

**MEETING OF QUEENS COLLEGE
ACADEMIC SENATE**

DATE: March 9, 2023

TIME: 3:35 p.m.

PLACE: Kiely 170

A G E N D A

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of February 9, 2023
3. Announcements, Administrative Reports, and Memorials:
 - a. AVP for Budget and Finance, Joseph Loughren

The Agenda for the Academic Senate meeting on April 20, 2023, will be prepared at the Executive Committee meeting on Thursday, March 23, 2023. Any lengthy material to be considered by the Executive Committee on that date should be emailed to Kevin.Ferguson@qc.cuny.edu or Brenda.Salas@qc.cuny.edu by March 17, 2023.

4. Special Motions
5. Committee Reports:
 - a. Undergraduate Curriculum Committee Minutes dated February 9, 2023
 - b. Graduate Curriculum Committee Minutes dated February 1, 2023
 - c. Nominating Committee Report dated March 9, 2023
6. Old Business
 - a. Nominations to the Nominating Committee
Student – Math and Natural Sciences May 2023
At-Large May 2023
 - b. Nominations to the Executive Committee:
Faculty member
 - c. Notice: Charter amendment to be voted on in April Academic Senate meeting.
7. New Business
 - a. University Faculty Senate elections

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE February 9, 2023

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:42 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 senate minutes dated December 8, 2022”

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

3. Announcements, Administrative Reports and Memorials:

- a. Guest Speakers, David Gerwin, QC PSC-CUNY Chapter:

Professor David Gerwin spoke on behalf of the PSC (Professional Staff Congress) union. Professor Gerwin explained that the union represents faculty and staff at the City University of New York and the CUNY Research Foundation. Professor Gerwin spoke briefly about some issues being faced and upcoming plans.

- b. Interim Associate Dean and Chief Librarian Simone L. Yearwood announced on behalf of the Elections Committee that the Student Association President, Jamal Mark and Vice President, Reveena Ramotar resigned last month. A new President, Sristhi Bhatia and Vice President, Braneyda Pierre were elected. Dean Yearwood also announced that nominations open from February 19 through March 4. A QC mailer will go out with more information.

- c. Interim Associate Provost for Innovation and Student Success, Nathalia Holtzman announced on behalf of the Committee on Teaching Excellence and Evaluation that the committee is short one faculty and one student. Dr. Holtzman spoke briefly about the duties of the committee and encouraged faculty to reach out if interested or to self-nominate.

4. Special Motions: (none)

Academic Senate Minutes – February 9, 2023

5. Committee Reports:

5a. Undergraduate Curriculum Committee

Typographical amendment: Page 12. p. New Course AFST 311. Pre req: ~~ENG 111~~ change to ENG 110.

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

“To accept the UCC minutes dated December 8, 2022 as amended”

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

Undergraduate Curriculum Committee

Minutes of 12/8/2022

A. General Education

1. General Education Matters

- a. EAST 252. Korean Women’s Writings. (College Option LIT)
- b. EAST 132. Civilization of Korea (WCGI)
- c. CMLIT 102W. Global Literatures II (WCGI)
- d. FREN 250, 250W. French and Francophone Film and Media (CE)

2. Mathematics and Quantitative Reasoning Advisory Committee.

3. Writing Intensive Advisory Committee.

- a. CHEM 331.1W. Physical Inorganic Chemistry Laboratory
- b. CHEM 395W. Senior Thesis

4. STEM variant courses.

1. Biology

- a. Change to the major in Biology (MAJOR CODE BIOL-BA)

TO READ:

Required

At least 36 credits in biology, including BIOL 105, 106, and two of BIOL 285, 286, or 287 with the remainder being in 200-level courses and above, of which at least three of the advanced courses, not including BIOL 344, 381, 390, 391, 395, or 396, must be at the 300 level, and at least four must be laboratory courses. One year of general chemistry (CHEM 113.1, CHEM 113.4, 114.1 and 114.4 or equivalent) plus one semester of organic chemistry (CHEM 251 or equivalent) plus one semester of calculus (MATH 132, 142 or 151 or equivalent) or BIOL 230 or equivalent. At least 20 of the biology credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with a departmental advisor.

