE (MINOR CODE DANCE-MIN)

Required

At least ~~18 credits~~, which must include ~~DANCE 251 or 252~~;
one course from DANCE 160, 161, 260, 261, 360, and 361; one from DANCE 162, 163,
164, 165, 166, 262, and 263; one from DANCE 168, 169, 268, 269, 368, and 369; ~~and 3~~
~~elective credits.~~

To Read:

THEATRE-DANCE (MINOR CODE DANCE-MIN)

Required

At least **25 credits**, which must include **DANCE 350W, DANCE 351W, DANCE 259,**
DANCE 173 AND DANCE 290 (13 credits)

and two courses EACH from the following groups (12 credits):

two from DANCE 160, 161, 260, 261, 360, and 361; **two from** DANCE 162, 163, 164, 165,
166, 262, and 263; **two from** DANCE 168, 169, 268, 269, 368, and 369

JUSTIFICATION:

In our curriculum proposal prior to 2010 these course numbers were changed, and these adjustments to the minor were made at that time. We did submit an appropriate addendum to that submission which included these changes in the minor as well as the major. For many years it was correctly expressed in Degreeworks and other places. At

some point it was changed without our consent in the catalogue, for reasons we have not been able to uncover. Because it is not reflected in the catalogue, just as with the Drama minor submission, the outdated course numbers are creating a significant amount of confusion, in addition students are being penalized by financial aid because the outdated course numbers are reflected in CUNYFirst. We were told by the university that because the submission was so long ago, there is no record of this change to the minor, and they could not issue a correction unless we resubmit it as a new proposal. We respectfully ask that these course numbers and curriculum which were previously approved by this body be updated to the current ones in the minor in order to assist students and advisors. We acknowledge the unusual circumstances of both minors being incorrectly expressed in the bulletin, but that is our situation.

DRAMA NEW COURSE PROPOSAL

DRAMA 354: PLAYWRITING II 3 hours /3 credits Prerequisite: Drama 344W or English 302 and permission of department.

An intensive workshop focusing on the skills required to write a complete full-length play. The course goal is to help student playwrights find their unique theatrical voices. Intended for students who have completed Playwriting I or have a background in dramatic writing.

JUSTIFICATION:

Playwriting Workshop (Drama 344W) is a popular introductory course in playwriting that the department offers every spring. Spring 2021 it is co-listed with English 302, which is also called Playwriting Workshop. Demand has never been higher, and for the first time we have had to turn away students to maintain the enrollment limit. Students who have taken Drama 344W and English 302 in the past few years have gone on to take advanced playwriting as a Drama 390. This course meets with English 755, Drama Workshop, which Professor Ira Hauptman has been teaching for the Creative Writing MFA program. English 755 will come to an end this semester since Creative Writing is ending its MFA program in playwriting. Because of that, and as part of its commitment to the new QC Arts School, DTD is developing a new, performance-based MFA in playwriting to replace the ending Creative Writing MFA in playwriting. The new undergraduate course proposed here will help feed that new program. DTD is also developing an undergraduate minor in playwriting, in which this new course will play a central role. This course will be an elective within the major

10. Resolution on the Calculus Sequence.

The Calculus sequence MATH 131, 132 and 143 shall be considered equivalent to MATH 141, 142 and 143 and MATH 151, 152 for the purposes of scribing into Degreeworks and CUNYfirst.

11. LALS

1. New Course – LALS 205 Latinx and the Media. 3hr; 3 cr. Prereq.: MEDST 100 or 101

Course Description: This course examines the representation of Latinx content in mainstream U.S. media. Students approach the field of Latinx Media through an interdisciplinary lens by reading inquiries

from Media Studies, Linguistics, Feminist & Ethnic Studies, Communication, and Sociology. Students will focus on mediums such as newspapers, radio, television, streaming services, music, and social media. Not open to students who have taken MEDST 225.

Justification:

This class will be an elective in the Major and Minor in Latin American Area Studies, Minor in Latin American Area Studies and Minor in Puerto Rican and Latino Studies. The course highlights how mainstream avenues construct images of Latinidad and how Latinx communities continue to speak back at the homogenization of the diversity of Latinx people. The course is interdisciplinary and the topic fits well with current discussions on ethnicity and race in the U.S. We expect the course to attract a large number of students.

Currently only a few LALS courses are offered to our students. LALS 205 is an interdisciplinary course and can be offered as a cross listed course with MEDST 225: Ethnicity in American Media. The Chair of Media studies, Prof. Mara Einstein, has approved the cross listing. Her statement of support has been included in the submission to the UCC. Cross listing is an effective and budget sensitive way to increase the number of LALS elective courses offered.

Proposal to the UCC from the Latin American and Latino Studies (LALS) Program, April 2021

2. Changes in the Latin American Area Studies Major to add an elective, the new course: LALS 205 3hr; 3 cr. Prereq.: MEDST 100 or 101

From:

Requirements for the Major in Latin American Area Studies (Major Code LAAST-BA)

Required: 30 credits from the area and language courses listed. The 30 credits must include HIST 105 or 106,
PSCI 239 or 259,
SPAN 312 or 377 or 378,
ECON 212,
ANTH 205,
LALS 381 or its equivalent.

