Meeting of Queens College
Academic Senate
(Last meeting of the current Senate: 2021 – 2022)

Date: May 12, 2022

Time: 3:35 p.m.

Place: Virtual Via Zoom

AGENDA

1 Approval of Agenda

2. Approval of Academic Senate meeting minutes of April 14, 2022

3. Announcements, Administrative Reports, and Memorials:

4. Special Motions:

5. Committee Reports:

   a. Undergraduate Curriculum Committee minutes dated April 14, 2022
   b. Graduate Curriculum Committee minutes dated April 4, 2022
   c. Nominating Committee Report dated May 12, 2022

6. Old Business

7. New Business

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE April 14, 2022

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:41 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 March 10, 2022"

Editorial Correction: Page 7, remove item 2. c. "~~Spanish~~ ~~779~~".

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

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

Chair Ferguson announced that the elections are running until Saturday, April 16. He also announced that an email about the University Faculty Senate will go out from the Provost Office. Lastly, he reminded the senate that there are two more meetings. One more meeting session for this group and immediately after will be the first meeting of the next session. How the meeting will be conducted, whether in person or virtual will depend on the open meetings law extension.

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 March 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. Change in number and description.

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.

b. Change in number, title and description.

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.

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.

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.

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.

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.

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.

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.

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.

j. Change in Minor in Music and Production

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.

k.

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.

l.

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.

2. Communication Science and Disorders

a. Change to the major.

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

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.

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)

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.

4. Mathematics

Changes to Requirements for a Major

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

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.

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

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.

Proposal 3: Update requirements for the Secondary Education Option of the Mathematics Major.

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.

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

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.

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.

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.

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.

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.

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.

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.

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.

Changes to Existing Courses

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

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.

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

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.

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

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.

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

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.

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

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.

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.

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.

7. Hispanic Languages and Literatures

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.

8. European Languages and Literatures

a. Change to the German Minor

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.

b.

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.

9. Reinstatement of withdrawn courses:

MUSIC 247W
ANTH 233
ANTH 304

10. Art

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.††

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

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.
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)
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)
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)

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.

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)

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)

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)

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)

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)
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)
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)

b. Graduate Curriculum Committee

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

"To accept the GCC minutes of March 9, 2022 as distributed"

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

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

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.

2. MATH

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

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.

3. MATH

c. Minor Change: Add course to Reserve List

FROM:

~~**MATH 704. Functional Analysis.** 3 hr.; 4½ 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.~~

4. MATH

d. Minor Change: Add course to Reserve List

FROM:

~~**MATH 705. Theory of Functions of a Complex Variable.** 3 hr.; 4½ cr. Prereq.: MATH 701.~~

5. MATH

e. Minor Change: Course Withdrawal

FROM:

~~**MATH 706. Advanced Ordinary Differential Equations.** 3 hr.; 4½ cr. Prereq.: MATH 616.~~

6. MATH

f. Minor Change: Course Withdrawal

FROM:

~~**MATH 707. Partial Differential Equations. 3 hr.; 4½ cr. Prereq.: MATH 706.**~~

7. MATH

g. Minor Change: Course Withdrawal

FROM:

~~**MATH 708. Combinatorial Topology. 3 hr.; 4½ cr. Prereq.: MATH 703.**~~

8. MATH

h. Minor Change: Course Withdrawal

FROM:

~~**MATH 709. Set Theory.** 3 hr.; 4½ cr.~~

9. MATH

i. Minor Change: Course Withdrawal

FROM:

~~**MATH 710. Mathematics and Logic: Advanced Course. 3 hr.; 4½ cr. Prereq.: MATH 626.**~~

10. MATH

j. Minor Change: Course Withdrawal

FROM:

~~**MATH 711. The Mathematical Structure of Modern Statistics.** 3 hr.; 4½ cr. Prereq.: A course in either probability or statistics.~~

11. MATH

k. Minor Change: Course Withdrawal

FROM:

~~**MATH 712. Higher Geometry.** 3 hr.; 4½ cr..~~

12. MATH

l. Minor Change: Course Withdrawal

FROM:

~~**MATH 713. Modern Abstract Algebra II. 3 hr.; 4½ cr. Prereq.: MATH 702.**~~

13. MATH

m. Minor Change: Course Withdrawal

FROM:

~~**MATH 717. Theory of Approximation I.** 3 hr.; 4½ cr. Prereq.: MATH 614 or permission of the department..~~

14. MATH

n. Minor Change: Course Withdrawal

FROM:

~~**MATH 718. Theory of Approximation II.** 3 hr.; 4½ cr. Prereq.: MATH 717~~

15. ECP

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

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.

16. MUSIC

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

HEGIS: 1099.00

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.

	Credits
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

**If required.*

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

17. MUSIC

q. Minor Change: Change in course number

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.

18. MUSIC

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

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.

19. MUSIC

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

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.

20. MUSIC

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

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.

21. MUSIC

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

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.

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)

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)

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.

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.

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.

27. RISK MANAGEMENT

Minor Change: Change in course credits

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.

28. FNES

Program Change: Change in program requirements

HEGIS: 1301.01 NYS Ed Code: 26422

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

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)

29. FNES

Program Change: Change in program requirements

HEGIS: 1301.01 NYS Ed Code: 26442

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

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)

30. SEYS

Program Change: Change in requirements for degree

HEGIS: 0829.00

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

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.

32. MATH

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

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.

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.

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.

35. MATH

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

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

c. Nominating Committee

i. MOTION: Duly made by Stephen Grover, member of the Nominating Committee:

"To accept the Nominating Committee Report dated April 14, 2022"

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

1) Campus Affairs, Environment, and Graduation Advisory Committee

The following faculty was elected by unanimous consent:

Lisa D. Clark	Education	through: December 2023

The following student was elected by unanimous consent:

Saba Jobah	Arts & Humanities	through: December 2023

2) Policy Board on Administration

The following student was elected by unanimous consent:

Minjae Kim	Arts & Humanities	through: December 2023

3) International Student Affairs Committee

The following student was elected by unanimous consent:

Rebecca Ramlall	Arts & Humanities	through: December 2023

4) Committee on Undergraduate Admissions & Re-entry Standards

The following student was elected by unanimous consent:

Lili Han	Education	through: December 2023

5) Search Committee for Dean of Education

The following faculty were elected by unanimous consent:

Natanya Duncan	Social Sciences	Until the search is over
John Pellitteri	Education	Until the search is over
Leslee Grey	Education	Until the search is over

Dana Valvet	Arts and Humanities	Until the Search is over

The following students were elected by unanimous consent:

Roi Nachshon	Social Sciences	Until the search is over
Teresa Liu	Education	Until the search is over
Skyler Montoya	Education	Until the search is over
Aisha Farooq	Education	Until the search is over

6) Auxiliary Enterprises Corporation (faculty only)

The following faculty were elected by unanimous consent:

David Gerwin	Education	June 2025

6. Old Business

a. Nominations to the Nominating Committee:

i. Student – Arts & Humanities May 2022 - None

7. New Business

a. Calendar of Senate and Executive Committee meetings 2022-2023

i. MOTION: Duly made by Chair Ferguson:

"To accept the Calendar of Senate and Executive Committee meetings 2022-2023"

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

Academic Senate Meetings
Thursdays at 3:35 pm

Fall 2022	**Spring 2023**
September 8, 2022	February 9, 2023
October 13, 2022	March 9, 2023
November 10, 2022	April 13, 2023* Spring break April 5-13
December 8, 2022	May 11, 2023 (Last)
	*May 11, 2023 - Limited Meeting New Senate

Executive Committee Meetings
Thursdays at 3 pm

Fall 2022	**Spring 2023**
August 25, 2022	January 26, 2023
September 22, 2022	February 23, 2023
October 27, 2022	March 23, 2023
November 17, 2022	April 27, 2023

MOTION: Duly made by Chair Ferguson:

"To Adjourn"

The meeting was adjourned at 3:49 pm. The next Academic Senate meeting will be on Thursday, May 12, 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. CHANGES IN PROGRAM REQUIREMENTS: MINOR IN MUSIC THEORY AND LITERATURE

From:

Music Minor in Theory and Literature
Required (21 credits)

Core Curriculum Courses (13 credits)
MUSIC 171, MUSIC 172, MUSIC 173, MUSIC 174, and ~~MUSIC 101~~

Electives in Music Literature (6 credits)
2 courses from MUSIC 001, ~~008,~~ 121, 122, ~~123~~

Major Ensembles (2 credits)
2 courses from MUSIC ~~156.1, 158.1, 258.1, 259.1, or 253.9~~

To read:

Music Minor in Theory and Literature
Required: 21 credits

Core Curriculum Courses (13 credits)
MUSIC 171, MUSIC 172, MUSIC 173, MUSIC 174, and MUSIC 121

Electives in Music Literature (6 credits)
2 courses from MUSIC 001, 121 (taken a second time), 122, 246, and 247

Major Ensembles (2 credits)
2 courses from MUSIC 1561, 1581, 2531, 254, 2581, 2591, or 3561

Justification:

The requirements for the Minor in Music Theory and Literature have not been updated in many years. MUSIC 101, which is listed as a core requirement, no longer exists. MUSIC 123 and MUSIC 253.9 also do not exist. MUSIC 008 remains in the Undergraduate Bulletin but has not been offered since 2015. We are deleting these courses from the minor.

To replace MUSIC 101, we are substituting MUSIC 121, Writing about Music, as a core requirement. We are adding MUSIC 246 and 247, Music History I and Music History II, to the list of possible electives.

Course numbers with decimals no longer exist; MUSIC 156.1 is now MUSIC 1561, etc. We are adding two major ensembles to the list of options for students: MUSIC 254, Treble Choir, a new course that was approved by the Undergraduate Curriculum Committee on March 10, 2022; and MUSIC 3561, Vocal Ensemble.

The proposed changes align the Minor in Music Theory and Literature with our current course offerings.