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(5a. UCC continued)

b. Change to the major in Biology Education (MAJOR CODE BIOLED-BA)

TO READ:

Required

At least 30 credits in biology, including BIOL 105, BIOL 106, and two of BIOL 285, 286 or 287; the remainder must be in 200- and 300-level courses, of which at least two must be 300-level courses and at least three must be laboratory courses. A minimum of a year of chemistry (normally CHEM 101.1, 101.3, 102.1 and 102.3, or equivalent); and one semester of calculus (MATH 132, 142 or 151, or equivalent) or BIOL 230 or equivalent. At least 16 of the credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with the biology- education advisor.

Also required are 16 credits in major-level courses in the following cognate departments: Chemistry & Biochemistry; Computer Science; Earth & Environmental Sciences;

Family, Nutrition & Exercise Sciences; Mathematics; Physics. These courses are to be chosen in consultation with the advisor.

Also required is a co-major in Elementary & Early Childhood Education or a major in Secondary Education & Youth Services, as prescribed by a subject matter advisor of the pertinent EECE or SEYS Department.

2. CMAL

a. New course.

EAST 280. History, Identity, and Reconciliation in Korea 3hr.; 3cr. An exploration of how Korea's colonial experience (1910–1945) has shaped Korean identity, society, and culture during the colonial period through the present day. This course focuses on the transformation of Korean identity within East Asia and the world, as well as ongoing sociopolitical conflicts and attempts toward reconciliation between East Asian nations. The course materials vary from literature, film, popular culture, to recent scholarship on Korea and the Japanese empire. All texts are available in English translation and no previous knowledge of the Korean language is necessary.

3. Political Science

a. New course:

PSCI 201. The Internet, Technology, and Politics. 3 hrs; 3 cr. Examination of the relationship between the internet (and other new technologies) and politics. Students will study the impact of the internet on politics, power, and democracy and consider topics like social networks, AI, algorithms, automated decision-making, digital surveillance, computational propaganda, protest movements, online activism, various forms of information disorders and their offline effects (e.g. violence). Students will be asked to hone their critical thinking skills and to develop tools for information and digital literacy.

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(5a. UCC continued)

b. New course:

PSCI 202. Political Psychology. 3 hrs; 3 cr. Examination of what the field of social and cognitive psychology tells us about politics and political behavior. Students will analyze politics by focusing on the psychology of individuals, e.g., how individuals make voting decisions, process information, and form opinions. Students will understand the effect of group or social identity (e.g. race or religion) on political beliefs, preferences, and partisan affiliation. Furthermore, this class will highlight the role of the media, prejudice and stereotypes, as well as genetics and neuroscience in politics.

c. New course:

PSCI 243. Fascism, Populism, and Authoritarianism. 3 hrs; 3 cr. What does it mean to be, and to be labeled, a fascist, a populist, or an authoritarian regime, movement, and/or political actor? This course will provide students with an understanding of fascism, populism, and authoritarianism from a comparative perspective. We will examine the origins, ideologies and varieties of one or more of the above movements, as well as the rise of extremism at the domestic and international level in contemporary times.

d. New course:

PSCI 227. Latino Politics and Immigration. 3 hrs.; 3 cr. Examination of how the social constructs of race and ethnicity shape the history of immigration in the U.S. The course is divided into two parts. The first part analyzes the histories and evolution of some of the largest Latino groups in the U.S. (Mexican Americans, Cuban Americans, Puerto Ricans, South and Central Americans). The second part focuses on the Latino electorate, or the role that pan-ethnic, racial and ethnic identities play in voting behavior. Students further explore how different national origins may shape political attitudes and ideologies. Is the Latino electorate the sleeping giant the media often suggests it is?

e.

To:

PSCI 234. Contemporary Europe. 3 hr.; 3 cr. Analysis of European political institutions and processes, including the dynamic interaction between the European Union and its western and eastern European member states in the post-1990 era to the present. (SS, ET)

f.

