

**MEETING OF QUEENS COLLEGE  
ACADEMIC SENATE**

**DATE:** September 9, 2021

**TIME:** 3:35 P.M.

**PLACE:** Virtual Via Zoom

**A G E N D A**

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes dated:  
May 13, 2021 (see **both** attachments)
3. Announcements, Administrative Reports, and Memorials:
  - a. Guest Speaker, President Frank H. Wu

The Agenda for Academic Senate meeting on October 14, 2021 will be prepared at the Executive Committee meeting on Thursday, September 23, 2021. Any lengthy material to be considered by the Executive Committee on that date should be submitted to the Senate office, Kiely Hall Room 141A, or emailed to Kevin.Ferguson@qc.cuny.edu by September 13, 2021.

4. Special Motions:
5. Committee Reports:
  - a. Undergraduate Curriculum Committee minutes dated May 13, 2021
  - b. Graduate Curriculum Committee minutes dated May 5, 2021
  - c. Nominating Committee Report dated September 2021
6. Old Business
  - a. Nominations to the Nominating Committee  
  
Faculty – At-Large May 2023  
Math & Natural Sciences May 2023  
Social Science May 2022  
Student – Education May 2023  
At-Large May 2023
7. New Business
  - a. UFS Petition(s)

**The meeting will come to order:**

Chair Simone L. Yearwood called the meeting to order at 3:38 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 April 8, 2021”

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

**3. Announcements, Administrative Reports and Memorials:**

1. President Frank H. Wu began by expressing appreciation to the Senate. He gave an update on what to expect for the Fall 2021 semester. Reopening guidance will be sent out. There will also be briefings and listening sessions on the reopening plan. A Town Hall is scheduled for 5p.m. Link to Town Hall: <https://bit.ly/3gRbVzd>
2. Student Association President Zaire Couloute, wished everyone Eid Mubarak. President Couloute thanked the college for sending communications to the campus community in acknowledgement of Eid. She also stated that a few of the senators were observing and were unable to attend the senate meeting.
3. Senator, Jennifer Valad, gave an announcement on QC CUNY Recovery CORPS, a partnership between CUNY and NYC, which will allow 5,000 CUNY students to join efforts to meet the challenges faced by our community, during the COVID-19 pandemic. If you are part of a department at Queens College who can use an intern, the form is available at: <https://docs.google.com/forms/d/e/1FAIpQLSfvTL32-UgVUMQwejHeHbHF3tTwtu64a4FBtJlfr5AXvDdPHA/viewform>
4. Senator, Jeffrey Greenberg, announced that the production of “365 Plays in 365 Days” opens tonight. Tickets are available at: <https://www.broadwayondemand.com/series/nDlcX50zcFzS-365-plays-in-365-days--queens-college-dept-of-drama>

## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

5. Chair Yearwood thanked the Senate for their participation during the last two years. This is her last session and looks forward to working with everyone in the future.

1. **Special Motions:** (none)

2. **Committee Reports:**

### 5a. Undergraduate Curriculum Committee

Typographical error: General Education Matters, change 1 a. ~~MEDST 250. Introduction to Media Law~~ To: MES 250. Literatures from the Islamic world

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

“To accept the UCC minutes dated April 8, 2021 as amended”

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

Undergraduate Curriculum Committee

Minutes of 4/8/2021

### A. General Education

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

1. General Education Matters
  - a. ~~MEDST 250. Introduction to Media Law (College Option: LIT)~~  
MES 250. Literatures from the Islamic world (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.*

## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

### 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.

- 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.

- 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.

- 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.

- e. Change To Existing Course (Prerequisite Change):

To Read:

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

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

## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

### 2. Music

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.

### 3. Political Science

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

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.

## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

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 Mach 15, 2021

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.

### 5. FNES

Change in Description

**Change to a Course: FNES 377 Internship in Exercise Science**

**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.

## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

### 6. Linguistics

Change in title:

To read:

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

Change in course description:

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.

### 7. MATH

**Update requirements for Secondary Education Option.**

#### **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.

## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

### 8. BALA

#### 1. Change in course number and description:

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.

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

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



## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

### 9. Drama, Theater and Dance

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

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.

#### 2. CORRECTION TO THE DANCE MINOR IN THE BULLETIN

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

#### 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.

### 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.

## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

### 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.

### 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

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.

## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

### 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

**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

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

**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.

### 5. Changes to the Latin American Area Studies Major Requirements

**To:**

#### **REQUIREMENTS FOR THE MAJOR IN LATIN AMERICAN AREA STUDIES (MAJOR CODE LAASST-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.

**Academic Senate Minutes – May 13, 2021**

(5a. UCC continued)

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

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.**

**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**

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 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.

## Academic Senate Minutes – May 13, 2021

(5a. UCC continued)

### **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**

**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

### **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.**

**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 **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.

**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.**

**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

## **5b. Graduate Curriculum Committee**

- i. MOTION: Duly made by Ping Li, Chair of the GCC:

“To accept the GCC minutes dated April 7, 2021”

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

**GCC Minutes: Wednesday, April 7, 2021**

## **A. ITEMS FOR UNIVERSITY REPORT**

### **1. ECP**

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

**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**

Academic Senate Minutes – May 13, 2021  
 (5b. GCC continued)

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, 1<sup>st</sup>, or 2<sup>nd</sup> 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.

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

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.

Year	Semester	Course #	Course Name	Credits
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	<b>ECPSE 805</b>	<b>Culturally Responsive Early Intervention</b>	3

**Academic Senate Minutes – May 13, 2021  
(5b. GCC continued)**

		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
<b>Total Credits</b>				<b>36</b>

**3. MATH**

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

**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

**4. MATH**

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

**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.

**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.



**Academic Senate Minutes – May 13, 2021**

**6. MUSIC**

**f. Minor Change: Change in course number**

**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<sub>2</sub> or conducting<sub>2</sub> culminating in a Master’s Level Recital. Fall, Spring.

**5c. Nominating Committee**

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

“To accept the Nominating Committee report dated May 13, 2021”

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

**1) Undergraduate Curriculum Committee**

The following students were elected by unanimous consent:

Emma Richter	Arts and Humanities	December 2021
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Maxwell Abraham Davydov	Social Sciences	December 2022
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**2) Teaching Excellence and Evaluation Committee**

The following student was elected by unanimous consent:

Jessica Alejandro	Education	December 2022
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**3) Undergraduate Scholastic Standards Committee**

The following student was elected by unanimous consent:

Gordon Bi	Social Sciences	December 2021
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**4) International Student Affairs Committee**

The following student was elected by unanimous consent:

Marc Wood Pierre	Education	December 2022
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## Academic Senate Minutes – May 13, 2021

### 5) Committee on Honors & Awards

The following faculty member was elected by unanimous consent:

Hefer Bembenutty	Education	April 2024
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### 6) Search Committee for Dean of Social Sciences

The following faculty members were elected by unanimous consent:

David Gabel	Social Sciences	Until the search is over
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Patricia Rachal	Social Sciences	Until the search is over
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Shige Song	Social Sciences	Until the search is over
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Larissa Swedell	Social Sciences	Until the search is over
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The following students were elected by unanimous consent:

Sunny Chung	Social Sciences	Until the search is over
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Matthew Rubin	Social Sciences	Until the search is over
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Joshua Quimson	Social Sciences	Until the search is over
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Stephanie Szpylka	Social Sciences	Until the search is over
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### 7) Search Committee for Dean of Education

The following faculty members were elected by unanimous consent:

Dais Akiba	Education	Until the search is over
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Jacqueline Darwin	Education	Until the search is over
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Kate Menken	Education/LCD	Until the search is over
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Sherrie Proctor	Education	Until the search is over
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The following students were elected by unanimous consent:

Jessica Alejandro	Education	Until the search is over
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Frank Antonio	Education	Until the search is over
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## Academic Senate Minutes – May 13, 2021

Paula Diaz	Education	Until the search is over
Nicole Triandafilos	Education (Music Ed)	Until the search is over

4. **Old Business:** (none)

5. **New Business:** (none)

i. MOTION: Duly made by Chair Yearwood:

“To Adjourn”

The fifty-first meeting of the Academic Senate was adjourned at 4:06 p.m.

**MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE  
Virtual Zoom meeting**

**May 13, 2021**

The first meeting session Fifty-two of the Queens College Academic Senate was convened at 4:13 p.m. by Jeremy Czerw, Holder of the Chair, Pro Tempore.

**1. Elections Committee- Report of Elections**

The Holder of the Chair, pro tempore reported the following amendments to the Elections Committee Report:

**Page 1.**

**Art**

Delegate Sin-ying Ho (2 yr.) Alt. Delegate Michael Nelson (2 yr.)

**Earth and Environmental Sciences, School of**

Delegate Jacqueline Bracco (2 yr.) Alt. Delegate Jeffrey Bird (2 yr.)

**Family, Nutrition & Exercise Sciences**

Delegate YaChing Hung (2 yr.) Alt. Delegate Jihee Choi (2yr.)

**Graduate School of Library & Information Studies**

Delegate James Lowry (2 yr.) Alt. Delegate Ping Li (2yr.)

**Page 2.**

**Mathematics**

Delegate Joe Pastore (2 yr.) Alt. Delegate Nicholas Vlamis (2 yr.)

**Music, Aaron Copland School of**

Delegate Jeff Nichols (2 yr.) Alt. Delegate Mark Powell (2 yr.)

**Philosophy**

Delegate Stephen Grover (2 yr.)

**Sociology**

Alt. Delegate Anna Maria Bounds (2 yr.)

i. MOTION: Duly made by Jeremy Czerw, Chair Pro Tempore:

“To adopt the Elections Committee Report of 2021 as amended”

Hearing no objections to the motion, the Chair Pro Tempore adopted the Elections Committee Report as amended.

**2. Nominations and elections as follows:**

2a. The Chair pro tempore accepted nominations for the **Holder of the Chair:**

The following faculty member was nominated from the floor:

Kevin Ferguson

Seeing no further nominations, Chair Pro Tempore moved unanimous consent.

\*Note Chair Ferguson appointed Dave Fields as Parliamentarian.

2b. The Chair accepted nominations for the **Deputy Holder of the Chair:**

The following student was nominated from the floor:

Emma Richter

Seeing no further nominations, the Chair moved unanimous consent.

2c. The Chair accepted nominations for **Secretary:**

The following student was nominated from the floor:

Jamal Mark

Seeing no further nominations, the Chair moved unanimous consent.

2d. The Chair accepted nominations for the **Executive Committee:**

1) The following faculty members were nominated from the floor:

Simone Yearwood, Barbara Moore, Stephen Grover, Theresa Gurl and Ann Azzollini

Seeing no further nominations, the Chair moved unanimous consent for the slate.

2) The Chair accepted nominations to fill the remaining student seat on the **Executive Committee:**

The following student was nominated from the floor:

Sofia Taherkhani

Sofia Taherkhani was withdrawn.

The following student was nominated from the floor:

Rida Zaidi

**Academic Senate Minutes –May 13 2021**

Seeing no further nominations, the Chair moved unanimous consent

**2e. Nominations to the Nominating Committee:**

**Faculty**

The following faculty was nominated from the floor to fill the OPEN Education Seat:

Peishi Wang 2023

Seeing no further nominations, the Chair moved unanimous consent.

At-Large – 2023 (No faculty nominee)

Math and Natural Sciences – 2023 (No faculty nominee)

Social Sciences – May 2022 (No faculty nominee)

**Students**

Education – 2023 (No student nominee)

The following student was nominated from the floor to fill the OPEN Social Sciences Seat:

Gurleen Boparai 2022

Seeing no further nominations, the Chair moved unanimous consent.