Elective (12 credits):

AFST 201W or 232W or 300W or
ANTH 205 or 206 or 215 or 239 or 241 or 243 or 245 or 397 or
ARTH 280 or 284 or
DANCE 163 or
HIST 105 or 105W or 106 or 106W or 118 or 121 or 200 or 355 or 392W or 393 or 394 or
LALS 202 or 203 or 204 or 208 or 220 or 294 or 380 or 391 or
LCD 1913 or
PSCI 209 or 233 or 239 or 244 or 246 or 247 or 249 or 259 or 291 or 292W or 293 or
SOC 211 or 238 or 239 or 240 or 274 or 392 or
SPAN 41 or 45 or 47 or 51 or 60 or 240 or 280 or 290 or 291 or 312 or 370 or 371 or 372 or 373 or 374 or 377 or 379 or 390.

To:

Requirements for the Major in Latin American Area Studies (Major Code LAAST-BA)

Required: 30 credits from the area and language courses listed. The 30 credits must include HIST 105 or 106,
PSCI 239 or 259,
SPAN 312 or 377 or 378,

ECON 212,
 ANTH 205,
 LALS 381 or its equivalent.

Elective (12 credits):

AFST 201W or 232W or 300W or
 ANTH 205 or 206 or 215 or 239 or 241 or 243 or 245 or 397 or
 ARTH 280 or 284 or
 DANCE 163 or
 HIST 105 or 105W or 106 or 106W or 118 or 121 or 200 or 355 or 392W or 393 or 394 or
 LALS 202 or 203 or LALS 205 or 204 or 208 or 220 or 294 or 380 or 391 or
 LCD 1913 or
 PSCI 209 or 233 or 239 or 244 or 246 or 247 or 249 or 259 or 291 or 292W or 293 or
 SOC 211 or 238 or 239 or 240 or 274 or 392 or
 SPAN 41 or 45 or 47 or 51 or 60 or 240 or 280 or 290 or 291 or 312 or 370 or 371 or 372 or 373 or 374
 or 377 or 379 or 390.

Justification:

(Electives listed are from CUNY First. The QC Bulletin does not include them.) The number of Latin American Area Studies Major electives offered at Queens College is very limited because many of the courses are seldomly offered. The LALS Director and Advisory Board would like to add one new elective to the Latin American Area Studies Major: the new course LALS 205 Latinx and the Media 3 hr.; 3 cr. Prereq.: MEDST 100 or 101

3. Changes to the Latin American Area Studies Minor to add an elective, the new course: LALS 205 3hr; 3 cr. Prereq.: MEDST 100 or 101

From:

Requirements for the Minor in Latin American Area Studies (Minor Code LALS-MIN)

The minor consists of **18 credits**, which include the following required and elective courses:

Required (12 credits):

HIST 105 or 106,
 PSCI 239 or 259,
 ANTH 205 or 206,
 SPAN 312 or 377 or 378.

Elective (6 credits): To be chosen from the wide variety of courses from the major or the Puertorican and Latino Studies minor.

ANTH 205 or 206 or
 HIST 105 or 105W or 106 or 106W or
 LALS 201 or 202 or 203 or 204 or 208 or 220 or 294 or 380 or 381 or 391 or
 PSCI 239 or 259 or
 SPAN 312 or 375 or 376

To:

Requirements for the Minor in Latin American Area Studies (Minor Code LALS-MIN)

The minor consists of **18 credits**, which include the following required and elective courses:

Required (12 credits):

HIST 105 or 106,
 PSCI 239 or 259,
 ANTH 205 or 206,

SPAN 312 or 377 or 378.

Elective (6 credits): To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

ANTH 205 or 206 or

HIST 105 or 105W or 106 or 106W or

LALS 201 or 202 or 203 or 204 or 205 or 208 or 220 or 294 or 380 or 381 or 391 or

PSCI 239 or 259 or

SPAN 312 or 375 or 376

Justification: (Electives listed are from CUNY First. The QC Bulletin does not include them.) The number of Latin American Area Studies Minor electives offered at Queens College is very limited because many of the courses are seldomly offered. The LALS Director and Advisory Board would like to add a new Latin American Area Studies Minor elective: the new course LALS 205 Latinx and the Media 3 hr.; 3 cr. Prereq.: MEDST 100 or 101

4. Changes in name and description of LALS 203 Puerto Rican and Latino/a Ethnic Identity

From:

LALS 203. Puerto Rican and Latino/a Ethnic Identity. 3 hr.; 3 cr.

Explores Puerto Rican and Latino/a identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.

To:

LALS 203. ~~Puerto Rican and Latino/a~~ Introduction to Latinx Ethnic Identity. 3 hr.; 3 cr.

Explores ~~Puerto Rican and Latino/a~~ Latinx identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.