To:

PSCI 257. Europe in World Politics. 3 hr.; 3 cr. The role of the European states and the European Union in world politics. Cohesion and conflict within the regions: the politics of European integration, a Common European Foreign and Security Policy, the European Neighborhood Policy, transatlantic cooperation, and EU relations with third countries (SS, ET).

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(5a. UCC continued)

4. Africana Studies

a. *New course:*

AFST 103 The Making of the Black Race and Racism in US Popular Culture. 3cr 3 hr.

Interrogation of the historical, political, social, and ideological processes and practices that have shaped racialized identities. This course will focus on [re]presentations of racial identities on contemporary media through (1) music, (2) film, (3) television but will also analyze gendered and sexualized identities, while being attentive to the ways in which US society has been affected by the varied portrayals present in today's media-saturated era. This course will also consider the attempt by cultural producers of marginalized groups to destabilize stereotypes and broaden the range of those depictions to reorient these concepts within the American imagination. The goal of this course is to provide students with an introductory understanding of how racialized media depictions play a role in the formation of American culture, as well as the problematic ways in which they inform, mediate, and legitimize social relations within and across American demographics.

b. **Proposed course listing:**

AFST 104 Race and Racism in American Popular Music, 3cr 3 hr.

Exploration of how musical representations and experiences figure in the creation of public and private notions of race and nation. It grapples with music's power to mediate imagined and inscribed cartographies of self and other. The course provides a broad foundation for discussing matters of music, race, and nationalism.

c. **New course:**

AFST 204 Origins of African American Literature - 3cr 3 hr.

The evolution of Black literature and literary culture in often in the face of (often legalized) racial oppression from the mid-18th century to late 19th Century. Moving across a range of genres - from poetry to drama to fiction - and mediums - from the periodical to the bound novel - we will interrogate the relationship between literary form, aesthetics, and cultural politics, while developing a deep understanding of the emergence of an African American literary tradition.

d. **New course:**

AFST 205 African American Literature, 3cr 3 hr. Prereq: AFST 100 or permission of the instructor. A survey of 20th- and 21st century African American literature, including the tradition's key aesthetic manifestos. Special attention will be given to how modern African American literature is periodized and why certain innovations in genre and style emerged when they did. Readings will include poetry, essays, novels, popular fiction, stage productions, and related visual texts.

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(5a. UCC continued)

e. New course:

AFST 206 The Black Family in a Global Context 3cr 3hr

An interdisciplinary course examining institutional factors that affect the structure, evolution, and function of the Black family in the United States and throughout the Diaspora. Students will be introduced to the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of African American Families. A Comparison will be made with families in Africa and the Diaspora. This course may be co-listed with Sociology 271.

f. New course:

AFST 207 Inequality: Race, Class, and Gender 3cr 3hr

The impact of inequalities in property, power, and prestige for their effects on life chances and lifestyles of Africans and African-descended people in the Western Hemisphere. The course primarily focuses on socioeconomic classes in modern societies. Special attention is given to the role of religious, racial, gender, and ethnic factors in the lives of African descended people. The course will engage comparisons of different systems of stratification in the world today.

g. New course:

AFST 211 The Anthropology of Africa (ANTH 211) 3cr Pre req AFST 100

Exploration of the diversity of African people and culture through an interdisciplinary lens. It provides a specific anthropological and ethnographic lens on the hundreds of societies and cultures that exist in Africa. The course will focus on the basic elements/building blocks/pillars of African social and cultural systems, including subsistence practices and economic systems, marriage and family, religion, and politics. May be cross listed with ANTH 211.

h. New course:

**AFST 250 Caribbean Worlds 3 Cr 3 hr. Pre req AFST 100
or permission of the instructor**

This interdisciplinary course of the study of the Caribbean will begin with examinations of what constitutes the Caribbean and an understanding of Caribbean space. We will then study its peoples, contact between Europeans and indigenous peoples, African enslavement, and resistance, Indian indentureship and other forced migrations. The course will explore a cross-section of leading thinkers and ideas while giving attention to identity, migration, and the creation of the Caribbean diaspora.

i. New course:

AFST 277 African American History to Reconstruction

Exploration of African American history from the Atlantic slave trade up to the Civil War. It is centrally concerned with the rise of and overthrow of human bondage, and how they shaped the modern world.