The following student was nominated from the floor to fill the OPEN Math & Natural Sciences Seat:

Sofia Taherkhani 2023

Seeing no further nominations, the Chair moved unanimous consent.

At- Large – 2023 (No student nominee)

MOTION: Duly made by Chair Ferguson:

“To Adjourn”

Meeting adjourned at 4:27 pm.

**A. General Education**

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

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

## 1. FNES

### Change in Name and Description of FNES 203

#### From:

~~FNES 203. Meal Planning and Meal Management.~~ 2 class hr., 3 lab. hr.; 3 cr. Prereq.: FNES 101 or permission of the department. Understanding the meaning of foods in family meals, and basic principles of meal planning, preparation, and service effectively using money, time, and energy. Fall, Spring (MAT)

#### To Read:

**FNES 203. Meal Planning for Therapeutic Diets.** 2 class hr., 3 lab. hr.; 3 cr. Prereq.: FNES 101 and FNES 163 or equivalent. Application of principles of meal planning to evidence-based therapeutic diets. Lecture and laboratory include menu planning, food cost analysis, therapeutic modifications to recipes, preparation, and service of food in accord with food safety principles, and effective time management, collaboration, and teamwork in the food production facilities. Fall, Spring (MAT)

#### *Justification*

*The course with its focus on family meals has evolved in the past two decades as FNES programs have moved away from Family and Consumer Sciences to distinct specializations. The new course name and description accurately reflect the topics discussed in this course and the course content is aligned with competencies of two FNES programs: Nutrition and Dietetics, and Food Management Studies.*

## 2. Media Studies

New course.

MEDST 160. Advertising Aesthetics: A Survey of Commercial Design and Process  
3 hr., 3 cr.

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.

#### *Course 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.*

## 3. Anthropology

New course.



ANTH 248. World of the Vikings. 3 hr.; 3 cr. Prereq.: sophomore standing or permission of instructor. This course focuses on early Norse culture, migration, and settlement across the North Atlantic ca. 750–1050 A.D. Issues related to Viking raids, shipbuilding, social organization and integration, agriculture, and religion are explored through archaeological evidence and historical references. How we know what we think we know about the Norse is critically examined so as to provide a more nuanced view beyond the received wisdom and popular interpretations of the Vikings in the media.

*Justification:*

*This course has been taught under our archaeology area course topics number, 249, for several years. It is a popular course and we would like to give it its own course number.*

#### 4. SEES

**SEES Proposed Changes to UCC: 2 motions to change, clarify and update the requirements for the Environmental Science BA and BS majors**

**Add GEOL 210, Water Resources as a Core course option in the Ensci major. And to correct previously approved changes (2018) to ENSCI 203 as a requirement.**

**Justification.** This motion updates the bulletin to incorporate motions approved by the SEES/UCC/QC Senate in 2018 and 2019 and not added to the bulletin including: i) ENSCI 203 removed as a Core Course elective. ii) Current Core Courses that were approved in prior motions and not added to the bulletin including: URBST 230 and BIOL 201. iii) Current Advanced Courses that were approved in prior motions and not added to the bulletin including: GEOL 328W, Volcanoes and Climate and ENSCI 203, Environmental Microbiology (BIOL 201 – general biology is a Core Course elective.

The new course to be added to the Core course electives is GEOL 210, Water Resources, a seminar course that provides a missing water-centric core content for majors interested in a specialization in a hydrology or marine sciences.

**Current requirement in bulletin (2020-2021):**

2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 216, or ENSCI 203.

3. Two of the following 300-level Advanced Courses: GEOL 318, 342, 347, 349, 363, 370, 383; ENSCI 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

**Proposed:**

2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 210, 216, URBST 230 or BIOL 201, ENSCI 203.

3. Two of the following ~~300-level Advanced level Courses~~: GEOL 318, 328W, 342, 347, 349, 363, 370, 383; ENSCI 203, 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

## 5. Computer Science

- a. Changes to the requirements for the BA degree.

From:

### REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE (MAJOR CODE CSCI-BA)

Core Requirements:

CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343, ~~355~~, and 370.

Elective Requirements:

6 credits of computer science courses numbered CSCI 300–396. One course from the following list may be used unless it has been applied toward fulfillment of the math requirements for the major: BIOL 330; MATH 202, 223, 224, 232, 237, 242, 245, 247, 248, 317, 333, 337, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

No more than 3 credits of CSCI 390 through 395 may be used as part of the major without the approval of the department's Honors and Awards Committee.

Math Requirements:

MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 241 or 611 or 621; MATH 231 or 237.

To Read:

### REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE (MAJOR CODE CSCI-BA)

Core Requirements:

CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343, and 370.

Elective Requirements:

2 credits of computer science courses numbered CSCI 300–396. One course from the following list may be used unless it has been applied toward fulfillment of the math requirements for the major: BIOL 330; MATH 202, 223, 224, 232, 237, 242, 245, 247, 248, 317, 333, 337, 341, 342, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

No more than 3 credits of CSCI 390 through 395 may be used as part of the major without the approval of the department's Honors and Awards Committee.

Math Requirements:

MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 241 or 611 or 621; MATH 231 or 237.

*Justification: It has become very difficult to find faculty to teach CSCI 355, so we re removing it as a requirement. The number of electives required for the major is adjusted to account for this removal. Two new courses in the Math department are added to the list of possible electives.*

- b. Changes to the requirements for the BS degree.

From:

## REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE (MAJOR CODE CSCI-BS)

## Core Requirements:

CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343, ~~355~~ and 370.

## Elective Requirements:

~~18~~ credits of computer science courses numbered CSCI 300 –396. One course from the following list may be used unless it has been applied towards the fulfillment of the math or science requirements for the major: BIOL 330; MATH 202, 223, 224, 232, 242, 245, 247, 248, 317, 333, 337, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

No more than 3 credits of CSCI 390 through 395 may be used as part of the major without the approval of the Honors and Awards Committee.

## Math Requirements:

MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 231 or 237; 241 or 611 or 621.

## To Read:

## REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE (MAJOR CODE CSCI-BS)

## Core Requirements:

CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343 and 370.

## Elective Requirements:

21 credits of computer science courses numbered CSCI 300 –396. One course from the following list may be used unless it has been applied towards the fulfillment of the math or science requirements for the major: BIOL 330; MATH 202, 223, 224, 232, 242, 245, 247, 248, 317, 333, 337, 341, 342, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

No more than 3 credits of CSCI 390 through 395 may be used as part of the major without the approval of the Honors and Awards Committee.

## Math Requirements:

MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 231 or 237; 241 or 611 or 621.

*Justification: It has become very difficult to find faculty to teach CSCI 355, so we re removing it as a requirement. The number of electives required for the major is adjusted to account for this removal. Two new courses in the Math department are added to the list of possible electives.*

- c. Change in prerequisite.

## From:

CSCI 111. Introduction to Algorithmic Problem Solving.

4 hr., 3 cr. ~~Prereq: Math 120 or 141 or 151 with a minimum grade of C-~~

## To Read:

CSCI 111. Introduction to Algorithmic Problem Solving.

4 hr., 3 cr.

*Justification: There is no academic need for the prerequisite.*

GCC Minutes Dated May 5, 2021

**A. CAPPR REPORT**

**1. EECE**

**a. Program Change: Change in requirements for admission and change in requirements for degree/certificate**

2) Please give HEGIS number if known to you: **0830.00**

**FROM:**

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

On p. 91 of the Graduate Bulletin:

~~POST-MASTER'S PROGRAMS LEADING TO CERTIFICATE OF ADVANCED STUDY  
(On moratorium; currently not accepting students)  
For students who have completed their master's degree and are looking for additional courses in elementary and early childhood education, the department offers 15-credit specialized programs that lead to a Certificate of Advanced Study in a specific field. The specific fields are: Early Childhood Education (Birth to Second Grade), Language Minority Education, Child Developmental Psychology, Science Education, Social Studies Education, Math Education, and Children's Literature. The department also offers an 18-credit post-master's program in Literacy Education, Birth-Grade 6. To be admitted to any of these post-master's programs, the student must have earned a master's degree and teacher certification. There is no GPA requirement. However, once in the program students are expected to maintain a B average. Interested students should contact the department office (718-997-5302).~~

**TO:**

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

**POST-MASTER'S ADVANCED CERTIFICATE IN LITERACY EDUCATION, BIRTH-GRADE 6**

This program is designed for persons who have earned a master's degree in education and hold a teaching certificate, and who are looking to extend their study of literacy education in the early childhood and elementary

grades. The program leads to a NYS Professional Certificate as a Literacy Specialist, B-6. Students take 15 credits of coursework that includes the study of the role of the literacy specialist, assessment and instruction for diverse learners, and a literacy practicum with children. Required coursework for the program is summarized in Table 9. Students are required to maintain a B average to continue in the program.

This program may be offered by the department as a fully online program. To complete the practicum in the online program, candidates must meet requirements for work in the field with one or more children (PK-6) either: (a) at a field site offered by the program, or (b) at a field site identified by the candidate that meets program criteria. Please consult an advisor for more information about the option to complete this program online.

Applicants to the program must hold an earned master's degree in education. Additionally, applicants must meet one of the following criteria: (a) completed an approved New York State teacher preparation program in early childhood or childhood education and hold an initial or professional certificate in early childhood or childhood education; (b) hold a National Board certificate in early or middle childhood education; or (c) have at least one year of teaching experience under a valid New York State or out-of-state teaching certificate in early childhood or childhood education.

Table 9. Courses for Post-Master's in Literacy Education and NYS Professional Certificate for Literacy Specialist, B-6 (15 credits)

EECE 801 The Role of the Literacy Specialist (3 cr.)

EECE 764 Instruction and Assessment Across the Content Areas for Bilingual Learners (3 cr.)

EECE 803 Assessment and Instruction I (3 cr.)

EECE 804 Assessment and Instruction II (3 cr.)

EECE 805 Practicum (3 cr.)

*Justification:*

### ***Creation of a New Section in the Bulletin***

*The current section "POST-MASTER'S PROGRAMS LEADING TO CERTIFICATE OF ADVANCED STUDY" does not correctly describe the programs offered by the department. With the exception of the Literacy Education Post-Master's program, this section describes programs that are no longer offered by the department. Other post-master's programs currently offered by the department are already listed in the bulletin in their own sections. A heading and section should be created for the Literacy Education Post-Master's program so that it is listed in the bulletin in a way that is comparable to other post-master's and advanced certificate programs offered by the department. The creation of Table 9 to list the courses required for the program similarly parallels how other programs in the department are represented in the bulletin. The description of the program in the revised text above includes similar information to what is provided about other programs in the department. These changes bring this program in alignment with the descriptions of other programs offered by the department.*

### ***Reduction of Required Credits***

*The current Post-Master's Advanced Certificate in Literacy Education (B-6) is an 18 credit (6 course) program that leads to New York State initial and professional certification as a Literacy Specialist (B-6). The proposed revisions to the program will reduce the program to 15 credits (5 courses). With the reduction to 15 credits the program will continue to meet all requirements to lead to New York State initial and professional certification as a Literacy Specialist (B-6).*

*The proposed program will be reduced from 18 credits to 15 credits by removing the course EECE 745 The Reading-Writing Connection from the program. Because literacy instruction is integrated into the content of EECE 803 Assessment and Instruction I and EECE 804 Assessment and Instruction II, this course is not essential to the program. Students admitted to the program have already completed an initial teacher preparation program and will have taken a similar course during their undergraduate or master's degree coursework prior to entering this program. Eliminating this course allows the program to be completed in one year and maintains a cohesive program that meets program goals.*

