

**Meeting of Queens College  
Academic Senate**

**Date:** April 14, 2022

**Time:** 3:35 p.m.

**Place:** Remote

**AGENDA**

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of March 10, 2022
3. Announcements, Administrative Reports, and Memorials:

The Agenda for the meeting of the Academic Senate on May 12, 2022 will be prepared at the Executive Committee meeting on Thursday, April 28, 2022. Any lengthy material to be considered by the Executive Committee on that date should be emailed to: Kevin.Ferguson@qc.cuny.edu or Brenda.Salas@qc.cuny.edu by April 22, 2022.

4. Special Motions:
5. Committee Reports:
  - a. Undergraduate Curriculum Committee minutes dated March 10, 2022
  - b. Graduate Curriculum Committee minutes dated March 9, 2022
  - c. Nominating Committee Report dated April 14, 2022
6. Old Business
  - a. Nominations to the Nominating Committee
    - i. Student- Arts & Humanities May 2022
7. New Business
  - a. Calendar of Senate and Executive Committee meetings 2022-2023

# MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE March 10, 2022

## The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:38 p.m.

### 1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“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 Ferguson:

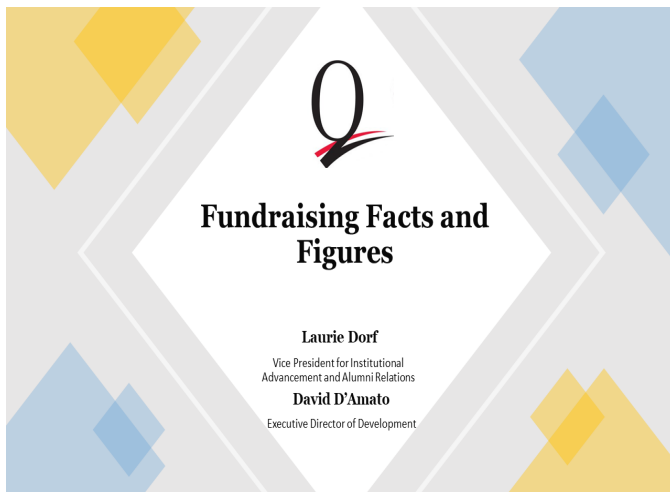
“To approve the minutes dated February 10, 2022”

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

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

- a. VP for Institutional Advancement, Alumni Relations, Laurie Dorf

Following the presentation Laurie Dorf answered questions from senators.



## Donor Bill of Rights

### DEVELOPED BY:



**PHILANTHROPY** is based on voluntary action for the common good. It is a tradition of giving and sharing that is primary to the quality of life. To assure that philanthropy merits the respect and trust of the general public, and that donors and prospective donors can have full confidence in the not-for-profit organizations and causes they are asked to support, we declare that all donors have these rights:

**I**  
To be informed of the organization's mission, of the way the organization intends to use donated resources, and of its capacity to use donations effectively for their intended purposes.

**II**  
To be informed of the identity of those serving on the organization's governing board, and to expect the board to exercise prudent judgment in its stewardship responsibilities.

**III**  
To have access to the organization's most recent financial statements.

**IV**  
To be assured their gifts will be used for the purposes for which they were given.

**V**  
To receive appropriate acknowledgement and recognition.

**VI**  
To be assured that information about their donations is handled with respect and with confidentiality to the extent provided by law.

**VII**  
To expect that all relationships with individuals representing organizations of interest to the donor will be professional in nature.

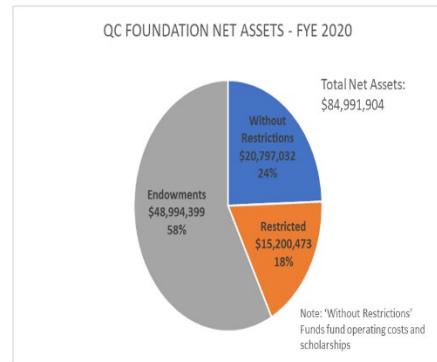
**VIII**  
To be informed whether those seeking donations are volunteers, employees of the organization or hired solicitors.

**IX**  
To have the opportunity for their names to be deleted from mailing lists that an organization may intend to share.

**X**  
To feel free to ask questions when making a donation and to receive prompt, truthful and forthright answers.

ADOPTED IN 1993 • COPYRIGHT AFP, AHP, CASE, GIVING INSTITUTE 2015 • ALL RIGHTS RESERVED

## Queens College Foundation



## Financial Statements

QUEENS COLLEGE FOUNDATION  
STATEMENTS OF FINANCIAL POSITION  
JUNE 30, 2021 AND 2020

	2021	2020
<b>ASSETS</b>		
Cash and cash equivalents	\$ 2,266,881	\$ 438,278
Investments, at fair value	73,988,451	75,066,121
Receivables		
Gifts and grants, net	6,632,260	6,627,385
Other	67,786	68,214
Prepaid expenses and other assets	1,461,252	1,442,178
Donor interest in charitable gift annuities	40,774	28,210
Other	1,378,224	1,422,272
<b>TOTAL ASSETS</b>	<b>\$ 84,855,628</b>	<b>\$ 84,072,658</b>
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 256,429	\$ 475,889
Loan payable	438,882	
<b>TOTAL LIABILITIES</b>	<b>\$ 695,311</b>	<b>\$ 475,889</b>
<b>CONTRIBUTIONS</b>		
Net assets:		
Without donor restrictions	20,797,032	21,522,882
With donor restrictions:		
Program-related	12,288,471	12,438,389
Endowments	48,000,966	48,100,219
<b>TOTAL NET ASSETS</b>	<b>\$ 84,160,469</b>	<b>\$ 84,072,658</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 84,855,628</b>	<b>\$ 84,072,658</b>

The accompanying notes are an integral part of these financial statements.

## Budget to Actuals Comparison

### Queens College Foundation, Inc. Budget to Actual Comparisons - 2020 and 2021

	2020 Budget	2020 Actual	2021 Budget
Gift and Grant Income	\$ 5,500,000	\$ 8,796,406	\$ 7,485,000
Board Peer-to-Peer Fundraising	-	-	250,000
Request Recovery Fee	-	(217,765)	-
Gala	1,250,000	606,681	1,000,000
Bequests	1,000,000	2,730,497	1,365,000
Investment Earnings	2,748,500	659,359	1,899,100
Administrative Fee	75,000	67,396	45,000
<b>Total Income</b>	<b>\$ 10,573,500</b>	<b>\$ 12,642,573</b>	<b>\$ 12,044,100</b>

## Expenses Funded

- Scholarships
- President's Strategic Initiatives
- Investment and Bank Fees
- Faculty Support/Professorships/Fellowships
- Insurance
- Two positions in the Center for Career Engagement & Internships
- Salaries, Benefits & Fees
- Merit/Student Awards
- Honorariums and Stipends
- Memberships, Conferences & Fees
- Building Improvement, Landscaping & Repairs

## QCF Board of Trustees

- Our board of trustees is comprised of 30 industry leaders (nearly all alumni) who represent a myriad of professional sectors. They are charged with:

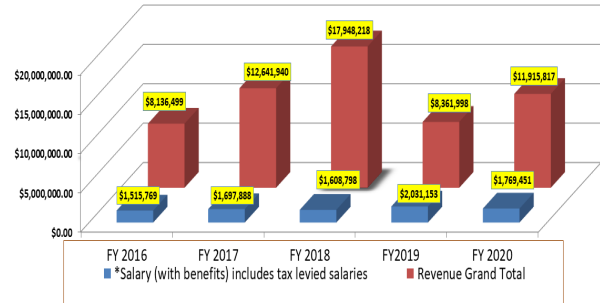
- Helping us raise funds
- provide internships
- establish new leads and connections
- cultivate key prospects
- manage various operations for our department

- Stewarding funds raised for Queens College through investments and allocations.

## General Notes

- There are currently 18 staff members in the Office of Institutional Advancement covering the following areas: Major Gifts, Planned Giving, Annual Fund, Alumni Relations, Special Events, Operations, Research and Administrative Support.
- As per industry standards, every MGO should cultivate between 125-150 pipeline prospects. Currently, our MGO's are managing portfolios that exceed 250 or more constituents.
  - Major Gift pipeline consists of around 1,000 constituents from the database.
- As per industry standards in alumni relations, there should be one full-time employee per 20,000 alumni
  - We currently have over 180,000 alumni and constituent records in our database. This translates to a ratio of one staff member covering nearly 60,000 constituents.

## QCF Salary Allocation for Advancement Office vs. Total Fundraising Revenue (Cash, Pledges & Bequest Expectancies)



## Averages continued..

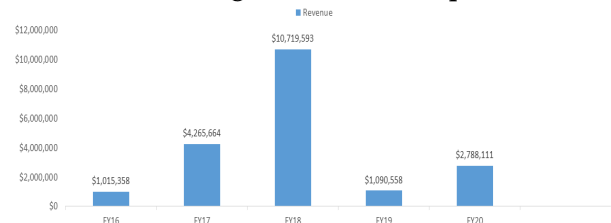
### Gala FY15-FY20 (6-year average)

Revenue	Donors
• Average: \$964,554	• Average: 179

### Angel Investor Appeal FY15-FY20 (6-year average)

Revenue	Donors
• Average: \$416,152	• Average: 81 (not including QCF members)

## Planned Giving FY16-FY20 (Bequests)



	FY16	FY17	FY18	FY19	FY20
Bequest Unrestricted	\$72,219	\$279,639	\$7,871,739	\$31,234	\$37,943
Bequest Restricted	\$943,139	\$3,986,025	\$2,847,853	\$1,059,325	\$2,750,167
Donors	10	17	16	12	9

## Scholarships Breakdown

QUEENS COLLEGE FOUNDATION, INC.		
SCHOLARSHIPS AND AWARDS REPORT		
SCHOLARSHIPS & AWARDS		
FISCAL YEAR	TOTAL NUMBER OF STUDENTS	TOTAL AMOUNT
2020	2,171	\$ 2,781,010.76

QUEENS COLLEGE		
ATHLETICS		
SCHOLARSHIPS & AWARDS		
FISCAL YEAR	TOTAL NUMBER OF STUDENTS	TOTAL AMOUNT
2020	139	\$ 748,500

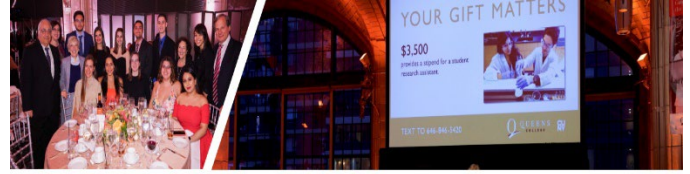
QUEENS COLLEGE FOUNDATION, INC.		
SCHOLARSHIPS AND AWARDS REPORT		
SCHOLARSHIPS & AWARDS		
FISCAL YEAR	TOTAL NUMBER OF STUDENTS	TOTAL AMOUNT
2010	845	\$ 888,860.00
2011	943	\$ 1,052,295.00
2012	1,121	\$ 1,338,615.00
2013	1,194	\$ 1,387,260.00
2014	1,864	\$ 1,567,973.00
2015	1,865	\$ 1,639,220.26
2016	1,802	\$ 1,709,794.54
2017	1,891	\$ 2,003,769.90
2018	2,150	\$ 2,360,332.68
2019	2,235	\$ 2,542,191.69
2020	2,171	\$ 2,781,010.76

## Current Institutional Advancement Activities

- **General Appeals:** Fall, Year-end, Angel Investor, Critical Needs Fund, Class Gift, Reunion Mailing, Giving Tuesday, Peer to Peer and Social Media outreach
- **Departmental** newsletters and solicitations
- **Fundraising Events:** Gala, Regional events, Alumni events, Planned Giving, Professionals on Campus
- **Major Gifts and Planned Giving** cultivation and solicitations
- **Database Management:** Adding, updating and scrubbing records, generating segmented lists, prospect research and management, ensuring standard of ethics and privacy



To counter the impact of the pandemic, the Queens College Foundation has established a [Critical Needs Fund](#) to help address the challenges we will face together. The Fund will help support the entire college community through this crisis and beyond by providing scholarships, paid internships, funding for existing programs and opportunities, and support for new initiatives set forth by our administration.



## Gala Spring 2019



### Professionals campus

- Each academic year, the Office of Institutional Advancement brings Queens College students and distinguished alumni and friends together through a special lecture series called *Professionals on/off Campus*.
- Hosted on campus, online, or off campus at alumni offices, these events provide students with the opportunity to learn from and interact with seasoned professionals representing multiple industries and sectors. Our renowned speakers are considered experts in their fields and role models for career success. Most important, they all got their start at Queens College.



### Past Speakers

- **Kim Bodden '81**, Senior Vice President and Editorial and Brand Director, Hearst Magazines International
- **Judi Bosworth '68**, Town Supervisor, Town of North Hempstead
- **Charles B. Wang '67**, Co-Founder of Computer Associates International, Inc. & Co-Owner and Alternate Governor of the NY Islanders
- **Juliet Papa '78**, Reporter, 1010 WINS
- **Daniel Fromm '04**, Senior Managing Director, Newmark Knight Frank
- **Fred Wilpon**, CEO & Owner, NY Mets
- **Reri Grist '54**, Teacher; Retired Concert and Operatic Singer
- **Amber Guth '79**, Specialist in Surgical Oncology and Breast Surgery, NYU Langone Health
- **Gary Katz '81**, Former President and Chief Executive Officer, International Securities Exchange
- **Susheel Kirpalani '91**, Partner, Quinn Emanuel Urquhart and Sullivan, LLP
- **Michael Minikes '65**, Managing Director and Vice Chairman of Prime Brokerage, J.P. Morgan
- **Nary Murphy '81**, Journalist, CW11/WPIX-TV
- **Dr. Lewis Bernstein '69**, Former Executive Vice President at Sesame Workshop
- **John Giraldo '91**, Senior Vice President & Comptroller, NBC Universal
- **Lowery Stokes Sims '70**, Retired Curator, Museum of Art & Design



Departmental  
Newsletters



To send a newsletter on behalf of your department please contact:  
Kathryn Wood- [kathryn.wood@qc.cuny.edu](mailto:kathryn.wood@qc.cuny.edu)  
Associate Director of Alumni Relations

Thank You!

- b. Chair Ferguson announced that at a limited meeting on March 10, 2022, the Executive Committee acting on behalf of the Senate voted on two things; to dissolve the current Search Committee for the Dean of Education position and to direct the Nominating Committee to select an entirely new committee for that position. Chair Ferguson stated that the Search for the Dean of Education had been considered failed.

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

**5. Committee Reports:**

**a. Undergraduate Curriculum Committee**

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

“To accept the UCC minutes of February 10, 2022 as distributed”

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

**A. General Education**

1. General Education Matters
2. Mathematics and Quantitative Reasoning Advisory Committee
3. Writing Intensive Advisory Committee.
4. STEM variant courses.  
*None.*

**1. Music**

- a. New Course.