From:

MUSIC 121. Writing about Music. 3 hr.; 3 cr. Prereq.: ENGL 110. MUSIC 121 fulfills the College Writing 2 requirement and builds on the work of ENGL 110 (College Writing 1), in order to teach the conventions of writing in the discipline of music. Writing-intensive class open to students from all majors and schools. The content is focused on the various genres of writing; repertoire will be selected from classical or popular musics of the Western world. (EC2)

To:

MUSIC 121. Writing about Music. 3 hr.; 3 cr. Prereq.: ENGL 110. MUSIC 121 fulfills the College Writing 2 requirement and builds on the work of ENGL 110 (College Writing 1), in order to teach the conventions of writing in the discipline of music. Writing-intensive class open to students from all majors and schools. The content is focused on the various genres of writing; repertoire will be selected from classical or popular musics of the Western world. May be repeated for credit once if the topic changes. (EC2)

Justification:

Since its inception, MUSIC 121 has been taught on the following topics: Music and Film; Music, Myths, and Fairy Tales; Race and Racism in American Music; Protest Music; Women in Music; Irish Music; Music and Media. We would like music minors and other interested students to be able to take two iterations of MUSIC 121 on topics of interest to them. Only one iteration, of course, is needed to fulfill the EC2 requirement.

2. SEES

New course.

GEOL 78. Climate change: What it means to us and what you can do about it
3 hrs, 3 cr.
Introductory exploration of the science behind climate change, how climate change is affecting our planet today, how it will affect the world in the coming decades, and the politics of climate change. Learn what individuals, communities, countries and the world are accomplishing to combat the climate crisis and what each of us can do to create a better world.

Justification: this non-majors undergraduate course is designed to be a service course that will provide students with basic concepts and understanding of past, present, and future climate change, what is being done about it and what individuals can also do to prevent the climate crisis. Currently the only class pertaining to meteorology/ climate change is GEOL77: Weather, Climate and Climate Change. This class currently focuses on meteorology with limited amounts of material on climate change past, present or future.

3. Psychology

New Course Proposal: Psychology

PSYCH 374 Culturally Responsive Family Support Practicum.
3 hr; 3 cr. Prereq.: Psych 213W and permission of instructor.
In this service learning course undergraduate students will learn to provide evidence-based culturally responsive interventions with families of children with intellectual and developmental disabilities (IDD) from culturally and linguistically diverse (CLD) communities. Students will learn how to build culturally responsive partnerships with families, provide evidence-based interventions for children with IDD and their families, and professional and ethical behavior. Experience will be gained through an on-campus program, *Horizons*, that serves the local community of CLD families of children with IDD. Class includes discussions, reading

and analyzing research, implementing intervention with children and their families, evaluating progress and problem solving to improve children's learning.

Justification:
The course ***Culturally Responsive Family Support Practicum*** *is a valuable addition to the psychology department's curriculum because it is a unique elective that focuses on service learning with children with developmental disabilities and their families from culturally and linguistically diverse backgrounds. The course exposes students to the needs of children with developmental disabilities and their families and issues surrounding diversity while providing students with experiential training in interventions with this growing poorly served population. This class provides psychology (and other discipline) majors with background and experience to address issues of equity in treatments as they continue in their careers.*

Change to a Major: Psychology

From:
A maximum of 9 credits for any combination of the following courses: PSYCH 325, 326, 327, 372, 373, 391, and 392 can be applied toward the major requirement.

To:
A maximum of 9 credits for any combination of the following courses: PSYCH 325, 326, 327, 372, 373, 374, 391, and 392 can be applied toward the major requirement.

Justification:
This newly approved Practicum course should be included with the other experiential and practicum courses.

4. Economics

Addition of two courses, ECON 232 and ECON 233, to the Globalization & Environment list of electives for the BBA-finance major and the BBA-actuarial studies major:

Economics 232. Economics of Climate Change
Economics 233. Globalization now and then

5. FNES

Change to prerequisite and description.

From:
FNES 382. Community Nutrition. 3 hr.; 3 cr. Prereq. ~~or coreq.: FNES 365~~. The process of assessment and development of community programs, ~~addressing~~ the nutrition needs of individuals and groups for health promotion and disease prevention.

To Read:
FNES 382. Community Nutrition. 3 hr.; 3 cr. Prereq.: FNES 264, FNES 260. The process of assessment and development of community programs, to address the nutrition needs of individuals and groups for health promotion and disease prevention.

Justification:

Our accrediting agency has set new standards that gives the FNES 382 course a more pronounced focus on health policy and health equity. Adding FNES 260 (Research Methods in Nutrition) into the sequence here will help students complete assignments like a community needs assessment more meaningfully. FNES 260 is a requirement for the major, but currently not a prerequisite for other courses.
Removing FNES 365 (Nutrition Assessment) and requiring its pre- or corequisite FNES 264 (Nutrition II) instead will allow students to take the course earlier in the program without removing prior knowledge truly needed for this course. This allows more flexibility in the design of the study plan.

The change in course description would be linguistically more appropriate to describe that addressing the nutrition needs of individuals and groups is the purpose of assessment and development of the community programs.

6. Urban Studies

New Course.

URBST 255. VT: Special Topics in Public Health.
3 hours, 3 credits, Prerequisite: URBST 132 or URBST 231
Topic will be announced at registration time.

Justification:
Urban Studies 255: Special Topics in Public Health. This variable topics course accomplishes two goals. First, it provides an intermediate-level course where students can explore specialized and topical public health issues as they relate to urban areas. Second, for students in the Queens College-School of Public Health 4+1 Masters in Public Health program, it provides a course equivalent so they can receive undergraduate credits for courses taken at the CUNY School of Public Health and Health Policy.

7. Anthropology

Changes to the Anthropology Major (General and Pre-Professional)

From:

one course from ANTH 201 (if not ~~already taken~~), 204–219; 241–249, ~~288~~

To Read:

one course from ANTH 201 (if not <u>used for another requirement</u>), 204–219; 241–249, <u>282</u>, <u>388</u>

Justification:

We would like to make two changes to our list of "area" courses, of which we require that all majors take at least one. We would like to (a) add a new course that was approved last year, Anth 282: Linguistic Subjectivities in Latin America, and (b) change Anth 288: Voices of New York to Anth 388: Voices of New York because the course number changed a few years ago.

This change is to be applied to both the General concentration and the Pre-Professional concentration within the Anthropology major.

Anthropology Department Changes to a Minor

Changes to the Requirements for the Minor in Cultural Heritage and Memory

1. Addition to description of requirements for the Minor:

If the Minor in Cultural Heritage and Memory is combined with a Major in Anthropology, only four of the six courses (12 of the 18 credits) can count towards both the Major and the Minor; two courses (6 credits) must be unique to each. Anthropology rotating topics courses (e.g., Anth 219, 239, 239W, 249, 279, 289, 290, 290W, 330, 350, 370, 380) may be approved as electives for the Minor on a case by case basis, via approval of the department chair.

2. Changes and clarifications to list of elective courses for the Minor:

FROM:

Three required courses:

Any ONE of:
ANTH 101 Introduction to Cultural Anthropology
ANTH 103 Introduction to Archaeology
ANTH 104 Language, Culture, and Society

And ONE of:
ANTH 201 Essentials of Cultural Anthropology
ANTH 240 Essentials of Archaeology

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

Three electives courses in total:
ANTH 201 Essentials of Cultural Anthropology
ANTH 204 Anthropology of Islam
~~ANTH 231 Music, Culture, and Society~~
ANTH 232 Photography and the Visual World
ANTH 233 Race, Class, and Ethnicity
ANTH 240 Essentials of Archaeology
ANTH 250 Field Methods in Archaeology
ANTH 252 Historical Archaeology
ANTH 258 Cultural Property, Heritage & the Law
ANTH 280 Language and Social Identity
ANTH 304 Anthropology of Development

ANTH 306 Anthropology of Religion
ANTH 332 Anthropology of Memory
ANTH 354 Time
~~ANTH 364 Anthropological Genomics~~
ANTH 388 Voices of New York

A maximum of one "area" course from this list:
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North Americans
ANTH 208 Peoples of South Asia
ANTH 208W Peoples of South Asia (Writing Intensive)
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 215W Peoples of the Caribbean (Writing Intensive)
ANTH 216 Peoples of Southeast Asia

~~**A maximum of one "topics" course from this list:**~~
~~ANTH 239 Topics in Cultural Anthropology~~
~~ANTH 259 Topics in Archaeology~~
~~ANTH 330 Seminar in Cultural Anthropology~~
~~ANTH 350 Seminar in Archaeology~~

TO READ:

Three required courses:

One of the following Introductory courses:
ANTH 101 Introduction to Cultural Anthropology
ANTH 103 Introduction to Archaeology
ANTH 104 Language, Culture, and Society

One of the following Essentials courses:
ANTH 201 Essentials of Cultural Anthropology
ANTH 240 Essentials of Archaeology

One of the following Heritage or Memory courses:
ANTH 252 Historical Archaeology
ANTH 258 Cultural Property, Heritage & the Law
ANTH 332 Anthropology of Memory

Three electives courses from this list:
ANTH 201 Essentials of Cultural Anthropology
ANTH 204 Anthropology of Islam
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North Americans
ANTH 208 Peoples of South Asia
ANTH 208W Peoples of South Asia (Writing Intensive)

ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 215W Peoples of the Caribbean (Writing Intensive)
ANTH 216 Peoples of Southeast Asia
ANTH 232 Photography and the Visual World
ANTH 233 Race, Class, and Ethnicity
ANTH 240 Essentials of Archaeology
ANTH 250 Field Methods in Archaeology
ANTH 252 Historical Archaeology
ANTH 258 Cultural Property, Heritage & the Law
ANTH 280 Language and Social Identity
ANTH 282 Linguistic Subjectivities in Latin America
ANTH 304 Anthropology of Development
ANTH 306 Anthropology of Religion
ANTH 332 Anthropology of Memory
ANTH 354 Time
ANTH 388 Voices of New York

with no more than one of the following "area" courses:
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North Americans
ANTH 208 Peoples of South Asia
ANTH 208W Peoples of South Asia (Writing Intensive)
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 215W Peoples of the Caribbean (Writing Intensive)
ANTH 216 Peoples of Southeast Asia

Rationale:

ANTH 282 fulfills the objectives of this Minor, but was not originally on our list of electives because it had not yet been approved as a new course. ANTH 231 and 364 have been withdrawn as they are no longer taught. Additionally, all Anthropology "Topics" courses (those that have no permanent course name but serve as placeholders for experimental courses) have been removed from the list of electives as we will instead approve them for inclusion in the Minor on a case by case basis if they are relevant.