### ***Change to Admissions Requirements***

*The admissions criteria for the program are being revised to comply with [new state guidelines on student teaching and clinical placements](#). These revised guidelines require students to complete a full 14 week, full-time student teaching placement unless they meet criteria that permit them to instead complete a 50 hour practicum. This 50 hour practicum has historically been used in this program to meet the state clinical requirements. To continue using this practicum model, all students entering the program must meet the revised requirements in new state guidelines. The admissions requirements in this proposal reflect these new requirements, and will allow the program to continue to be in compliance with state requirements to provide the New York State initial and professional certification as a Literacy Specialist (B-6).*

### ***Registration of the Program for Distance/Online Education***

*The program is not currently registered for distance education and is currently offered through a variety of in-person and hybrid courses. This proposal will register the program for distance education with NYSED, allowing it to be offered as a fully online program.*

*The proposed online program, which will include an online practicum, will continue to meet all state requirements for teacher preparation programs. The structure of the online program draws on lessons learned from online courses and practica run in the Spring 2020 and Spring 2021 semesters due to Covid-19. The proposed program will accommodate students who may or may not be geographically near Queens College. The implementation of an online program and practicum also draws on faculty expertise by using models for online learning that have been developed and researched by program faculty.*

*There is currently strong interest among current students in the Literacy Education programs for a fully online program. Students in the Post-Master's and MSED programs in Literacy Education were asked to complete a survey on online learning in the Spring 2021 semester. These students completed one or two semesters of online courses due to the emergency shift to online learning during the Covid-19 pandemic. The survey was sent to 65 current students and was completed by 22 students (34%).*

*Survey results show that average satisfaction with online courses offered in the Literacy Education programs is 4.27 (1 = very unsatisfied, 5 = very satisfied), with 82% of students rating their experience as a satisfied (4) or very satisfied (5). Responses further show that students prefer future offerings to continue to include online courses. A majority of students (59%) prefer all online courses for future semesters, and another 36% prefer a mix of in-person and online courses. Only 5% of students prefer all in-person courses.*

*When asked to consider their preferences for possible future study at Queens College, a similar majority (64%) are more likely to apply to a program that is fully online. Another 18% report that it would not impact their decision about whether to apply. Only 18% percent of students report that a fully online program would make them less likely to apply.*

*These survey results indicate a strong interest among current students for more online course offerings and suggest that moving the Post-Master's program to a fully online model may be attractive to future applicants and support increased enrollment. This is supported by the large number of inquiries received by the program from prospective students asking if the program can be completed fully online.*

*At the same time, there are currently limited online options for the study of literacy education. No other college in the CUNY system currently offers an online program in literacy education. Only two colleges or universities in New York State offer online advanced certification programs that lead to certification as a literacy specialist in New York State. These include:*

- *Pace University offers an Online Advanced Certificate in Literacy Specialist. This 21 credit program includes a practicum that requires 100 clock hours. Tuition is \$20,664 (\$984 per credit).*
- *Mercy College offers a Teaching Literacy, Birth to Grade 6 Certificate. This 15 credit program includes a practicum that requires 50 clock hours. Tuition is \$14,145 (\$943 per credit).*

*The limited options for online certificate programs in literacy education suggest that this is an underserved market. The proposed program is comparable in length and practicum requirements to the program at Mercy College and requires fewer credits than the program at Pace University. The tuition cost of the proposed program is \$7,050 (\$470 per credit), making it less than half of the tuition of any competitor program. Based on the comparable curriculum and the lower tuition of the proposed program, it is likely to be very competitive and appeal to prospective applicants. At the same time, the program faculty believe we can continue to deliver a high-quality program that prepares students to be literacy specialists in a fully online format.*



## 2. SEYS

### b. New Program

2) Please give HEGIS number if known to you: 0833.00  
0833.00 Mathematics Education

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

2. Master of Arts in Teaching (MAT) programs

- a. Art (K–12)
- b. Critical Languages (Arabic, Chinese, Hindi, Korean, Russian, Urdu)
- c. English Education
- d. Mathematics Education
- e. Science Education (Biology, Chemistry, Earth Science, Physics)

3. Post-Master's Advanced Certificate Programs

- a. Ethical and Equitable Practice
- b. Literacy, Grades 5-12 (leading to NY State Teaching Certification in Literacy, Grades 5-12)
- c. Educational Technology

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

Please change to:

2. Master of Arts in Teaching (MAT) programs

- a. Art (K–12)
- b. Critical Languages (Arabic, Chinese, Hindi, Korean, Russian, Urdu)
- c. English Education
- d. Mathematics Education
- e. Science Education (Biology, Chemistry, Earth Science, Physics)

3. Post-Master's Advanced Certificate Programs

- a. Ethical and Equitable Practice
- b. Literacy, Grades 5-12 (leading to NY State Teaching Certification in Literacy, Grades 5-12)
- c. Educational Technology

### **d. Developing Algebraic Thinking in The Middle Grades**

*Justification: SEYS FULLY ONLINE POST-MASTER'S ADVANCED CERTIFICATE PROGRAM IN DEVELOPING ALGEBRAIC THINKING IN THE MIDDLE GRADES*  
*New York State certified teachers who already hold master's degrees desire incremental raises for a master's plus additional credits. Most teacher contracts, including the New York City Department of Education (NYCDOE) contract, reward teachers financially for attaining 15 credits beyond their master's and 30 credits beyond their master's. Further, professionals who have been teaching for several years often want to improve their practice and become lead teachers and model teachers in their diverse schools and communities, particularly in*

*mathematics. This fully online Advanced Certificate program was designed to meet all of these needs. The courses in this program were originally developed to augment the NYC DOE's Algebra for ALL "microcredential" program to fulfill the need of improving the mathematics preparation of practicing teachers. Many participants have completed the microcredential program and many more inquiries are being received (the program stopped taking new applicants due to lack of funding by DOE). Research has been done and indicated that participants are very satisfied by their learning in the program. Further, ideas about the program are being shared nationally at the upcoming annual meeting of the National Council of Teachers of Mathematics (see appendix 2).*

*The five course post-master's program in Developing Algebraic Thinking at Queens College is designed to deepen and enhance middle school mathematics teachers' knowledge of mathematics and its pedagogy, and was designed with support from CUNY central (see appendix 1). With this mission in mind, the goals of this new program includes outcomes for participants related to mathematics content, pedagogy, and attitudes. Participants will demonstrate meeting these goals and objectives through a culminating project at the end of the five-course sequence, and by incorporating these ideas into their respective classrooms. These objectives are aligned to the core values of the QC education unit, promoting equity, excellence, and ethics in urban schools and communities.*

*By the end of the program, participants should be able to:*

- *Synthesize the mathematics curriculum as an interconnected body of knowledge, including deep conceptual understanding of various mathematics concepts and how these concepts relate to high school algebra. Participants will support students' transition from arithmetic to algebraic thinking. [content, pedagogy, excellence]*
- *Regularly incorporate a problem-solving, student-centered and culturally relevant approach into their mathematics teaching, and use strategies to support students' perseverance in problem solving. [content, pedagogy, equity, excellence]*
- *Develop students' identities as capable mathematicians with a growth mindset, and equitably view ALL students as learners of mathematics and future students of algebra and higher levels of mathematics. [pedagogy, attitudes, equity, ethics]*

#### *Course titles and Descriptions*

*SEYS 792-Course 1: Developing Algebraic Thinking in The Middle School Classroom*

*SEYS 793-Course 2: Mathematical Initiatives and Methods in The Middle Grades*

*SEYS 794-Course 3: Mathematical Foundations of the Secondary School Curriculum*

*SEYS 795-Course 4: Issues and Applications in Secondary School Algebra*

*SEYS 796-Course 5: Mathematics Content, Pedagogy, and Mindset: A Capstone Course*

*Each course will incorporate both synchronous and asynchronous instruction, online discussion boards, and both small and large group interactions. The learning platform for all courses will be google classroom, and both zoom and google meet may be used for synchronous meetings. Courses will incorporate online manipulatives, and physical manipulatives in some cases. Jamboard, flipgrid, and other remote teaching tools will be used regularly. A main component of each course is for participants to share their own experiences, and to try the various approaches from the coursework with their own students, and share the strengths and weaknesses of each approach with other participants.*

### **Requirements for Admission**

*Admission is limited, competitive, and open to teachers of mathematics that hold master's degrees. Applicants must complete the college's online graduate application and admissions essay. The applicant's entire record is considered, including undergraduate and graduate GPA, teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 is required. The GRE examination and letters of recommendation are not required for admission. For more information, please contact the program coordinator, Theresa Gurl, [Theresa.Gurl@qc.cuny.edu](mailto:Theresa.Gurl@qc.cuny.edu).*

## **3. MUSIC**

### **c. Program Change: Change in requirements for degree/certificate**

2) Please give HEGIS number if known to you: **1004.00**

#### **FROM:**

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

~~Majors in jazz performance are required to take JAZZ 701, 703, 705, 724, 725, 726 and MUS 756; three semesters of Jazz Ensemble (JAZZ 794); plus electives to total 36 credits. (All jazz course numbers are in the process of being changed from MUSIC prefixes to JAZZ prefixes.)~~

~~Majors in jazz composition are required to take JAZZ 701, 705, 707, 714, 721, 722, 723 MUS 756 and MUS 757; plus electives to total 36 credits. (All jazz course numbers are in the process of being changed from MUSIC prefixes to JAZZ prefixes.)~~

#### **TO:**

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

Majors in jazz performance are required to take JAZZ 701, 703 (or 712 for vocalists, 716 for drummers), 705, 717 or 718, 724, 725, and 726; three semesters of Jazz Ensemble (JAZZ 794); plus electives to total 36 credits.

Majors in jazz composition are required to take JAZZ 701, 705, 706, 707, 714, 717 or 718, 721, 722, and 723; plus electives to total 36 credits.

*Justification: Since the M.M. in Jazz Studies was first approved in 2011, we have gradually been changing the numbering of jazz courses from MUSIC numbers to JAZZ numbers. MUSIC 756*

*and 757 are the last ones remaining. Both courses have long since been replaced by, respectively, JAZZ 718 and JAZZ 706. We now wish to delete MUSIC 756 and 757 from the Bulletin. We also wish to update the degree requirements listed in the Bulletin to reflect the above mentioned changes in course numbering.*

*In addition, we are proposing new, specialized courses in improvisation for vocalists (JAZZ 712) and drummers (JAZZ 716). These will become required courses for these students, replacing JAZZ 703, which will continue to be required of other students.*

#### **4. MUSIC**

##### **d. Program Change: Change in requirements for degree/certificate**

2) Please give HEGIS number if known to you: **1004.00**

##### **FROM:**

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

#### **CURRICULUM**

The proposed Master of Music in Classical Performance [would comprise four] different tracks: (1) Orchestral Instruments; (2) Keyboard Instruments; (3) Voice; ~~and (4) Conducting~~. In all tracks, a minimum of 36 credits ~~would be~~ required for graduation, along with several non-course requirements.

##### **Required courses in all degree tracks**

MUSIC 701. Writing about Music 2 cr.

MUSIC 707, 708, 709. Individual Musical Performance 9 cr.

Four semesters of MUSIC 747, 748, 749, 750, 751, or 752 (course number depends on the student's major instrument). Survey of Repertory 4 cr.

Any two of MUSIC 777.1, 777.2, 777.3, 777.4 (Seminars in Performance Practice) 6 cr.

MUSIC 779. Musical Analysis for Performers 3 cr.

~~[MUSIC 789. Thesis (a complete recital accompanied by a written document) — 3 cr.]~~

Total of these required courses: 27 cr.

Additional courses required of students in Track 1, *Orchestral Instruments* (8 cr.)

~~Four semesters of MUSIC 775~~, Chamber Music 4 cr.

MUSIC 792 (*Orchestra*) in every semester of matriculation (minimum of 4) 4 cr.

Additional courses required of students in Track 2, *Keyboard Instruments* (4 cr.)