MUSIC 254. Treble Choir. 4 hours, 1 credit. Prereq.: Permission of the instructor; admission is by audition. The purpose of this ensemble is to achieve the highest standards of choral artistry among music written for soprano and alto voices. Rehearsals are supplemented by individual preparation. Satisfies the large-ensemble requirement for music majors. May be repeated for credit. Fall, Spring

**2. Chemistry**

- a. Change to the minor (Minor code: CHEM-MIN)

To read:

Required: CHEM 113.1, 113.4, 114.1, 114.4, and 10 credits taken from any of the following courses Chem 211, 212, 240, 251.4, 251.1, 252.4, 252.1, 291, 331.3, 331.1, 341.3, 341.1, 371, 372, 376, 381, 382, 385, 387, 391.1-3, HMNS 102, HMNS 291. Students may not double minor in biochemistry and in chemistry. Transfer students must complete a minimum of one lecture and one laboratory chemistry course of intermediate or upper level at Queens College to earn a minor.

- b. New Minor: Biochemistry Minor (BIOCH-MIN)

Required: CHEM 113.1, 113.4, 114.1, 114.4, 251.4, 251.1, 252.4, 252.1, AND one lecture course selected from CHEM 371, 372, 378, AND one lab course selected from CHEM 376, 291, 391.1-3, HMNS 102, HMNS 291. Students may not double minor in biochemistry and in chemistry. Transfer students must complete a minimum of one lecture and one laboratory chemistry course of intermediate or upper level at Queens College to earn a minor.

**b. Graduate Curriculum Committee**

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

“To accept the GCC minutes of February 2, 2022 as distributed”

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

**GCC Minutes Dated February 2, 2022**

**A. ITEMS FOR UNIVERSITY REPORT**

**1. PHYSICS**

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

**TO:**

PHYS 502, Modern Aspects of Astronomy. 4 hr.; 4 cr. Prereq.: Permission of the department. A course for teachers providing an introduction to general astronomy with emphasis on the structure and evolution of the universe. Not open to candidates for the MA in Physics.

**2. SPAN**

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

**TO:**

Spanish 779. Cinema and Literature in the Hispanic World. 2 hr. plus conf.; 3 cr. The course will examine different aspects of Hispanic cinema and its relationship to literature. The approaches include: 1) Movements (neo-realism, new wave, etc.); 2) Genres; 3) Literature into films; 4) The cinema as a socio-cultural phenomenon; 5) Cinematic stylists. Films will be shown in the original language. Students will be expected to produce substantial works of film analysis.

**3. FNES: Master of Science in Nutrition and Exercise Sciences, Exercise Specialization**

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

**TO:**

Required courses in the exercise science specialization include FNES 702, 720, 722, 725, 726, 729, 733, 734, 796, and 797 plus two elective courses (6 credits), or pass a comprehensive examination plus three elective courses (9 credits) from 707, 708, 719, 762, 770 or other courses as approved by the graduate exercise science advisor.



**c. Nominating Committee**

Editorial Correction: To withdraw Sofia Taherkhani from Campus Affairs, Environment, and Graduation Advisory Committee.

i. MOTION: Duly made by Kevin Ferguson, member of the Nominating Committee:

“To accept the Nominating Committee Report dated March 10, 2022

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

**1) Campus Affairs, Environment, and Graduation Advisory Committee**

The following faculty were elected by unanimous consent:

Fidel J. Tavaréz                      Social Sciences                      through: December 2023

Norka Blackman-Richards Arts and Humanities through: December 2023

**d. Teaching Excellence & Evaluation Committee – Music Proposed Survey**

i. MOTION: Duly made by Nathalia Holtzman, member of the TEEC:

“To accept Teaching Excellence & Evaluation Committee – Music Proposed Survey”

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

**To whom it may concern:**

For many years, certain performance ensemble courses at the Aaron Copland School of Music were not subject to student evaluations. With a new generation of faculty in place, we wish to rectify this immediately. The general survey used for “classroom courses” across QC is poorly suited to the specific nature of a performance ensemble, which generally has no reading or writing assignments; the students’ primary responsibility outside of class is to practice their individual parts in advance of rehearsals. The culminating “projects” of all ensemble courses are public performances; as such, the success or failure of each student to prepare properly has a direct impact on fellow students’ experience in this collective effort, more so than in a music theory or music history class.

We therefore propose this modified survey, which better addresses the needs of our performance ensembles. Students in most programs at the School of Music are required to enroll every term in a large performance ensemble, which currently includes the following:

Music 2591	Queens College Orchestra
Music 792	Queens College Orchestra
Music 2531	Symphonic Wind Ensemble
Music 793	Symphonic Wind Ensemble

## Academic Senate Minutes – March 10, 2022

Music 356	Vocal Ensemble
Music 7941	Vocal Ensemble
Music 156	QC Choral Society
Music 606	QC Choral Society
Music 258	Queens College Concert Choir
Music 7948	Queens College Concert Choir
Music 254	Treble Choir (new course, proposed to UCC, to begin in 2022-23)

I move that the Senate adopt this course evaluation survey for the Music courses listed above.

Thank you for your consideration and attention.

Sincerely,  
David Schober  
Associate Chair, Aaron Copland School of Music, Queens College

### **PROPOSED SURVEY**

**What did you like most about this course?**

**Did you receive a detailed syllabus during the first week of class?**

Yes

No

**How difficult is the course?**

Not at all difficult

Somewhat difficult

Moderately difficult

Very difficult

Extremely difficult

**On average, how much time did you spend per week working on this ensemble outside of the regularly scheduled rehearsal time?**

Less than 2 hours

2-4 hours

4-6 hours

More than 6 hours

**What is your overall evaluation of the course, as distinct from the instructor?**

Poor

Fair Good

Very Good

Excellent

**Please explain why you would or would not recommend this instructor to a friend.  
What, if anything, could the instructor have done to improve this class?**

**The instructor is clear and easy to understand in rehearsals.**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Not applicable

**The instructor interacts well with students (through verbal and/or electronic communication).**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Not applicable

**The instructor provides useful feedback (e.g., detailed critique and refinement during rehearsal, informal feedback inside/outside of rehearsal).**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Not applicable

**The instructor is available outside of rehearsal and is responsive to e-mail.**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Not applicable

**The instructor is effective in managing rehearsal time.**

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree  
Not applicable

**The instructor fosters a sense of unity and shared purpose among members of this ensemble.**

Strongly disagree  
Disagree  
Neither agree nor disagree

## Academic Senate Minutes – March 10, 2022

Agree  
Strongly agree  
Not applicable

**What is your overall evaluation of the instructor, as distinct from the course?**

Poor  
Fair  
Good  
Very Good  
Excellent

**Additional comments (optional):**

### **6. Old Business**

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

##### **i. Student – Education May 2023**

The following student was nominated from the floor to fill the OPEN Education seat:

Aisha Farooq May 2023

### **7. New Business (none)**

MOTION: Duly made by Chair Ferguson:

“To Adjourn”

The meeting was adjourned at 4:22 pm. The next Academic Senate meeting will be on Thursday, April 14, 2022.

**A. General Education**

1. General Education Matters
2. Mathematics and Quantitative Reasoning Advisory Committee
3. Writing Intensive Advisory Committee.
4. STEM variant courses.  
*None.*

## 1. Music

### a. Change in number and description.

#### From:

**MUSIC 319. Digital Recording 2.** 3 hr.; 3 cr. Prereq: ~~Digital Recording 1~~. Detailed and advanced study of digital audio recording, ~~including~~ file management, frequency estimation, audio streaming, track compilation, submastering and complex mixing, digital mastering, and data compression. ~~Every student completes several~~ collaborative projects in digital audio, as well as ~~several~~ recreations of extant work.

#### To read:

**MUSIC 341. Digital Recording and Composition II.** 3 hr.; 3 cr. Prereq: MUSIC 340. Detailed and advanced study of digital audio recording and composition. This includes file management, frequency estimation, audio streaming, track compilation, submastering and complex mixing, digital mastering, and data compression. Students complete collaborative projects in digital audio, as well as recreations of extant work. To be offered online or hybrid.

#### *Justification:*

*The current MUSIC 319 corresponds to the graduate course MUSIC 741, Digital Recording and Composition II. The change in course number to MUSIC 341 is intended to correlate with MUSIC 741. Since this course was first offered, the content has developed such that the creation of musical content (i.e., composition) has become a vital part of the course content, necessitating the change in title. In the past four years this course has been offered successfully online. We intend to offer it this way for the foreseeable future.*

### b. Change in number, title and description.

#### From:

**MUSIC 318. Digital Recording 1.** 3 hr.; 3 cr. Pre- or coreq.: ~~Recording Studio Fundamentals~~, or permission of the instructor, ~~or~~ equivalent study. Advanced-level study of the craft of digital audio recording, including acoustic theory, musical proportion, digital theory, signal flow, and other studio considerations. ~~Every student completes~~ short ~~weekly~~ creative projects ~~in digital audio~~, simultaneously learning different styles of composition and different technological configurations, including the tools to create and mix musical content in a modern digital audio workstation. Students also learn strategies for success in an increasingly technological environment.

#### To read:

**MUSIC 340. Digital Recording and Composition I.** 3 hr.; 3 cr. Pre- or coreq.: MUSIC 314 or permission of the instructor, based on equivalent study. Advanced-level study of the craft of digital audio recording, including acoustic theory, musical proportion, digital theory, signal flow, and other studio considerations. Students complete short creative projects, either composing original work or using pre-existing music. Students learn different styles of composition and different technological configurations, including the tools to create and mix musical content in a modern digital audio workstation. Students also learn strategies for success in an increasingly technological environment. To be offered online or hybrid.

***Justification:***

*The current MUSIC 318 corresponds to the graduate course MUSIC 740, Digital Recording and Composition I. The change in course number to MUSIC 340 is intended to correlate with MUSIC 740. Since this course was first offered, the content has developed such that the creation of musical content (i.e., composition) has become a vital part of the course content, necessitating the change in title. In the past four years this course has been offered successfully online. We intend to offer it this way for the foreseeable future.*

**c. New course.**

MUSIC 3262. Electronic Music Studio II. 3 hr.; 3 cr. Prereq.: MUSIC 3261 or permission of the instructor. A continuation of Electronic Music Studio I, with an emphasis on modular synthesis using cross-platform software such as VCV Rack and programming with interactive software such as MAX. To be offered in-person, hybrid, or online.

***Justification:***

*This new course corresponds to MUSIC 7262, Electronic Music Studio II, which has existed for several decades. The two courses will be taught together, with additional work assigned to graduate students. The course number is intended to correspond to MUSIC 7262. We have submitted an updated course description for MUSIC 7262 to the Graduate Curriculum Committee; it corresponds to the description submitted here*

**d. New course.**

MUSIC 3261. Electronic Music Studio I. 3 hr.; 3 cr. Prereq: MUSIC 314 or permission of instructor. Introduction to laptop-based (Mac or PC) electronic music studio synthesis through lectures and assignments. Emphasizes the virtual operation of cross-platform, software-based analog, digital, sampling, and recording techniques. To be offered in person, hybrid, or online.

***Justification:***

*This new course corresponds to MUSIC 7261, Electronic Music Studio I, which has existed for several decades. The two courses will be taught together, with additional work assigned to graduate students. The course number is intended to correspond to MUSIC 7261. We have submitted an updated course description for MUSIC 7261 to the Graduate Curriculum Committee; it corresponds to the description submitted here.*

**e. New course.**

MUSIC 344. Music for Media. 3 hr.; 3 cr. Prereq. or coreq.: MUSIC 339 or permission of instructor. This course is both a survey and study of music used in broadcast media. Topics include creating production music, musical branding, theme songs, advertising music, promo music, interstitial music used during television shows, and modular music as used in games. There will also be a business component to the class, with discussion of getting music on air and creating revenue streams.

***Justification:***

*This new course corresponds to MUSIC 744, Music for Media, which is simultaneously being proposed to the Graduate Curriculum Committee. The two courses will be taught together, with additional work assigned to graduate students. The course number is intended to correspond to MUSIC 744.*

*Together, MUSIC 339, 343, and 344 form a suite of courses devoted to creating music for contemporary media: films, television, games, etc. MUSIC 339, Film Scoring I, is the foundational course. After taking MUSIC 339, a student may take MUSIC 343, 344, or both. All three courses are elective within the minor in Music and Production.*

**f. New course.**

MUSIC 343. Film Scoring II. 3 hr.; 3 cr. Prereq.: MUSIC 339 or permission of instructor. Advanced study of scoring to picture. Students will compose music to several short films. Students will prepare, organize, and run recording sessions to realize their works. To be offered in hybrid mode.

*Justification:*

*This new course corresponds to MUSIC 743, Film Scoring II, which is simultaneously being proposed to the Graduate Curriculum Committee. The two courses will be taught together, with additional work assigned to graduate students. The course number is intended to correspond to MUSIC 743.*

*MUSIC 343 will help to create a complete course of study in writing music to moving images (films). It will cover aspects of the craft that cannot be covered in MUSIC 339.*

**g. New Course.**

MUSIC 339. Film Scoring I. 3 hr.; 3 cr. Prereq. or coreq.: MUSIC 314 or permission of the instructor. This course is a practical study in the fundamentals of music composition to accompany moving images in film and television. It includes the analysis of existing film music and the creation of original music based on given subjects. Issues covered include timing music to picture, interacting with production staff, and developing skills for working under deadlines. To be offered online or hybrid.

*Justification:*

*This course corresponds to MUSIC 739, Film Scoring I, which has existed for several years. Undergraduate students have taken this course under a Special Problems number, MUSIC 3913, in Fall 2020 and Fall 2021. MUSIC 339 and 739 will be taught together, with additional work assigned to graduate students. The course number is intended to correspond to MUSIC 739.*

*We have designated this course Film Scoring I because we are proposing a new course, Film Scoring II—new, that is, at both graduate and undergraduate levels. The change in course title for MUSIC 739 is currently being considered by the Graduate Curriculum Committee.*

**h. New Course.**

MUSIC 327. Electronic Music Mixing. 3 lec. hr. plus lab.; 3 cr. Prereq.: MUSIC 314 or permission of instructor. This class explores advanced mixing techniques that are essential to electronic music composition:



balance, EQ, dynamics, time-based and spatial effects, automation, pitch and time correction, mixing for digital streaming services, and more.

*Justification:*

*This new class corresponds to MUSIC 727, Electronic Music Mixing. The two will be taught together, with additional work assigned to graduate students. The course number is intended to correspond to MUSIC 727.*

*A proposal to revise the course title and description of MUSIC 727, currently titled Electronic Music Composition, is under consideration by the Graduate Curriculum Committee. The revised title and description correspond to that given here.*

**i. New Course.**

MUSIC 317. Songwriting. 3 hr.; 3 cr. Prereq.: MUSIC 314 or permission of instructor. Students learn basic techniques of songwriting. The course covers concepts of form, rhyme, rhythm, scansion, prosody, tone, metaphor, simile, conceit, and song types. Students complete a series of projects to understand the various aspects of the songwriting process.