Anthropology Department Changes to a Minor

Changes to the Requirements for the Minor in Health & Culture

1. Addition to description of requirements for the Minor:

If the Minor in Health and Culture is combined with a Major in Anthropology, only four of the six courses (12 of the 18 credits) can count towards both the Major and the Minor; two courses (6 credits) must be unique to each. Anthropology rotating topics courses (e.g., Anth 219, 239, 239W, 249, 279, 289,

290, 290W, 330, 350, 370, 380) may be approved as electives for the Minor on a case by case basis, via approval of the department chair.

2. Changes to list of elective courses for the Minor:

FROM:

Three required courses:
ANTH 101 Introduction to Cultural Anthropology
ANTH 102 Introduction to Human Evolution
ANTH 260 Essentials of Biological Anthropology

Three elective courses in total, one from list A and two from list B:

List A. Choose one elective from this list:
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North Americans
ANTH 208 Peoples of South Asia
ANTH 208W Peoples of South Asia Writing Intensive
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 215W Peoples of the Caribbean
ANTH 216 Peoples of Southeast Asia
~~ANTH 219 Topics in Cultural Area Studies~~
ANTH 222 Sex, Gender, and Culture
ANTH 225 Medical Anthropology
ANTH 280 Language and Social Identity
ANTH 309 Psychological Anthropology
~~ANTH 330 Seminar in Cultural Anthropology~~
ANTH 354 Time

List B. Choose two electives from this list:
ANTH 262 Introduction to the Primates
ANTH 270 Evolutionary Medicine
ANTH 272 The Human Skeleton
ANTH 275 Disease in the Past
ANTH 276 Human Growth and Development
ANTH 276W Human Growth and Development Writing Intensive
ANTH 361 Human Variation
ANTH 361W Human Variation Writing Intensive
ANTH 363 Interpreting the Human Skeleton
ANTH 368 Evolution and Human Behavior
ANTH 369 Primate Behavior and Ecology

TO READ:

Three required courses:

ANTH 101 Introduction to Cultural Anthropology
ANTH 102 Introduction to Human Evolution
ANTH 260 Essentials of Biological Anthropology

Three elective courses in total, one from list A and two from list B:

List A. Choose one elective from this list:
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North Americans
ANTH 208 Peoples of South Asia
ANTH 208W Peoples of South Asia Writing Intensive
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 215W Peoples of the Caribbean
ANTH 216 Peoples of Southeast Asia
ANTH 222 Sex, Gender, and Culture
ANTH 225 Medical Anthropology
ANTH 280 Language and Social Identity
ANTH 309 Psychological Anthropology
ANTH 354 Time

List B. Choose two electives from this list:
ANTH 262 The Nonhuman Primates
ANTH 270 Evolutionary Medicine
ANTH 271 Human Biology
ANTH 272 The Human Skeleton
ANTH 275 Disease in the Past
ANTH 276 Human Growth and Development
ANTH 276W Human Growth and Development Writing Intensive
ANTH 361 Human Variation
ANTH 361W Human Variation Writing Intensive
ANTH 363 Interpreting the Human Skeleton
ANTH 368 Evolution and Human Behavior
ANTH 369 Primate Behavior and Ecology

Rationale:

ANTH 271 fulfills the objectives of this Minor, but was not originally on our list of electives because it had not yet been approved as a new course. Additionally, all Anthropology "Topics" courses (those that have no permanent course name but serve as placeholders for experimental courses) have been removed from the list of electives as we will instead approve them for inclusion in the Minor on a case by case basis if they are relevant.

Anthropology Department Changes to a Minor

Changes to the Requirements for the Minor in Human Ecology

1. Addition to description of requirements for the Minor:

If the Minor in Human Ecology is combined with a Major in Anthropology, only four of the six courses (12 of the 18 credits) can count towards both the Major and the Minor; two courses (6 credits) must be unique to each. Anthropology rotating topics courses (e.g., Anth 219, 239, 239W, 249, 279, 289, 290, 290W, 330, 350, 370, 380) may be approved as electives for the Minor on a case by case basis, via approval of the department chair.

2. Changes and clarifications to list of elective courses for the Minor:

FROM:

Three foundational courses:

Two required courses:
Anth 102. Introduction to Human Evolution
Anth 103. Introduction to Archaeology

Choose one of the following:
Anth 201. Essentials of Cultural Anthropology
Anth 240. Essentials of Archaeology
Anth 260. Essentials of Biological Anthropology

Three additional electives (Only one of these may be Anth 201, 240, 260):
Anth 201. Essentials of Cultural Anthropology
Anth 240. Essentials of Archaeology
Anth 241. The Aztecs, Maya, and Olmecs
Anth 243. Archaeology of North America
Anth 246, 246W. Archaeology of the Near East
Anth 256. Archaeology of Food
Anth 260. Essentials of Biological Anthropology
Anth 262. Introduction to Primates
Anth 264. Faunal Analysis
Anth 302. Ecology and Culture
Anth 340. Archaeological Method and Theory
Anth 342. Origins of Complex Society
Anth 361, 361W. Human Variation
Anth 362. Human Paleontology
Anth 363. Interpreting the Human Skeleton
Anth 368. Evolution and Human Behavior
Anth 369. Primate Behavior and Ecology
Anth 375. The Human-Primate Interface

~~**The electives may include only ONE from the following:**~~
~~Anth 259. Topics in Archaeology~~
~~Anth 290, 290W. Topics in Anthropology~~
~~Anth 279. Topics in Biological Anthropology~~
~~Anth 290, 290W. Topics in Anthropology~~

~~Anth 330. Seminar in Cultural Anthropology~~
~~Anth 350. Seminar in Archaeology~~
~~Anth 370. Seminar in Biological Anthropology~~

TO READ:

Three required courses:

Two required Introductory courses:
Anth 102. Introduction to Human Evolution
Anth 103. Introduction to Archaeology

And one of the following Essentials courses:
Anth 201. Essentials of Cultural Anthropology
Anth 240. Essentials of Archaeology
Anth 260. Essentials of Biological Anthropology

Three electives courses from this list (only one of these may be Anth 201, 240, 260):
Anth 201. Essentials of Cultural Anthropology
Anth 240. Essentials of Archaeology
Anth 241. The Aztecs, Maya, and Olmecs
Anth 243. Archaeology of North America
Anth 245. Archaeology of South America
Anth 246, 246W. Archaeology of the Near East
Anth 248. World of the Vikings
Anth 256. Archaeology of Food
Anth 260. Essentials of Biological Anthropology
Anth 262. Introduction to Primates
Anth 264. Faunal Analysis
Anth 271. Human Biology
Anth 302. Ecology and Culture
Anth 340. Archaeological Method and Theory
Anth 342. Origins of Complex Society
Anth 361, 361W. Human Variation
Anth 362. Human Paleontology
Anth 363. Interpreting the Human Skeleton
Anth 368. Evolution and Human Behavior
Anth 369. Primate Behavior and Ecology
Anth 375. The Human-Primate Interface

Rationale:

We are adding three courses that all fulfill the objectives of this Minor. The former was accidentally omitted from our original Minor proposal, and the latter two were not originally on our list of electives because they had not yet been approved as new courses. Additionally, all Anthropology "Topics" courses have been removed from the list of electives as we will instead approve them for inclusion in the Minor on a case by case basis if they are relevant.

Anthropology Department Changes to a Minor

Changes to the Requirements for the Minor in Power and Inequality

1. Addition to description of requirements for the Minor:

If the Minor in Power and Inequality is combined with a Major in Anthropology, only four of the six courses (12 of the 18 credits) can count towards both the Major and the Minor; two courses (6 credits) must be unique to each. Anthropology rotating topics courses (e.g., Anth 219, 239, 239W, 249, 279, 289, 290, 290W, 330, 350, 370, 380) may be approved as electives for the Minor on a case by case basis, via approval of the department chair.

2. Changes and clarifications to list of elective courses for the Minor:

FROM:

Three required courses:
ANTH 101 Introduction to Cultural Anthropology
ANTH 104 Language, Culture and Society

And either:
ANTH 222 Sex, Gender, Culture
Or:
ANTH 233 Race, Class, Ethnicity

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

Two electives courses from:
ANTH 204 Anthropology of Islam
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North America
ANTH 208 Peoples of South Asia
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 214 Peoples of New York City

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

TO READ:

Three required courses:

Two required Introductory courses:
ANTH 101 Introduction to Cultural Anthropology
ANTH 104 Language, Culture and Society

And either:
ANTH 222 Sex, Gender, Culture
Or:
ANTH 233 Race, Class, Ethnicity

Three elective courses in total, one from list A and two from list B:

List A. Choose one elective from this list:
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North America
ANTH 208 Peoples of South Asia
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 214 Peoples of New York City
ANTH 215W Peoples of the Caribbean (Writing Intensive)
ANTH 216 Peoples of Southeast Asia

List B. Choose two electives from this list:
ANTH 204 Anthropology of Islam
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North America

ANTH 208 Peoples of South Asia
ANTH 208W Peoples of South Asia Writing Intensive
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 214 Peoples of New York City
ANTH 215W Peoples of the Caribbean
ANTH 216 Peoples of Southeast Asia
ANTH 220 Food and Culture
ANTH 222 Sex, Gender, Culture
ANTH 224 Religion and Ritual
ANTH 225 Medical Anthropology
ANTH 232 Visual Anthropology
ANTH 233 Race, Class, Ethnicity
ANTH 236 Culture and Learning
ANTH 237 Violence
ANTH 252 Historical Archaeology
ANTH 280 Language and Social Identity
ANTH 282 Linguistic Subjectivities in Latin America
ANTH 302 Ecology and Culture
ANTH 304 Anthropology of Development
ANTH 308 Urban Anthropology
ANTH 332 Anthropology of Memory
ANTH 342 Origins of Complex Societies
ANTH 388 Voices of New York

Rationale:

ANTH 208W and 216 fulfill the objectives of the Minor but were accidentally omitted from our original list. ANTH 236 and 282 fulfill the objectives of this Minor, but were not originally on our list of electives because they had not yet been approved as new courses. Additionally, all Anthropology "Topics" courses have been removed from the list of electives as we will instead approve them for inclusion in the Minor on a case by case basis if they are relevant.