Justification:

Currently LALS 203 is taught with a focus on a large number of Latinx communities in the U.S. This includes not only Puerto Ricans but also Latinos who trace their ancestry or are immigrants from Mexico, Cuba, Dominican Republic, Central and South America. The new name for LALS 203 reflects the current curriculum for the course. The syllabus is included with this submission to show the current curriculum for LALS 203

5. Changes to the Latin American Area Studies Major Requirements

From:

REQUIREMENTS FOR THE MAJOR IN LATIN AMERICAN AREA STUDIES (MAJOR CODE LAAS-T-BA):

30 credits from the area and language courses listed. The 30 credits must include

HIST 105 or 106,

PSCI 239 or 259,
SPAN 312 or 377 or 378,
ECON 212,
ANTH 205,
LALS 381 or its equivalent.

To:

**REQUIREMENTS FOR THE MAJOR IN LATIN AMERICAN AREA STUDIES
(MAJOR CODE LAAST-BA):**

Language Requisite

These are requisites to the major that can be fulfilled at any time prior to completion of the major; they do not count toward the courses (credits) in the major.

Spanish: demonstrated language ability through the level of Advanced Composition (SPAN 225 Composition or approval of the Department.)

Required: 30 credits from the area and language courses listed. The 30 credits must include HIST 105 or 106,
PSCI 239 or 259,
SPAN 312 or 377 or 378,
~~ECON 212~~ LALS 203,
ANTH 205,
LALS 381W or its equivalent.

Justification:

Most Latin American Area studies programs have a Spanish language requisite. The Latin American Area studies major at Queens College has a Spanish language requisite since SPAN 312, a required course, has the prerequisite of SPAN 225 or Permission from the Department.

At the moment, the Spanish language requisite of the Latin American Area Studies major is not explicitly stated in the Queens College Bulletin. Stating the information in the QC Bulletin will allow students understand what is the language requisite for the Latin American Area Studies Major.

The Latin American Studies Director and Advisory Board would like to eliminate the requirement of ECON 212 Economic Problems of Latin America in the Latin American Area Studies Major. This course has the prerequisites of ECON 101 (or 103) Introduction to Macroeconomics and ECON 102 (or 104) Introduction to Microeconomics. These pre-requisites increase the number of credits for the Latin American Area Studies major to 36.

In ECON 212, students use tools from Development Economics, International Trade, Micro and Macroeconomics to learn about Latin American countries' economic growth, agricultural development, industrialization, international trade and currency developments. Students learn how endowments, population, economic policies and political factors help explain differences and similarities in countries economic development. While ECON 212 provides an important perspective in the Latin American Area Studies major, the inclusion of this course as a requirement is burdensome to students since they have to take two other courses before they are able to take ECON 212. Latin American Area studies students are already taking required courses in Anthropology, History, Political Science, Hispanic Languages and Literature, and Latin American Area Studies. ECON 212 should be an elective in the Latin American Area Studies major instead of a required course.

6. Changes to the Latin American Area Studies Minor to show language requisite.

From:

**REQUIREMENTS FOR THE MINOR IN LATIN AMERICAN AREA STUDIES
(MINOR CODE LALS-MIN)**

The minor consists of 18 credits, which include the following required and elective courses:

Required (12 credits)

**HIST 105 or 106,
PSCI 239 or 259,
ANTH 205 or 206,
SPAN 312 or 377 or 378.**

Elective (6 credits)

To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

To:

**REQUIREMENTS FOR THE MINOR IN LATIN AMERICAN AREA STUDIES
(MINOR CODE LALS-MIN)**

Language Requisite

These are requisites to the minor that can be fulfilled at any time prior to completion of the minor; they do not count toward the courses (credits) in the minor.

Spanish: demonstrated language ability through the level of Advanced Composition (SPAN 225 Composition or approval of the Department.)

Required (12 credits)

**HIST 105 or 106,
PSCI 239 or 259,
ANTH 205 or 206,
SPAN 312 or 377 or 378.**

Elective (6 credits)

To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

Justification:

Most Latin American Area studies programs have a Spanish language requisite. The Latin American Area studies minor at Queens College has a Spanish language requisite since SPAN 312, a required course, has the prerequisite of SPAN 225 or Permission from the Department. Attached is a statement on the Spanish Language prerequisite for SPAN 312 from Dr. Mariana C. Zinni, Associate Professor and Undergraduate Advisor for the Department of Hispanic Languages and Literatures.

At the moment, the Spanish language requisite of the Latin American Area Studies minor is not explicitly stated in the Queens College Bulletin. Stating the information in the QC Bulletin will allow students understand what is the language requisite for the Latin American Area Studies Minor

7. Changes to the Latin American Area Studies Major to include five new electives from existing courses: ARTH 282, ECON 212, HIST 356, PORT 41 and PSCI 230

From:

Requirements for the Major in Latin American Area Studies (Major Code LAAST-BA)

Required: 30 credits from the area and language courses listed. The 30 credits must include HIST 105 or 106,

PSCI 239 or 259,
SPAN 312 or 377 or 378,
ECON 212,
ANTH 205,
LALS 381 or its equivalent.