*Justification:*

*A course in songwriting has been offered as a Special Problems course, MUSIC 3913. It was offered in Spring 2020 and is being offered again in the current semester, Spring 2022. Based on student demand and integration with the rest of our Music and Production program, we wish to make Songwriting a regular part of our course offerings.*

*We are simultaneously proposing a graduate version of this course, MUSIC 717, to the Graduate Curriculum Committee. Like all other courses in the MAP program, this course will be available to undergraduate and graduate students.*

**j. Change in Minor in Music and Production**

From:

Minor in Music and Production

Required (24 credits)

Required Courses in Music and Production (12 credits)

MUSIC 314, 315, 316, 318, 319

Elective Courses (12 credits)

Twelve additional credits are required from a set of professionally related courses in songwriting, film scoring, studio arranging, music business, intensive practica in popular composition and production, service learning and related courses in media and computer technologies. Students select these additional courses in consultation with their advisors or the production faculty.

To read:

Minor in Music and Production

Required: 21 credits

Admission into the program requires an interview with the MAP Advisor.

Required Courses in Music And Production: 12–15 credits

MUSIC 314, 335, 336, 340, 341

Note: Students can place out of MUSIC 314 with prior experience and advisor approval. Those 3 credits will be replaced with an additional elective, approved by the advisor.

Elective Courses: 6–9 credits

6–9 elective credits (9 if the student places out of MUSIC 314) are required from a set of professionally related courses in songwriting, film scoring, advanced mixing, electronic music, and music business, plus related courses in music, media, computer technologies, and acoustics. Students select these elective courses in consultation with their advisors or the MAP faculty.

*Justification:*

*Lowering the total credit requirement for the minor from 24 to 21 is in line with other minors at Queens College.*

*The Bulletin listing of 12 credits of required courses was in error; the correct number is 15 (five 3-credit courses). The five-course core is not changing. However, as part of this package of proposals, we are proposing to renumber MUSIC 315–316 and 318–319 as MUSIC 335–336 and MUSIC 340–341, respectively, for the following reason:*

*Students in the undergraduate minor in Music and Production study in the same classes as graduate students in the Advanced Certificate in Music and Production. Some MAP courses already exist with both undergraduate and graduate numbers, respectively 300- and 700-level. Most other graduate MAP courses have been taken by undergraduates as Special Problems courses, MUSIC 3913. Several proposals in this package propose “new” undergraduate courses that already exist as graduate courses. If these proposals are passed, they will complete the process of cross-listing MAP courses at graduate and undergraduate levels. Course numbers at the two levels will correlate: for example, MUSIC 314 and 714; MUSIC 339 and 739. Although our intention is to demand more of graduate students in mixed classes, the reality is that student backgrounds in music technology vary and are rarely dependent on previous classroom training. For those with minimal prior background, we require MUSIC 314 of undergraduates and MUSIC 714 (currently MUSIC 737) of graduate students. Students with greater experience place out of this entry-level course.*

*Note: We do not currently offer bachelor’s or master’s degrees in Music and Production. This is partly why the undergraduate minor and the graduate Advanced Certificate correlate as closely as they do*

**k.**

**From:**

**MUSIC 346. Audio and MIDI Sequencing 2.** 3 hr.; 3 cr. Prereq.: MUSIC 345 or permission of instructor. ~~Advanced concepts of digital sequencing, advanced study of the DAW environment, sampler programming, recording live audio, and advanced mixing techniques. Students learn different sequencing techniques to improve their musical compositions.~~

**To read:**

**MUSIC 336. Audio and MIDI Sequencing II.** 3 hr.; 3 cr. Prereq.: MUSIC 335 or permission of instructor. This course picks up where Audio MIDI Sequencing I left off. Each week, students learn different sequencing techniques to improve their musical compositions. Topics include recording simple audio for creating sampled instruments; rendering virtual instrument tracks to audio; equalization and audio compression; time-based effects; and audio routing within professional DAW software.

***Justification:***

*These changes bring the undergraduate course in line with the graduate version of the course, MUSIC 736, in terms of course number and course content. Because undergraduate and graduate MAP courses are usually taught together, it is best if course numbers correspond as much as possible.*

1.

From:

**MUSIC 345. Audio and MIDI Sequencing 1.** 3 hr.; 3 cr. Pre- or coreq.: MUSIC 314, or permission of instructor, or equivalent study. The basics of digital sequencing using Virtual Instruments/MIDI and audio files inside a modern digital audio workstation to establish a strong foundation for further studies in composition and production. Through weekly assignments, students learn to work in a digital audio workstation (DAW) environment. Students will learn to input and edit notes as well as continuous controller automation to create expressive music. Students will master file import, quantizing, and time stretching of audio files. They will then learn to integrate those tracks with virtual instruments as an introduction to recording live audio. This class will emphasize content creation.

To read:

**MUSIC 335. Audio and MIDI Sequencing I.** 3 hr.; 3 cr. Pre- or coreq.: MUSIC 314, permission of instructor, or equivalent study. The basics of digital sequencing using Virtual Instruments/MIDI and audio files inside a modern digital audio workstation to establish a strong foundation for further studies in composition and production. Through weekly assignments, students learn to work in a digital audio workstation (DAW) environment. Students will learn to input and edit notes as well as continuous controller automation to create expressive music. Students will master file import, quantizing, and time stretching of audio files. They will then learn to integrate those tracks with virtual instruments as an introduction to recording live audio. This class will emphasize content creation.

***Justification:***

*MUSIC 315 corresponds to the graduate course MUSIC 335, Audio and MIDI Sequencing I. Because undergraduate and graduate MAP courses are usually taught together, it is best if course numbers correspond as much as possible.*

## 2. Communication Science and Disorders

### a. Change to the major.

Change to a Major: Communication Sciences and Disorders (COMSCI-BA)

From:

Required Courses that can be taken anytime: 9-10 credits

- 1 from list of electives: LCD 120; LCD 130; LCD 205; LCD 206; LCD 209; LCD 392; PSYCH 221; PSYCH 359; SOC 211. *Please check if pre-requisites are necessary in the above classes.*
- PSYCH 214
- Statistics: DATA 205 (previously SOC 205), or SOC 206 and SOC 207, or PSYCH 107.1 and 107.3, or MATH 114 or MATH 114W. (Note: MATH 114 is 3 credits).

To Read:

Required Courses that can be taken any time: ~~9-10 credits~~ 12-13 credits

- ~~1 from list of electives: LCD 120; LCD 130; LCD 205; LCD 206; LCD 209; LCD 392; PSYCH 221; PSYCH 359; SOC 211. *Please check if pre-requisites are necessary in the above classes.*~~
- PSYCH 214
- Statistics: DATA 205 (previously SOC 205), or SOC 206 and SOC 207, or PSYCH 107.1 and 107.3, or MATH 114 or MATH 114W. (Note: MATH 114 is 3 credits).
- One course in biological science from the following list: BIO 11, 21, 22
- One course in physical science from the following list: PHYS 3, 5, 7, 11 + 14; CHEMISTRY 16.3, 101.1+101.3.

#### Justification

*These new course requirements ensure that our majors in communication sciences and disorders will be qualified for graduate applications, initial clinical certification, and any financial aid needed to take these courses. The listing of courses in physical and biological sciences was made in collaboration with chairs of those departments and approved by them. Many of the listed science courses also meet Pathways general education requirements.*

*Since 2014, application to graduate programs in speech-language pathology and audiology requires students to have at least a 3-credit course in physical science and in biological science. The Council For Clinical Certification (CFCC) of the American Speech-Language Hearing Association (ASHA) and Teacher of Students with Speech Language Disabilities (TSSLD) additionally require this biological and physical sciences coursework for entry-level clinical certification.*

## 3. Family, Nutrition and Exercise Sciences

**Change to a Major:** BA in Family and Consumer Sciences Teacher Education K-12,  
Initial Certification Program (FNESED-BA)

**From:**

Requirements for the Major in Family and Consumer Sciences Teacher Education K-12: Students seeking to qualify for a New York State Initial teaching certificate can do so by completing a competency-based

program that includes FNES 101, 104 or 105, 106, 121, 126, 140, 147, 151, 153, 156, 163 (or 263 and 264), 203 or 204, ~~226 or 227~~, 248 or 345, 238, 336, 338, 339, SEYS 201W, 221, 340 (or EECE 340), 350, ECPSE 350, and CHEM 16.3 and 16.1 or CHEM 101.3 and 101.1.

#### To Read:

Requirements for the Major in Family and Consumer Sciences Teacher Education K-12: Students seeking to qualify for a New York State Initial teaching certificate can do so by completing a competency-based program that includes FNES 101, 104 or 105, 106, 121, 126, 140, 147, 151, 153, 156, 163 (or 263 and 264), 203 or 204, 248 or 345, 238, 336, 338, 339, SEYS 201W, 221, 340 (or EECE 340), 350, ECPSE 350, MEDST 103, and CHEM 16.3 and 16.1 or CHEM 101.3 and 101.1.

#### *Justification:*

1. **Replace FNES 226: Apparel Science II or FNES 227: Fashion, Society, and the Individual (3 credits) with MEDST 103: Interpersonal Communication (3 credits).**

*A recent change in the New York family and consumer sciences middle school curriculum has added a focus on interpersonal communication. Since the program provides enough coursework in fashion and textiles (from FNES 121, 126, and 156), we are replacing the three-credit course to take FNES 226 or FNES 227 with MEDST 103. As described in the course description of MEDST 103, the focus of the course is on the concepts and processes of human communication. This course will provide students the content area needed to teach the updated middle school curriculum in family and consumer sciences. There will be no change in program credits.*

*Permission to add MEDST 103 to the program was granted by Amy Herzog, the Chair of the Media Studies Department on February 16, 2022.*

#### 4. Mathematics

---

#### Changes to Requirements for a Major

---

**Proposal 1:** Update requirements for Pure Mathematics Option of the Mathematics Major.

#### **FROM: (Recently Approved Language)**

**Required:** MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 301 (or 601), and 310, and eight elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 271, 272, or 385). Two of the following courses may be taken to fulfill elective requirements: CSCI 111, CSCI 320, PHYS 207, PHYS 243. (Some of these elective courses require a prerequisite (CSCI 220 or PHYS 146.4) that does not count toward the math major, but would count toward a major or minor in that subject.)

It is recommended that all pure math majors take computational courses such as MATH 250 or CSCI 111. Students who aim for Honors in Mathematics or who intend to continue their studies toward an eventual Masters or PhD degree in Mathematics are encouraged to take the more advanced and theoretical 300-, 600-, and 700-level courses.

At least eighteen credits of these required and elective courses must be taken at Queens College.

#### **TO READ:**

**Required:** MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 301 (or 601), and 310, and eight elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 205, 218, 255, 271, 272, or 385). Two of the following courses may be taken to fulfill elective requirements: CSCI 111, CSCI 320, PHYS 207, PHYS 243. (Some of these elective courses require a prerequisite (CSCI 220 or PHYS 146.4) that does not count toward the math major, but would count toward a major or minor in that subject.)

It is recommended that all pure math majors take computational courses such as MATH 250 or CSCI 111. Students who aim for Honors in Mathematics or who intend to continue their studies toward an eventual Masters or PhD degree in Mathematics are encouraged to take the more advanced and theoretical 300-, 600-, and 700-level courses.

At least eighteen credits of these required and elective courses must be taken at Queens College.

**Justification:**

The changes reflect the updated cross-listing numbering.

**Dean's Justification:**

This is an administrative change.

**Proposal 2: Update requirements for the Applied Math Option of the Mathematics Major.**

**FROM:**

THE APPLIED MATHEMATICS OPTION (CONCENTRATION CODE MATH-APPL)

**Required:** MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 241, CSCI 111 (or MATH 250), six elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 271, 272, or ~~385~~), and the courses from one of the following specialization tracks

- **Computer Science track:** Three computer science courses numbered CSCI 211 or higher that each carry 3 or more credits.
- **Economics track:** ECON 101, 102, 201 (or 226) and 202 (or 225).
- **Sciences track:** Any four courses that carry 3 or more credits from the following:
  - BIOL 105 and above
  - CHEM 113 and above
  - ENSCI 100 and ENSCI 112 and above
  - GEOL 101 and above
  - PHYS 145, 146, and PHYS 221 and above

The set of courses followed must form a meaningful concentration approved by the department.
- **Psychology track:** PSYCH 101 and any three psychology courses numbered PSYCH 214 or higher.
- **Operations Research track:** Three additional MATH courses to make a total of nine elective courses; the nine courses must include MATH 247 (or 248), ~~369 (or 633), and 623.~~
- **Custom track:** A series of courses making up a meaningful program in an area in which mathematics has significant application. This series must be approved by the department.

At least eighteen credits of these required and elective courses must be taken at Queens College.

**TO READ:**

## THE APPLIED MATHEMATICS OPTION (CONCENTRATION CODE MATH-APPL)

**Required:** MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 241, CSCI 111 (or MATH 250), six elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 205, 218, 271, 272, or 385W), and the courses from one of the following specialization tracks

- **Computer Science track:** Three computer science courses numbered CSCI 211 or higher that each carry 3 or more credits.
- **Economics track:** ECON 101, 102, 201 (or 226) and 202 (or 225).
- **Sciences track:** Any four courses that carry 3 or more credits from the following:
  - BIOL 105 and above
  - CHEM 113 and above
  - ENSCI 100 and ENSCI 112 and above
  - GEOL 101 and above
  - PHYS 145, 146, and PHYS 221 and above
 The set of courses followed must form a meaningful concentration approved by the department.
- **Psychology track:** PSYCH 101 and any three psychology courses numbered PSYCH 214 or higher.
- **Operations Research track:** Three additional MATH courses to make a total of nine elective courses; the nine courses must include MATH 247 (or 248), 623, and 633.
- **Custom track:** A series of courses making up a meaningful program in an area in which mathematics has significant application. This series must be approved by the department.

At least eighteen credits of these required and elective courses must be taken at Queens College.

**Justification:**

This is an administrative change that reflects the updated course numbering and cross-listed options.

**Dean's Justification:**

This does not impact the major.

**Proposal 3: Update requirements for the Secondary Education Option of the Mathematics Major.****FROM: (Recently Approved Language)**

## THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)

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

**Required:** MATH 151 and 152 (or the equivalents), 201, 220, 231 (or 237), 241, 301 (or 601), ~~385, 505, and 548~~, CSCI 111 (or 112), and one of CSCI 211, CSCI 212, PHYS 121, or PHYS 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 305 (or 605), 310, 317 (or 617), 609, ~~612, 618~~, 626, and 634. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are ~~MATH 305 (or 605), 317 (or 617), and 618~~.

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

**TO READ:**

THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)

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

**Required:** MATH 151 and 152 (or the equivalents), 201, 205 (or 505), 218 (or 518), 220, 231 (or 237), 241, 301 (or 601), and 385W, CSCI 111 (or 112), and one of CSCI 211, CSCI 212, PHYS 121, or PHYS 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 305 (or 605), 310, 317 (or 617), 318 (or 618), 336 (or 636), 609, and 626. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 305, 317, and 318 or their graduate equivalents.