8. BALA

1. Change in course description and prerequisite:

From:

BALA 302. Law and Ethics of Business.
3 hr.; 3 cr. Prereq.: ~~All BALA courses except BALA 303, and junior or senior standing.~~
An examination of ~~legal issues concerning rights, liabilities, and obligations in corporate life, as well as the ethical obligations of businesses.~~ Included will be analyses of ~~selected law cases illustrative of the ethical as well as legal problems arising for both domestic and transnational corporations.~~ (This course is limited to students enrolled in the BALA minor.)

To read:

BALA 302. Law and Ethics of Business.

3 hr.; 3 cr. Prereq.: BALA 101 and BALA 103W.
An examination of the role of businesses and their employees in society, including the use of the law and ethics to influence their behavior. Special emphasis will be placed on promoting equality and diversity, and addressing issues of discrimination within organizations and society. Included will be analyses of current events and select legal cases with an importance on their impact on fairness and equality of opportunity. (This course is limited to students enrolled in the BALA minor.)

Justification:
This course has been modified to focus on diversity, equity, and inclusion. This aligns with QC's Strategic Goals and BALA's mission of developing "skills necessary to serve as responsible citizens driven by integrity and respect in our diverse, global society." The course description is revised to reflect this. Prerequisites include one Gen Ed course, BALA 101 (Business and Society), and a required core course, BALA 103W (Critical Thinking in Business). The changes have been discussed and approved by BALA's Faculty Advisory Committee.

9. History

Change from:

HIST 113 Introduction to Ancient History (3 cr.)
A survey of the development of the ideas and institutions ~~which comprised "Ancient Civilization"~~ in the Ancient Near East, Egypt, Greece, Rome, ~~Ancient China, and India~~.

To read:

HIST 113 Introduction to Ancient History (3 cr.)
A survey of the development of ideas and institutions in the Ancient Near East, Egypt, Greece, Rome, and the broader Mediterranean.

Justification:

This description better characterizes what has been covered in Hist 113 for the past 25 years at least. Ancient China and India are covered in Hist 140 and 144, respectively, which were created as dedicated courses after the (very) old Hist 113.

10. Psychology

New Psychology Course Proposal

PSYCH 381.1, 381.2 and 381.3 Advanced Special Topics. 1, 2, or 3 hrs.; 1,2, or 3 cr. Prereq: PSYCH 101 and others determined by the instructor.
Focus on contemporary issues in psychology, to be announced, that are not covered by regular course offerings. The specific topic of the seminar will be determined by the faculty instructor. Course objectives include the development of critical thinking skills and application of previously learned material to advanced topics. Additional goals will be set by the instructor and differ by course topic. The course may be taken more than once provided there is no duplication of topics.

Justification:

This class would be a valuable addition to the psychology department's curriculum because it is a unique elective that exposes psychology majors to areas of expertise of their faculty. It will also expose undergraduates to contemporary topics that are not covered in-depth in existing course offerings. As most of psychology's classes are taught by adjunct faculty, this class will feature full-time faculty and provide exposure to their research areas to our undergraduate students.

Change to a major: Psychology

From:

Advanced course list: 323, 334, 337, 341, 345, 346, 347, 349, 352, 353, 354, 357, 358, 359, 360, 362, 375

To Read:

Advanced course list: 323, 334, 337, 341, 345, 346, 347, 349, 352, 353, 354, 357, 358, 359, 360, 362, 375, 381

Justification:
This newly approved course should be included in the Advanced course list for the Psychology Major.

GCC Minutes Dated April 4, 2022

A. ITEMS FOR UNIVERSITY REPORT

1. EECE

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

2) Please give HEGIS number of known to you: 0899.00

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

2020 – 2021 Graduate Bulletin
P. 93
TABLE 7. Courses in Bilingual Extension (15 credits)
EECE 761. Foundations of Bilingual Education and Bilingualism
~~EECE 763 or 791.3. Developing Language and Literacy in the Home Language~~
EECE 764. Instruction and Assessment Across the Content Areas for Bilingual Learners EECE 766. Educational Linguistics and Psycholinguistics
EECE 767. Pedagogical Practices in the Multilingual Classroom

P. 97
~~EECE 763. Developing Language and Literacy in the Home Language. 3 hr.; 3 cr. Required course in Bilingual Extension. This course discusses the characteristics of language arts in the home language in the bilingual classroom and the development and evaluation of literacy in the home language, and the transfer of skills from one language to another. Participants will learn and practice different methodologies for teaching language arts; develop skills in analyzing and creating instructional materials to teach in the home language; elaborate techniques to evaluate existing language arts programs in the area.~~

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:

P. 93
TABLE 7. Courses in Bilingual Extension (15 credits)
EECE 761. Foundations of Bilingual Education and Bilingualism <u>(3 cr.)</u>
<u>EECE 769. Teaching for Biliteracy (2 cr.)</u>
<u>EECE 771 Biliteracy Project (1 cr.)</u>
EECE 764. Instruction and Assessment Across the Content Areas for Bilingual Learners <u>(3 cr.)</u>
EECE 766. Educational Linguistics and Psycholinguistics <u>(3 cr.)</u>
EECE 767. Pedagogical Practices in the Multilingual Classroom <u>(3 cr.)</u>

p. 91 - 100
Please add to the COURSES IN ELEMENTARY AND EARLY CHILDHOOD EDUCATION section in the 2020 – 2021 Graduate Bulletin

EECE 769. Teaching for Biliteracy. 2 hours, 2 credits. Corequisite EECE 771 –Biliteracy Project (1 hour, 1 credit). This course provides a theoretical and practical basis for designing instruction and assessment that stimulates biliteracy development. Participants discuss theories of language and literacy development across two languages, critically consider beliefs and practices that shape how bilingual students' languages are approached in classrooms and examine pedagogical approaches that leverage bilingual students' languages and literacy practices. Participants will learn and practice different teaching and assessment methodologies and develop skills in analyzing and creating instructional materials to teach biliteracy. This course is taught in English or in the participants' bilingual extension language.

EECE 771. Biliteracy Project 1 hour, 1 credit. Corequisite EECE 769 – Teaching for Biliteracy (2 hours, 2 credits). In this course, participants design a project that examines a particular aspect of teaching literacy in the language of the Bilingual Extension. Participants will define the scope and focus of the project with the instructor. Topics that may be addressed in this project include: (1) exploring instructional and assessment methods for teaching language and literacy in the additional language; (2) analyzing/designing/implementing instructional materials to teach in the additional language; (3) observing and evaluating existing language arts programs in the additional language; (4) documenting literacy and cultural practices in the additional language in a local community. This course is taught in the language of the students' Bilingual Extension.

Justification: Students in the Bilingual Extension are required by New York State regulations to take a course that "addresses methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English" (http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-bilingual-education). Currently, this requirement is met by offering two different courses: EECE 763 and EECE 791.

EECE 763 – Developing Language and Literacy in the Home Language is offered in Spanish to students who are doing the Bilingual Extension in Spanish. Due to the number of Spanish-English bilingual students, the EECE Department can run full sections of EECE 763 for students who speak Spanish.

To accommodate students who speak languages other than Spanish (i.e., Arabic, Bengali, Chinese, French, German, Korean), the EECE Department has allowed these students to take EECE 791 Independent Study. EECE 791 is offered as an independent study because the EECE Department does not have enough students who speak languages other than Spanish to provide courses in each language. Therefore, EECE 791 has enabled the EECE Department to offer the Bilingual Extension in different languages even if there aren't enough students enrolled to secure a section in each of these languages in a fiscally-responsible manner.

While this current model has allowed the EECE Department to offer the Bilingual Extension in different languages, we are concerned about the lack of consistency between EECE 763 and EECE 791. The independent study nature of EECE 791 allows for broad variation in content and learning experiences. To address this concern, we are proposing a more efficient and effective model that will ensure that all students develop an understanding of the theories and methods for biliteracy

development and learn methods for teaching language and literacy in the home language (i.e., "Native" Language Arts).
*This model consists of a set of two co-requisite courses: EECE 769 – Teaching for Biliteracy (2-credits) and EECE 771 - Biliteracy Project (1-credit). The two-credit course consists of 10 sessions (**30 contact hours**), while the one-credit course consists of 5 sessions (**fifteen contact hours**; see syllabi proposals). These sessions will be spread throughout the semester.*

This set of two co-requisite courses allows us to provide a consistent learning experience to all students and gives us the flexibility to continue providing instruction in the different languages in which we offer the Bilingual Extension. EECE 769 – Teaching for Biliteracy (2 credits) and EECE 771 Biliteracy Project (1 credit) will replace the three-credit courses EECE 763 – Developing Language and Literacy in the Home Language and EECE 791 – Independent Study for home languages other than Spanish (e.g., Arabic, Bengali, French, Korean, Mandarin). EECE 769 will be offered in English or in other languages when enrollment allows, and EECE 771 will provide all students with the opportunity to learn in the language of their Bilingual Extension.

We are proposing this change because the students in the Bilingual Extension are not receiving a consistent learning experience in the current arrangement. The experiences for the students enrolled in the Independent Study (EECE 791) vary according to the diverse ways in which they and their instructors decide to address this study. These two new co-requisite courses will ensure that all students in the Bilingual Extension learn the relevant theories and practices for designing instruction and assessment that stimulates biliteracy development and sustains the language of their Bilingual Extension. In this sense, the proposed change will create a more consistent and high-quality learning experience for all students in the Bilingual Extension program.