~~Four semesters of MUSIC 775~~, Chamber Music 4 cr.

Additional courses required of students in Track 3, *Voice* (4 cr.)

MUSIC ~~775~~ (*Chamber Music*), 794.1 (*Vocal Ensemble*), or 796 (*Opera Studio*) in every semester of matriculation (minimum of 4) 4 cr.

~~Additional courses required of students in Track 4, *Conducting* (7 cr.)~~

~~MUSIC 792 (*Orchestra*) in every semester of matriculation (minimum of 4) — 4 cr.]~~

Total credits in all required courses: 31–35

#### Non-course requirements

In addition to passing the courses listed above, students must fulfill all of the following requirements:

1. The Theory Qualifying Exam, taken before a student registers for the first semester. All of the exam's four parts must be passed before graduation. For each part of the exam, a corresponding course is available to students who do not pass. A student who fails one or more parts of the exam may fulfill the requirement by passing the corresponding course with a grade of *B-* or higher.

- a. Harmonization (course: MUSIC 759, *Studies in Tonal Harmony and Counterpoint*)
- b. Sight singing (course: MUSIC 758, *Musicianship for Graduate Students*)
- c. Dictation (course: MUSIC 758, *Musicianship for Graduate Students*)
- d. Keyboard harmony (course: MUSIC 758, *Musicianship for Graduate Students*)

2. The History Qualifying Exam, taken before registering for the first semester. This exam must be passed before graduation. A student who fails the exam may fulfill the requirement by passing the corresponding review course (MUSIC 768, *History Survey*) with a grade of *B-* or higher.

3. The Terms Exam, offered twice each semester. This is an exam on foreign-language musical terms (Italian, German, and French). No paper or online resources may be used. The exam must be passed before graduation.

TO:

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

## CURRICULUM

The proposed Master of Music in Classical Performance comprised of three different tracks: (1) Orchestral Instruments; (2) Keyboard Instruments; and (3) Voice. In all tracks, a minimum of 36 credits is required for graduation, along with several non-course requirements.

### Required courses in all degree tracks

MUSIC 701. Writing about Music 2 cr.

MUSIC 707, 708, 709. Individual Musical Performance 9 cr.

Four semesters of MUSIC 747, 748, 749, 750, 751, or 752 (course number depends on the student's major instrument). Survey of Repertory 4 cr.

Any two of MUSIC 777.1, 777.2, 777.3, 777.4 (Seminars in Performance Practice) 6 cr.

MUSIC 779. Musical Analysis for Performers 3 cr.

MUSIC 787. Recital Preparation 3 cr.

Total of these required courses: 27 cr.

Additional courses required of students in Track 1, Orchestral Instruments (8 cr.)

MUSIC 774, 775, and two semesters of 776, Chamber Music 4 cr.

MUSIC 792 (Orchestra) in every semester of matriculation (minimum of 4) 4 cr.

Additional courses required of students in Track 2, Keyboard Instruments (4 cr.)

MUSIC 774, 775, and two semesters of 776, Chamber Music 4 cr.

Additional courses required of students in Track 3, Voice (4 cr.)

MUSIC 774, 775, or 776 (Chamber Music), 794.1 (Vocal Ensemble), or 796 (Opera Studio) in every semester of matriculation (minimum of 4) 4 cr.

Total credits in all required courses: 31–35

#### Non-course requirements

In addition to passing the courses listed above, students must fulfill all of the following requirements:

1. The Theory Qualifying Exam, taken before a student registers for the first semester. All of the exam's four parts must be passed before graduation. For each part of the exam, a corresponding course is available to students who do not pass. A student who fails one or more parts of the exam may fulfill the requirement by passing the corresponding course with a grade of *B-* or higher.
  - a. Harmonization (course: MUSIC 759, Studies in Tonal Harmony and Counterpoint)
  - b. Sight singing (course: MUSIC 758, Musicianship for Graduate Students)
  - c. Dictation (course: MUSIC 758, Musicianship for Graduate Students)
  - d. Keyboard harmony (course: MUSIC 758, Musicianship for Graduate Students)
2. The History Qualifying Exam, taken before registering for the first semester. This exam must be passed before graduation. A student who fails the exam may fulfill the requirement by passing the corresponding review course (MUSIC 768, Western Music History Survey) with a grade of *B-* or higher.
3. The Terms Exam, offered twice each semester. This is an exam on foreign-language musical terms (Italian, German, and French). No paper or online resources may be used. The exam must be passed before graduation.
4. Graduation Recital. A full-length recital, open to the public, with or without accompanists or other supporting musicians. Well-researched program notes, written by the student, must accompany the recital and must be made available to audience members. The recital repertoire and programs notes must be approved by the student's advisor at least two weeks before the recital. The recital itself must be approved by a jury consisting of at least two members of the School of Music faculty, one of whom may be the student's performance teacher.

*Justification: 1. We are deleting the track in conducting because we now offer a separate Master of Music in Conducting (program 41564, registered by NYSED on April 8, 2021).*

*2. In 2011, the course number of Chamber Music was changed from MUSIC 775 alone to MUSIC 774, 775, and 776. Somehow, this change was never reflected in the Graduate Bulletin listing of requirements for the MM in Classical Performance, a program that was inaugurated around the same time. We are correcting that error now.*

1. *We wish to change the requirement for MUSIC 789, Thesis, to MUSIC 787, Recital Preparation. The course description for MUSIC 789 was changed a few years ago, and the new description no longer fits performance recitals. Here is the current course description for MUSIC 789:*

**MUSIC 789. Thesis.** Hours to be arranged; 3 cr. Prereq.: Approval of a thesis advisor and the Graduate MA Advisor. Required of all candidates for the MA in Music. Supervised thesis writing. May be repeated to a maximum of 6 credits.

*Students in the MM in Classical Performance do not write a thesis; they play a recital. MUSIC 787, Recital Preparation, culminates in the degree recital for students in this degree program. The Graduate Bulletin erroneously lists Recital Preparation as MUSIC 788 instead of MUSIC 787. The GCC recently passed a proposal to correct the Bulletin to show 787 as the course number.*

4. *We are correcting the course listed given for MUSIC 768 from “History Survey” to “Western Music History Survey.”*

## **B. ITEMS FOR UNIVERSITY REPORT**

### **1. ECP**

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

#### **FROM:**

~~ECPSE 730 Curriculum and Instruction for Early Childhood Special Education. 3 hr.:3 3cr. Prereq: ECPSE 700, 722. This course is designed to introduce program candidates to critical issues in curriculum and instruction for working with children with mild, moderate, and severe disabilities (birth through age 8) and their families in inclusive environments. Candidates will be provided with an understanding of developmentally appropriate programs and practices for young children with disabilities. Emphasis will be on the historical, educational, philosophical, and legal foundations that have guided and early intervention. Fifteen hours of field experience will include observation and analysis of young children, and school environments.~~

- 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 730 Curriculum and Instruction for Early Childhood Special Education (Ages 3-5). 3 hr.:3 3cr. Prereq: ECPSE 700, 722. This course is designed to introduce program candidates to critical issues in curriculum and instruction for teaching preschool children with disabilities (ages three through five) and their families. Developmentally appropriate programs (DAP) and evidence-based practices for preschool children with and without disabilities will be the focus of this course. Candidates will explore the impact that disability conditions have on young children's learning needs in all developmental domains, resulting curriculum goals and learning objectives, as well as assessment and intervention strategies used to effectively address these goals and objectives. Candidates will examine the impact that the environment has on the acquisition, maintenance, and generalization of critical skills in young children, and a range of validated curriculum models designed to meet the learning needs of young children with disabilities and their families. This course will also focus on the historical, educational, philosophical, and legal foundations that have guided practice and policy in early childhood special education (ECSE). Fifteen hours of field experience is required and will include observation and analysis of young children with disabilities in different environments.

*Justification: These changes are needed to meet the new standards set by our Specialized Professional Association (SPA), Council for the Exceptional Children (CEC) for teacher preparation programs, which was approved in August 2020. Starting in 2023, our program will be reviewed and accredited based on these new standards.*

## 2. ECP

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

#### FROM:

~~ECPSE 731 Advanced Seminar in Early Childhood Special Education. 3 hr.:3 3cr. Prereq: ECPSE 730. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in early childhood special education for students with mild, moderate and severe disabilities. The seminar will focus critically on the core values of the Queens College Education Division related to promoting equity, excellence, and ethics in urban schools and communities.~~

#### TO:

ECPSE 731 Advanced Seminar in Early Childhood Special Education (Ages 5-8). 3 hr.:3 3cr. Prereq: ECPSE 730. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in early childhood special education for young children with disabilities between the ages of 5-8. This course will focus on designing and implementing developmentally appropriate and culturally responsive curriculum and instruction to ensure positive academic outcomes for these children. Fifteen hours of field experience is required for observation of

and teaching children with disabilities between the ages of 5-8 in a variety of environments.

*Justification: These changes are needed to meet the new standards set by our Specialized Professional Association (SPA), Council for the Exceptional Children (CEC) for teacher preparation programs, which were approved in August 2020. Starting in 2023, our program will be reviewed and accredited based on these new standards.*

### 3. EECE

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

##### FROM:

EECE 764. ~~Instruction and Assessment Across the Content Areas for Bilingual Learners. 3 hr.; 3 cr. Required course in Literacy B-6 MEd and Bilingual Extension. This course focuses on the study, analysis, application, and creation of appropriate classroom instructional strategies to teach content areas to language minority students. Students practice different methodologies in teaching mathematics, science, social studies, and other content areas in the new and home language, and consider the evaluation issues related to language and content in the bilingual-multicultural classroom. Participants develop skills to examine, evaluate, and create instructional materials to teach students learning a new language.~~

##### TO:

EECE 764. Instruction and Assessment Across the Curriculum for Bilingual Learners. 3 hr.; 3 cr. Required course in Literacy B-6 MEd, Literacy Post-Master's, and Bilingual Extension. This course focuses on the study, analysis, application, and creation of appropriate classroom instructional strategies to teach content to bilingual students. Students learn different approaches to supporting and integrating language learning in mathematics, science, social studies, and other areas, and consider the evaluation issues related to language and content for bilingual students. Participants develop skills to examine, evaluate, and create instructional materials to teach multilingual students.