**List Y:** MATH 202, 223, 232, 242, 245, 247, 248, 250, 255, 320 and all 500- and 600-level courses not already used to satisfy the above requirements. MATH 202 is usually required for entry into master's degree programs in mathematics.

**Justification:**

This is an administrative change that reflects the updated course numbering and cross-listed options. With the changes no graduate-level courses will be required to complete this undergraduate major.

**Dean's Justification:**

This does not impact the major.

**Proposal 4:** Update requirements for the Elementary Education Option of the Mathematics Major.

**FROM:**

THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE MATH-ELEM)

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

**TO READ:**

THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE MATH-ELEM)



**Required:** MATH 119, 141–143 (or 151–152), 218 (or 318 or 518 or 618), 220 (or 209 or 509), 231, 241, and CSCI 12 or higher. Two additional MATH courses numbered 200 or above will be chosen with the advice and approval of the student’s department advisor. At least twelve credits of these required and elective courses must be taken at Queens College. Each student must obtain a department advisor by the beginning of the junior year. A student pursuing this option is required to declare and complete a second major in EECE.

**Justification:**

This is an administrative change that reflects the updated course numbering and cross-listed options. With the changes no graduate courses will be required to complete this undergraduate major.

**Dean’s Justification:**

This does not impact the major.

---

**New Courses**

---

**Point of Information:** The new undergraduate courses presented here are cross-listings of courses that exist in the Graduate Curriculum. Courses are being renumbered to ensure consistency among subject areas. We prioritized courses that are taken by many undergraduates (sometimes as degree requirements (!)) and those that occur in many undergraduate curricula throughout the country.

**Proposal 5: Undergraduate version of MATH 505: Mathematical Problem Solving:**

**MATH 205. Mathematical Problem Solving.** 3 hr.; 3 cr. Prereq. or coreq.: One year of college mathematics. This course presents techniques and develops skills for analyzing and solving problems mathematically and for proving mathematical theorems. Students will learn to organize, extend, and apply the mathematics they know and, as necessary, will be exposed to new ideas in areas such as geometry, number theory, algebra, combinatorics, and graph theory. Not open to students who are taking or who have received credit for MATH 505.

**Justification:** Problem Solving is a course that is required of Mathematics majors fulfilling the Secondary Education Option for certification purposes. This should be available as an undergraduate course since it is required for an undergraduate major.

**Dean’s Justification:** This course will no longer require undergraduates to register for a graduate course to be able to complete their undergraduate degree. This is the right thing to do for our undergraduates.

**Proposal 6: Undergraduate version of MATH 518: College Geometry: (Course name to be updated to match)**

**MATH 218. Euclidean Geometry.** 3 hr.; 3 cr. Prereq.: One course in linear algebra. A course in advanced Euclidean geometry for current and prospective mathematics teachers that will provide mathematical background for teaching geometry in secondary schools. The course will focus on definitions, theorems, existence proofs, and constructions. Not open to students who are taking or who have received credit for MATH 518.

**Justification:** Euclidean Geometry is a course that is required of Mathematics majors fulfilling the Secondary Education or Elementary Education Options. This should be available as an undergraduate course since it is required for an undergraduate major.

**Dean's Justification:** This course will no longer require undergraduates to register for a graduate course to be able to complete their undergraduate degree. This is the right thing to do for our undergraduates.

**Proposal 7: Undergraduate version of MATH 555: Mathematics of Games and Puzzles: (Course name to be updated to match)**

**Math 255. Introduction to Game Theory.** 3 hr.; 3 cr. Prereq: One of the following: MATH 120, 142, 152, 209, 220, or 509. Elements of mathematics of game theory. Foundational material, combinatorial games, zero and non-zero sum games. Two-player matrix games, pure and mixed strategies, pay-offs, equilibrium pairs. This is a proof-based course with an emphasis on examples and applications, especially in economics. Not open to students who are taking or who have received credit for MATH 555.

**Justification:** A course in Game Theory is a classic topic that appears in undergraduate institutions throughout the country. We currently only offer this course as the graduate MATH 555 so it is a good choice for cross-listing as an undergraduate course. This is a course that can be taken as an elective in the Applied, Secondary Education, and Elementary Education Options of the Mathematics Major.

**Dean's Justification:** By creating an undergraduate version of this course and cross-listing it, we expect it to be able to run as often as before and serve more students.

**Proposal 8: Undergraduate version of the current MATH 618: Foundations of Geometry.**

**MATH 318. Foundations of Geometry.** 3 hr.; 3 cr. Prereq.: MATH 201 and two proof-based courses in mathematics such as MATH 209, 220, 301, 302, 310, or 320. The course is an exploration of Euclid's fifth postulate, often referred to as the parallel postulate. Development of the basics of Euclidean geometry with a focus on understanding the role of the fifth postulate. Development and exploration of hyperbolic geometry, a non-Euclidean geometry. Not open to students who are taking or have received credit for MATH 618.

**Justification:** Foundations of Geometry is a course that is often taken by undergraduates to fulfill the Secondary Education Option of the Mathematics Major. The prerequisites are changing to require additional experience with proof writing to be able to take full advantage of this course.

**Dean's Justification:** By creating an undergraduate version of this course and cross-listing it, we expect it to be able to run as often as before and serve more students.

**Proposal 9: Undergraduate version of the current MATH 628: Complex Variables. (Course name and number to be updated to match)**

**MATH 316. Complex Analysis.** 3 hr.; 3 cr. Prereq.: MATH 202 or the equivalent. Topics covered include analytic functions, Cauchy's Integral Theorem, Taylor's theorem and Laurent series, the calculus of residues, singularities, meromorphic functions. Not open to students who are taking or have received credit for MATH 616.

**Justification:** A course in Complex Analysis is a classic topic that appears in undergraduate institutions throughout the country. We currently only offer this course as the graduate MATH 628 so it is a good choice for cross-listing as an undergraduate course. This is a course that can be taken as an elective in any option of the mathematics major.

**Dean's Justification:** By creating an undergraduate version of this course and cross-listing it, we expect it to be able to run as often as before and serve more students.

**Proposal 10:** Undergraduate version of the current MATH 634: Theory of Graphs. (Course name to be updated to match)

**MATH 334. Graph Theory.** 3 hr.; 3 cr. Prereq.: MATH 231. An introduction to the theory of directed and undirected graphs. Families of graphs, graph statistics, graph isomorphism, coloring, cycles, connectivity, planarity, graph algorithms. Not open to students who are taking or have received credit for MATH 634.

**Justification:** A course in Graph Theory is a classic topic that appears in undergraduate institutions throughout the country. We currently only offer this course as the graduate MATH 634 so it is a good choice for cross-listing as an undergraduate course. This is a course that can be taken as an elective in the Pure, Applied, Secondary Education, and Elementary Education Options of the Mathematics Major.

**Dean's Justification:** This course has not had the demand to run in the past few years. By creating an undergraduate version of this course and cross-listing it, we expect it to be able to run and serve more students.

**Proposal 11:** Undergraduate version of the current MATH 636: Combinatorial Theory. (Course name to be updated to match)

**MATH 336. Combinatorics.** 3 hr.; 3 cr. Prereq.: Linear Algebra. Techniques in enumeration. Permutations, combinations, distributions, equivalence classes, principle of inclusion/exclusion, bijective proof, combinatorial proof, generating functions, partitions, Catalan numbers. Not open to students who are taking or have received credit for MATH 636.

**Justification:** A course in Combinatorics is a classic topic that appears in undergraduate institutions throughout the country. We currently only offer this course as the graduate MATH 636 so it is a good choice for cross-listing as an undergraduate course. This is a course that can be taken as an elective in the Pure, Applied, Secondary Education, and Elementary Education Options of the Mathematics Major.

**Dean's Justification:** This course has had low enrollment in recent semesters. By creating an undergraduate version of this course and cross-listing it, we expect it to be able to run and serve more students.

---

### Changes to Existing Courses

---

**Proposal 12:** Update the bulletin entry for Point-Set Topology.

**FROM:**

**MATH 320. Introduction to Point Set Topology.** 3 hr.; 3 cr. Prereq. or coreq.: MATH 201. Presents the basic concepts and some of the fundamental results of point-set topology. Spring

**TO READ:**

**MATH 320. Point-Set Topology.** 3 hr.; 3 cr. coreq.: MATH 201. The basic concepts and fundamental results of point-set topology. The course includes a review of sets and functions, as well as the study of topological spaces including metric spaces, continuous functions, connectedness, compactness, and

elementary constructions of topological spaces. Not open to students who are taking or who have received credit for MATH 620.

**Justification:** The content our Topology courses has been reorganized.

**Dean's Justification:** This does not impact the major.

**Proposal 13:** Updating MATH 340 language to address new graduate cross-listed course.

**FROM:**

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

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

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

**TO READ:**

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

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

Topics include introducing common random variable models, the central limit theorem, law of large numbers, random variable convergence. Topics may also include order statistics, probability inequalities, Slutsky's Theorem, Markov chains and stochastic gradient descent. Probability computation using modern software. Not open to students who are taking or who have received credit for MATH 640.

**Justification:** The Data Science courses (MATH 340-343) will be offered as a cross-listed graduate course with additional expectations for the graduate students. This change ensures that students cannot get credit for both versions.

**Dean's Justification:** The only impact is that graduate students will now be able to take these classes.

**Proposal 14:** Updating MATH 341 language to address new graduate cross-listed course.

**FROM:**

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

**TO READ:**

**MATH 341. Statistical Theory for Data Science.** 4 hr.; 4 cr. Coreq.: MATH 340. Point estimation, confidence sets and hypothesis testing from both the Frequentist and Bayesian perspectives. Topics may also include power calculations, multiple comparisons, model selection and randomized experimentation. Not open to students who are taking or who have received credit for MATH 641.

**Justification:** The Data Science courses (MATH 340-343) will be offered as a cross-listed graduate course with additional expectations for the graduate students. This change ensures that students cannot get credit for both versions.

**Dean's Justification:** The only impact is that graduate students will now be able to take these classes.

**Proposal 15:** Updating MATH 342W language to address new graduate cross-listed course.

**FROM:**

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

**TO READ:**

**MATH 342W. Data Science Fundamentals and Machine Learning.** 6 hr. lec./lab; 4 cr. Prereq.: ENGL 110; MATH 231, MATH 241, CSCI 111 (or equivalent). Philosophy of modeling with data. Prediction via linear models and machine learning including support vector machines and random forests. Probability estimation and asymmetric costs. Underfitting vs. overfitting and model validation. Formal instruction of data manipulation, visualization and statistical computing in a modern language. Not open to students who are taking or who have received credit for MATH 642. Writing Intensive (W). Recommended corequisites include ECON 382, 387, MATH 341, MATH 343 or their equivalents.

**Justification:** The Data Science courses (MATH 340-343) will be offered as a cross-listed graduate course with additional expectations for the graduate students. This change ensures that students cannot get credit for both versions.

**Dean's Justification:** The only impact is that graduate students will now be able to take these classes.

**Proposal 16:** Updating MATH 343 language to address new graduate cross-listed course.

**FROM:**

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

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

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

**TO READ:**

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

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

Topics may include the Score and generalized likelihood ratio tests, chi-squared tests, Kolmogorov-Smirnov test, basic linear model theory, ridge and lasso, Metropolis-within-Gibbs sampling, permutation tests, the bootstrap and survival modeling. Special topics. Not open to students who are taking or who have received credit for MATH 643.

**Justification:** The Data Science courses (MATH 340-343) will be offered as a cross-listed graduate course with additional expectations for the graduate students. This change ensures that students cannot get credit for both versions.

**Dean's Justification:** The only impact is that graduate students will now be able to take these classes.

## 6. Psychology

### a. New course.

Psych 257. The Psychology of Sport and Exercise.

3 hr., 3 cr. Prerequisites: Psych 101.

The science and professional practice of sport and exercise psychology. Areas such as personality, motivation, leadership, performance enhancement, aggression, stress and anxiety, and reinforcement will be highlighted. The course will cover competition and cooperation; team dynamics and cohesion; diversity and inclusion; exercise adherence; and children in sport and exercise. In addition, the course will investigate the benefits of sport and exercise participation on psychological wellbeing.

*Justification. This course has been taught under the special topics number, and we would like to make it permanent. This course would be a 200 level elective course that would count as one of the 5 200 level elective courses required for the major.*

### b. New course.

Psych 259. LGBTIQ Psychology

3 hr., 3 cr. Prerequisites: Psych 101.

Introduction to some of the major issues surrounding sexuality and gender diversity, and how these issues shape the experiences and well-being of individuals who identify as Lesbian, Gay, Bisexual, Transgender, Intersex and Queer. Topics covered include: History in psychology; gender identity and development; stigma and discrimination; close relationships; family and parenting; aging and chronic illness; intersectionality; recognition, resilience and protective factors.

*Justification. This course has been taught under the special topics number, and we would like to make it permanent. This course would be a 200 level elective course that would count as one of the 5 200 level elective courses required for the major.*

## 7. Hispanic Languages and Literatures

From:

REQUIREMENTS FOR THE MAJOR IN SPANISH (MAJOR CODE SPAN-BA)

The major consists of 36 credits.

Required (27 credits)

SPAN 221 (for native speakers) or SPAN 222 (for non-native speakers); SPAN 224, 225, 240 (these courses are prerequisites for all higher-numbered courses); SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses); and SPAN 310 or 312.

Electives

9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 291, 337, 338, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

To:

#### REQUIREMENTS FOR THE MAJOR IN SPANISH (MAJOR CODE SPAN-BA)

The major consists of 36 credits.

##### Required (27 credits)

SPAN 221 (for native speakers) or SPAN 222 (for non-native speakers); SPAN 224, 225, 240 (these courses are prerequisites for all higher-numbered courses); SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses); and SPAN 310 or 312.

##### Electives

9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 291, 337, 338, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

Students must obtain a minimum grade of C+ in all courses taken in fulfillment of the major in Spanish.

#### ***Justification***

*The Department wants to mandate a minimum grade of C+ to enhance overall student performance and maintain quality of education for all students.*

### **8. European Languages and Literatures**

#### a. Change to the German Minor

Change from:

~~15 credits beyond GERM 111 or its equivalent. Six credits must be taken from among language courses in the 200 series (GERM 203–236); at least 3 credits are required in the 300 series. The remaining 6 credits may be taken from any of the courses above the level of GERM 204, including those taught in English translation (GERM 41, 45, 250, 310–315). Students should consult with the undergraduate advisor for German as early as possible in order to plan their programs.~~

To read:

15 credits beyond GERM 111 or its equivalent. Nine credits must be taken from among the language courses (GERM 112 - GERM 236). The remaining 6 credits may be chosen from courses in the German Program in consultation with the advisor. Students should consult with the undergraduate advisor for German as early as possible in order to plan their programs.

#### *Justification:*

*To bring the German minor requirements in line with other minor requirements in the Department of European Languages and Literatures.*

#### b. Change from:

EURO 250, 250W. European Film and Media.

~~4 hr.~~; 3 cr. Prereq.: ENGL 110. The historical, cultural, aesthetic, political, and technical aspects of European film and media as studied through tendencies, topics, or individual directors. May be repeated once for credit provided the topic is different.