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(5a. UCC continued)

j. New course:

AFST 278 African American History Since Reconstruction

3cr 3hr Pre req AFST 100 or permission of the instructor

An introduction to the major themes, critical questions, and pivotal moments in post-emancipation African American history. It traces the social, political, cultural, intellectual, and legal contours of the black experience in the United States from Reconstruction to the rise of Jim Crow, through the World Wars, Depression, and the Great Migrations, to the long civil rights era and the contemporary period of racial politics. Using a wide variety of texts, images, and creative works, the course situates African American history within broader national and international contexts.

k. New course:

AFST 280 African American Political Thought

Exploration of the African American community's diverse responses to the predominant challenges it has faced (including, but not limited to, slavery); the economic and political legacies of those challenges; and American political culture more broadly. This course is an engagement with African American political thought from approximately 1830 to the present. It focuses on issues such as slavery, systemic racism, and segregation, as criticized by prominent African American philosophers, public intellectuals, and activists. May be cross listed with PSCI 277.

l. New course:

AFST 299 Music of the African Diaspora, 3 cr. 3hr. Pre req AFST 100 ENGL 110

Exploration of the history and significance of musical performance in the African Diaspora. Tracing intersecting and multi-directional movements of people, music, and culture across the oceanic divide between Africa, Europe, and the Americas—the “Atlantic Triangle”—the course will examine the significant role that music has played in the construction of social identities and movements, from the era of the transatlantic slave trade to the present day.

m. New course:

AFST 302 The African American Experience in Film and Media 3cr 3 hr. Pre req AFST 100 junior standing or permission of the instructor

Analysis of African American achievement in the genres of film and media, from the earliest days of the silent film to the contemporary moment. We will pay close attention to the political, historical, and artistic contexts of African American representation, participation, and creative agency in the motion picture industry. This course provides an opportunity to study some of the most significant films, actors, and directors in African American cultural history.

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(5a. UCC continued)

n. New course:

AFST 303. The Global Black Experience in Media and Film 3cr. 3hr. Pre req AFST 100 junior standing or permission of the instructor

Examination of the complex dialogue between Black media representations and the lived cultural, social, and historical experiences of people of African descent world-wide. It explores the interdependent roles of Black individuals, groups, and communities as cultural producers, consumers, and subjects of media representations and discourses.

o. New course:

AFST 308 Social Change in the African Diaspora

Examination of the process of democratization and the implementation of economic liberalization programs within the contemporary African Diaspora. Issues that will be explored include problems of economic instability, ongoing inequality, excessive presidentialism, and limited popular participation, with a focus on developed and developing nations established by Africans and African descended people.

p. New course:

AFST 311 Black Digital Humanities 3cr 3 hr.

Pre req AFST 100; ENG 110; must be a junior or senior in good standing

Introduction to the emerging field of Black Digital Humanities. This interdisciplinary course pays special attention to knowledge production, the role of archives, collections, research centers, the Black press, and digital technology. The course explores ideas related to power, memory, resistance, perspective and respectability politics in storytelling and control of the vehicles used to do so.

5. Music

a. New course.

MUSIC 235. Music of the African Diaspora. 3 hours, 3 credits. Prereq.: ENG 110. To be cross-listed with AFST 299, Music of the African Diaspora.

Exploration of the history and significance of musical performance in the African Diaspora. Tracing intersecting and multi-directional movements of people, music, and culture across the oceanic divide between Africa, Europe, and the Americas—the “Atlantic Triangle”—the course will examine the central role that music has played in the construction of social identities and movements, from the era of the transatlantic slave trade to the present day.

Fulfills non-Western music requirement for undergraduate music degree students.