*Justification: This course is currently used by three programs in the Elementary and Early Childhood Education Department: Bilingual Extension, Literacy Education (B-6) MSED, and Literacy Education (B-6) Post-Master's. The focus of the course is on teaching bilingual learners across the curriculum, and the course is flexibly designed to address instruction in both monolingual and bilingual contexts and by monolingual and bilingual teachers. As currently written, the description refers to instruction in the "new and home language" and teaching in "the bilingual-multicultural classroom." This suggests that this course focuses on instruction in*

*non-English languages, and has led to confusion for students in the Literacy Education (B-6) MSED and Literacy Education (B-6) Post-Master's programs, who are not expected to teach bilingually. The revisions clarify the intended purpose of the course, and include other minor revisions to clarify the course content.*

#### **4. EECE**

##### **d. Minor Change: Change in course prerequisite or corequisite**

###### **FROM:**

**EECE 803. Assessment and Instruction I. 3 hr.; 3 cr. Prereq.: ~~EECE 722, 731, 773, 780, 801, 764, 802.~~ This course is open only to students in the Literacy B-6 MSED and the Literacy Post-Master's. This course is the first of two designed to provide the literacy specialist with the knowledge of an assessment and instruction framework. It provides a theoretical and practical basis for informed instruction based on assessment data. The course focuses on the selection and administration of authentic and performance-based assessments and the interpretation of assessment data to inform instruction to support student learning. Teachers practice classroom diagnostic procedures to assess, analyze, and provide instruction to enhance the reading and writing performance of students, and build their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.**

###### **TO:**

**EECE 803. Assessment and Instruction I. 3 hr.; 3 cr. This course is open only to students in the Literacy B-6 MSED and the Literacy Post-Master's. This course is the first of two designed to provide the literacy specialist with the knowledge of an assessment and instruction framework. It provides a theoretical and practical basis for informed instruction based on assessment data. The course focuses on the selection and administration of authentic and performance-based assessments and the interpretation of assessment data to inform instruction to support student learning. Teachers practice classroom diagnostic procedures to assess, analyze, and provide instruction to enhance the reading and writing performance of students, and build their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.**

*Justification: This change removes the current prerequisites for this course. The list of prerequisite courses included in the description does not accurately reflect the current course sequence used in the Literacy Education (B-6) MSED and Post-Master's programs. Some of the prerequisite courses are no longer included in the program, including EECE 722 and EECE 802. Students currently take this course concurrent to or before other prerequisite courses listed in the description, including EECE 731, EECE 780, and EECE 764. Additionally, students in the Post-Master's program are not required to take some of these prerequisite courses, including EECE 731 and EECE 780. For these reasons, the prerequisites attached to this course create difficulties with course registration. Furthermore, none of the courses listed as prerequisites*

*include content that students must learn before being able to successful complete this course. For all of these reasons we are requesting to remove the prerequisites listed for this course.*

## 5. EECE

### e. Minor Change: Change in course prerequisite or corequisite

#### FROM:

EECE 804. Assessment and Instruction II. 3 hr.; 3 cr. Prereq.: ~~EECE 722, 731, 773, 780, 801, 764, 803~~. This course is open only to students in the Literacy B-6 MSED and the Literacy Post-Master's. This course is the second of two courses designed to provide the literacy specialist with the knowledge of an assessment and instruction framework. It provides a theoretical and practical basis for informed instruction based on assessment data. The course focuses on the selection and administration of standardized assessments and the interpretation of assessment data to inform instruction to support student learning. The teacher will learn techniques for using and interpreting standardized tests and will practice administering standardized tests to assess, analyze, and provide instruction to enhance the reading and writing performance of students, as well as build their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

#### TO:

EECE 804. Assessment and Instruction II. 3 hr.; 3 cr. This course is open only to students in the Literacy B-6 MSED and the Literacy Post-Master's. This course is the second of two courses designed to provide the literacy specialist with the knowledge of an assessment and instruction framework. It provides a theoretical and practical basis for informed instruction based on assessment data. The course focuses on the selection and administration of standardized assessments and the interpretation of assessment data to inform instruction to support student learning. The teacher will learn techniques for using and interpreting standardized tests and will practice administering standardized tests to assess, analyze, and provide instruction to enhance the reading and writing performance of students, as well as build their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

*Justification: This change removes the current prerequisites for this course. The list of prerequisite courses included in the description does not accurately reflect the current course sequence used in the Literacy Education (B-6) MSED and Post-Master's programs. Some of the prerequisite courses are no longer included in the program, including EECE 722. Students currently take this course concurrent to or before other prerequisite courses listed in the description, including EECE 780 and EECE 764. Additionally, students in the Post-Master's program are not required to take some of these prerequisite courses, including EECE 731 and*

*EECE 780. For these reasons, the prerequisites attached to this course create difficulties with course registration. Furthermore, none of the courses listed as prerequisites include content that students must learn before being able to successfully complete this course. Though EECE 803 and EECE 804 are described as “two courses designed to provide the literacy specialist with the knowledge of an assessment and instruction framework,” students are not required to enroll in EECE 803 before taking EECE 804. The courses are complementary, but do not require being taken in a specific sequence (i.e., EECE 803 before EECE 804). For all of these reasons we are requesting to remove the prerequisites listed for this course.*

## 6. EECE

### f. Minor Change: Change in course prerequisite or corequisite

#### FROM:

**EECE 805. Practicum. 3 hr.; 3 cr. Prereq.: ~~EECE 731, 773, 780, 801, 764, 803,~~ 804. This course is open only to students in the Literacy B-6 MSED and the Literacy Post-Master's. This course is designed to allow teachers to use the knowledge and skill they have gained from their coursework to work with children who are struggling with literacy. Teachers will administer appropriate tests, analyze these tests, and determine appropriate instruction for each child.**

#### TO:

**EECE 805. Practicum. 3 hr.; 3 cr. Prereq.: EECE 801, EECE 804, and faculty permission. This course is open only to students in the Literacy B-6 MSED and the Literacy Post-Master's. This course is designed to allow teachers to use the knowledge and skill they have gained from their coursework to work with children who are struggling with literacy. Teachers will administer appropriate tests, analyze these tests, and determine appropriate instruction for each child.**

*Justification: This change revises the current prerequisites for this course. The list of prerequisite courses included in the description does not accurately reflect the current courses students in the Literacy Education (B-6) MSED and Post-Master's programs must take before enrolling in the practicum. The list of prerequisite courses includes courses that are not taken by students in the Post-Master's program, including EECE 731, EECE 773, and EECE 780. Students are additionally permitted to take EECE 803 concurrent with the practicum. For these reasons, the prerequisites attached to this course create difficulties with course registration. The revised list of prerequisite courses includes EECE 801 and EECE 804, which include content students must learn before proceeding to the practicum. Because practicum involves working with children to administer assessments and implement instruction, we want to add faculty permission as a prerequisite to ensure that candidates are correctly entering the course and are appropriately placed with a child.*

## 7. ENGLISH

### g. New Course

ENGL 644. Studies in Nonfiction Prose. 2 hr. plus conf.; 3 cr.

**Prerequisite Courses:** N/A

**Course Description:** An examination of literary nonfiction, with an emphasis on critical analysis, cultural context, and new developments in the field. Topics may include memoir, essays, and literary journalism.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate:** The “2 hour plus conference” is the standard format for all the English MA courses.

*Justification: The topic of this new course (nonfiction prose) is one that is taught regularly in the English MA program but does not currently have a dedicated course number and title. This new course will serve as an elective for English MA students (who are required to take 7 elective courses). Students in the Creative Writing and Literary Translation MFA program and in the English Education MAT and MSED programs who are interested in the topic may also take the course to fulfill their program requirements.*

## 8. ENGLISH

### h. New Course

ENGL 664. Studies in Race and Ethnicity. 2 hr. plus conf.; 3 cr.

**Prerequisite Courses:** N/A

**Course Description:** A comparative study of the literature of two or more racialized or ethnic groups, examining race and ethnicity as historically formulated in relation to concepts like

gender, sexuality, class, national identity, citizenship, immigration, and inequality. Considers the theories and methods associated with studying race, racialization, and ethnicity in local, national and comparative global/transnational contexts.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate:** The “2 hour plus conference” is the standard format for all the English MA courses.

*Justification: The topic of this new course (race and ethnicity) is one that is taught regularly in the English MA program but does not currently have a dedicated course number and title. This new course will serve as an elective for English MA students (who are required to take 7 elective courses). Students in the Creative Writing and Literary Translation MFA program and in the English Education MAT and MSED programs who are interested in the topic may also take the course to fulfill their program requirements.*

## 9. ENGLISH

### i. New Course

ENGL 728. Late Nineteenth- and Early Twentieth-Century U.S. Literature. 2 hr. plus conf.; 3 cr.

**Prerequisite Courses:** N/A

**Course Description:** N/A

[currently there are no descriptions for period-organized English graduate courses in the bulletin, so we would like to keep this consistent]

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate:** The “2 hour plus conference” is the standard format for all the English MA courses.

*Justification: The period of this new course (late 19th- and early 20th-century) is one that is taught regularly in the English MA program but does not currently have a dedicated course number and title. This new course will serve as an elective for English MA students (who are required to take 7 elective courses). Students in the Creative Writing and Literary Translation*

*MFA program and in the English Education MAT and MSED programs who are interested in the topic may also take the course to fulfill their program requirements.*

## 10. ENGLISH

### j. New Course

ENGL 731: Literatures of the African Diaspora. 2 hr. plus conf.; 3 cr.

**Prerequisite Courses:** N/A

**Course Description:** A study focused on a wide array of global predicaments from the vantage point of Africans dispersed in the Mediterranean, the Indian Ocean, and especially the Atlantic world and their descendants. Topics may include but are not limited to labor, social movement, literary style, folk culture, commodification, and sexual politics at any time from the 1450s to the present.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate:** The “2 hour plus conference” is the standard format for all the English MA courses.

*Justification: The topic of this new course (literatures of the African diaspora) is one that is taught regularly in the English MA program but does not currently have a dedicated course number and title. This new course will serve as an elective for English MA students (who are required to take 7 elective courses). Students in the Creative Writing and Literary Translation MFA program and in the English Education MAT and MSED programs who are interested in the topic may also take the course to fulfill their program requirements.*

## 11. ENGLISH

### k. New Course



ENGL 732. Latina/o/x Literature. 2 hr. plus conf.; 3 cr.

**Prerequisite Courses:** N/A

**Course Description:** A study of literature written by and about Latinas, Latinos, and Latinxs; and of the theories and methodologies of Latinx studies as a field.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate:** The “2 hour plus conference” is the standard format for all the English MA courses.

*Justification: The topic of this new course (Latina/o/x literature) is one that is taught regularly in the English MA program but does not currently have a dedicated course number and title. This new course will serve as an elective for English MA students (who are required to take 7 elective courses). Students in the Creative Writing and Literary Translation MFA program and in the English Education MAT and MSED programs who are interested in the topic may also take the course to fulfill their program requirements.*

## 12. ENGLISH

### I. New Course

ENGL 734. Native American and Indigenous Literatures. 2 hr. plus conf.; 3 cr.

**Prerequisite Courses:** N/A

**Course Description:** A study of literature written by and about Native American and Indigenous peoples, and a consideration of the theoretical questions and methodologies of Native American and Indigenous studies as a field.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate:** The “2 hour plus conference” is the standard format for all the English MA courses.

*Justification: The topic of this new course (native and indigenous literatures) is one that we plan to offer regularly in the English MA program but does not currently have a dedicated course number and title. This new course will serve as an elective for English MA students (who are required to take 7 elective courses). Students in the Creative Writing and Literary Translation MFA program and in the English Education MAT and MSED programs who are interested in the topic may also take the course to fulfill their program requirements.*

### **13. ENGLISH**

#### **m. New Course**

ENGL 735. Global Literature. 2 hr. plus conf.; 3 cr.

**Prerequisite Courses:** N/A

**Course Description:** A study of literature that interrogates the borders of the modern nation-state, with an emphasis on the uneven processes of translation, circulation, and globalization that define the literary world. Topics may include theories of post coloniality, indigeneity, and global English.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate:** The “2 hour plus conference” is the standard format for all the English MA courses.

*Justification: The topic of this new course (global literature) is one that is taught regularly in the English MA program but does not currently have a dedicated course number and title. This new course will serve as an elective for English MA students (who are required to take 7 elective*

courses). Students in the Creative Writing and Literary Translation MFA program and in the English Education MAT and MSED programs who are interested in the topic may also take the course to fulfill their program requirements.

#### 14. FNES

##### n. Minor Change: Change in course title and course description

###### FROM:

~~FNES 719. Cardiac Rehabilitation and Prevention. 2 hr. plus conf.; 3 cr  
Overview of cardiac rehabilitation and prevention of coronary artery disease.  
Topics studied include the cardiovascular disease process, risk factors,  
stress testing and exercise prescription, lifestyle evaluation, and program  
description and administration.~~

###### TO:

FNES 719. Cardiac Rehabilitation Programs. 3 hr.; 3 cr. Overview of the concepts, design and implementation of primary prevention and cardiac rehabilitation programs.