2. EECE

b. Request: New Course

Please state the course as follows:

Course number and title: **EECE 769 – *Teaching for Biliteracy***

Hours and credits: 2 hours, 2 credits

Prerequisites or corequisites: corequisite EECE 771 –*Biliteracy Project*

Description (as it should read in the Graduate Bulletin): 2 hours, 2 credits. Corequisite EECE 771 –Biliteracy Project (1 hour, 1 credit). This course provides a theoretical and practical basis for designing instruction and assessment that stimulates biliteracy development. Participants discuss theories of language and literacy development across two languages, critically consider beliefs and practices that shape how bilingual students' languages are approached in classrooms, and examine pedagogical approaches that leverage bilingual students' languages and literacy practices. Participants will learn and practice different teaching and assessment methodologies and develop skills in analyzing and creating instructional materials to teach biliteracy. This course is taught in English or in the participants' Bilingual Extension language.

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

The Bilingual Education Extension is a 15-credit program designed for NYSED certified bilingual teachers. Candidates who complete the program will obtain a Bilingual Extension that qualifies them to work in dual language and transitional bilingual programs in the area they are certified (i.e., Early Childhood, Childhood, Special Education).

As part of the NYS requirements for the Bilingual Extension, students are required to take a course that "addresses methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English" (http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-bilingual-education). This requirement is currently fulfilled with EECE 763 – Developing Language and Literacy in the Home Language or EECE 791 – Independent Study.

EECE 763 – Developing Language and Literacy in the Home Language is offered in Spanish to students who are doing the Bilingual Extension in Spanish. Due to the number of Spanish-English bilingual students, the EECE Department can run full sections of EECE 763 for students who speak Spanish.

To accommodate students who speak languages other than Spanish (i.e., Arabic, Bengali, Chinese, French, German, Korean), the EECE Department has allowed these students to take EECE 791 Independent Study. EECE 791 is offered as an independent study because the EECE Department does not have enough students who speak languages other than Spanish to provide courses in each language. Therefore, EECE 791 has enabled the EECE Department to offer the Bilingual Extension in different languages even if there aren't enough students enrolled to secure a section in each of these languages in a fiscally responsible manner.

The EECE Department has developed a more efficient and effective model, of which this course is a part, targeted at meeting the NYS State Requirement that teacher candidates take courses that "address methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English." This model consists of a set of two corequisite courses: EECE 771 - Biliteracy Project (1-credit) and EECE 769 – Teaching for Biliteracy (2-credits). The 1-credit and 2-credit corequisite will replace EECE 763 Developing Language and Literacy in the Home Language and its non-Spanish counterpart, and EECE 791 – Independent Study, currently used by the department.

This change will provide students with a more consistent educational experience by delivering content continuity for all students. In this sense, this 2-credit course (EECE 769 – Teaching for Biliteracy) provides a theoretical and practical basis for designing instruction and assessment that stimulates biliteracy development. Its one-credit corequisite EECE 771 – Biliteracy Project (see additional proposal), addresses specific aspects of teaching and learning language and literacy in the language of the Bilingual Extension.

Projected Enrollment: 30

Projected Frequency: Yearly

Online Instruction (If any or all class instruction is to be held online, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how the instructor and students will interact online.)

The Bilingual Extension is a fully online program; as such, instructors in the program complete rigorous training on online instructional methods offered by Queens College or equivalent. The program uses Blackboard as its online learning management platform.

Rationale for 2 credits: *The corequisite for this course is EECE 771 –Literacy Project which is 1 credit. The 3 hour/3 credit requirement will be fulfilled by offering these two corequisite courses. The two-credit course consists of 10 sessions (**30 contact hours**), while the one-credit course consists of 5 sessions (**fifteen contact hours**; see syllabi proposals). These sessions will be spread throughout the semester.*

We propose this set of two corequisite courses to provide the Bilingual Extension with more flexible language programming. The two-credit course will be offered in the language of the Bilingual Extension if enough students are doing the Bilingual Extension in the same language (e.g., Spanish) or in English for the students who are doing the Bilingual Extension in diverse languages. Regardless of the language of instruction, the course will offer a consistent curriculum to all students. In addition, our students will still receive instruction in the language of their Bilingual Extension in the 1-credit corequisite course, which will be delivered in this language and will provide a context for students to deepen the understanding of language and literacy by developing a biliteracy project under the supervision of an instructor who speaks the language of the Bilingual Extension

3. EECE

c. Request: New Course

Please state the course as follows:

Course number and title: **EECE 771 –*Biliteracy Project***

Hours and credits: 1 hour, 1 credit

Prerequisites or corequisites: corequisite EECE 769 – *Teaching for Biliteracy*

Description (as it should read in the Graduate Bulletin): 1 hour, 1 credit. Corequisite EECE 769 – Teaching for Biliteracy (2 hours, 2 credits). In this course, participants design a project that examines a particular aspect of teaching literacy in the language of the Bilingual Extension. Participants will define the scope and focus of the project with the instructor. Topics that may be addressed in this project include: (1) exploring instructional and assessment methods for teaching language and literacy in the additional language; (2) analyzing/designing/implementing instructional materials to teach in the additional language; (3) observing and evaluating existing language arts programs in the additional language; (4) documenting literacy and cultural practices in the additional language in a local community.
This course is taught in the language of the students' Bilingual Extension.

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

The Bilingual Extension is a 15-credit program designed for NYSED certified bilingual teachers. Candidates who complete the program will obtain a Bilingual Extension that qualifies them to work in dual language and transitional bilingual programs in the area they are certified (i.e., Early Childhood, Childhood, Special Education).

As part of the NYS requirements for the Bilingual Extension, students are required to take a course that "addresses methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English" (http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-bilingual-education). This requirement is currently fulfilled with EECE 763 – Developing Language and Literacy in the Home Language or EECE 791 – Independent Study.

EECE 763 – Developing Language and Literacy in the Home Language is offered in Spanish to students who are doing the Bilingual Extension in Spanish. Due to the number of Spanish-English bilingual students, the EECE Department can run full sections of EECE 763 for students who speak Spanish. However, to accommodate students who speak languages other than Spanish (i.e., Arabic, Bengali, Chinese, French, German, Korean), the EECE Department has allowed these students to take EECE 791 Independent Study. EECE 791 is offered as an independent study because the EECE Department does not have enough students who speak languages other than Spanish to provide courses in each language. Therefore, EECE 791 has enabled the EECE Department to offer the Bilingual Extension in different languages even if there aren't enough students enrolled to secure a section in each of these languages in a fiscally responsible manner.

The EECE Department has developed a more efficient and effective model, of which this new course is a part, targeted at meeting the New York State requirement that teacher candidates take courses that address "methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English." This model consists of a set of two corequisite courses: EECE 771 - Biliteracy Project (1-credit) and EECE 769 – Teaching for Biliteracy (2-credits). The 1-credit and 2-credit corequisite will replace EECE 763 Developing Language and Literacy in the Home Language and its non-Spanish counterpart, and EECE 791 – Independent Study, currently used by the department.
This change will provide students with a more consistent educational experience by delivering content continuity for all students. In this sense, this one-credit course (EECE 771 –Biliteracy Project) addresses specific aspects of teaching and learning language and literacy in the language of the Bilingual Extension. In addition, its two credits corequisite, EECE 769 – Teaching for Biliteracy (see additional proposal), provides a theoretical and practical basis for designing instruction and assessment that stimulates biliteracy development.

Projected Enrollment: 30

Projected Frequency: Yearly

Online Instruction (If any or all class instruction is to be held online, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how the instructor and students will interact online.)

The Bilingual Extension is a fully online program, and all instructors in the program complete rigorous training on online instructional methods offered by Queens College or equivalent. The program uses Blackboard as its online learning management platform.

Rationale for 1 credit: *The corequisite for this course is EECE 769 – Teaching for Biliteracy, which is 2 credits. These two corequisite courses will fulfill the 3 hour/3 credit requirement currently in place. The proposed one-credit course consists of 5 sessions (**fifteen contact hours**), while the proposed two-credit course consists of 10 sessions (**thirty contact hours**; see syllabus proposals). These sessions will be spread throughout the semester. The one-credit course will be delivered in the language of the students' Bilingual Extension and will provide a context for students to deepen their understanding of language and literacy by completing a project under the supervision of an instructor who speaks the language of the students' Bilingual Extension. The corequisite two-credit course will provide the program with more flexible language programming and offer a consistent curriculum to all students.*

4. ECP

d. Minor Change: Change in course description

FROM:

ECPSE 725: Internship in Severe Disabilities. 3 hr. plus participation; 6 cr. Prereq.: ECPSE 700, 720, 722. Supervised teaching of students with severe disabilities within a candidate's certification area with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. ~~Entry into this internship requires a B or better in both ECPSE 720 and ECPSE 722.~~

TO:

ECPSE 725: Internship in Severe Disabilities. 3 hr. plus participation; 6 cr. Prereq.: ECPSE 700, 720, 722. Supervised teaching of students with severe disabilities within a candidate's certification area with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Candidates in the Adolescent MSED program must fulfill all of their outstanding undergraduate prerequisites before registering for ECPSE 725.

Justification: The previous version of this course required that students receive a B or better in two prerequisite courses (ECPSE 720 and ECPSE 722). Students who received a grade lower than a B in either course were required to submit supplementary evidence of their understanding of courses concepts; however, the criteria for this evidence was never formally established and has the potential to be subjective (at best) and inequitable (at worse). As a program we voted to remove the grading requirement and default to a passing grade (at least a C) for the prerequisite courses. This is consistent with the grading criteria for graduate courses in the school of education. Additionally, added the language concerning candidates in the adolescent program because meeting undergraduate, academic prerequisites is a requirement to be registered for the internship.

5. FNES

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

2) Please give HEGIS number of known to you: 1229.30

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

General Requirements for the Master of Science Degree in Nutrition and Exercise Sciences
These requirements are in addition to the general requirements for the Master of Science Degree: 1. Students must complete ~~36~~ graduate credits with a minimum average of B (GPA of 3.0).

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

General Requirements for the Master of Science Degree in Nutrition and Exercise Sciences
These requirements are in addition to the general requirements for the Master of Science Degree: 1. Students must complete <u>33</u> graduate credits with a minimum average of B (GPA of 3.0).