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(5a. UCC continued)

6. Media Studies

Change to the Major: Advertising

To Read:

Advertising majors are required to take six core courses (Media Studies 101, 160, 223, 255 and 260) as well as Anthropology 201, 232, or 280. In addition, students are required to take four electives and three capstone classes (Media Studies 363, 364 and 299, an internship).

Electives include: MEDST 222, 262, 264, 266, 350 (W), 357, ARTS 370, DATA 205, SOC 765, 235, 353, and ECON 245. Other classes can be approved as electives in consultation with the department.

7. Psychology

Requesting a change of course name and description.

To Read:

Psych 353 - The Psychology of Sex and Gender
This course discusses the difference between sex and gender, and analyzes current research and theories of both these constructs. In addition, the course considers the role of biological, psychological, and social determinants in gender development.

Justification: Sex and gender are two separate topics and both topics are addressed thoroughly in this course and to clearly indicate sex and gender are not synonymous. To clearly show gender is affected by the biopsychosocial model, and to stop referring to the binary (male/female).

8. FNES

Change to a major: Food Management Studies (MAJOR CODES BA-FMS),

To Read:

FNES 101, 104, 105, 151, 163, 200, 203, 204, 275, 305, 371.2, and 378; CHEM 101.1 and 101.3 (or 113.1 and 113.4); ACCT 100; BALA 200, 3983; BIOL 11, 44; ECON 100

5b. Graduate Curriculum Committee

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

“To accept the GCC minutes dated December 7, 2022 as distributed”

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

GCC Minutes Dated December 7, 2022

A. ITEMS FOR UNIVERSITY REPORT

1. CHEM/BIOCHEM

- a. **Program Change: Change in Program Award**
- b. **M.A. to M.S.**
- c. **4-year B.A. & M.A. to 4-year B.S. & M.S.**

2) Please give HEGIS number of known to you: **1905.00**

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

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: N/A

Justification: The department currently offers B.A. degree program in Chemistry with Chemistry or Biochemistry concentration. Students expect a Bachelor of Science (B.S.) and Master of Science (M.S.) degrees in line with domestic as well as international designation of a degree earned in chemistry discipline. All SUNY colleges and some CUNY colleges already offer B.S. and M.S. in chemistry. The course requirements are unaffected by these changes.

We expect to implement this change from Spring 2024. Students who have declared their Chemistry major with Chemistry or Biochemistry concentration prior to spring 2024 in the B.A. program and those admitted into the M.A. program prior to Spring 2024 will be offered the option to keep their current registration or switch to B.S. and M.S. award, as applicable. All students will be automatically enrolled for the B.S. or M.S. degree award, starting in Spring 2024.

2. CHEM/BIOCHEM

- b. **Program Change: Change in Requirements for Degree/Certificate**

2) Please give HEGIS number of known to you: **1905.00**

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

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

Students must complete a comprehensive departmental examination or write a research thesis, as outlined below:

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(5b. GCC continued)

Comprehensive Examination: The comprehensive examination includes material from undergraduate and graduate level chemistry courses. Under the guidance of graduate program advisor, students will register for a 2-credit course as part of the total credits required for the program to carry out independent study and prepare for the examination.

Research Thesis: Those who choose to do a research thesis must have a mentor to guide their research. At the completion, a student must submit a research thesis to the department and defend it. Under the guidance of graduate program advisor, students will register for a 2-credit course as part of the total credits required for the program to write the thesis.

Justification: Most of our students currently do mentored research for credit and write a report as part of their MA degree program. The proposed changes to write a research thesis further clarifies the graduation requirement.

The addition of a comprehensive examination in the proposed change provides added flexibility for students registered in the program.

Currently the program has some mandated coursework of about 20 credits with enough flexibility for the program advisor to structure the remaining 2 credits to accommodate the changes.

The additional requirement does not change the total credits or time needed for graduation.

3. SEYS

c. Program Change: Addition of Languages to Existing Program

2) Please give HEGIS number of known to you:

Prog code 39276 Critical Languages Education Grades 7-12 HEGIS 1199.01 MAT

Prog code 39277 Critical Languages Education Grades 7-12 HEGIS 1199.01 ADV CRT

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

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: N/A

Justification: The program is adding certification languages to the list currently offered in this existing program. No other changes to the program.