*Justification: The course change is required since cardiovascular disease prevention is extensively covered in the new approved course titled FNES 729 Cardiovascular Disease, Electrocardiography and Stress Testing. Also, considering the specialized nature of the course, the course will be an elective, which will ensure that only students who are interested in pursuing a career in cardiac rehabilitation are able to enroll in the course. Overall, the change will enable the program to be well-balanced and not overly focused on the cardiovascular components.*

#### 15. LBSCI

##### o. Minor Change: Course return to active listing

###### FROM:

LBSCI 723. Issues in the Organization of Materials. 3 hr.; 3cr. Prereq.: LBSCI 700, 701, 702, 703. Advanced topics in cataloging and classification, the treatment of special types of materials, the organization of collections, as a whole, will be covered.

###### TO:

LBSCI 723. *Issues in the Organization of Materials*. 3 hr.; 3cr. Prereq.: LBSCI 700, 701, 702, 703. Advanced topics in cataloging and classification, the treatment of special types of materials, the organization of collections, as a whole, will be covered.

*Justification: LBSCI 723 has been offered during the past two academic years, in Summer 2019 and Summer 2020. The instructor has redesigned the course to include topics related to the most recent developments in knowledge organization and information organization. The course evaluations indicated that the course was well received by students.*

## 16. LBSCI

### p. New Course

LBSCI 726 Data Curation. 3 hr.; 3 cr.

**Prerequisite Courses:** LBSCI 703 Introduction to Organization of Information

**Course Description:** The course surveys data practices and services of various disciplines and research teams and the theoretical and practical problems in data curation. It introduces students to the fundamentals of data structures and to the life cycle of data. Data management and curation practices in research environments, libraries, archives, and institutional repositories are included, as well as the technical standards for data and metadata.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once a year

**On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.)** This elective course has been offered four times in our department in the form of online asynchronous classes to be flexible to accommodate graduate students' work schedule. Almost each class was delivered in both slides and videos recording the lecture. The instructor is required to create instructional videos to provide students with step-by-step instructions on using different metadata standards and creating metadata records. Discussion task and reading reflection task were assigned to students almost each week to help them digest and think insightfully about the topics. Students are expected to comment on their classmates' posts on discussion boards. The instructor interacted with students online through comments on their assignments and discussion board posts. The communication policy in the syllabus clearly states that the instructor is expected to respond to students' emails and questions within 24 hours.

*Justification: Funding agencies, journal publishers, and research institutions have recently trended towards requiring or encouraging preserving and sharing research data to make them*

available for research, education, and other purposes. Researchers are in great need of assistance in data management and curation, as well as secure cyberinfrastructures for preserving and sharing their data. Responding to researchers' needs for data management and curation and complying with the data sharing mandates by funding agencies, academic libraries began to develop and offer different types of research data services. The curriculum of our graduate program does not have any courses that directly introduce and deal with data. This new course can prepare students to have the necessary knowledge and skills to engage in data librarianship in academic libraries, institutional repositories, and data archives. This is a course important to students pursuing the Master Program of Library Science and the Certificate in Archives and Preservation of Cultural Materials.

## 17. MUSIC

### q. Minor Change: Course withdrawal

#### FROM:

~~MUSIC 756. Problems in Jazz History and Analysis. 3 hr.; 3 cr. Prereq.: Permission of the instructor. The first part of the semester will introduce students to the methods and problems of research in jazz history; the second half will focus on a specific era or on the work of a single jazz improviser or composer.~~

*Justification: MUSIC 756 has been replaced by JAZZ 717 (Jazz History Survey) and JAZZ 718 (Topics in Jazz History). There are no plans to offer MUSIC 756 in the future. All courses in the jazz program have transitioned from MUSIC course numbers to JAZZ course numbers.*

## 18. MUSIC

### r. Minor Change: Course withdrawal

#### FROM:

~~MUSIC 757. Advanced Jazz Composition. 3 hr.; 3 cr. Advanced students write for the jazz ensemble and have their works rehearsed and performed. Arranging for mixed woodwinds, strings, horn, and tuba.~~

*Justification: MUSIC 757 has been replaced by JAZZ 706 (Jazz Arranging and Composition II). There are no plans to offer MUSIC 757 in the future. All courses in the jazz program have transitioned from MUSIC course numbers to JAZZ course numbers.*

## 19. MUSIC

**s. New Course**

Jazz 715 Sight-reading. 2 hr.; 2 cr.

**Prerequisite Courses:** Acceptance into the Jazz Performance M.M. program or permission of the instructor

**Course Description:** The class is for all instrumentalists who wish to improve their sight-reading, particularly sight-reading demands that professional level jazz musicians routinely encounter. Emphasis is placed on reading and writing rhythms of increasing complexity as well as improvising over harmonic progressions from chord symbols.

**Projected Enrollment:** 10 – 12 students

**Projected Frequency:** Once per year

**On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.)** While this course is conceived of as an in-person class, it has also been taught 100% on-line during the pandemic and it is adaptable to that format.

*Justification: Sight-reading is one of the key skills required of a professional musician. Good sight-readers can work in a wide range of musical settings including pit bands in theatrical shows, dance accompaniment, jazz big bands and many others. Good sight-reading skills aid musicians in learning new material quickly. This course addresses a deficiency that we are finding in many incoming students to the program. Although this will be an elective course, we will advise some students that they need to take it.*

**20. MUSIC**

**t. New Course**

Jazz 716 Improvisation for Drummers. 3 hr.; 3 cr.

**Prerequisite Courses:** Acceptance into the Jazz Performance M.M. program or permission of the instructor

**Course Description:** This is a mixed performance and analysis course designed for drummers to improve their understanding of, and ability to improvise, drum solos collectively and individually within a small jazz group on a professional level. It is required of drummers in the Jazz Performance program.

**Projected Enrollment:** 5 students

**Projected Frequency:** Once per year

**On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.)** While this course is conceived of as an in-person class, it has also been taught 100% on-line during the pandemic and it is adaptable to that format.

*Justification: Currently, Jazz Improvisation I (JAZZ 703) is required of all students in the jazz performance program. Drummers have unique needs, however, and they need a separate class. They need to understand and practice the improvisatory skills required of their instrument in a small group jazz setting. This class addresses the specific skill set involved, including playing in an unaccompanied setting, the history and evolution of the improvised drum solo, the study of master jazz drummers, and improvisational techniques, elements and concepts used by all soloists on any instrument.*

## 21. MUSIC

**u. Minor Change: Change in course title, course hours, course credits, and change in course description**

**FROM:**

~~JAZZ 712 Jazz Vocalist Scatting Workshop. 2 hours; 2 credits. Prereq.: Open to all vocalists accepted into the Jazz M.M. program or permission of the instructor. This course is a skills-based class focusing on the problems peculiar to vocalists studying jazz improvisation. Topics include: melodic ornamentation, lead sheet basis, piano skills, and progressive steps and exercises to improve hearing chord progressions, creating melodies from scales, chromatic approach note patterns, and transcription. This course helps singers acquire practice skills to develop as jazz composers, arrangers and improvisers. Repeatable for credit.~~

**TO:**

JAZZ 712 Improvisation for Vocalists. 3 hours; 3 credits. Prereq.: Open to all vocalists accepted into the Jazz M.M. program or permission of the instructor. This course is a skills-based class focusing on the problems peculiar to vocalists studying jazz improvisation. Topics include: melodic ornamentation, lead sheet basis, piano skills, and progressive steps and exercises to improve hearing chord progressions, creating melodies from scales, chromatic approach note patterns, and transcription. This course helps singers acquire practice skills to develop as jazz composers, arrangers and improvisers.

*Justification: This course has often been substituted by vocalists, with permission of the department, for the required MUSIC 703, Jazz Improvisation I. We wish to formalize this arrangement; hence the change in course name. To this end, we also propose to expand the course to 3 hours, 3 credits. It is the same course as the existing JAZZ 712, but with additional class time to cover topics in greater depth. The course will no longer be repeatable for credit.*

## 22. SEYS

### v. Minor Change: Change in course title and change in course description

#### FROM:

SEYS 768. Measurement and [Evaluation] in Education. 2 hr. plus conf.:3 cr.

Recent trends and practices in measurement and ~~evaluation~~ in various aspects of the school. Experience will be provided in the construction of ~~evaluative~~ instruments and in the interpretation and use of data.

#### TO:

SEYS 768. Measurement and Assessment in Education. 2 hr. plus conf.:3 cr.

Recent trends and practices in measurement and assessment in various aspects of the school. Experience will be provided in the construction of assessment instruments and in the interpretation and use of data.

*Justification: The term assessment is proposed because its intent and use are to understand and improve student learning. It is compatible with the purpose of the experiences for students in the course.*

## 23. SEYS

### w. New Course

SEYS 716 Bilingual Education: Theory and Practices. 3 hr.; 3 cr.; bilingual education fieldwork 10 hours

**Prerequisite Courses:** No

**Course Description:** This course is designed to provide students in the secondary bilingual education program with an understanding of bilingualism and bilingual education in the U.S. The course addresses the historical and theoretical conceptualization of bilingual education in the U.S. Through the course readings, video viewings, discussions, fieldwork, and writings, students will gain a critical understanding of 1) key historical and legal events leading to bilingual



education and equity education for emergent bilinguals in the U.S. 2) sociocultural and linguistic aspects of bilingual communities and schools 3) key teaching and learning principles guiding practices of Dual Language (DL) and Transitional Bilingual Education (TBE) programs to respond to the needs of emergent bilinguals who are also English language learners (ELLs).

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.)** As all the students in the program are the in-service teachers working in the DOE schools. This course will be offered as a synchronous online course to meet the needs of the busy in-service teachers and advanced certificate requirements by the state.

The instructor of the course has already had training on online teaching and has been teaching online for quite some time. The instructor will use the ZOOM meetings and Google Classroom to enable and facilitate the instructor and student interaction, discussion, etc.

*Justification: We began offering this course using SEYS 706: Globalization and Comparative Education in the fall of 2014 after our Secondary Bilingual Education Extension program had been approved by New York State. At the time, SEYS 706 filled a gap in our existing course offerings as we did not have a course like this in the bulletin. Also, as a new program at the time we did not have sufficient enrollment numbers to justify for a new course.*

*In the past six years our program has expanded to include two MSED programs: MSED Programs in Mathematics and Bilingual Education, and MSED Program in Science and Bilingual Education. In addition, we have been collaborating with the NYC DOE SBEP (subsidized bilingual education program). The NYC DOE has been collaborating with us by sending in-service teachers tour program. Thus, we have had a marked increase in enrollment. This new course aligns with the NYS bilingual extension coursework requirement for*

*(i) theories of bilingual education and bilingualism*

*(ii) multicultural perspectives in education.*

*The proposed course will not impact the program nor change the sequence of the coursework. It will not require any additional faculty to teach as the existing faculty will teach this course once it's approved. Finally, the proposed course will not ask for any funding.*

*The SEYS 706 course will be continuously offered to the regular MSED students as an advanced pedagogical core course as it has been.*

## 24. SEYS

### x. New Course

SEYS 792, Developing Algebraic Thinking in the Middle School Classroom. 3 hr.; 3 cr.