Elective (12 credits):

AFST 201W or 232W or 300W or
ANTH 205 or 206 or 215 or 239 or 241 or 243 or 245 or 397 or
ARTH 280 or 284 or
DANCE 163 or
HIST 105 or 105W or 106 or 106W or 118 or 121 or 200 or 355 or 392W or 393 or 394 or
LALS 202 or 203 or 204 or 208 or 220 or 294 or 380 or 391 or
LCD 1913 or
PSCI 209 or 233 or 239 or 244 or 246 or 247 or 249 or 259 or 291 or 292W or 293 or
SOC 211 or 238 or 239 or 240 or 274 or 392 or
SPAN 41 or 45 or 47 or 51 or 60 or 240 or 280 or 290 or 291 or 312 or 370 or 371 or 372 or 373 or 374
or 377 or 379 or 390.

To:

Requirements for the Major in Latin American Area Studies (Major Code LAAS-BA)

Required: 30 credits from the area and language courses listed. The 30 credits must include
HIST 105 or 106,
PSCI 239 or 259,
SPAN 312 or 377 or 378,
ECON 212,
ANTH 205,
LALS 381 or its equivalent.

Elective (12 credits):

AFST 201W or 232W or 300W or
ANTH 205 or 206 or 215 or 239 or 241 or 243 or 245 or 397 or
ARTH 280 or ARTH 282 or 284 or
DANCE 163 or
ECO 212 or
HIST 105 or 105W or 106 or 106W or 118 or 121 or 200 or 355 or HIST 356 or 392W or 393 or 394 or
LALS 202 or 203 or 204 or 208 or 220 or 294 or 380 or 391 or
LCD 1913 or
PORT 41 or
PSCI 209 or **PSCI 230** or 233 or 239 or 244 or 246 or 247 or 249 or 259 or 291 or 292W or 293 or
SOC 211 or 238 or 239 or 240 or 274 or 392 or
SPAN 41 or 45 or 47 or 51 or 60 or 240 or 280 or 290 or 291 or 312 or 370 or 371 or 372 or 373 or 374
or 377 or 379 or 390.

Justification:

(Electives listed are from CUNY First. The QC Bulletin does not include them.) The number of Latin American Area Studies Major electives offered at Queens College is very limited because many of the courses are seldomly offered.

The Latin American and Latino Studies Director and Advisory Board would like to add five new electives to the Latin American Area Studies major, existing course that have a focus on Latin American Area Studies and are taught on a regular basis

1. **ARTH 282 Art & Architecture of the Andes** 3 hr.; 3 cr. Prereq.: none
2. **ECON 212 Economics of Latin America** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the department, and ENGL 110.
3. **HIST 356. History of the Spanish Caribbean: Puerto Rico, Cuba, and the Dominican Republic.** 3 hr.; 3 cr. Prereq.: none
4. **PORT 41: Global Portuguese Literature in Translation** 3 hr.; 3 cr. Prereq.: ENGL 110
5. **PSCI 230: Politics of Development** 3 hr.; 3 cr. Prereq.: none

8. Changes to the Latin American Area Studies Minor to include four new electives from existing courses: ARTH 282, ECON 212, HIST 356 and PORT 41

From:

Requirements for the Minor in Latin American Area Studies (Minor Code LALS-MIN)

The minor consists of **18 credits**, which include the following required and elective courses:

Required (12 credits):

HIST 105 or 106,
PSCI 239 or 259,
ANTH 205 or 206,
SPAN 312 or 377 or 378.

Elective (6 credits): To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

ANTH 205 or 206 or
HIST 105 or 105W or 106 or 106W or
LALS 201 or 202 or 203 or 204 or 208 or 220 or 294 or 380 or 381 or 391 or
PSCI 239 or 259 or
SPAN 312 or 375 or 376.

To:

Requirements for the Minor in Latin American Area Studies (Minor Code LALS-MIN)

The minor consists of **18 credits**, which include the following required and elective courses:

Required (12 credits):

HIST 105 or 106,
PSCI 239 or 259,
ANTH 205 or 206,
SPAN 312 or 377 or 378.

Elective (6 credits): To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

ARTH 282 or

ANTH 205 or 206 or

ECON 212 or

HIST 105 or 105W or 106 or 106W or **HIST 356** or

LALS 201 or 202 or 203 or 204 or 208 or 220 or 294 or 380 or 381 or 391 or

PSCI 239 or 259 or

PORT 41 or

SPAN 312 or 375 or 376

Justification:

(Electives listed are from CUNY First. The QC Bulletin does not include them.) The number of Latin American Area Studies Minor electives offered at Queens College is very limited because many of the courses are seldomly offered.

The Latin American and Latino Studies Director and Advisory Board would like to add four electives to the Latin American Area Studies minor, existing courses that have a focus on Latin American Area Studies and are taught on a regular basis.