To read:

EURO 250, 250W. European Film and Media. 3 hr.; 3 cr. Prereq.: ENGL 110. The historical, cultural, aesthetic, political, and technical aspects of European film and media as studied through tendencies, topics, or individual directors. May be repeated once for credit provided the topic is different.

*Justification: The course was designed when films were shown during class time. With the ready availability of streaming media, films may now be assigned to be viewed outside class time, allowing a reduction of course hours from 4 to 3. This change will bring the course in line with the other film and media courses in the department.*

## 9. Reinstatement of withdrawn courses:

**MUSIC 247W**

**ANTH 233**

**ANTH 304**

## 10. Art

From:

### **ART HISTORY**

No more than 6 credits in introductory courses (ARTH 1, 101, 102) in Art History may be applied to the ~~baccalaureate~~ degree. Special conditions are noted, such as charges,\* semesters,† or possible scheduling.‡

To Read:

### **ART HISTORY**

No more than 6 credits in introductory courses (ARTH 1, 101, 102) in Art History may be applied to the Art History BA degree. Special conditions are noted, such as charges,\* semesters,† or possible scheduling.‡

*Justification:*

*This requirement applies only to the Art History BA degree. The current wording incorrectly implies that this requirement applies to all Art Department majors.*

## 11. Curriculum Council Resolution

Proposal to the Academic Senate for the extension of the QNS 101 pilot program

Contact: Drew Jones, Special Assistant to the Provost for Curriculum [David.jones@qc.cuny.edu](mailto:David.jones@qc.cuny.edu)

Background:



At a meeting of the Curriculum Council of Queens College on Feb 16, 2022, made up of representatives of all academic departments and programs, the decision was made to propose to the Academic Senate a renewal of the Queens 101 pilot program for the next two years. This will allow us to assess the program and evaluate what would be necessary to scale it up so that we could offer it for all students.

QNS 101 is an approved 3 hour/3 credit course which is designed to be taken as part of the Pathways College Option. The course consists of three elements: a discipline-specific curriculum whose topic will vary, but which is related to the particular research interests of the faculty member teaching the course; a “going to college” curriculum which introduces basic campus knowledge; and a community curriculum which introduces larger questions such as what it means to be a citizen of the diverse society of Queens College and the borough of Queens, how students can engage with these communities and the larger world, and how institutions such as social media impact the community. This course would help students orient themselves academically *and* practically on a course to a successful Queens College degree, and help them see the impact their education will have on them as citizens of the diverse society in which they live.

In order to open the course to all students, it must fulfill a degree requirement. While it is possible to allow students to choose QNS 101 as the fourth, variable course in the college option, this would not make it available to all students, as only 60% of students are required to take all four courses in the College Option. To be able to reach 100% of the students, QNS 101 would have to substitute for a course required of all students. For the purposes of this pilot, QNS 101 will substitute for either the LIT requirement (required of all students), or the fourth College Option course. Queens 101 is not meant to permanently replace the Literature requirement--the eventual permanent place of Queens 101 in the College Option will have to be evaluated as the pilot program progresses.

Proposal:

Queens 101 will be offered each semester during the 2022-23 and 2023-24 academic years. 10 sections will be offered initially, with an enrollment cap of 25 students per course, and with the possibility of expanding the number of sections due to increasing demand. Students would be allowed to take the course as the fourth course (after Literature, Language and Science) of the College Option, unless they were exempt from the fourth course, in which case they could take QNS 101 in lieu of their Literature requirement.

## 12. Mathematics (from December, 2021)

### **Proposal 6: Restricting repetition in service courses for STEM majors**

The following language will be added in the Special Requirements Section *between* the existing first and second paragraphs:

Students who are majoring in mathematics may not enroll in MATH 115, 122, 131, 132, 141, 142, 143, 151, 152, 201, or 231 if they have withdrawn from or received a failing grade (F, FIN, W, WD, WN, WU) in that same course three times. Students may not declare a major in mathematics if they have received a failing grade three times in any one of MATH 115, 122, 131, 132, 141, 142, 143, 151, 152, 201, or 231.

**The following language will be added to MATH 115, 122, 131, 132, 141, 142, 143, 151, 152, 201, 231. See Appendix A for the updated bulletin entries for these courses.**

Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major.

**Justification:** A number of students repeat the same course over and over and repeatedly fail or withdraw. It is a waste of instructor energy and teaching resources to repeatedly enroll such students in the same course. Furthermore, restricting repetition may encourage students to select classes or majors that are more suited to their skill sets.

**Point of Information:** This policy change has been discussed amongst the Mathematics, Earth and Environmental Sciences, Chemistry, Biology, Physics, and Computer Science departments and all are in agreement that this is warranted. We introduced language that allows each department to set its own policy about the number of times courses may be repeated.

---

#### Appendix A. Bulletin Changes due to Proposal 6.

---

These are the changes that are applicable due to the changes in Proposal 6. Note that (MQR) was missing from the bulletin entry for MATH 115 even though it is an MQR class.

**FROM:**

**MATH 115. College Algebra for Precalculus.** 3 hr.; 3 cr. Prereq.: Knowledge of elementary algebra. Topics include linear, polynomial, rational, and radical expressions as mathematical models; solving equations and systems of equations that arise through the application of these models. Not open to students who are taking or have received credit, including transfer credit or advanced placement credit, for any precalculus or calculus course.

**TO READ:**

**MATH 115. College Algebra for Precalculus.** 3 hr.; 3 cr. Prereq.: Knowledge of elementary algebra. Topics include linear, polynomial, rational, and radical expressions as mathematical models; solving equations and systems of equations that arise through the application of these models. Not open to students who are taking or have received credit, including transfer credit or advanced placement credit, for any precalculus or calculus course. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. (MQR)

**FROM:**

**MATH 122. Precalculus.** 4 hr.; 4 cr. Prereq.: Three years of high school math or MATH 115. This course offers a thorough introduction to the topics required for calculus. Topics include real and complex numbers, algebra of functions, the fundamental theorem of algebra, trigonometry, logarithms, and exponential functions, conic sections, and the use of graphing calculators. Students unsure of their preparation for calculus are advised to take the Queens College mathematics placement test. Not open to students who have received credit, including transfer credit or advanced placement credit, for any calculus course. (MQR)

**TO READ:**

**MATH 122. Precalculus.** 4 hr.; 4 cr. Prereq.: Three years of high school math or MATH 115. This course offers a thorough introduction to the topics required for calculus. Topics include real and complex numbers, algebra of functions, the fundamental theorem of algebra, trigonometry, logarithms, and exponential functions, conic sections, and the use of graphing calculators. Students unsure of their preparation for calculus are advised to take the Queens College mathematics placement test. Not open to students who have received credit, including transfer credit or advanced placement credit, for any calculus course. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. (MQR)

**FROM:**

**MATH 131. Calculus with Applications to the Social Sciences I.** 3 hr.; 3 cr. Prereq.: MATH 122, or a grade of A- or above in MATH 115, or permission of the department. Introduction of the fundamental ideas and techniques of calculus to nonscience students. Special emphasis is given to applications. Topics include functions and graphs; derivatives and differentiation techniques; the marginal concept in economics; optimization methods; compound interest; exponential and logarithmic functions. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Fall, Spring (MQR)

**TO READ:**

**MATH 131. Calculus with Applications to the Social Sciences I.** 3 hr.; 3 cr. Prereq.: MATH 122, or a grade of A- or above in MATH 115, or permission of the department. Introduction of the fundamental ideas and techniques of calculus to nonscience students. Special emphasis is given to applications. Topics include functions and graphs; derivatives and differentiation techniques; the marginal concept in economics; optimization methods; compound interest; exponential and logarithmic functions. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement

credit, for any calculus course. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. Fall, Spring (MQR)

**FROM:**

**MATH 132. Calculus with Applications to the Social Sciences II.** 3 hr.; 3 cr. Prereq.: MATH 131. A continuation of MATH 131. Topics include limits and continuity; mean value theorem; antiderivatives; integrals and integration techniques; applications of the definite integral; the calculus of logarithmic, exponential, and trigonometric functions. This course prepares students who have taken MATH 131 to continue into MATH 143.

**TO READ:**

**MATH 132. Calculus with Applications to the Social Sciences II.** 3 hr.; 3 cr. Prereq.: MATH 131. A continuation of MATH 131. Topics include limits and continuity; mean value theorem; antiderivatives; integrals and integration techniques; applications of the definite integral; the calculus of logarithmic, exponential, and trigonometric functions. This course prepares students who have taken MATH 131 to continue into MATH 143. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major.

**FROM:**

**MATH 141. Calculus/Differentiation.** 3 hr.; 3 cr. Prereq.: MATH 122, or placement by departmental exam, or permission of the department. The first part of a three-semester sequence (MATH 141, 142, 143) covering the same material as MATH 151 and 152. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Fall, Spring (MQR)

**TO READ:**

**MATH 141. Calculus/Differentiation.** 3 hr.; 3 cr. Prereq.: MATH 122, or placement by departmental exam, or permission of the department. The first part of a three-semester sequence (MATH 141, 142, 143) covering the same material as MATH 151 and 152. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. Fall, Spring (MQR)

**FROM:**

**MATH 142. Calculus/Integration.** 3 hr.; 3 cr. Prereq.: MATH 141. A continuation of MATH 141. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 141 or MATH 151. Fall, Spring (MQR)

**TO READ:**

**MATH 142. Calculus/Integration.** 3 hr.; 3 cr. Prereq.: MATH 141. A continuation of MATH 141. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 141 or MATH 151. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. Fall, Spring (MQR)

**FROM:**

**MATH 143. Calculus/Infinite Series.** 3 hr.; 3 cr. Prereq.: MATH 132 or 142. MATH 151 does not satisfy the prerequisite. A continuation of MATH 142. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 131, MATH 132, MATH 141, MATH 142 or MATH 151. Fall, Spring (MQR)

**TO READ:**

**MATH 143. Calculus/Infinite Series.** 3 hr.; 3 cr. Prereq.: MATH 132 or 142. MATH 151 does not satisfy the prerequisite. A continuation of MATH 142. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 131, MATH 132, MATH 141, MATH 142 or MATH 151. Students who fail or withdraw

from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. Fall, Spring (MQR)

**FROM:**

**MATH 151. Calculus/Differentiation and Integration.** 4 hr.; 4 cr. Prereq.: Grade of B- or above in MATH 122 or permission of the department. The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics, physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the mean value theorem, points of inflection, curve sketching, and antiderivatives. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Not open to students who have received either a D or F in MATH 141. Fall, Spring (MQR)

**TO READ:**

**MATH 151. Calculus/Differentiation and Integration.** 4 hr.; 4 cr. Prereq.: Grade of B- or above in MATH 122 or permission of the department. The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics, physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the mean value theorem, points of inflection, curve sketching, and antiderivatives. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Not open to students who have received either a D or F in MATH 141. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. Fall, Spring (MQR)

**FROM:**

**MATH 152. Calculus/Integration and Infinite Series.** 4 hr.; 4 cr. Prereq.: MATH 151. Deals with several aspects of differential and integral calculus. Among the topics studied are the definite integral, applications of the definite integral, the differentiation of logarithmic, exponential, and inverse trigonometric functions, integration, indeterminate forms, improper integrals, infinite series, and expansions of functions. Applications to problems of geometry and physics. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 151. Fall, Spring (MQR)

**TO READ:**

**MATH 152. Calculus/Integration and Infinite Series.** 4 hr.; 4 cr. Prereq.: MATH 151. Deals with several aspects of differential and integral calculus. Among the topics studied are the definite integral, applications of the definite integral, the differentiation of logarithmic, exponential, and inverse trigonometric functions, integration, indeterminate forms, improper integrals, infinite series, and expansions of functions. Applications to problems of geometry and physics. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 151. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. Fall, Spring (MQR)

**FROM:**

**MATH 201. Multivariable Calculus.** 4 hr.; 4 cr. Prereq.: MATH 143 or 152. A continuation of the work of MATH 143 or 152. The topics include polar coordinates, vectors, solid analytic geometry, vector valued functions, double and triple integrals, functions of several variables, partial derivatives. Wherever possible, applications are made to problems of geometry and physics. Fall, Spring (MQR)

**TO READ:**

**MATH 201. Multivariable Calculus.** 4 hr.; 4 cr. Prereq.: MATH 143 or 152. A continuation of the work of MATH 143 or 152. The topics include polar coordinates, vectors, solid analytic geometry, vector valued

functions, double and triple integrals, functions of several variables, partial derivatives. Wherever possible, applications are made to problems of geometry and physics. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. Fall, Spring (MQR)

**FROM:**

**MATH 231. Linear Algebra I.** 4 hr.; 4 cr. Prereq.: One semester of calculus. An introduction to linear algebra with emphasis on techniques and applications. Topics to be covered include solutions of systems of linear equations, vector spaces, bases and dimension, linear transformations, matrix algebra, determinants, eigenvalues, and inner products. Not open to students who are enrolled in or who have completed MATH 237. Fall, Spring (MQR)

**TO READ:**

**MATH 231. Linear Algebra I.** 4 hr.; 4 cr. Prereq.: One semester of calculus. An introduction to linear algebra with emphasis on techniques and applications. Topics to be covered include solutions of systems of linear equations, vector spaces, bases and dimension, linear transformations, matrix algebra, determinants, eigenvalues, and inner products. Not open to students who are enrolled in or who have completed MATH 237. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major. Fall, Spring (MQR)

## GCC Minutes Dated March 9, 2022

### A. ITEMS FOR UNIVERSITY REPORT

#### 1. MATH

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

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

FROM:

~~MATH 634. Theory of Graphs. 3 hr.; 3 cr. Prereq.: One semester of advanced calculus. An introduction to the theory of directed and undirected graphs. The Four Color Theorem. Applications to other fields. Fall~~

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:

MATH 634. Graph Theory. 3 hr.; 3 cr. Prereq.: One course in Linear Algebra. An introduction to the theory of directed and undirected graphs. Families of graphs, graph statistics, graph isomorphism, coloring, cycles, connectivity, planarity, graph algorithms. Not open to students who are taking or have received credit for MATH 334.

*Justification: The title has been updated to the modern terminology. The description has been updated with current content and cross-listing information.*

#### 2. MATH

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

FROM:

~~MATH 636. Combinatorial Theory. 3 hr.; 3 cr. Prereq.: A course in linear algebra. This course will be concerned with techniques of enumeration. Spring.~~

TO:

**MATH 636. Combinatorics.** 3 hr.; 3 cr. Prereq.: One course in Linear Algebra. Techniques in enumeration, permutations, combinations, distributions, equivalence classes, principle of inclusion/exclusion, bijective proof, combinatorial proof, generating functions, partitions, Catalan numbers. Not open to students who are taking or have received credit for MATH 336.