Justification: All masters level competencies in Nutrition and Exercise Sciences can be completed within the slightly reduced number of credits (from 36 to 33), by dropping three elective credits, without compromising program quality. The reduced number of required credits also benefit our students by reducing time to completion and the financial outlay. Notably, most MS programs in Nutrition and Exercise Sciences require 30 credits for completion, which places our program at a disadvantage among prospective graduate students. The proposed change will help in decreasing this relative disadvantage while maintaining the rigor of the program.

6. GSLIS

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

FROM:

LBSCI 703. ~~Introduction to Organization of Information.~~ 3 hr.; 3 cr. ~~The focus will be on the~~ principles of providing access to information ~~using the current~~ cataloging ~~code~~ and ~~the provision of~~ subject access ~~to items through~~ subject heading lists and classification systems. ~~Study and practical exercises in various areas of information organization.~~

TO:

LBSCI 703. Information Organization. 3 hr.; 3 cr. Introduction to theories and principles for organizing and providing access to information, including cataloging standards and formats, subject analysis and access, subject heading lists, classification systems, and metadata and metadata schemes.

Justification: The revised course title is more concise. The new course description adds theories, cataloging formats, metadata, and metadata schemes, which align with the current content of the course. Resource Description and Access (RDA), the new descriptive cataloging standards in libraries, archives, and museums, were developed based on a theoretical framework. General classification theories are also introduced in this course. Adding theories to the description could more accurately indicate the foundation and foci of the course. Metadata has increasingly become one of the most important means for organizing and providing access to information in libraries and cultural heritage institutions. Adding metadata and metadata schemes to the course description could reflect the current development and requirements of the field.

7. GSLIS

g. Minor Change: Change in course title, prerequisite or corequisite, and course description

FROM:

LBSCI 717. ~~Digital Humanities and Humanities Resources.~~ 3 hr.; 3 cr. LBSCI 700, 702. Study and application ~~of sources, resources, tools, infrastructure, standards, and multimodal entities in the humanities. Includes~~ techniques and procedures for serving the needs of various clientele ~~in the humanities and~~ criteria for ~~evaluation. Traditional electronic resources will also be included.~~

TO:

LBSCI 717. Information Sources and Service: Humanities. 3 hr.; 3 cr. req.: LBSCI 700, 701, 702, 703. Study and application of reference, bibliographic, and other information sources (print and electronic) in the humanities; techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and this service and for developing appropriate collections.

Justification: This change reverses a previous change in the course. We have a series of courses called "Information Sources and Services", each one specializing in a different field (Science and Technology, Social Science, etc). Information Sources and Service: Humanities was changed to accommodate Digital Humanities at some point in the past, but it is now clear that that topic is sufficiently developed

to require its own course. We wish to return 717 to its former focus, and we intend to develop a new course on Digital Humanities.

8. GSLIS

h. Request: New Course

Please state the course as follows:

Course number and title: **LBSCI 728: Public History**

Hours and credits: 3 hours; 3 credits

Prerequisites or corequisites: LBSCI 700, 701, 702, 703

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

Public history is historical work that is intended to reach, involve, and engage a public audience outside of academia. Libraries, archives and museums often provide platforms and best practices for public history work and facilitate public engagement in public history processes and outputs. In this course, we will explore a variety of case studies from a number of public history's ever-expanding footprint. The central assignment for this course will include fieldwork on a local public history project. Students will be required to work both individually and in groups on experiential and service-learning projects.

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

The foundation of this course is the premise that quality public history work is built on the principles and best practices of Library and Information Studies and Archival Studies. Public libraries are inherently participatory platforms with professionals who know who their public is and what services they need. Libraries and archives provide frameworks for collaborative community fieldwork, with best practices in place for the organization of information, access, design, usability, preservation, sustainability, and assessment of impact. GSLIS students enrolled in the three iterations of this course offered since 2016 have contributed to community-based public history projects in collaboration with community organizations, Queens Library, and the digital community archives Queens Memory. These experiences will contribute to future collaborations across information professionals, local communities in Queens and New York City, and interdisciplinary coordination with public historians. For all these reasons, Public History is a valuable addition to the GSLIS curriculum, the Archives Certificate program, and the MLS/MA Dual Degree in LIS and History program.

Projected Enrollment: Up to 20 students

Projected Frequency: Once every two years

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.) N/A

9. GSLIS

i. Request: New Course

Please state the course as follows:

Course number and title: **LBSCI 735: Museum Studies**

Hours and credits: 3 hours; 3 credits

Prerequisites or corequisites: LBSCI 700, 701, 702, 703

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

This course will cover the essential elements of the curation and management of museums including collection policy, legal and ethical concerns, artifact handling, documentation, information management, preservation, exhibition, outreach and access. Museum collections that will be studied include collections of art, history, natural history, science and moving image/multimedia. *Field trip to a museum exhibition is required.*

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

Museums serve as productive spaces for the preservation and curation of cultural heritage, as well as acting as primary sites of engagement between cultural heritage and public audiences. Museums are also often sites that host library and archives repositories. Library and Information Studies (LIS) students, particularly those pursuing the Certificate in Archives and Preservation of Information Studies, benefit from consistent curriculum in Museum Studies, a field that in constantly developing new and innovating approaches to offering these services and reaching new audiences through LIS, Archival Studies and Public History best practices and methodologies.

Projected Enrollment: Up to 20 students

Projected Frequency: Once every two years

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.) N/A

10. GSLIS

j. Minor Change: Course Withdrawal

FROM:

~~**LBSCI 745. Online Research**~~

Justification: This course dates to the early days of the internet and is no longer relevant. It will never be offered again.

11. GSLIS

k. Minor Change: Change in course title

FROM:

LBSCI 748. ~~**Web**~~ **Programming.** 3 hr.; 3 cr. Prereq.: LBSCI 700 or permission of the instructor. This course examines the basic principles, elements, and concepts of design, writing, debugging, and implementation of programmatic utilities in a distributive environment (i.e., the Internet). The focus is on problem-solving and learning to design web programs that are readable, wel documented, efficient, and correct. The emphasis of the course is digital library applications.

TO:

LBSCI 748. Programming. 3 hr.; 3 cr. Prereq.: LBSCI 700 or permission of the instructor. This course examines the basic principles, elements, and concepts of design, writing, debugging, and implementation of programmatic utilities in a distributive environment (i.e., the Internet). The focus

is on problem-solving and learning to design web programs that are readable, well documented, efficient, and correct. The emphasis of the course is digital library applications.

Justification: Removing "Web" from the title of this course brings it into line with modern usage.

12. GSLIS

l. Minor Change: Course Withdrawal

FROM:

~~**LBSCI 761. Organization and Management:** School Library Media Centers. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701. Roles, services, programs, organization and management of the school library media center including teaching, information access and delivery, and program administration. Emphasis on collaboration with the school community, integrating state and national standards in the school library curriculum, integrating the school library curriculum into the wider school curriculum and the importance of information literacy. Assistive technology and other relevant information technology are addressed. Twenty-five hours of fieldwork in a school library media center are required.~~

Justification: These four courses repeat the core content of LBSCI 705 (a course on managing operations, budgets, personnel, etc), and add very little additional content. Students are not well served by taking these courses, and as such they will not be offered again.

13. GSLIS

m. Minor Change: Course Withdrawal

FROM:

~~**LBSCI 771. Organization and Management: Public Libraries.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Introduction to key elements of organization and management, including personnel, services, public relations, budgeting, and building construction/renovation.~~

Justification: This course repeats the core content of LBSCI 705 (a course on managing operations, budgets, personnel, etc), and add very little additional content. Students are not well served by taking these courses, and as such they will not be offered again.

14. GSLIS

n. Minor Change: Course Withdrawal

FROM:

~~**LBSCI 780. Organization and Management: Academic and Research Libraries.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Structure of academic and research libraries in relation to their functions and clientele; standards, personnel, finance, buildings, and equipment; services; networking and community relations; relevant information technologies; reporting; public relations.~~

Justification: This course repeats the core content of LBSCI 705 (a course on managing operations, budgets, personnel, etc), and add very little additional content. Students are not well served by taking these courses, and as such they will not be offered again.

15. GSLIS

o. Minor Change: Course Withdrawal

FROM:

~~**LBSCI 781. Organization and Management: Special Libraries and Information Centers.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Organization and management of special libraries and information centers in corporate, governmental, institutional, and academic settings; effect of the environment on each library's functions.~~

Justification: This course repeats the core content of LBSCI 705 (a course on managing operations, budgets, personnel, etc), and add very little additional content. Students are not well served by taking these courses, and as such they will not be offered again.

16. MATH

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

2) Please give HEGIS number of known to you: 1701.00

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

Master of Arts with a Concentration in Pure Mathematics:

1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. Students can achieve a solid grounding in pure mathematics by taking the following courses: MATH ~~621, 628, 701, 702, and 703~~; students can customize their program with the advice and approval of the Graduate Advisor. It is required that the program be completed with an average of B or better.

2. Each candidate for the degree must pass an oral examination.

Master of Arts with a Concentration in Applied Mathematics

1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. All students must achieve a solid grounding in the three areas of probability and statistics, analytic methods, and numerical methods. This can be achieved by taking the following courses: MATH 621, 624, 625, ~~628,~~ and 633; students can customize their program with the advice and approval of the Graduate Advisor. It is required that the master's program be completed with an average of B or better.

2. Each candidate will be required to pass a written examination in an area of specialization to be approved by the Mathematics Department.

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:

When a course is cross-listed as both an undergraduate and a graduate course, students who take the undergraduate course as an undergraduate may not retake the graduate course. In that case, neither the undergraduate nor graduate course may count toward an eventual Master's Degree.

Master of Arts with a Concentration in Pure Mathematics:

1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. Students can achieve a solid grounding in pure mathematics by taking the following courses: MATH 602 (or 702), 616, 620 (or 720), 621, and 701; students can customize their program with the advice and approval of the Graduate Advisor. It is required that the program be completed with an average of B or better.

2. Each candidate for the degree must pass an oral examination.

Master of Arts with a Concentration in Applied Mathematics

1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. All students must achieve a solid grounding in the three areas of probability and statistics, analytic methods, and numerical methods. This can be achieved by taking the following courses: MATH 616, 621, 624, 625, and 633; students can customize their program with the advice and approval of the Graduate Advisor. It is required that the master's program be completed with an average of B or better.