1. **ARTH 282 Art & Architecture of the Andes** 3 hr.; 3 cr. Prereq.: none
2. **ECON 212 Economics of Latin America** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the department, and ENGL 110.
3. **HIST 356. History of the Spanish Caribbean: Puerto Rico, Cuba, and the Dominican Republic.** 3 hr.; 3 cr. Prereq.: none
4. **PORT 41: Global Portuguese Literature in Translation** 3 hr.; 3 cr. Prereq.: ENGL 110

9. Changes in the Latin American Area Studies Major to add an elective, the new course: ANTH 282 Language and Minoritized Subjectivities in Latin America, 3hr; 3 cr. Prereq.: ANTH 104 or LCD 101 or permission of instructor.

From:

Requirements for the Major in Latin American Area Studies (Major Code LAAS-BA)

Required: 30 credits from the area and language courses listed. The 30 credits must include HIST 105 or 106,
PSCI 239 or 259,
SPAN 312 or 377 or 378,
ECON 212,
ANTH 205,
LALS 381 or its equivalent.

Elective (12 credits):

AFST 201W or 232W or 300W or
ANTH 205 or 206 or 215 or 239 or 241 or 243 or 245 or 397 or
ARTH 280 or 284 or
DANCE 163 or
HIST 105 or 105W or 106 or 106W or 118 or 121 or 200 or 355 or 392W or 393 or 394 or
LALS 202 or 203 or 204 or 208 or 220 or 294 or 380 or 391 or
LCD 1913 or
PSCI 209 or 233 or 239 or 244 or 246 or 247 or 249 or 259 or 291 or 292W or 293 or
SOC 211 or 238 or 239 or 240 or 274 or 392 or
SPAN 41 or 45 or 47 or 51 or 60 or 240 or 280 or 290 or 291 or 312 or 370 or 371 or 372 or 373 or 374 or 377 or 379 or 390.

To:

Requirements for the Major in Latin American Area Studies (Major Code LAAS-BA)

Required: 30 credits from the area and language courses listed. The 30 credits must include HIST 105 or 106,
PSCI 239 or 259,
SPAN 312 or 377 or 378,
ECON 212,
ANTH 205,

LALS 381 or its equivalent.

Elective (12 credits):

AFST 201W or 232W or 300W or

ANTH 205 or 206 or 215 or 239 or 241 or 243 or 245 or **ANTH 282** or 397 or

ARTH 280 or 284 or

DANCE 163 or

HIST 105 or 105W or 106 or 106W or 118 or 121 or 200 or 355 or 392W or 393 or 394 or

LALS 202 or 203 or 204 or 208 or 220 or 294 or 380 or 391 or

LCD 1913 or

PSCI 209 or 233 or 239 or 244 or 246 or 247 or 249 or 259 or 291 or 292W or 293 or

SOC 211 or 238 or 239 or 240 or 274 or 392 or

SPAN 41 or 45 or 47 or 51 or 60 or 240 or 280 or 290 or 291 or 312 or 370 or 371 or 372 or 373 or 374 or 377 or 379 or 390.

Justification:

*(Electives listed are from CUNY First. The QC Bulletin does not include them.) The number of Latin American Area Studies Major electives offered at Queens College is very limited because many of the courses are seldomly offered. The LALS Director and Advisory Board would like to add one new elective to the Latin American Area Studies Major: the new course **ANTH 282 Language and Minoritized Subjectivities in Latin America, 3hr; 3 cr. Prereq.: ANTH 104 or LCD 101 or permission of instructor.***

*Attached is a letter of support for making **ANTH 282** an elective in the Latin American Area Studies Major and Minor from Larissa Swedell, Chair of the Anthropology Department.*

Student will be introduced to some of the most important theoretical discussions in the field of linguistic anthropology and their applications in Latin America. The course is interdisciplinary and the focus on indigenous and black communities in Latin America fits well with the increasing interest in ethnicity and race in the U.S.

10. Changes to the Latin American Area Studies Minor to add an elective, the new course: ANTH 282 Language and Minoritized Subjectivities in Latin America, 3hr; 3 cr. Prereq.: ANTH 104 or LCD 101 or permission of instructor.

From:

Requirements for the Minor in Latin American Area Studies (Minor Code LALS-MIN)

The minor consists of **18 credits**, which include the following required and elective courses:

Required (12 credits):

HIST 105 or 106,

PSCI 239 or 259,

ANTH 205 or 206,

SPAN 312 or 377 or 378.

Elective (6 credits): To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

ANTH 205 or 206 or

HIST 105 or 105W or 106 or 106W or

LALS @ or

PSCI 239 or 259 or

SPAN 312 or 375 or 376

To:

Requirements for the Minor in Latin American Area Studies (Minor Code LALS-MIN)

The minor consists of **18 credits**, which include the following required and elective courses:

Required (12 credits):

HIST 105 or 106,
PSCI 239 or 259,
ANTH 205 or 206,
SPAN 312 or 377 or 378.