*Justification: The title has been updated to the modern terminology. The description has been updated with current content and cross-listing information.*

### 3. MATH

#### c. Minor Change: Add course to Reserve List

FROM:

~~**MATH 704. Functional Analysis.** 3 hr.; 4 1/2 cr. Prereq.: A course in linear algebra and MATH 614. Abstract linear spaces, normed linear spaces, continuous linear transformations, dual spaces. Hahn-Banach theorem, closed-graph theorem, uniform boundedness principle, Hilbert spaces, the weak-star topology, Alaoglu's theorem, topological linear spaces.~~

*Justification: This course has not been offered recently. It may be offered in the future, but not in the upcoming years.*

### 4. MATH

#### d. Minor Change: Add course to Reserve List

FROM:

~~**MATH 705. Theory of Functions of a Complex Variable.** 3 hr.; 4 1/2 cr. Prereq.: MATH 701.~~

*Justification: This course has not been offered recently. It may be offered in the future, but not in the upcoming years.*

### 5. MATH

#### e. Minor Change: Course Withdrawal

**FROM:**

~~**MATH 706. Advanced Ordinary Differential Equations. 3 hr.; 4 1/2 cr. Prereq.: MATH 616.**~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

## **6. MATH**

### **f. Minor Change: Course Withdrawal**

**FROM:**

~~**MATH 707. Partial Differential Equations. 3 hr.; 4 1/2 cr. Prereq.: MATH 706.**~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

## **7. MATH**

### **g. Minor Change: Course Withdrawal**

**FROM:**

~~**MATH 708. Combinatorial Topology. 3 hr.; 4 1/2 cr. Prereq.: MATH 703.**~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

## **8. MATH**

### **h. Minor Change: Course Withdrawal**

**FROM:**

~~**MATH 709. Set Theory. 3 hr.; 4 1/2 cr.**~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

## **9. MATH**



**i. Minor Change: Course Withdrawal**

**FROM:**

~~MATH 710. Mathematics and Logic: Advanced Course. 3 hr.; 4 1/2 cr. Prereq.: MATH 626.~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

**10. MATH**

**j. Minor Change: Course Withdrawal**

**FROM:**

~~MATH 711. The Mathematical Structure of Modern Statistics. 3 hr.; 4 1/2 cr. Prereq.: A course in either probability or statistics.~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

**11. MATH**

**k. Minor Change: Course Withdrawal**

**FROM:**

~~MATH 712. Higher Geometry. 3 hr.; 4 1/2 cr.~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

**12. MATH**

**l. Minor Change: Course Withdrawal**

**FROM:**

~~MATH 713. Modern Abstract Algebra II. 3 hr.; 4 1/2 cr. Prereq.: MATH 702.~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

### 13. MATH

#### m. Minor Change: Course Withdrawal

FROM:

~~MATH 717. Theory of Approximation I. 3 hr.; 4 1/2 cr. Prereq.: MATH 614 or permission of the department.~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

### 14. MATH

#### n. Minor Change: Course Withdrawal

FROM:

~~MATH 718. Theory of Approximation II. 3 hr.; 4 1/2 cr. Prereq.: MATH 717~~

*Justification: This course has not been offered recently and we do not anticipate it running in the foreseeable future.*

### 15. ECP

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

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

FROM:

~~EECE 750. Modern Learning Technologies. 3 hr.; 3 cr. Required course for all MAT students, and for MSED students in the Instructional Technology Specialty. Students learn to use word-processing software, databases and spreadsheets, digital cameras, educational software, email, and the WWW as tools to enhance learning of the core curriculum subjects. The objective of this course, technology literacy, is acquired through classroom laboratory experiences, extensive readings, and detailed writing requirements. Students learn basic computer operations and~~

vocabulary, explore the many personal and professional uses of technology, and apply modern learning technology tools to the school curriculum.

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:**

**EECE 750. Learning and Technology in Early Childhood and Childhood.** 3 hr.; 3 cr. This course explores how current technologies can be applied in early childhood and elementary classrooms to support learning in ways that are developmentally appropriate. Students consider the role of technology in the development and learning of children and explore the skills and knowledge children need to succeed in a digital world. Topics focus on the ways technology can be used as a tool to support learning and expand possibilities for instruction in the classroom. Students develop knowledge about current technologies through hands-on practice and reflection about the role of technology in the classroom.

*Justification: The current course description is dated and describes learning goals for technologies that students enter the course proficient in using (e.g., word-processing software, email, digital cameras, etc.). Other technologies described in the current description are no longer central to the work done by teachers (e.g., databases and spreadsheets). The current course description also references a program that is no longer offered (MS in Instructional Technology). The revised course description articulates a set of up-to-date goals about the use of technology to support learning. The purpose of the course remains the same, which is to provide students with a graduate level introduction to the use of technology to support teaching and learning. The revised course description avoids mention of specific technologies so that it does not become quickly outdated as technologies change, as is the case with the current course description. The revised course description also includes clear mention of learning in both early childhood and childhood, which is needed because the course is required for both early childhood and childhood graduate programs in the Elementary and Early Childhood Education Department.*

## 16. MUSIC

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

**HEGIS: 1099.00**

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

**FROM:**

This program consists of ~~six three credit courses, with equivalencies allowed to accommodate two credit courses.~~ Completion of the prescribed course of study will yield a Certificate of Advanced Study.

The MAP program establishes a consistent and flexible curricular path in several aspects of music technology and content creation for graduate students at Queens College. Topics will include, but are not limited to, digital recording, MIDI sequencing, composition, and film scoring.

### Admission Requirements

Admission into the program requires an initial interview. During this interview, faculty will assess the applicant's current level of technical skill and experience. Qualified applicants will enroll in Digital Recording 1, ~~in the fall semester,~~ or Audio and MIDI 1, ~~in the spring semester,~~ to begin the program. ~~In certain cases~~ less qualified applicants will be required to complete the Recording Studio Fundamentals course in order to qualify for full admission.

### Curriculum

~~All courses in the MAP program are existing courses. There are no new courses.~~

MUSIC ~~737~~ Recording Studio Fundamentals  
as required by faculty based on interview 3\*  
MUSIC 740 & 741 Digital Recording and Composition 1 & 2 6  
MUSIC 735 & 736 Audio and MIDI Sequencing 1 & 2 6  
*See below* Additional Professional Studies, as offered from list below

*credits*

3 to 6 minimum  
Total: 18 minimum  
*\*If required.*

### ~~Required Courses~~

~~Professional studies in music production (choose at least two courses)~~

~~MUSIC 717 Digital Recording~~

~~MUSIC 720 Advanced Orchestration~~

~~MUSIC 721 Music Business~~

~~MUSIC 727 Electronic Music Composition~~

~~JAZZ 705, 706 Jazz Arranging and~~

~~Composition I and II~~

~~MUSIC 7902 Film Scoring Practicum (may be repeated for credit with different instructor)~~

~~MUSIC 702 Critical and Theoretical Approaches to Scholarship~~

~~MUSIC 7902 Studio Practica: in technology, production, music business, composition, music technology history, as offered]~~

~~Note: Other courses in Media Studies, Computer Science, Physics, Visual Arts, and Film may be allowable at the discretion of the faculty.~~

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

TO:

This program consists of 18 credits. Completion of the prescribed course of study will yield a Certificate of Advanced Study.

The MAP program establishes a consistent and flexible path in several aspects of music technology and content creation for graduate students at Queens College. Topics will include, but are not limited to, digital recording, MIDI sequencing, composition, and film scoring.

### Admission Requirements

Admission into the program requires an initial interview. During this interview, faculty will assess the applicant's current level of technical skill and experience. Qualified applicants will enroll in Digital Recording 1 or Audio and MIDI 1 to begin the program. Less qualified applicants may be required to complete the Recording Studio Fundamentals course in order to qualify for full admission.

### Curriculum

#### Required Courses (12–15 credits)

Note: All students enrolled in 700-level courses that are cross-listed with 300-level courses will be expected to do higher-level work than undergraduates in the same class.

	<i>Credits</i>
MUSIC 714 Recording Studio Fundamentals as required by faculty based on interview	3*
MUSIC 740 & 741 Digital Recording and Composition 1 & 2	6
MUSIC 735 & 736 Audio and MIDI Sequencing 1 & 2	6
	<i>*If required.</i>

#### Elective Courses (3–6 credits): Choose from

MUSIC 7261 Electronic Music Studio I	3
MUSIC 7262 Electronic Music Studio II	3
MUSIC 727 Electronic Music Mixing	3
MUSIC 739 Film Scoring I	3
MUSIC 743 Film Scoring II	3
MUSIC 744 Music for Media	3
MUSIC 720 Advanced Orchestration	3
MUSIC 721 Music Business	3
PHYS 507 The Physics Of Music and Sound	3

*Justification: The proposed changes to the Advanced Certificate in Music and Production (MAP) do not alter the five-course core, although one course number is being changed (MUSIC 714 instead of 737). The number of credits required (18) also remains unchanged.*

*The menu of elective courses is being changed. Two new courses (MUSIC 743 and 744) are added; proposals for these new courses are attached. New elective options in music (MUSIC 7261 and 7262, both revised) and one outside of music (PHYS 507) are added. Less relevant courses (e.g., MUSIC 702) are eliminated.*

*No substantive change is being made to admissions requirements, but the wording is improved slightly. References to specific semesters for specific courses are eliminated to allow for flexibility in course scheduling.*

*NB: The current Bulletin language was inserted verbatim from the original proposal to establish the Advanced Certificate in Music and Production. It was not edited as carefully as it should have been.*

## 17. MUSIC

### q. Minor Change: Change in course number

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

#### FROM:

**MUSIC 737. Recording Studio Fundamentals.** 3 hr.; 3 cr. An introductory survey of modern music production and recording techniques. Students will learn basic techniques for creating digital audio content, including simple MIDI and virtual instrument techniques, stereo recording techniques, digital audio editing, and session file techniques. Students will complete a series of individual and group projects to understand the various aspects of the production process.

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:

**MUSIC 714. Recording Studio Fundamentals.** 3 hr.; 3 cr. An introductory survey of modern music production and recording techniques. Students will learn basic techniques for creating digital audio content, including simple MIDI and virtual instrument techniques, stereo recording techniques, digital audio editing, and session file techniques. Students will complete a series of individual and group projects to understand the various aspects of the production process.

*Justification: Recording Studio Fundamentals is a preparatory course for other courses in the Music and Production program. It should have a lower number than other MAP courses. The correlated undergraduate course is MUSIC 314.*

## 18. MUSIC

### r. Minor Change: Change in course prerequisite or corequisite and change in course description

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

#### FROM:

**MUSIC 7261. Electronic Music Studio I.** 3 hr.; 3 cr. Introduction to electronic music studio synthesis through lectures and ~~studio work~~. Emphasizes the operation of analog, digital, and sampling synthesizers and recording techniques.

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:**

**MUSIC 7261. Electronic Music Studio I.** 3 hr.;3 cr. Prereq: MUSIC 714 or permission of instructor. Introduction to laptop-based (Mac or PC) electronic music studio synthesis through lectures and assignments. Emphasizes the virtual operation of cross-platform, software-based analog, digital, sampling, and recording techniques. To be offered in person, hybrid, or online.

*Justification: MUSIC 7261 has not been taught in many years. The proposed changes to this courses update its content to reflect the development of software-based virtual instruments. This updates the concept of the course, moving it from the hardware-based studio model to the current laptop-based model. Every aspect of the hardware-based electronic music studio has been recreated in software. The availability of this technology gives students the opportunity to experience this method of content creation in a way not previously available. All techniques studied in this course can be carried over to hardware if the student chooses to pursue that in future.*

## 19. MUSIC

**s. Minor Change: Change in course prerequisite or corequisite and Change in course description**

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

**FROM:**

**MUSIC 7262. Electronic Music Studio II.** 3 hr.; 3 cr. Prereq.: MUSIC 7261 ~~and~~ permission of the instructor. A continuation of Electronic Music Studio I, ~~emphasizing the Musical Instrument Digital Interface and the use of personal computers for sequencing and music publishing.~~

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:**

**MUSIC 7262. Electronic Music Studio II.** 3 hr.; 3 cr. Prereq.: MUSIC 7261 or permission of the instructor. A continuation of Electronic Music Studio I, with an emphasis on modular synthesis using cross-platform software such as VCV Rack and programming with interactive software such as MAX. To be offered in-person, hybrid, or online.

*Justification: Like MUSIC 7261 (of which it is a continuation), MUSIC 7262 has not been taught in many years. The proposed changes to these courses update its content to reflect the*

*development of software-based virtual instruments. This updates the concept of the course, moving it from the hardware-based studio model to the current laptop-based model. Every aspect of the hardware-based electronic music studio has been recreated in software. The availability of this technology gives students the opportunity to experience this method of content creation in a way not previously available. All techniques studied in this course can be carried over to hardware if the student chooses to pursue that in future.*

*The revised MUSIC 7262 will continue the revised MUSIC 7261 with more advanced topics and additional software.*

## **20. MUSIC**

### **t. Minor Change: Change in course title, course hours, course prerequisite or corequisite and change in course description**

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

#### **FROM:**

**MUSIC 727. Electronic Music ~~Composition~~.** 3 ~~lec.~~ hr. ~~plus lab~~; 3 cr. ~~Prereq.: MUSIC 726 or 733.1, or permission of the instructor.~~ ~~Composition of electronic music using analog or digital methods.~~

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:**

**MUSIC 727. Electronic Music Mixing.** 3 hr.; 3 cr. Prereq.: MUSIC 714 or permission of instructor. This class explores advanced mixing techniques that are essential to electronic music composition: balance, EQ, dynamics, time-based and spatial effects, automation, pitch and time correction, mixing for digital streaming services, and more.

*Justification: MUSIC 727 has not been taught for many years. The proposed change updates the course and coordinates its content with that of other courses in the Music and Production program. All MAP courses involve composition, obviating the need for a separate course in electronic composition. With music technology now laptop-based, a separate lab hour is no longer needed. The study of mixing should be included in a comprehensive study of electronic-music creation.*

## **21. MUSIC**

### **u. Minor Change: Change in course title and change in course description**



2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

**FROM:**

**MUSIC 739. Film Scoring.** 3 hr.; 3 cr. Prereq. or coreq.: ~~Orchestration~~, equivalent study, prior experience, or permission of the instructor. This course is a practical study in the ~~composition of music to accompany image in film, television, commercials, and Internet streams. Each of the related crafts of film scoring is studied: scene change, vignette, underscore, over score, characterization, genre scoring and counter scoring, in both dramatic and documentary domains. Commercial and industrial scores are covered, as are preliminary game styles. Students create weekly assignments to selected excerpts. Students also learn analytical skills that allow more intuitive writing.~~

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:**

**MUSIC 739. Film Scoring I.** 3 hr.; 3 cr. Prereq. or coreq.: MUSIC 720, equivalent study, prior experience, or permission of the instructor. This course is a practical study in the fundamentals of music composition to accompany moving images in film and television. It includes the analysis of existing film music and the creation of original music based on given subjects. Issues covered include timing music to picture, interacting with production staff, and developing skills for working under deadlines. To be offered online or hybrid.