**Prerequisite Courses:** None

**Course Description:** Developing algebraic thinking is more than simply practicing how to “solve for x.” It involves recognizing patterns, modeling relationships between and among quantities, comparing and analyzing quantitative relationships, variables and functions, and nontraditional, non-routine problem solving. This course will build on these ideas and provide suggestions and methods for developing algebraic thinking in the middle grades. Admission is limited, competitive, and open to teachers of mathematics that hold master’s degrees.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.)** This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

*Justification: This is the initial course in the proposed new program Developing Algebraic thinking in the Middle Grades. This initial course is designed to introduce participants to the broad challenges standing in the way of students’ success in algebra and strategies for overcoming these challenges. This course will deepen and enhance teachers’ knowledge of mathematics and its pedagogy and set the stage for the subsequent program coursework. The goals of the post-master’s program in Developing Algebraic thinking in the Middle Grades at Queens college includes outcomes for participants related to mathematics content, pedagogy, and attitudes. Participants will demonstrate meeting these goals and objectives by incorporating these ideas into their respective classrooms and sharing their experiences with other participants in the program. The goals of the program are aligned to the core values of the QC education unit, promoting equity, excellence, and ethics in urban schools and communities.*

*By the end of the program, participants should be able to:*

- *Synthesize the grade 1-9 mathematics curriculum as an interconnected body of knowledge, including deep conceptual understanding of elementary mathematics concepts and how these concepts relate to high school algebra. Participants will support students’ transition from arithmetic to algebraic thinking. [content, pedagogy, excellence]*
- *Regularly incorporate a problem-solving, student-centered and culturally relevant approach into their mathematics teaching, and use strategies to support students’ perseverance in problem solving. [content, pedagogy, equity, excellence]*
- *Develop students’ identities as capable mathematicians with a growth mindset, and equitably view ALL students as learners of mathematics and future students of algebra and higher levels of mathematics. [pedagogy, attitudes, equity, ethics]*

*SEYS 792 sets the stage for the learning that will take place in subsequent coursework.*

*It should be mentioned that this course has run several times with the temporary/variable topics number SEYS 767.3, as part of the five-course algebra for all microcredential program (a professional development funded by the NYC DOE in collaboration with CUNY Central).*

## **25. SEYS**

### **y. New Course**

SEYS 793: Mathematical Initiatives and Methods in The Middle Grades. 3 hr.; 3 cr.

**Prerequisite Courses:** SEYS 792

**Course Description:** The course will start by developing teaching ideas and methods in a math classroom in the middle grades to reach, challenge, and engage all learners. Participants' mindsets, cultures, and experiences will be brought out and developed to create stronger problem solvers who persevere and are not afraid to try other strategies. The second part of the course will help teachers plan and facilitate cross-content lessons and units throughout the middle grades through the lens of the STEAM initiative. Students will be expected to share ideas both synchronously and asynchronously.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.)** This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

*Justification: This is the second course in the proposed new program Developing Algebraic thinking in the Middle Grades. This course is designed to build on the knowledge and approaches established in SEYS 792, and will continue to deepen and enhance secondary mathematics teachers' knowledge of mathematics and its pedagogy and set the stage for the subsequent program coursework. The goals of the post-master's program in Developing Algebraic thinking in the Middle Grades at Queens college includes outcomes for participants related to mathematics content, pedagogy, and attitudes. Participants will demonstrate meeting these goals and objectives by incorporating these ideas into their respective classrooms and sharing their experiences with other participants in the program. The goals of the program are aligned to the core values of the QC education unit, promoting equity, excellence, and ethics in urban schools and communities.*

*By the end of the program, participants should be able to:*

- *Synthesize the grade 1-9 mathematics curriculum as an interconnected body of knowledge, including deep conceptual understanding of elementary mathematics concepts and how these*

*concepts relate to high school algebra. Participants will support students' transition from arithmetic to algebraic thinking. [content, pedagogy, excellence]*

- *Regularly incorporate a problem-solving, student-centered and culturally relevant approach into their mathematics teaching, and use strategies to support students' perseverance in problem solving. [content, pedagogy, equity, excellence]*
- *Develop students' identities as capable mathematicians with a growth mindset, and equitably view ALL students as learners of mathematics and future students of algebra and higher levels of mathematics. [pedagogy, attitudes, equity, ethics]*

*It should be mentioned that this course has run several times with the temporary/variable topics number SEYS 767.3, as part of the five-course algebra for all microcredential program (a professional development funded by the NYC DOE in collaboration with CUNY Central).*

## 26. SEYS

### z. New Course

SEYS 794: Mathematical Foundations of the Secondary School Curriculum. 3 hr.; 3 cr.

**Prerequisite Courses:** SEYS 792, 793

**Course Description:** The purpose of this course is to engage participants in mathematical experiences that will enable them to gain a deeper understanding and enjoyment of the mathematics they are teaching, particularly those underlying algebraic concepts and procedures. They will examine and share the higher-level ideas that underlie the concepts. There will be an emphasis on student misconceptions and how teachers can address them. This course will also focus on vertical planning and future mathematical studies.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.)** This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

*Justification: This is the third course in the proposed new program Developing Algebraic thinking in the Middle Grades. This course is designed to build on the knowledge and approaches established in SEYS 792 and 793. This course will continue to deepen and enhance secondary mathematics teachers' knowledge of the mathematics curriculum from an advanced standpoint, focusing on conceptual knowledge and connections within mathematical domains. The goals of the post-master's program in Developing Algebraic thinking in the Middle Grades at Queens college includes outcomes for participants related to mathematics content, pedagogy, and attitudes. Participants will demonstrate meeting these goals and objectives by incorporating*

*these ideas into their respective classrooms and sharing their experiences with other participants in the program. The goals of the program are aligned to the core values of the QC education unit, promoting equity, excellence, and ethics in urban schools and communities.*

*By the end of the program, participants should be able to:*

- *Synthesize the grade 1-9 mathematics curriculum as an interconnected body of knowledge, including deep conceptual understanding of elementary mathematics concepts and how these concepts relate to high school algebra. Participants will support students' transition from arithmetic to algebraic thinking. [content, pedagogy, excellence]*
- *Regularly incorporate a problem-solving, student-centered and culturally relevant approach into their mathematics teaching, and use strategies to support students' perseverance in problem solving. [content, pedagogy, equity, excellence]*
- *Develop students' identities as capable mathematicians with a growth mindset, and equitably view ALL students as learners of mathematics and future students of algebra and higher levels of mathematics. [pedagogy, attitudes, equity, ethics]*

*This course meets these goals with its focus on the mathematics curriculum from an advanced standpoint.*

*It should be mentioned that this course has run several times with the temporary/variable topics number SEYS 767.3, as part of the five-course algebra for all microcredential program (a professional development funded by the NYC DOE in collaboration with CUNY Central).*

## **27. SEYS**

### **a. New Course**

SEYS 795: Issues and Applications in Secondary School Algebra. 3 hr.; 3 cr.

**Prerequisite Courses:** SEYS 792, 793, 794

**Course Description:** The purpose of this course is to take an advanced perspective on the teaching of secondary school mathematics with the aim of helping participants become more informed, more effective, and more reflective mathematics teachers. While it is agreed that there is no one best way to teach mathematics, research has indicated that learning occurs best when students are placed at the center of instruction and are actively engaged in constructing their own understandings. In this course we will examine the many issues concerning mathematics instruction and the latest applications associated with curriculum, instructional strategies, manipulatives, and technologies that can be used to enhance the learning of mathematics for all students.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.)** This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online

once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

*Justification: This is the fourth, and second to last, course in the proposed new program Developing Algebraic thinking in the Middle Grades. This course is designed to build on the knowledge and approaches established in SEYS 792, 793, and 794. This course will continue to deepen and enhance secondary mathematics teachers' knowledge of the mathematics curriculum from an advanced standpoint with a focus on applying shared ideas in the classroom and learning about current issues in mathematics education in anticipation of the subsequent capstone course which includes an action research component. The goals of the post-master's program in Developing Algebraic thinking in the Middle Grades at Queens college includes outcomes for participants related to mathematics content, pedagogy, and attitudes. Participants will demonstrate meeting these goals and objectives by incorporating these ideas into their respective classrooms and sharing their experiences with other participants in the program. The goals of the program are aligned to the core values of the QC education unit, promoting equity, excellence, and ethics in urban schools and communities.*

*By the end of the program, participants should be able to:*

- *Synthesize the grade 1-9 mathematics curriculum as an interconnected body of knowledge, including deep conceptual understanding of elementary mathematics concepts and how these concepts relate to high school algebra. Participants will support students' transition from arithmetic to algebraic thinking. [content, pedagogy, excellence]*
- *Regularly incorporate a problem-solving, student-centered and culturally relevant approach into their mathematics teaching, and use strategies to support students' perseverance in problem solving. [content, pedagogy, equity, excellence]*
- *Develop students' identities as capable mathematicians with a growth mindset, and equitably view ALL students as learners of mathematics and future students of algebra and higher levels of mathematics. [pedagogy, attitudes, equity, ethics]*

*This course meets these goals with its focus on various advanced curricular approaches to teaching mathematics.*

*It should be mentioned that this course has run several times with the temporary/variable topics number SEYS 767.3, as part of the five-course algebra for all microcredential program (a professional development funded by the NYC DOE in collaboration with CUNY Central).*

## **28. SEYS**

### **b. New Course**

SEYS 796: Mathematics Content, Pedagogy, and Mindset: A Capstone Course. 3 hr.; 3 cr.

**Prerequisite Courses:** SEYS 792, 793, 794, 795

**Course Description:** This capstone course allows participants to synthesize the major ideas of the program in Developing Algebraic Thinking by completing an "action research" project. This project will involve a review of related literature and will allow for collaboration, including remote class intervisitation and observation.

**Projected Enrollment:** 15 – 20 students

**Projected Frequency:** Once per year

**On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.)** This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

*Justification: This is the final course in the proposed new program Developing Algebraic thinking in the Middle Grades. This course requires participants to synthesize the knowledge and approaches established in SEYS 792, 793, 794, and 795, while learning about existing research in algebraic thinking. The goals of the post-master's program in Developing Algebraic thinking in the Middle Grades at Queens college includes outcomes for participants related to mathematics content, pedagogy, and attitudes. Participants will demonstrate meeting these goals and objectives by incorporating these ideas into their respective classrooms and sharing their experiences with other participants in the program. The goals of the program are aligned to the core values of the QC education unit, promoting equity, excellence, and ethics in urban schools and communities.*

*By the end of the program, participants should be able to:*

- *Synthesize the grade 1-9 mathematics curriculum as an interconnected body of knowledge, including deep conceptual understanding of elementary mathematics concepts and how these concepts relate to high school algebra. Participants will support students' transition from arithmetic to algebraic thinking. [content, pedagogy, excellence]*
- *Regularly incorporate a problem-solving, student-centered and culturally relevant approach into their mathematics teaching, and use strategies to support students' perseverance in problem solving. [content, pedagogy, equity, excellence]*
- *Develop students' identities as capable mathematicians with a growth mindset, and equitably view ALL students as learners of mathematics and future students of algebra and higher levels of mathematics. [pedagogy, attitudes, equity, ethics]*

*This course meets these goals by synthesizing the broad ideas from earlier coursework in the program.*

*It should be mentioned that this course has run several times with the temporary/variable topics number SEYS 767.3, as part of the five-course algebra for all microcredential program (a professional development funded by the NYC DOE in collaboration with CUNY Central).*

**Nominating Committee  
Queens College Academic Senate  
Report to the Senate: September 9, 2021**

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

Committee Type	Seat			Candidate		
	Name	Faculty/ Student	Division	Term	Committee	New/ Renewal
<b>Standing</b>						
	Lisa Clark	F	Education	Dec. 2021	Campus Affairs, Environment, & Graduation Committee	New
	Labiba Aziz	S	No Major Yet	Dec. 2021	Campus Affairs, Environmentk & Graduation Committee	New
	Rommon Casell McKenzie	S	Social Sciences	Dec. 2022	Campus Affairs, Environment, & Graduation Committee	New
	Vanessa Perez- Rosario	F	Arts & Humanities	Dec. 2021	Policy Board on Administration	New
	Coby Ackerman	S	Social Sciences	Dec. 2022	Policy Board on Administration	New
	David Lahti	F	Mathematics & Natural Sciences	Dec. 2021	Graduate Curriculum Committee	New
	Hassan Waseem	S	No Major Yet	Dec. 2021	International Student Affairs	New
	Muhammad Qasim Raza	S	No Major Yet	Dec. 2022	International Student Affairs	New
	Osman Khan	S	Mathematics & Natural Sciences	Dec. 2022	Undergraduate Curriculum Committee	New
	Joseph Neumy Lee	S	Arts & Humanities	Dec. 2021	Teaching Excellence & Evaluation	New
<b>Special</b>						