Elective (6 credits): To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

ANTH 205 or 206 **or ANTH 282**
HIST 105 or 105W or 106 or 106W or
LALS @
PSCI 239 or 259 or
SPAN 312 or 375 or 376

Justification:

*(Electives listed are from CUNY First. The QC Bulletin does not include them.) The number of Latin American Area Studies Minor electives offered at Queens College is very limited because many of the courses are seldomly offered. The LALS Director and Advisory Board would like to add one new elective to the Latin American Area Studies Minor: the new course **ANTH 282 Language and Minoritized Subjectivities in Latin America, 3hr; 3 cr. Prereq: ANTH 104 or LCD 101 or permission of instructor.***

*Attached is a letter of support for making **ANTH 282** an elective in the Latin American Area Studies Major and Minor from Larissa Swedell, Chair of the Anthropology Department.*

Student will be introduced to some of the most important theoretical discussions in the field of linguistic anthropology and their applications in Latin America. The course is interdisciplinary and the focus on indigenous and black communities in Latin America fits well with the increasing interest in ethnicity and race in the U.S.

GCC Minutes: Wednesday, April 7, 2021

A. ITEMS FOR UNIVERSITY REPORT

1. ECP

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

From:

~~ECPSE 806. Practicum in Early Intervention with Children and Families from CLD Backgrounds. 3 hr.: 3 cr. This course provides candidates with supervised experience in team-oriented early interventions with infants and toddlers with disabilities or at risk for developmental delays and their families from linguistically and culturally diverse backgrounds. It integrates learned theoretical models to real-life situations and affords candidates opportunities for supervised practice in the Individualized Family Support Plan (IFSP) and/or Individualized Education Program (IEP) process. Candidates will also participate in the planning and implementation of intervention strategies for infants (0-3) and young children with special needs. Collaborative work will include working with families and other early intervention and special education professionals. Particular emphasis is given to experiences that help increase candidates' observation, assessment, and intervention planning skills that are culturally sensitive towards the unique needs of families with infants and young children with special needs. Candidates will receive individualized supervision and ongoing group support to enhance their understanding of how to apply evidence-based and culturally responsive early intervention and special education services to young bi/multilingual children with disabilities and their families.~~

3) Please list the course as you wish it to read in the Graduate Bulletin, with number, hours, credits, *etc.* Eliminate whatever was crossed out above and underline new material you are substituting or adding.

To:

ECPSE 806. Practicum in **Bilingual Early Childhood Special Education**. 3 hr.: 3 cr. This course provides candidates with supervised experience in team-oriented early childhood special education settings serving bi/multilingual young children with disabilities and their families from culturally and linguistically diverse backgrounds. It integrates learned theoretical models to real-life situations and affords candidates opportunities for supervised practice in the Individualized Family Support Plan (IFSP) and/or Individualized Education Program (IEP) process. Candidates will be exposed to a variety of disabilities, such as autism, intellectual disabilities, physical disabilities, speech and communication disorders, etc.

This field-based course is designed for candidates to participate in the planning and implementation of intervention strategies for bi/multilingual young children with disabilities in classroom settings (preschool, kindergarten, 1st, or 2nd grade) under the supervision of early childhood special education professionals. Particular emphasis is given to experiences that help increase candidates' observation, assessment and intervention planning skills that are culturally sensitive towards the unique needs of bi/multilingual children with disabilities. Candidates will receive individualized supervision and ongoing group support to enhance their understanding of

how to apply evidence based and culturally responsive early childhood special education services to young bi/multilingual children with disabilities, and their families.

Justification: These changes are needed to meet the New York State Education Department requirements for a practicum course in early childhood special education.

2. ECP

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

2) Please give HEGIS number of known to you: **HEGIS Code 0808.00 IRP Code: 26412**

From:

Currently, the early childhood special education MSED program requires candidates to take the 3-credit course, *ECPSE 720 Trends and Issues In The Education Of Students With Severe Disabilities*. We would like to eliminate it from the course sequence.

| <i>Year</i> | <i>Semester</i> | <i>Course #</i> | <i>Course Name</i> | <i>Credits</i> |
|-------------|-----------------|------------------|--|----------------|
| Year 1 | Fall | ECPSE 700 | Foundations of Special Education | 3 |
| | | ECPSE 701 | Introduction to Assessment in Early Childhood Special Education | 3 |
| | Spring | ECPSE 712 | Language and Literacy: Principles and Practices in Early Childhood Special Education | 3 |
| | | ECPSE 708 | Collaboration with Families and School-based Teams | 3 |
| Year 2 | Fall | ECPSE 722 | Applied Behavior Analysis & Positive Behavioral Supports | 3 |
| | | ECPSE 730 | Curriculum and Instruction for Early Childhood Special Education | 3 |
| | Spring | ECPSE 720 | Trends and Issues in the Education of Students with Severe Disabilities | 3 |
| | | ECPSE 731 | Advanced Seminar in Early Childhood Special Education | 3 |
| | Summer | ECPSE 725 | Internship in Severe Disabilities | 6 |

| | | | | |
|---------------|--------|--------------|--|----|
| Year 3 | Fall | ECPSE 746 | Research in Special Education | 3 |
| | Spring | ECPSE 748 | Advanced Research in Special Education | 3 |
| Total Credits | | | | 36 |