*Justification: This change is being proposed in conjunction with the creation of an undergraduate course, MUSIC 339, with the same title and similar content. Undergraduate and graduate sections will be taught together, with graduate students doing additional assignments. This pairing was successfully taught in Fall 2020 and Fall 2021, with the undergraduate section numbered MUSIC 3913 (Special Problems). The change in course description will make the undergraduate and graduate courses consistent with one another. Owing to the technological limitations of our on-campus recording studio, this course is more effectively taught remotely, from the instructor's professional studio. We have designated this course Film Scoring I because we are proposing a new course, Film Scoring II (MUSIC 743).*

*Note: MUSIC 720, Advanced Orchestration, is our graduate-level orchestration course. Specifying this course in the prerequisite to MUSIC 739 is not a change but a clarification.*

## **22. MUSIC**

### **v. Minor Change: Course withdrawal**

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

**FROM:**

~~**MUSIC 715. Audio/MIDI Sequencing I.** 3 hr.; 3 cr. Through weekly assignments, students learn the ProTools MIDI work environment. Students will learn to input and edit notes as well as continuous controller automation to create expressive music. Students will master file import, quantizing, and time stretching of audio files. They will then learn to integrate those tracks with virtual instruments as an introduction recording live audio. This class will emphasize content creation.~~

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.

N/A (course is to be withdrawn)

*Justification: MUSIC 715 has been superseded by MUSIC 735, Audio/MIDI Sequencing I, although the course descriptions in the Graduate Bulletin differ slightly. It was an error to include both courses in the Graduate Bulletin.*

## 23. MUSIC

### w. Minor Change: Course withdrawal

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

FROM:

~~**MUSIC 716. Audio/MIDI Sequencing II.** 3 hr.; 3 cr. This course picks up where Audio MIDI Sequencing I left off. Each week, students learn different sequencing techniques to improve their musical compositions. Topics include recording simple audio for creating sampled instruments; rendering virtual instrument tracks to audio; equalization and audio compression; time-based effects; and audio routing within ProTools. By recording together on collaborative projects, students learn the basics of recording live audio, including gain structure, room acoustics, microphone placements, types, and polar patterns.~~

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.

N/A (course is to be withdrawn)

*Justification: MUSIC 716 has been superseded by MUSIC 736, Audio/MIDI Sequencing II, although the course descriptions in the Graduate Bulletin differ slightly. It was an error to include both courses in the Graduate Bulletin.*

## 24. MUSIC

**x. Request: New Course**

Please state the course as follows:

Course number and title: **MUSIC 717, Songwriting**

hours and credits: 3 hr.; 3 cr.

prerequisites or corequisites: MUSIC 714 or permission of instructor

Description (as it should read in the Graduate Bulletin):

Students learn basic techniques of songwriting. The course covers concepts of form, rhyme, rhythm, scansion, prosody, tone, metaphor, simile, conceit, and song types. Students complete a series of projects to understand the various aspects of the songwriting process.

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

*A course in songwriting has been offered as a Special Topics course, MUSIC 7903, most recently in Spring 2020, when it was cross-listed with an undergraduate version of the same course (MUSIC 3913, Special Problems). We wish to make Songwriting a regular part of our course offerings. The course will be of special interest to students in our Jazz Studies and Music and Production programs. We are simultaneously proposing an undergraduate version of the course, MUSIC 317, to the Undergraduate Curriculum Committee. The graduate and undergraduate courses will be taught together by one faculty member, like other courses in our Music and Production program.*

**Projected Enrollment:** 6 graduate students in MUSIC 717, plus a similar number of undergraduates in MUSIC 317

**Projected Frequency:** No more often than once per year, perhaps less, depending on student demand and faculty availability

**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.)

*The Spring 2020 Songwriting class was taught in hybrid mode by Thomas Lee. In the future, MUSIC 717 could be taught either in person or in hybrid mode.*

*Faculty who teach classes of this kind are highly skilled in electronic media. An entry-level course in Music and Production, MUSIC 714, is a prerequisite to this course, ensuring that students will have the needed skills.*

*As outlined in the syllabus, students work collaboratively, in the on-campus recording studio, on part of their final project. Most other work in the course could be done either online or in person.*

## 25. MUSIC

### y. Request: New Course

Please state the course as follows:

Course number and title: **MUSIC 743, Film Scoring II**

hours and credits: 3 hr.; 3 cr.

prerequisites or corequisites: MUSIC 739 or permission of instructor

Description (as it should read in the Graduate Bulletin):

Advanced study of scoring to picture. Students will compose music to several short films. Students will prepare, organize, and run recording sessions to realize their works. To be offered in hybrid mode.

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

*This class will help to create a complete course of study in writing music to moving images (films). It will cover aspects of the craft that cannot be covered in MUSIC 739.*

**Projected Enrollment:** 8–12

**Projected Frequency:** Once every year if demand warrants

**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.)

*The course will be taught in hybrid mode. Owing to the technological limitations of our on-campus recording studio, this course is most effectively taught remotely, from the instructor's professional studio. Meeting in person is necessary occasionally, mostly during the second half of the semester. Students may complete out-of-class work either on or off campus.*

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale.

*N/A. Upgrading on-campus facilities is projected, but it is a long-term project, not essential to offering this course at this time.*

## 26. MUSIC

### **z. Request: New Course**

Please state the course as follows:

Course number and title: **MUSIC 744, Music for Media**

hours and credits: 3 hr.; 3 cr.

prerequisites or corequisites: MUSIC 739 or permission of instructor

Description (as it should read in the Graduate Bulletin):

This course is both a survey and study of music used in broadcast media. Topics include creating production music, musical branding, theme songs, advertising music, promo music, interstitial music used during television shows, and modular music as used in games. There will also be a business component to the class, with discussion of getting music on air and creating revenue streams.

**Rationale** (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

*This course, along with MUSIC 739 and 743, will give students practical training in skills required to create music for television, film, and games. Students who have taken MUSIC 739 (Film Scoring I) may then take either MUSIC 743 (Film Scoring II), 744, or both. The three courses together form an excellent foundation for 21<sup>st</sup>-century careers in music creation.*

**Projected Enrollment:** Hard to predict, but perhaps 6–10

**Projected Frequency:** Once every 3–4 semesters, more if demand warrants

**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.)

*The course can be taught in any mode: online, hybrid, or in-person. If a student has the necessary software, all work for the course can be done off campus. If they don't, on-campus lab facilities are available.*

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale.

*N/A. Upgrading on-campus facilities is projected, but it is a long-term project, not essential to offering this course at this time.*

## 27. RISK MANAGEMENT

### Minor Change: Change in course credits

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

#### FROM:

**RM 792. Special Topics in Risk Management.** ~~3 hr.; 3 cr.~~ Prerequisites or corequisites will vary with the particular topic, or with permission of the program director. This course will be a seminar in risk management covering a special topic as it relates to RM, such as governance, behavioral finance, or corporate strategy.

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:

**RM 792. Special Topics in Risk Management.** Prerequisites or corequisites will vary with the particular topic, or with permission of the program director. This course will be a seminar in risk management covering a special topic as it relates to RM, such as governance, behavioral finance, or corporate strategy.

**RM 792.1. Special Topics in Risk Management. 1 hr.; 1 cr.**

**RM 792.2. Special Topics in Risk Management. 2 hr.; 2 cr.**

**RM 792.3. Special Topics in Risk Management. 3 hr.; 3 cr.**

**RM 792.4. Special Topics in Risk Management. 4 hr.; 4 cr.**

*Justification: Now that students have more elective choices and some vary in number of credits, we need to be able to offer a special topics course that provides credit variability.*

## 28. FNES

### Program Change: Change in program requirements

**FROM:**

**Master of Science in Education in Family and Consumer Sciences Teacher Education, K-12**

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

**Requirements for Matriculation** 1. An average of B (GPA of 3.0) or better in the undergraduate major. 2. Initial certificate in Family and Consumer Sciences. ~~3. The Graduate Record Examination General Test (GRE).~~ 4. Two letters of professional recommendation. 5. A personal-statement or essay. 6. An interview may be required. (Page 165 in Graduate Bulletin 2020-21)

**Requirements for Graduation** 1. Students must complete a minimum of 30 credits with an academic average of B (GPA of 3.0) or better. 2. The following courses are required: FNES 636, 643, 731, 732, 747, 748, and 753; and three elective courses (9 credits) from the following list: FNES 707, 727, 728, 741, 742, 745, 749, 751, 755, 760, 781VT, or 782VT. ~~3. Students must pass a comprehensive examination in the major field of study.~~ (Page 165 in Graduate Bulletin 2020-21)

**TO:**

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

**Requirements for Matriculation** 1. An average of B (GPA of 3.0) or better in the undergraduate major. 2. Initial certificate in Family and Consumer Sciences. 3. Two letters of professional recommendation. 4. A personal statement or essay. 5. An interview may be required. (Page 165 in Graduate Bulletin 2020-21)

**Requirements for Graduation** 1. Students must complete a minimum of 30 credits with an academic average of B (GPA of 3.0) or better. 2. The following courses are required: FNES 636, 643, 731, 732, 747, 748, and 753; and three elective courses (9 credits) from the following list: FNES 707, 727, 728, 741, 742, 745, 749, 751, 755, 760, 781VT, or 782VT. (Page 165 in Graduate Bulletin 2020-21)

*Justification: 1. **Change in Requirements for Matriculation:** We are eliminating the Graduate Record Examination (GREs) as an admission requirement into the MSED program in Family and Consumer Sciences Teacher Education as it is no longer required by New York State Education Department (NYSED). On November 15, 2021, Governor Kathy Hochul signed a bill to remove the GRE as an admission requirement into any New York graduate teacher education program.*

*2. **Change in Requirement for Graduation:** The comprehensive exam has been replaced with an action research project that students complete over two courses in the program: FNES 731: Research I and FNES 732: Research II. The comprehensive exam became difficult to administer once the master's program went fully online in fall 2019. The action research project is not only better suited for an online format, but also provides students an experience in working through the research process. These two research courses are already listed as required courses in the program, so no further action is needed in the Bulletin.*

## 29. FNES

### **Program Change: Change in program requirements**

**HEGIS: 1301.01      NYS Ed Code: 26442**

#### **FROM:**

#### **Post Baccalaureate Advanced Certificate Program in Family and Consumer Sciences Teacher Education, K-12**

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

**Requirements for Admission** 1. A bachelor's degree with a general education core in the liberal arts and sciences and an average of B (GPA of 3.0) or better in the undergraduate major. ~~2. The Graduate Record Examination General Test (GRE).~~ 3. A personal statement or essay. 4. Two letters of professional recommendation. 5. An interview may be required. 6. Applicants who majored in Family and Consumer Sciences but do not hold an Initial Certificate, or applicants who come from disciplines other than Family and Consumer Sciences, will be required to satisfy 30 credits in courses that constitute at a minimum the following: FNES 101, 126, 140 or 745, 147, 151 or 751, 156, 163, or their equivalents. (Page 164 in Graduate Bulletin 2020-21)

#### **TO:**

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

**Requirements for Admission** 1. A bachelor's degree with a general education core in the liberal arts and sciences and an average of B (GPA of 3.0) or better in the undergraduate major. 2. A personal statement or essay. 3. Two letters of professional recommendation. 4. An interview may be required. 5. Applicants who majored in Family and Consumer Sciences but do not hold an Initial Certificate, or applicants who come from disciplines other than Family and Consumer Sciences, will be required to satisfy 30 credits in courses that constitute at a minimum the



following: FNES 101, 126, 140 or 745, 147, 151 or 751, 156, 163, or their equivalents. (Page 164 in Graduate Bulletin 2020-21)

*Justification: 1. **Change in Requirements for Matriculation:** We are eliminating the Graduate Record Examination (GREs) as an admission requirement into the Post Baccalaureate Advanced Certificate program in Family and Consumer Sciences Teacher Education as it is no longer required by New York State Education Department (NYSED). On November 15, 2021, Governor Kathy Hochul signed a bill to remove the GRE as an admission requirement into any New York graduate teacher education program.*

### **30. SEYS**

**Program Change: Change in requirements for degree**

**HEGIS: 0829.00**

**FROM:**

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

P. 107 of Graduate Bulletin:

ADVANCED CERTIFICATE IN ETHICAL AND EQUITABLE PRACTICE The SEYS Post-Master's Program in Ethical and Equitable Practice is designed to offer integrated, theoretically grounded views of teaching and learning that address the needs of students and teachers in diverse communities. Program faculty promote rigorous scholarship and research, contextualized learning, and service in school and community settings. They encourage critical reflection on the roles of teachers in society and about their responsibilities as educators. Five cutting-edge, fully online courses are aimed at expanding teachers' knowledge of teaching literacy in their content areas, teaching diverse learners successfully, engaging more effectively in data-driven assessment and instruction, and employing current and innovative pedagogies in their classrooms. Requirements for Matriculation Admission is limited, competitive, and open to individuals who hold initial or professional New York State Teaching Certification and a master's degree in any secondary or elementary content area, including literacy, English, social studies, mathematics, science, music, art, physical education, TESOL, world languages, special education, and elementary education. Applicants must complete the online graduate application and admissions essay. The applicant's entire record is considered, including undergraduate and graduate grade point average (GPA), teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 is required. The Graduate Record Examination (GRE) and letters of recommendation are not required for admission.

Course Requirements credits **a. SEYSL 702, Literacy in the Content Areas 3 b. SEYS 703, Philosophies of Education: Critical Approaches and Ethical Practices 3 c. SEYS 719,**

Understanding Group Behavior and Cultural Differences in Schools 3 d. SEYS 764, The Secondary School Curriculum: Current Theories and Controversies 3 e. SEYS 768, Measurement and Evaluation in Education 3 Total 15

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:

ADVANCED CERTIFICATE IN ETHICAL AND EQUITABLE PRACTICE The SEYS Post-Master's Program in Ethical and Equitable Practice is designed to offer integrated, theoretically grounded views of teaching and learning that address the needs of students and teachers in diverse communities. Program faculty promote rigorous scholarship and research, contextualized learning, and service in school and community settings. They encourage critical reflection on the roles of teachers in society and about their responsibilities as educators. Five cutting-edge, fully online courses are aimed at expanding teachers' knowledge of teaching literacy in their content areas, teaching diverse learners successfully, engaging more effectively in data-driven assessment and instruction, and employing current and innovative pedagogies in their classrooms. Requirements for Matriculation Admission is limited, competitive, and open to individuals who hold initial or professional New York State Teaching Certification and a master's degree in any secondary or elementary content area, including literacy, English, social studies, mathematics, science, music, art, physical education, TESOL, world languages, special education, and elementary education. Applicants must complete the online graduate application and admissions essay. The applicant's entire record is considered, including undergraduate and graduate grade point average (GPA), teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 is required. The Graduate Record Examination (GRE) and letters of recommendation are not required for admission.