2. Each candidate will be required to pass a written examination in an area of specialization to be approved by the Mathematics Department.

Justification: The pure mathematics concentration has been updated to reflect the new options available in abstract algebra and topology and the new numbering scheme. We also include information about our cross-listing policy.

17. MATH

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

FROM:

MATH 505. 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. This course may not be credited toward the Master of Arts degree in Mathematics.

TO:

MATH 505. Mathematical Problem Solving. 3 hr.; 3 cr. Prereq. or coreq.: One year of college mathematics. Not open to students who are taking or who have received credit for MATH 205. 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. This course may not be credited toward the Master of Arts degree in Mathematics.

Justification: There was an extraneous hyphen in the course title. The description has been updated with cross-listing information.

18. MATH

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

FROM:

MATH 518. ~~College Geometry~~. 3 hr.; 3 cr. Prereq.: One course in linear algebra. ~~Advanced topics in plane geometry, transformation geometry.~~ This course may not be credited toward the Master of Arts in Mathematics. ~~Fall~~

TO:

MATH 518. Euclidean Geometry. 3 hr.; 3 cr. Prereq.: One course in linear algebra. Not open to students who are taking or who have received credit for MATH 218. 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. This course may not be credited toward the Master of Arts in Mathematics.

Justification: The new name and description better convey the content in the course. The description has been updated with cross-listing information.

19. MATH

s. Minor Change: Change in course title, prerequisite or corequisite and change in course description

FROM:

MATH 555. ~~Mathematics of Games and Puzzles.~~ 3 hr.; 3 cr.~~ Prereq.: Two years of calculus or permission of the instructor.~~ May not be credited toward the Master of Arts degree in Mathematics. ~~Elements of game theory. Analysis of puzzles such as weighing problems, mazes, Instant Insanity, magic squares, paradoxes, etc. This course may not be credited toward the Master of Arts degree in Mathematics.~~

TO:

Math 555. Introduction to Game Theory. 3 hr.; 3 cr. Prereq: One of the following: MATH 120, 142, 152, 209, 220, or 509. Not open to students who are taking or who have received credit for MATH 255. May not be credited toward the Master of Arts degree in Mathematics. 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.

Justification: The new name and description better convey the content in the course. The description has been updated with cross-listing information.

20. MATH

t. Minor Change: Change in course prerequisite or corequisite and course description

FROM:

MATH 618. Foundations of Geometry. 3 hr.; 3 cr.~~ Prereq.: One year of calculus. Historical perspective. Axiomatics: models, consistency, and independence. Rigorous development of both Euclidean geometry and the non-Euclidean geometry of Bolyai and Lobachevski. Spring~~

TO:

MATH 618. Foundations of Geometry. 3 hr.; 3 cr. Prereq.: One course in Multivariable Calculus. Not open to students who are taking or have received credit for MATH 318. 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.

Justification: The new name and description better convey the content in the course. The description has been updated with cross-listing information.

21. MATH

u. Request: New Course

Please state the course as follows:

Course number and title: **MATH 620. Point-Set Topology.**

Hours and credits: 3 hours; 3 credits

Prerequisites or corequisites: Coreq: A course in multivariable calculus

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

Not open to students who are taking or who have received credit for MATH 320. 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.

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

This is an update to the topology courses offered by our department, similar to the update in algebra courses passed in 2021. The descriptions of the original two courses implied that the content of MATH 703 was a subset of the content of MATH 320. It makes more sense to have one course in Point-Set Topology (cross-listed as MATH 320 and MATH 620) and one more advanced course in Algebraic Topology that builds on that course.

Projected Enrollment: Approximately 10 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

22. MATH

v. Request: New Course

Please state the course as follows:

Course number and title: **MATH 640. Probability Theory for Data Science.**

Hours and credits: 4 hours; 4 credits

Prerequisites or corequisites: Prereq.: A course in probability. Coreq.: A course in multivariable calculus and 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 340. 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.

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

We are cross-listing the undergraduate data science courses (MATH 340-343). This cross-listing is the first step in being able to offer a Data Science Master's Degree and allow Applied Math Graduate Students an opportunity to take these courses as electives. This is currently being done on an ad hoc basis through Topics courses (MATH 690). While there are now only a handful of graduate students who take this course, we expect this number to grow over time.

Projected Enrollment: Approximately 2-5 graduate 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.**

The Data Science courses have been thoroughly vetted to fit the necessary content into four coherent yet interdependent courses. The theoretical content in MATH 640 and 641 take 8 credit hours worth of time to complete, so a choice was made to make them both four credit hours each. In this way a data science student would be able to complete the four courses 640-643 in two semesters.

23. MATH

w. Request: New Course

Please state the course as follows:

Course number and title: **MATH 641. Statistical Theory for Data Science.**

Hours and credits: 4 hours; 4 credits

Prerequisites or corequisites: Coreq.: MATH 640 or the equivalent.

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

Not open to students who are taking or who have received credit for MATH 341. 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.

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

We are cross-listing the undergraduate data science courses (MATH 340-343). This cross-listing is the first step in being able to offer a Data Science Master's Degree and allow Applied Math Graduate Students an opportunity to take these courses as electives. This is currently being done on an ad hoc basis through Topics courses (MATH 690). While there are now only a handful of graduate students who take this course, we expect this number to grow over time.

Projected Enrollment: Approximately 2-5 graduate 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.**

The Data Science courses have been thoroughly vetted to fit the necessary content into four coherent yet interdependent courses. The theoretical content in MATH 640 and 641 take 8 credit hours worth of time to complete, so a choice was made to make them both four credit hours each. In this way a data science student would be able to complete the four courses 640-643 in two semesters.

24. MATH

x. Request: New Course

Please state the course as follows:

Course number and title: **MATH 642. Data Science Fundamentals and Machine Learning.**

Hours and credits: 4 hr. lec./ 2 hr. lab; 4 credits

Prerequisites or corequisites: Prereq: A course in linear algebra, a course in probability, and a course in programming (CSCI 111 or the equivalent)

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

Not open to students who are taking or who have received credit for MATH 342W. Recommended corequisites include ECON 382, 387, MATH 341, MATH 343 or their equivalents. 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.

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

We are cross-listing the undergraduate data science courses (MATH 340-343). This cross-listing is the first step in being able to offer a Data Science Master's Degree and allow Applied Math Graduate Students an opportunity to take these courses as electives. This is currently being done on an ad hoc basis through Topics courses (MATH 690). While there are now only a handful of graduate students who take this course, we expect this number to grow over time.

Projected Enrollment: Approximately 2-5 graduate 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.**

MATH 642 is the cross-listed version of MATH 342W. It is a practicum course in which students work with real world data and have a connected lab component in which they learn the software necessary to apply the content to the real world data. Since the theory and programming are intertwined, it made sense for them to be included in one course.

25. MATH

y. Request: New Course

Please state the course as follows:

Course number and title: **MATH 643. Computational Statistics for Data Science.**

Hours and credits: 3 hours; 3 credits

Prerequisites or corequisites: Prereq.: MATH 641 or the equivalent. Coreq.: MATH 642 or the equivalent.

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

Not open to students who are taking or who have received credit for MATH 343. 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.

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

We are cross-listing the undergraduate data science courses (MATH 340-343). This cross-listing is the first step in being able to offer a Data Science Master's Degree and allow Applied Math Graduate Students an opportunity to take these courses as electives. This is currently being done on an ad hoc basis through Topics courses (MATH 690). While there are now only a handful of graduate students who take this course, we expect this number to grow over time.

Projected Enrollment: Approximately 2-5 graduate 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

26. MATH

z. Minor Change: Change in course prerequisite or corequisite

FROM:

MATH 702. Modern Abstract Algebra I. 3 hr.; 4½ cr. Prereq.: ~~MATH 613.~~ A course in the fundamental concepts, techniques, and results of modern abstract algebra. Concepts and topics studied are semi-groups, groups, rings, fields, modules, vector spaces, algebras, linear algebras, matrices, field extensions, and ideals. ~~Spring~~

TO:

MATH 702. Modern Abstract Algebra I. 3 hr.; 4½ cr. Prereq.: MATH 301, 601 or the equivalent. A course in the fundamental concepts, techniques, and results of modern abstract algebra. Concepts and topics studied are semi-groups, groups, rings, fields, modules, vector spaces, algebras, linear algebras, matrices, field extensions, and ideals.

Justification: We are updating the prerequisites because of the new course numbering from other proposals. The course is not changing.

27. MATH

Minor Change: Course Withdrawal

FROM:

~~**MATH 703. Point Set Topology.** 3 hr.; 4½ cr. Prereq.: MATH 614 or 628 or an undergraduate course in topology equivalent to MATH 320. Topological spaces, mappings, connectedness, compactness, separation axioms, product spaces, function spaces. Fall~~

Justification: Math 703 is being withdrawn in favor of MATH 620 and MATH 720.

28. MATH

Request: New Course

Please state the course as follows:

Course number and title: **MATH 720. Algebraic Topology.**

Hours and credits: 3 hours; 4 ½ credits

Prerequisites or corequisites: Prereq.: MATH 601 and 620, or the equivalents.

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

Topics chosen from covering spaces, fundamental group, higher homotopy groups, homology/cohomology, homotopy theory, as well as techniques and theory involving simplicial sets.

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

This is an update to the topology courses offered by our department, similar to the update in algebra courses passed in 2021. The descriptions of the original two courses implied that the content of MATH 703 was a subset of the content of MATH 320. It makes more sense to have one course in Point-Set Topology (cross-listed as MATH 320 and MATH 620) and one more advanced course in Algebraic Topology (MATH 720) that builds on that course.

Projected Enrollment: Approximately 5-10 students.

Projected Frequency: Once every two years

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.