To:

We would like to add a 3-credit course, *ECPSE 805 Culturally Responsive Early Intervention* to the early childhood special education MSED course sequence.

| <i>Year</i> | <i>Semester</i> | <i>Course #</i> | <i>Course Name</i> | <i>Credits</i> |
|---------------|-----------------|----------------------|--|----------------|
| Year 1 | Fall | ECPSE 700 | Foundations of Special Education | 3 |
| | | ECPSE 701 | Introduction to Assessment in Early Childhood Special Education | 3 |
| | Spring | ECPSE 712 | Language and Literacy: Principles and Practices in Early Childhood Special Education | 3 |
| | | ECPSE 708 | Collaboration with Families and School-based Teams | 3 |
| Year 2 | Fall | ECPSE 722 | Applied Behavior Analysis & Positive Behavioral Supports | 3 |
| | | ECPSE 730 | Curriculum and Instruction for Early Childhood Special Education | 3 |
| | Spring | ECPSE 805 | Culturally Responsive Early Intervention | 3 |
| | | ECPSE 731 | Advanced Seminar in Early Childhood Special Education | 3 |
| | Summer | ECPSE 725 | Internship in Severe Disabilities | 6 |
| Year 3 | Fall | ECPSE 746 | Research in Special Education | 3 |
| | Spring | ECPSE 748 | Advanced Research in Special Education | 3 |
| Total Credits | | | | 36 |

Justification: In August 2020, our Specialized Professional Association (SPA), Council for Exceptional Children (CEC) published the first set of standards to focus specifically on the preparation of professionals who work with young children ages birth through 8 who have or are at risk for developmental delays and disabilities and their families, across home, classroom and community settings. Starting in 2023, our program will need to be reviewed and accredited based on these new standards.

According to the new standards, early interventionist/early childhood special education candidates are required to progress through a series of planned and developmentally sequenced course work and field experiences for the early childhood age ranges (birth to age 3, 3 through 5 years, 5 through 8 years), range of disabilities, and in the variety of collaborative and inclusive early childhood settings that are appropriate to their license and roles.
(<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>)

We need to add a course that focuses on the birth to age 3 population in order to meet the new SPA standards and obtain national accreditation status. ECPSE 805 exclusively focuses on infants and toddlers (between birth to age 3) who have developmental delays or disabilities.

The content that is usually covered in ECPSE 720 can be absorbed into other existing courses. We do not want to increase the overall credit load because we want to keep our program competitive to others in the area. In other words, this change does not increase the credit requirements for students. The MSED program in early childhood special education remains at 36 credits.

Finally, ECPSE 805 is an approved course already.

3. MATH

c. Minor Change: Change in course title and course description

From:

MATH 509. ~~Set Theory and Logic.~~ 3 hr.; 3 cr.

~~Prereq.: One year of calculus or permission of the instructor. May not be credited toward the Master of Arts degree in Mathematics. Propositional logic and truth tables. Basic intuitive ideas of set theory: cardinals, order types, and ordinals. This course may not be credited toward the Master of Arts in Mathematics. Fall~~

To:

MATH 509. 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 209 or 609. This course may not be credited towards the Masters of Arts degree in Mathematics. Fall

Justification: We are updating the names and course descriptions for MATH 509 and 609 to reflect their current content. Furthermore, students should not be able to take MATH 509 after taking MATH 609.

4. MATH

d. **Minor Change: Change in course title and course description**

From:

MATH 609. ~~Introduction to Set Theory~~. 3 hr.; 3 cr.

Prereq.: MATH 201 (Intermediate Calculus) ~~or permission of the instructor~~. Axiomatic development of set theory; relations, functions, ordinal and cardinal numbers, axiom of choice. Zorn's lemma, continuum hypothesis. Spring

To:

MATH 609. Axiomatic Set Theory. 3 hr.; 3 cr.

Prereq.: MATH 201 (Intermediate Calculus). Axiomatic development of set theory, using the standard axiom system ZFC. Relations and functions; the Axiom of Choice; set-theoretic constructions of basic number systems; ordinal and cardinal numbers; the Continuum Hypothesis. Spring.

Justification: We are updating the names and course descriptions for MATH 509 and 609 to reflect their current content. Furthermore, students should not be able to take MATH 509 after taking MATH 609.

5. MATH

e. Minor Change: Change in descriptive text

Add:

TO ADD in the bulletin before MATH 701:

Enrollment in 700-level courses is restricted to graduate students, students in the accelerated master's program, or students with permission of the Chair.

Justification: The 700-level Graduate Courses will be restricted to be taken only by graduate students, students in the Accelerated Master's program, or with permission of the Chair.

6. MUSIC

f. Minor Change: Change in course number

FROM:

MUSIC ~~788~~. Recital Preparation. 1 hour, 3 cr. Prereq.: MUSIC 709 and permission of the instructor and the chair. Continuation of private study in an instrument, voice or conducting culminating in a Master's Level Recital. Fall, Spring.