*In our program, candidates can earn an MAT in Critical Languages Education for certification in **any world language** other than English that NYS offers.*

The program is adding German, Modern Greek, Modern Hebrew, Portuguese and Japanese. All admissions requirements and program requirements remain the same.

B. ITEMS FOR CEP/CAP

4. SEYS

d. New Program: World Languages for Young Leaders

2) Please give HEGIS number if known to you: **HEGIS 1199.01 Foreign Languages, Other, 7-12 Teacher**

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

P. 101. DELETE Teaching Languages to Young Children. (This course will no longer be an elective option in the MAT)

P. 101 Insert AFTER Integrating Language, Culture, and Content in Critical Language Education

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

World Languages for Young Learners

This is an extension program for any 7-12 World Language teaching possessing an initial certificate. The program extends certification K-6. Prior to being admitted to the World Languages for Young Learners extension program, candidates must have the following:

1. An undergraduate, or graduate degree from a accredited institution of higher education, an institution authorized by the Board of Regents to confer degrees; or the foreign equivalent.

2. At least a 3.0 cumulative grade point average or its equivalent;

3. Initial or Initial and Professional certification in NYS in any World Language (LOTE)-7-12 grade.

Justification: SEYS 713 will address the goals of certified secondary teachers of world languages, 7-12 interested in extending their certification to include the instruction of world languages at grades K-6. Students who have completed an initial or professional certificate program for world languages 7-12 may take this program and apply for an addendum on the 7-12 certification. The World Languages for Young Learners K-6 program examines curriculum design, assessment techniques and instructional strategies for teaching languages to children within the full range of abilities for the research-based benefits of early language and immersion programs. This program includes 15-hours of field experience which includes observation, instruction, and reflection.

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5c. Nominating Committee

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

“To accept the Nominating Committee report dated February 9, 2023”

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

1) Elections Committee

The following faculty member was elected by unanimous consent:

Jose Sanchez	Social Sciences	December 2024
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2) Graduate Curriculum Committee

The following student member was elected by unanimous consent:

Natashia Rhodes	Social Sciences	December 2024
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3) Graduate Scholastic Standards Committee

The following faculty members were elected by unanimous consent:

Brais Outes-Leon	Arts and Humanities	December 2024
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Eric Silberberg	Arts and Humanities	December 2024
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4) Policy Board on Administration

The following student member was elected by unanimous consent:

Kristina Wong	Math and Natural Sciences	December 2024
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5) Undergraduate Scholastic Standards Committee

The following faculty members were elected by unanimous consent:

Anna Malyukova	Education	December 2024
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The following student member was elected by unanimous consent:

Zoe Rabinowitz	Arts and Humanities	December 2024
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6) Committee on Academic Technology

The following faculty members were elected by unanimous consent:

Steven Leventhal Social Sciences December 2024

Alla Rozovskaya Maath and Natural Sciences December 2024

5d. Special Committee on Governance proposal

- i. MOTION: Duly made by Dave Fields, Chair of the Special Committee on governance:

“To move the adoption of the governance plan by amending section XI, A”

Hearing an objection to the motion, discussion followed.

- ii. MOTION: Duly made by Senator Jacqueline Bracco to table the motion:

Chair Ferguson called for a vote.

Motion failed.

Dave Fields withdrew the motion.

Report of the Special Committee on Governance Proposed Amendment to the Queens College Academic Senate Charter

Allow Lecturers with a Certificate of Continuous Employment (CCE) to Serve on Departmental Personnel and Budgets Committees subject to the limits that apply to untenured Assistant Professors.