<b>Other</b>						
	Avi Koenig	S	Social Sciences		Search Committee for Dean of Social Sciences	New

## FACULTY SENATE ROSTER 2020-2022

**Attendance-May 13, 2021**  
**Last Senate meeting**

<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	
Anthropology	Thomas Plummer	2		Omri Elisha	2	P
Art	Chloe Bass	1	P	Lawrence Waldron	1	
Biology	John Waldman	2	P	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		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		Sue Goldhaber	1	
European Languages & Literatures	Paul Fadoul	2	P	Karen Sullivan	2	
Family, Nutrition & Exercise Sciences	Ray Fredrick	1	P	Allison Charny	1	P
Graduate School of Library & Information Studies	Shuheng Wu	1		James Lowry	1	P
Hispanic Languages & Literatures	Monica Casco	1	P	Brais Outes-Leon	1	
History	Elissa Bemporad	2		Kara Schlichting	2	
Library	Simone L. Yearwood	1	P	Annie Tummino	1	P

## FACULTY SENATE ROSTER 2020-2022

**Attendance-May 13, 2021**  
**Last Senate meeting**

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Linguistics & Communication Disorders	Elizabeth Ijalba	1	P	Daniel Kaufman	1	
Mathematics	Joe Pastore	1	P	Adam Kapelner	1	
Media Studies	SinJoung Yeo	2	P	Richard Maxwell	2	
Music, Aaron Copland School of	Jeff Nichols	1	P	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		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		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	
	OPEN	2		Kevin Ferguson	2	P
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	1	P	James McElwaine	1	

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

**Attendance –May 13, 2021**

**Last Senate meeting**

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

**QUEENS COLLEGE  
ACADEMIC SENATE  
2020-2021**

**Attendance –May 13, 2021  
Last Senate meeting**

<b><u>EXOFFICIO (NON-VOTING) MEMBERS</u></b>	<b><i>Present</i></b>
Dr. Frank H. Wu, President	P
Sandy A. Curko, General Counsel	
Meghan Moore-Wilk Chief of Staff	
Vacant, Assistant VP for Enrollment and Student Retention	
Dr. Elizabeth Hendrey, Provost	P
Dr. Kristin Hart, Chief Librarian	
Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	P
Dr. Jennifer Jarvis, Vice President for Student Affairs	
Dr. Alicia Alvero, Associate Provost for Academic and Faculty Affairs	P
Dr. Eva Fernández, Associate Provost for Innovation and Student Success	P
Mr. vacant, VP for Finance and Administration	
Dr. William McClure, Dean for Division of Arts and Humanities	
Dr. Ekaterina Pechenkina, Interim Dean for the Division of Social Science	
Dr. Daniel C. Weinstein, Dean for Division of Math & Natural Sciences	P
Dr. Dana Fusco, Interim Dean for Division of Education	
James Curry, Office of Registrar	
Ms. Zaire Couloute, President Student Association	P
Dave Fields, Esq., Parliamentarian	P
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. Richard P. Alvarez, VP of Enrollment and Retention	
Dr. Rachel Fester, Interim Dean of Institutional Effectiveness	P
<b><u>CHAIRPEOPLE OF STANDING COMMITTEES</u></b>	
Peishi Wang, Nominating Committee	P
Ping Li, Graduate Curriculum Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Jeremy Czerw, Elections Committee	P
<b><u>GUESTS</u></b>	
Gurleen Boparai - Student	P
Carmela Miller - Student	P
Christopher Williams - English Department	P
Concettina Pagano – Psychology Department	P
Dennis Torres - Veteran Support Services	P
Dwayne D. Jones - Student Life Office	P
Elizabeth D’ Amico-Ramirez - QC Hub	P

**QUEENS COLLEGE  
ACADEMIC SENATE  
2020-2021**

**Attendance –May 13, 2021  
Last Senate meeting**

Rita Igbinoba - Student	P
Lisa Clark – Elementary and Early Childhood Education	P
Emma Richter - Student	P
Hannah Okner - Student	P
Hongwei Xu – Sociology Department	P
Irving Uribe - VP for Student Affairs	P
Jacquelyn Bracco - School of Earth and Environmental Sciences	P
Jamal Mark - Student	P
Melton Thorpe – Student	P
Mohammad Ashraf – Academic Advising	P
N rodriguez Planas - Economics Department	P
Robin Naughton - Library	P
Saskia Van Horn - Student	P
Yinxian Zhang – Sociology Department	P

## FACULTY SENATE ROSTER 2020-2022

**Attendance - May 13, 2021  
Limited Meeting-New Senate**

<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	1		Jeffrey Satenstein	1	
Anthropology	Thomas Plummer	1		Omri Elisha	1	P
Art	Sin-ying Ho	2		Michael Nelson	2	
Biology	John Waldman	1	P	Nathalia Holtzman	1	
Chemistry & Biochemistry	Cherice Evans	1		Junyong Choi	1	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	1	P	Ji Young Kim	1	
Comparative Literature	Ali Jimale Ahmed	2		Christopher Winks	2	
Computer Science	Kenneth Lord	1	P	Robert Goldberg	1	
Drama, Theatre & Dance	Jeffrey Greenberg	1	P	Claudia Feldstein	1	
Earth & Environmental Sciences, School of	Jacqueline Bracco	2	P	Jeffrey Bird	2	
Economics	Jennifer Roff	1	P	Mathew Bradbury	1	
Elementary and Early Childhood Education	Karla Manning	2		Ashraf Shady	2	
Secondary Education and Youth Services	Jay Shuttleworth	1	P	Salvatore Garofalo	1	
Educational & Community Programs	YungChi Chen	1	P	Sun A. Kim	1	
English	Kevin Ferguson	2	P	Christopher Williams	2	P
European Languages & Literatures	Morena Corradi	1	P	Karen Sullivan	1	
Family, Nutrition & Exercise Sciences	YaChing Hung	2		Jihee Choi	1	
Graduate School of Library & Information Studies	James Lowry	2		Ping Li	2	
Hispanic Languages & Literatures	Monica Casco	2	P	Brais Outes-Leon	2	
History	Elissa Bemporad	1		Kara Schlichting	1	
Library	Robin Naughton	2	P	Annie Tummino	2	P

## FACULTY SENATE ROSTER 2020-2022

**Attendance - May 13, 2021  
Limited Meeting-New Senate**

<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	OPEN	2		OPEN	2	
Mathematics	Joe Pastore	2		Adam Kapelner	2	
Media Studies	SinJoung Yeo	1		Richard Maxwell	1	
Music, Aaron Copland School of	Jeff Nichols	2	P	Mark Powell	2	
Philosophy	Stephen Grover	2	P	OPEN	2	
Physics	Timothy Benseman	1		Euclides Almeida	1	
Political Science	Alexander Reichl	2	P	John Bowman	2	
Psychology	Claudia Brumbaugh	1		Patricia D'Ateno	1	P
Sociology	Hongwei Xu	2	P	Anna Maria Bounds	2	
Urban Studies	James Vacca	1	P	OPEN	1	
<i>DIVISIONAL AT LARGE</i>						
Arts & Humanities	Dustin Grella	1	P	OPEN	1	
Social Sciences	Rosemary Twomey	1	P	OPEN	1	
Education	OPEN	2		OPEN	2	
Mathematics & Natural Sciences	Concettina Pagao	2		OPEN	2	
<i>COLLEGE-WIDE AT LARGE</i>						
	Yinxian Zhang	2	P	OPEN	2	
	Barbara Moore	1	P	Alicia Alvero	1	P
	James T. Mellone	1	P	Veronica J. Hinton	1	
	OPEN	1		OPEN	1	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	2	P	Lisa Clark	2	P



**Queens College**  
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**ACADEMIC SENATE STUDENT MEMBERS**  
**2020-2021**

**Attendance –May 13, 2021**

**Limited Meeting-New Senate**

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	<b>At Large</b>			
1.	Gabriel Kesten	P	Hannah Okner	P
2.	Fatima Bhutta		Thomas Olsen	
3.	Zainab Farooqi		Yudesh Sohan	
4.	Nariah Greene			
5.	Muslimah Abdul			
5.	Devonte Rowe			
7.	Rida Zaidi			
8.	Rasheed Robinson			
9.	Marie James	P		
10.	Leslie Jarret			
	<b>Undergraduate Upper Junior - Senior</b>			
1.	Emma Richter	P		
2.	Saskia Van Horn	P		
3.	Shompa Islam			
	<b>Undergraduate Upper Sophomore - Lower Junior</b>			
1.	Reveena Ramotar			
2.	Rita Igbinoba			
3.	OPEN			
	<b>Undergraduate Freshman - Lower Sophomore</b>			
1.	Melton Thorpe	P	Holden Velasco	
2.	Carmela Miller	P		
3.	Jamal Mark	P		
	<b>SEEK</b>			
1.	Gurleen Boparai	P		

**QUEENS COLLEGE  
ACADEMIC SENATE  
2021-2022**

**Attendance –May 13, 2021  
Limited Meeting-New Senate**

<b><u>EXOFFICIO (NON-VOTING) MEMBERS</u></b>	<b><i>Present</i></b>
Dr. Frank H. Wu, President	P
Sandy A. Curko, General Counsel	
Meghan Moore-Wilk Chief of Staff	
Vacant, Assistant VP for Enrollment and Student Retention	
Dr. Elizabeth Hendrey, Provost	P
Dr. Kristin Hart, Chief Librarian	
Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	P
Dr. Jennifer Jarvis, Vice President for Student Affairs	
Dr. Alicia Alvero, Associate Provost for Academic and Faculty Affairs	P
Dr. Eva Fernández, Associate Provost for Innovation and Student Success	P
Mr. vacant, VP for Finance and Administration	
Dr. William McClure, Dean for Division of Arts and Humanities	
Dr. Ekaterina Pechenkina, Interim Dean for the Division of Social Science	
Dr. Daniel C. Weinstein, Dean for Division of Math & Natural Sciences	P
Dr. Dana Fusco, Interim Dean for Division of Education	
James Curry, Office of Registrar	
Ms. Zaire Couloute, President Student Association	P
Dave Fields, Esq., Parliamentarian	P
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. Richard P. Alvarez, VP of Enrollment and Retention	
Dr. Rachel Fester, Interim Dean of Institutional Effectiveness	
<b><u>CHAIRPEOPLE OF STANDING COMMITTEES</u></b>	
Peishi Wang, Nominating Committee	P
Ping Li, Graduate Curriculum Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Jeremy Czerw, Elections Committee	P
<b><u>GUESTS</u></b>	
Simone L. Yearwood – Rosenthal Library	P
Cayla Kempf - Student	P
Concettina Pagnao – Psychology Department	P
Dennis Torres - Veteran Support Services	P
Dwayne D. Jones - Student Life Office	P
Elizabeth D’Amico-Ramirez – QC Hub	P
Enrique Pena - Student	P

**QUEENS COLLEGE  
ACADEMIC SENATE  
2021-2022**

**Attendance –May 13, 2021  
Limited Meeting-New Senate**

Irving Uribe - VP for Student Affairs	P
Larissa Swedell - Anthropology Department	P
Marco F. Navarro – English/Writing Center	P
Nicholas Vlamis – Mathematics Department	P
Rita Igbinoba - Student	P