TO:

MUSIC 787. Recital Preparation. 1 hour, 3 cr. Prereq.: MUSIC 709 and permission of the instructor and the chair. Continuation of private study in an instrument, voice, or conducting, culminating in a Master's Level Recital. Fall, Spring.

Justification: A different course numbered MUSIC 788, Jazz Piano Workshop, was withdrawn in February 2015. MUSIC 788, Recital Preparation, was passed by the Academic Senate in May 2015. Because that is too soon to re-use a retired course number, the then-Acting Chair agreed to renumber the course as MUSIC 787. Unfortunately, the change of course number was never transferred to the Graduate Bulletin.

We have also added two commas to the course description.

FACULTY SENATE ROSTER 2020-2022

Attendance-April 8, 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 | P | 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 | |
| Chemistry & Biochemistry | Cherice Evans | 2 | | Junyong Choi | 2 | |
| Classical, Middle Eastern & Asian Languages and Cultures | Namhee Han | 2 | P | Ji Young Kim | 2 | |
| Comparative Literature | Charles Martin | 1 | | Christopher Winks | 1 | P |
| Computer Science | Kenneth Lord | 2 | P | Robert Goldberg | 2 | |
| Drama, Theatre & Dance | Jeffrey Greenberg | 2 | P | Claudia Feldstein | 2 | |
| Earth & Environmental Sciences, School of | Allan Ludman | 1 | P | George Hendrey | 1 | |
| Economics | Jennifer Roff | 2 | P | Mathew Bradbury | 2 | |
| Elementary and Early Childhood Education | Karla Manning | 1 | | 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 | | Karen Sullivan | 2 | |
| Family, Nutrition & Exercise Sciences | Ray Fredrick | 1 | P | Allison Charny | 1 | P |
| Graduate School of Library & Information Studies | Shuheng Wu | 1 | | James Lowry | 1 | P |
| Hispanic Languages & Literatures | Monica Casco | 1 | P | Brais Outes-Leon | 1 | |
| History | Elissa Bemporad | 2 | P | Kara Schlichting | 2 | |
| Library | Simone L. Yearwood | 1 | P | Annie Tummino | 1 | P |

FACULTY SENATE ROSTER 2020-2022

Attendance-April 8, 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 | | Mark Powell | 1 | |
| Philosophy | Stephen Grover | 1 | P | OPEN | 1 | |
| Physics | Timothy Benseman | 2 | | Euclides Almeida | 2 | |
| Political Science | Alexander Reichl | 1 | P | John Bowman | 1 | |
| Psychology | Claudia Brumbaugh | 2 | P | Patricia D'Ateno | 2 | P |
| Sociology | Nicholas Alexiou | 1 | P | Steven Leventhal | 1 | |
| Urban Studies | James Vacca | 2 | P | Chris Ioannides | 2 | |
| <i>DIVISIONAL AT LARGE</i> | | | | | | |
| Arts & Humanities | Dustin Grella | 2 | P | OPEN | 2 | |
| Social Sciences | Rosemary Twomey | 2 | P | OPEN | 2 | |
| Education | Pam Gershon-Wershba | 1 | P | Patsy Cooper | 1 | |
| 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 | P |
| | OPEN | 2 | | Kevin Ferguson | 2 | |
| <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 –April 8, 2021

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

**QUEENS COLLEGE
ACADEMIC SENATE
2020-2021**

Attendance –April 8, 2021

| <u>EXOFFICIO (NON-VOTING) MEMBERS</u> | <i>Present</i> |
|---|-----------------------|
| Dr. Frank H. Wu, President | P |
| Sandy A. Curko, General Counsel | |
| Meghan Moore-Wilk Chief of Staff | |
| Vacant, Assistant VP for Enrollment and Student Retention | |
| Dr. Elizabeth Hendrey, Provost | P |
| Dr. Kristin Hart, Chief Librarian | |
| Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President | 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 | |
| Dr. Dana Fusco, Interim Dean for Division of Education | |
| James Curry, Office of Registrar | |
| Ms. Zaire Coulotte, President Student Association | P |
| Dave Fields, Esq., Parliamentarian | P |
| Vacant, Executive Director of Enrollment and Admissions | |
| Dr. John Andrejack, Executive Director of the Student Union | |
| Dr. Richard P. Alvarez, VP of Enrollment and Retention | P |
| Dr. Rachel Fester, Interim Dean of Institutional Effectiveness | P |
| <u>CHAIRPEOPLE OF STANDING COMMITTEES</u> | |
| Peishi Wang, Nominating Committee | P |
| Ping Li, Graduate Curriculum Committee | P |
| Ken Lord, Undergraduate Curriculum Committee | P |
| <u>GUESTS</u> | |
| Anthony Tamburri - Calandra Italian American Institute | P |
| Sara Hinojos -Media Studies | P |
| Karen Weingarten - English | P |
| Mohammad Ashraf – Academic Advising | P |
| Elizabeth D’Amico-Ramirez – QC Hub | P |
| Alexandra DeLuise – Library – Information and Research Services | P |