This is the standard number of hours and credits for our 700-level courses, which mirrors how hours and credits are allocated for graduate courses in mathematics at the Graduate Center. See here for details: https://www.gc.cuny.edu/mathematics/curriculum-and-degree-information/courses

29. MUSIC

Request: New Course

Please state the course as follows:

Course number and title: **MUSIC 7947, Treble Choir**

Hours and credits: 4 hours; 1 credit

Prerequisites or corequisites: Permission of the instructor; admission is by audition

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

MUSIC 7947. 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 musics written for soprano and alto voices. Rehearsals are supplemented by individual preparation. May be repeated for credit. Fall, Spring

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

For several years, the Concert Choir (MUSIC 258/7948) has been operating as a treble choir, with soprano and alto voices only, even though the Undergraduate and Graduate Bulletins describe Concert Choir as a mixed chorus (soprano–alto–tenor–bass). Under the leadership of Prof. Eric Rubinstein, our Treble Choir has received national recognition from the American Choral Directors Association. We wish to formalize its existence as a permanent performance ensemble, while leaving the option of reviving Concert Choir as a mixed chorus in the future.

A similar proposal is currently before the Undergraduate Curriculum Committee. If both are passed, Treble Choir will become MUSIC 254 for undergraduates, MUSIC 7947 for graduate students.

Projected Enrollment: 2–5 graduate students, 10–15 undergraduates
Projected Frequency: Fall and Spring, every 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.) Fully in-person, except during pandemics of respiratory diseases.

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.

With the exception of Opera Studio (which offers variable credit), all performance ensembles in the Aaron Copland School of Music offer one credit.

30. GSLIS

Minor Change: Change in course description

From:

LBSCI 709. Research in Library and Information Studies. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and completion of 21 course credits. ~~Survey of research methods in library and information studies and supervised project that will prepare students to critically evaluate relevant research in the field and to make professional contributions.~~

To:

LBSCI 709. Research in Library and Information Studies. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and completion of 21 course credits. This required course provides students with a survey of the different methods of inquiry commonly used in library and information studies today and their application in research projects. Students will write a fully developed research proposal that fulfills the requirements of the New York State Department of Education.

Justification: The proposed change of this course is mainly of the final product from a capstone project to a fully developed research proposal, and if appropriate, an IRB application. The proposed change is in response to a number of problems with the existing LBSCI 709, including the heavy workload for students and faculty, the pressure of identifying a research topic in advance of the class, the time constraints around IRB clearance. In alignment with this proposed change, we are also proposing the change of LBSCI 791 to LBSCI 710, which would involve students conducting the research project proposed in 709. The final product would be a fully formed capstone project (including a full chapter on "findings" and one on "discussion, conclusions and recommendations").

30. GSLIS

Minor Change: Change in course number, course title, course prerequisite or corequisite, and course description

From:

LBSCI ~~791. Independent Study. Hr. to be arranged; 3~~ cr. Prereq.: LBSCI 700, 701, 702, 703, ~~and permission of the School. Pursuit of a particular research or investigatory project under the direction of a member of the school's faculty; admission by special application.~~
This course may be repeated twice more for credit provided the topic is not the same.

To:

LBSCI 710. Applied Research in Information Studies. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and 709 (unless waived). This course provides students with an opportunity to conduct an independent project. This course may be undertaken as a practice-based project, or as a research project building on research design conducted in LBSCI 709. This course may be repeated twice more for credit provided the topic is not the same.

Justification: This proposed change of the course is in alignment with the proposed change of LBSCI 709. LBSCI 710 will involve students conducting the research project proposed in LBSCI 709. The final product would be a fully formed capstone project (including a full chapter on "findings" and one on "discussion, conclusions and recommendations"). LBSCI 709 will remain a required course, and LBSCI 710 would be optional.
This arrangement for LBSCI 710 would also deal with the issue of faculty workload credit for supervision of the original LBSCI 791 (Independent Study) projects. Although students may prefer to be supervised by a particular professor based on their interests, we think it should be possible for any professor to supervise a master's level research or practice-based project, and that this arrangement is in keeping with the notion of an "independent" study.

Nominating Committee
Queens College Academic Senate
Report to the Senate: May 12, 2022
The Nominating Committee recommends the following individual(s) for election to the position indicated

Committee Type	Seat	Candidate				
	Name	Faculty/ Student	Division	Term	Committee	New/ Renewal
Standing						
Special						
	Julianna DeAngelis	S	Education	Until the Search is over	Search Committee for Dean of Education	New
Other						

University Faculty Senate Nomination Petition

The University Faculty Senate (UFS) is the principal organ of faculty participation in the governance of The City University. Elected delegates from each of the campuses review and formulate policy on appropriate aspects of university-wide planning and operation. Most meetings are attended by the Chancellor and/or other representatives from the CUNY's Central Office who typically present a report and respond to questions. Queens College's delegation to the Senate consists of 11 Senators; 10 representing the full-time faculty and one representing the part-time faculty and CLTs. The terms are 3 years (1 year for Alternates). **Queens College full-time faculty can sign only the petitions for full-time and alternate nominations. Part-time and CLTs can sign only the part-time/CLT nomination. Ten signatures are required.**

Please check which seat you are being nominated for:
Full-time '22☑ '23☑ '24☑
Alternate '22☐

NAME Robin Naughton DEPARTMENT Library

HOME ADDRESS [redacted]

HOME PHONE NO. [redacted] COLLEGE PHONE NO. 718-997-3777

E-MAIL robin.naughton@qc.cuny.edu FAX NO. _____

We, the undersigned members of the appropriate Queens College faculty, support the nomination of the above person to the University Faculty Senate.

	Name	Signature	Department
1	Izabella Taler	Izabella Taler	Library
2	Nancy Foasberg		Library
3	Alexandra deLuise		Library
4	Annie Tummino		Library
5	Sonali Sugrim		Library
6	Simone L. Yearwood		Library
7	Scott Davis		Library
8	CARLO MINCHILLO		Library
9	James T. Mellone		Library
10	MAX THORN		Library

University Faculty Senate Nomination Petition

The University Faculty Senate (UFS) is the principal organ of faculty participation in the governance of The City University. Elected delegates from each of the campuses review and formulate policy on appropriate aspects of university-wide planning and operation. Most meetings are attended by the Chancellor and/or other representatives from the CUNY's Central Office who typically present a report and respond to questions. Queens College's delegation to the Senate consists of 11 Senators; 10 representing the full-time faculty and one representing the part-time faculty and CLTs. The terms are 3 years (1 year for Alternates). **Queens College full-time faculty can sign only the petitions for full-time and alternate nominations. Part-time and CLTs can sign only the part-time/CLT nomination. Ten signatures are required.**

Please check which seat you are being nominated for:
Full-time '21☐ '22☑ '23☑
Alternate '21☐

NAME Simone Yearwood DEPARTMENT Library

HOME ADDRESS [redacted]

HOME PHONE NO. [redacted] COLLEGE PHONE NO. 718-997-3685

E-MAIL Simone.Yearwood@qc.cuny.edu FAX NO. 718-997-3753

We, the undersigned members of the appropriate Queens College faculty, support the nomination of the above person to the University Faculty Senate.

	Name	Signature	Department
1	James T. Mellone	J Mellone	Library
2	Annie Tummino	Ann	Library
3	Alexandra deLuise	Alexandra deLuise	Library
4	Robin Naughton	R. Naughto	Library
5	Leila Walker		Library
6	Nancy Foasberg		Library
7	CARLO MINCHILLO		Library
8	Qing Xu	Qing Xu	Library
9	Isabell Tale		cil
10	Sonali Sugrim	Sonali Sugrim	Library

FACULTY SENATE ROSTER
2020-2022

Attendance – April 14, 2022

DEPARTMENT	*DELEGATE*	*Yr (S)*	*Present*	*ALTERNATE*	*Yr (S)*	*Present*
Accounting & Information Systems	Renee Weis	1		Jeffrey Satenstein	1	P
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	P	Claudia Feldstein	1	
Earth & Environmental Sciences, School of	Jacqueline Bracco	2		Jeffrey Bird	2	
Economics	Jennifer Roff	1		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	P	Brais Outes-Leon	2	
History	Elissa Bemporad	1		Kara Schlichting	1	
Library	Robin Naughton	2		Annie Tummino	2	

FACULTY SENATE ROSTER
2020-2022

Attendance – April 14, 2022

DEPARTMENT	*DELEGATE*	*Yr (S)*	*Present*	*ALTERNATE*	*Yr (S)*	*Present*
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		Patricia D'Ateno	1	P
Sociology	Hongwei Xu	2	P	Anna Maria Bounds	2	
Urban Studies	James Vacca	1	P	OPEN	1	
DIVISIONAL AT LARGE						
Arts & Humanities	Dustin Grella	1		Vanessa Perez-Rosario	1	
Social Sciences	Rosemary Twomey	1	P	Elizabeth Hendrey	1	P
Education	Pamela Wershba Gershon	2		OPEN	2	
Mathematics & Natural Sciences	Concettina Pagano	2	P	Nicholas Vlamis	2	P
COLLEGE-WIDE AT LARGE						
	Yinxian Zhang	2	P	OPEN	2	
	Barbara Moore	1	P	Alicia Alvero	1	P
	James T. Mellone	1		Veronica J. Hinton	1	
	Nathalia Holtzman	1	P	OPEN	1	
COLLEGE WIDE AT LARGE - ADJUNCT						
	Jennifer Valad	2	P	Lisa Clark	2	

Queens College

of The City University of New York

ACADEMIC SENATE STUDENT MEMBERS

2020-2021

Attendance –April 14, 2022

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

QUEENS COLLEGE
ACADEMIC SENATE
2021-2022

Attendance –April 14, 2022

EXOFFICIO (NON-VOTING) MEMBERS	***Present***
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	
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	P
Ms. Zaire Couloute, President Student Association	
Dave Fields, Esq., Parliamentarian	P
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. vacant, VP of Enrollment and Retention	
Dr. Rachel Fester, Interim Dean of Institutional Effectiveness	
CHAIRPEOPLE OF STANDING COMMITTEES	
Ping Li, Graduate Curriculum Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Hefer Bembenutty, Subcommittee on Honors and Awards	P
GUESTS	
Elizabeth D Amico, QC Hub	P
Drew Jones, Special Assistant to the Provost for Curriculum	P
Mohammad Ashraf, Academic Advising	P
Trina Yearwood, Interim Associate Dean	P