Course Requirements credits a. SEYSL 702, Literacy in the Content Areas 3 b. **SEYS 739, Culturally Relevant Pedagogy** 3 c. SEYS 719, Understanding Group Behavior and Cultural Differences in Schools 3 d. SEYS 764, The Secondary School Curriculum: Current Theories and Controversies 3 e. SEYS 768, Measurement and Evaluation in Education 3 Total 15

*Justification: This new course was offered last summer as a 767.3 workshop/special topics course and will be offered again in summer 2022. It is aligned with the Core Values of the Education Unit of promoting Equity, Excellence, and Ethics in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.*

*As a permanent offering in the SEYS Department, it will be housed in the post-master's program in Ethical and Equitable Practice and will replace SEYS 703 in that 15-credit fully online*

program. It is aligned with the EEP program's mission and will complement the other four courses in the program.

*Culturally relevant pedagogy is a current and important topic in education today and one from which teachers will benefit. In addition to being housed in the EEP program, this course will serve as an elective in MSED and MAT programs across the SEYS department with SEYS Program Directors' approval when their students need a course to fulfill their graduation requirements in a timely manner.*

### 31. SEYS

#### **Request: New Course**

Please state the course as follows:

Course number and title: **SEYS 739.Culturally Relevant Pedagogy**

hours and credits: 3 hr.; 3 cr.

prerequisites or corequisites: none

Description (as it should read in the Graduate Bulletin):

Culturally responsive, relevant, appropriate, responsible, inclusive, congruent, compatible and sensitive are all terms used to describe teaching that strives to meet the needs of diverse students. Culturally responsive teachers consciously attempt to bridge divides between students' experiences in their homes and communities and those in their classrooms and schools. This course will focus on culturally relevant pedagogy from multiple perspectives and is aimed at teachers of all content areas. After taking this course, teachers will have a deeper knowledge of the issues surrounding culturally relevant pedagogy and will know how to best incorporate this knowledge into their teaching in a multitude of ways.

**Rationale** (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

*This course was offered last summer as a 767.3 workshop/special topics course and will be offered again in summer 2022. It is aligned with the Core Values of the Education Unit of promoting **Equity, Excellence, and Ethics** in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.*

*As a permanent offering in the SEYS Department, it will be housed in the post-master's program in Ethical and Equitable Practice and will replace SEYS 703 in that 15-credit fully online program. It is aligned with the EEP program's mission and will compliment the other four courses in the program.*

*Culturally relevant pedagogy is a current and important topic in education today and one from which teachers will benefit. In addition to being housed in the EEP program, this course will serve as an elective in MSED and MAT programs across the SEYS department with SEYS Program Directors' approval when their students need a course to fulfill their graduation requirements in a timely manner.*

**Projected Enrollment:** 15-20

**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 will be offered online as part of a fully online program that was approved by NY State in 2019 (see attachment).*

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale.

*N/A.*

## **32. MATH**

**Minor Change: Change in course number, course title, and course description**

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

**FROM:**

~~**MATH 619. Theory of Numbers.**~~ 3 hr.; 3 cr. Prereq.: MATH 231 or 237. Prime numbers, the unique factorization property of integers, linear and non-linear Diophantine equations, congruences, modular arithmetic, quadratic reciprocity, ~~continued fractions~~, contemporary applications in computing and cryptography.

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:

**MATH 605. Number Theory.** 3 hr.; 3 cr. Prereq.: MATH 231 or 237. Not open to students who are taking or have received credit for MATH 305. Prime numbers, the unique factorization property of integers, linear and non-linear Diophantine equations, congruences, modular arithmetic, quadratic reciprocity, contemporary applications in computing and cryptography.

*Justification: We are cross-listing Number Theory as an undergraduate class. We are updating the course numbering to better align with other courses with similar content.*

### 33. MATH

#### Request: New Course

Please state the course as follows:

Course number and title: **MATH 601. Abstract Algebra I.**

hours and credits: 4 hr.; 4 cr.

prerequisites or corequisites: A course in Linear Algebra

Description (as it should read in the Graduate Bulletin):

Not open to students who are taking or who have received credit for MATH 301 or 702. Theory of groups, including cyclic and permutation groups, homomorphisms, normal subgroups and quotient groups. Theory of rings, including integral domains and polynomial rings. Additional topics may be discussed.

**Rationale** (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

*This is the result of a reorganization of all the "Abstract Algebra" coursework in our department. There is repetition in the course content of MATH 333, 613, and 702. All 3 courses currently mostly focus on groups and rings. We would like to update and rationalize the course content as a sequence of courses*

*that depend on each other, with MATH 301/601 being the coursework that students take as an undergraduate. The courses will be cross-listed for undergraduate and graduate students. This gives graduate students the opportunity to take a first algebra course if they lack that background instead of having to take the undergraduate MATH 333. Most incoming graduate students will go directly into MATH 602, which will be able to focus on topics not covered in MATH 601.*

**Projected Enrollment:** This course often has zero graduate students.

**Projected Frequency:** Every semester

**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.) *None*

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.

*Abstract Algebra is one of the three major branches of pure mathematics. This course involves some of the most fundamental material in the mathematics curriculum. This material needs additional time in the semester to be processed and to work through detailed examples. As such, an extra hour of class time is allotted for the instructor to ensure the students have enough time to fully understand the entire curriculum, especially before they take the subsequent class MATH 602.*

### **34. MATH**

#### **Request: New Course**

Please state the course as follows:

Course number and title: **MATH 602. Abstract Algebra II.**

hours and credits: 3 hr., 3 cr.

prerequisites or corequisites: MATH 601 or the equivalent

Description (as it should read in the Graduate Bulletin):

This is a continuation of MATH 601. Not open to students who are taking or who have received credit for MATH 302 or 702. Advanced topics in group and ring theory. Fields and field extensions.

**Rationale** (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

*This is the result of a reorganization of all the “Abstract Algebra” coursework in our department. There is repetition in the course content of MATH 333, 613, and 702. All 3 courses currently mostly focus on groups and rings. We would like to update and rationalize the course content as a sequence of courses that depend on each other, with MATH 301/601 being the coursework that students take as an undergraduate. The courses will be cross-listed for undergraduate and graduate students. This gives graduate students the opportunity to take a first algebra course if they lack that background instead of having to take the undergraduate MATH 333. Most incoming graduate students will go directly into MATH 602, which will be able to focus on topics not covered in MATH 601.*

**Projected Enrollment:** Based on historical patterns and projections, this course will enroll 10-15 graduate students and around 5 undergraduate 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.) *None*

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. *N/A*

## 35. MATH

**Minor Change: Change in course number, course title, and course description**

2) Please list the course as previously passed by the Academic Senate. (Include the course number, title, hours, credits, prerequisites, corequisites and description.) Cross-out the material that you wish changed or eliminated.

**FROM:**

~~**MATH 628. Functions of a Complex Variable.** 3 hr.; 3 cr. Prereq.: One year of advanced calculus (MATH 202) or permission of the instructor. Topics covered include analytic functions, Cauchy's Integral Theorem, Taylor's theorem and Laurent series, the calculus of residues, Riemann surfaces, singularities, meromorphic functions. Spring~~

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:**

**MATH 616. Complex Analysis.** 3 hr.; 3 cr. Prereq.: One year of multivariable calculus (MATH 202) or the equivalent. Not open to students who are taking or have received credit for MATH 316. Topics covered include analytic functions, Cauchy's Integral Theorem, Taylor's theorem and Laurent series, the calculus of residues, singularities, meromorphic functions.

*Justification: We are cross-listing Complex Analysis as an undergraduate class. We are updating the course numbering to better align with other courses with similar content.*



**Nominating Committee  
Queens College Academic Senate  
Report to the Senate: April 14, 2022**

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

<b>Committee Type</b>	<b>Seat</b>	<b>Candidate</b>				
	<b>Name</b>	<b>Faculty/ Student</b>	<b>Division</b>	<b>Term</b>	<b>Committee</b>	<b>New/ Renewal</b>
<b>Standing</b>						
	<b>Lisa D. Clark</b>	<b>F</b>	<b>Education</b>	<b>Dec 2023</b>	<b>Campus Affairs, Environment, and Graduation Advisory Committee</b>	<b>Renewal</b>
	<b>Saba Jobah</b>	<b>S</b>	<b>Arts and Humanities</b>	<b>Dec 2023</b>	<b>Campus Affairs, Environment, and Graduation Advisory Committee</b>	<b>New</b>
	<b>Minjae Kim</b>	<b>S</b>	<b>Arts and Humanities</b>	<b>Dec 2023</b>	<b>Policy Board on Administration</b>	<b>New</b>
	<b>Rebecca Ramlall</b>	<b>S</b>	<b>Arts and Humanities</b>	<b>Dec 2023</b>	<b>International Student Affairs Committee</b>	<b>New</b>
	<b>Lili Han</b>	<b>S</b>	<b>Education</b>	<b>Dec 2023</b>	<b>Committee on Undergraduate Admissions &amp; Re- entry Standards</b>	<b>New</b>
<b>Special</b>						
	<b>Natanya Duncan</b>	<b>F</b>	<b>Social Sciences</b>	<b>Until the Search is over</b>	<b>Search Committee for Dean of Education</b>	<b>New</b>

	<b>John Pellitteri</b>	<b>F</b>	<b>Education</b>	<b>Until the Search is over</b>	<b>Search Committee for Dean of Education</b>	<b>New</b>
	<b>Leslee Grey</b>	<b>F</b>	<b>Education</b>	<b>Until the Search is over</b>	<b>Search Committee for Dean of Education</b>	<b>New</b>
	<b>Dana Calvet</b>	<b>F</b>	<b>Arts and Humanities</b>	<b>Until the Search is over</b>	<b>Search Committee for Dean of Education</b>	<b>New</b>
	<b>Roi Nachshon</b>	<b>S</b>	<b>Social Sciences</b>	<b>Until the Search is over</b>	<b>Search Committee for Dean of Education</b>	<b>New</b>
	<b>Teresa Liu</b>	<b>S</b>	<b>Education</b>	<b>Until the Search is over</b>	<b>Search Committee for Dean of Education</b>	<b>New</b>
	<b>Skyler Montoya</b>	<b>S</b>	<b>Education</b>	<b>Until the Search is over</b>	<b>Search Committee for Dean of Education</b>	<b>New</b>
	<b>Aisha Farooq</b>	<b>S</b>	<b>Education</b>	<b>Until the Search is over</b>	<b>Search Committee for Dean of Education</b>	<b>New</b>
<b>Other</b>						
	<b>David Gerwin</b>	<b>F</b>	<b>Education</b>	<b>June 2025</b>	<b>Auxiliary Enterprises Corp. (faculty only)</b>	<b>New</b>

## **Academic Senate Meetings**

Thursdays at 3:35 pm

### **Fall 2022**

September 8, 2022

October 13, 2022

November 10, 2022

December 8, 2022

### **Spring 2023**

February 9, 2023

March 9, 2023

April 13, 2023\* Spring break April 5-13

May 11, 2023 (Last)

\*May 11, 2023 - Limited Meeting New Senate

## **Executive Committee Meetings**

Thursdays at 3 pm

### **Fall 2022**

August 25, 2022

September 22, 2022

October 27, 2022

November 17, 2022

### **Spring 2023**

January 26, 2023

February 23, 2023

March 23, 2023

April 27, 2023

## FACULTY SENATE ROSTER 2020-2022

**Attendance – March 10, 2022**

<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	P	Felicia Madimenos	1	
Art	Sin-ying Ho	2	P	Michael Nelson	2	
Biology	Karl Fath	1	P	John Waldman	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	P	Christopher Winks	2	
Computer Science	Kenneth Lord	1	P	Robert Goldberg	1	
Drama, Theatre & Dance	Jeffrey Greenberg	1		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	Sunghee Shin	2	P	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	
European Languages & Literatures	Morena Corradi	1	P	Karen Sullivan	1	
Family, Nutrition & Exercise Sciences	YaChing Hung	2	P	Jihee Choi	1	
Graduate School of Library & Information Studies	James Lowry	2		Ping Li	2	P
Hispanic Languages & Literatures	Monica Casco	2		Brais Outes-Leon	2	
History	Elissa Bemporad	1	P	Kara Schlichting	1	
Library	Robin Naughton	2	P	Annie Tummino	2	P

## FACULTY SENATE ROSTER 2020-2022

**Attendance – March 10, 2022**

<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	2		Lauren Heffernan	2	
Mathematics	Joe Pastore	2	P	Adam Kapelner	2	
Media Studies	SinJoung Yeo	1	P	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	P	Euclides Almeida	1	
Political Science	Alexander Reichl	2	P	John Bowman	2	
Psychology	Claudia Brumbaugh	1	P	Patricia D'Ateno	1	
Sociology	Hongwei Xu	2	P	Anna Maria Bounds	2	
Urban Studies	James Vacca	1		OPEN	1	
<i>DIVISIONAL AT LARGE</i>						
Arts & Humanities	Dustin Grella	1	P	Vanessa Perez-Rosario	1	
Social Sciences	Rosemary Twomey	1		Elizabeth Hendrey	1	P
Education	Pamela Wershba Gershon	2		OPEN	2	
Mathematics & Natural Sciences	Concettina Pagano	2	P	Nicholas Vlamis	2	P
<i>COLLEGE-WIDE AT LARGE</i>						
	Yinxian Zhang	2	P	OPEN	2	
	Barbara Moore	1	P	Alicia Alvero	1	P
	James T. Mellone	1		Veronica J. Hinton	1	P
	Nathalia Holtzman	1	P	OPEN	1	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	2	P	Lisa Clark	2	P

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

**Attendance –March 10, 2022**

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	<b>At Large</b>			
1.	Gabriel Kesten	P	Hannah Okner	
2.	Fatima Bhutta		Thomas Olsen	
3.	Zainab Farooqi		Yudesh Sohan	
4.	Nariah Greene			
5.	Muslimah Abdul	P		
5.	Devonte Rowe			
7.	Rida Zaidi			
8.	Rasheed Robinson			
9.	Marie James			
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	P		
3.	OPEN			
	<b>Undergraduate Freshman - Lower Sophomore</b>			
1.	Melton Thorpe	P	Holden Velasco	
2.	Carmela Miller	P		
3.	Jamal Mark			
	<b>SEEK</b>			
1.	Gurleen Boparai	P		

**QUEENS COLLEGE  
ACADEMIC SENATE  
2021-2022**

**Attendance –March 10, 2022**

<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. Simone L. Yearwood, Interim Associate Dean and Chief Librarian	P
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. Nathalia Holtzman, Interim 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	
Dave Fields, Esq., Parliamentarian	P
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. vacant, VP of Enrollment and Retention	
Dr. Rachel Fester, Interim Dean of Institutional Effectiveness	
<b><u>CHAIRPEOPLE OF STANDING COMMITTEES</u></b>	
Ping Li, Graduate Curriculum Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Hefer Bembenutty, Subcommittee on Honors and Awards	P
<b><u>GUESTS</u></b>	
Mohammad Ashraf – Academic Advising	P
Elizabeth D’Amico – Ramirez – QC Hub	P
Laurie Dorf – VP for Institutional Advancement	P
Mollie Judd – EA to the VP, Institutional Advancement	P
Laura Silverman – Director, Academic Advising	P
Corinna Singleman – Interim Director, MHC	P
Jerima DeWese – Chief Diversity Officer& Dean of Diversity	P