Be it Resolved;

The Academic Senate requests that the Board of Trustees amend the Charter of the Queens College Academic Senate to allow Lecturers who hold a Certificate of Continuous Employment to serve on Department Personnel and Budget Committees by adding the underlined language below to part A of Section XI of the Academic Senate Charter as follows:

Section XI – Voting Rights of Lecturers, Promotion to Full Professor

- A. In addition to those faculty members authorized by the Bylaws of the City University of New York to vote in departmental elections for chair and for members of the departmental Personnel and Budget Committee, those lecturers who hold Certificates of Continuous Employment shall be entitled to vote. **Lecturers who hold a Certificate of Continuous Employment shall also be entitled to stand for election to departmental Personnel and Budget Committees and serve on them subject to the same limits that apply to non-tenured Assistant Professors.**

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6. Old Business:

a. Nominations to the Nominating Committee:

Student – Math and Natural Sciences May 2023

At-Large May 2023

The Chair accepted nominations from the floor to fill the OPEN Math and Natural Sciences and At-Large seat:

There were no nominees.

b. Nominations to the Executive Committee:

The Chair accepted nominations from the floor to fill the OPEN Faculty seat:

There were no nominees.

7. New Business: (none)

i. MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:05 p.m. The next Academic Senate meeting will be on Thursday, March 9, 2023.

A. General Education

1. General Education Matters
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.

1. SEYS

a. Change in title.

From:

~~SEYS 373.2. Initial Clinical Experience in Social Studies for Secondary School~~

3 hr., 3 cr. Prereq.: SEYS 201W, 221, and 340; coreq.: SEYS 350; prereq or coreq.: 360-364. Open only to students who are matriculated in the secondary education program.

School based teaching experiences are provided that prepare student teachers to effectively teach students at both the middle and high school levels. Student teachers will have two placements, one in middle-junior high school and the other in high school. They teach under the guidance of a cooperating teacher and a college-based supervisor at each school.

To Read:

SEYS 373.2. Student Teaching I in Secondary Social Studies

3 hr., 3 cr. Prereq.: SEYS 201W, 221, and 340; coreq.: SEYS 350; prereq or coreq.: 360-364. Open only to students who are matriculated in the secondary education program.

School based teaching experiences are provided that prepare student teachers to effectively teach students at both the middle and high school levels. Student teachers will have two placements, one in middle-junior high school and the other in high school. They teach under the guidance of a cooperating teacher and a college-based supervisor at each school.

Justification:

The title was confusing to students and difficult to differentiate from other clinical experiences.

b. Change in title.

From:

~~SEYS 373.4. Student Teaching in Social Studies for Middle and High School~~

3 hr., 3cr. PRE-REQ: Permission of the department; completion of 24 SEYS credits

School based teaching experiences are provided that prepare student teachers to effectively teach students at both the middle and high school levels. Student teachers will have two placements, one in middle-junior high school and the other in high school. They teach under the guidance of a cooperating teacher and a college-based supervisor at each school.

To Read:

SEYS 373.4 Student Teaching II in Secondary Social Studies

3 hr., 3cr. PRE-REQ: Permission of the department; completion of 24 SEYS credits

School based teaching experiences are provided that prepare student teachers to effectively teach students at both the middle and high school levels. Student teachers will have two placements, one in middle-junior high school and the other in high school. They teach under the guidance of a cooperating teacher and a college-based supervisor at each school.

Justification:

The title was confusing to students and difficult to differentiate from other clinical experiences.

2. Art

a. Change to existing course: Credit/Hour

From:

PHOTO 200. Imaging Resistance: Photographic Media and Socially Engaged Art.
~~4 hr.~~;3 cr.

The aim of this introductory photo-imaging survey course is to explore the myriad ways that politically committed image makers have employed photographic media in support of social justice, community reform movements, and political revolutions. Students will gain an understanding of how photo-based imagery is fundamental to diverse socially engaged art forms over the past 150 years. Weekly reading and writing assignments, lecture presentations and class discussions, and a final research project presentation and paper constitute the requirements. A site visit to museums and/or galleries may be scheduled.

To read:

PHOTO 200. Imaging Resistance: Photographic Media and Socially Engaged Art.
3 hr.;3 cr.

The aim of this introductory photo-imaging survey course is to explore the myriad ways that politically committed image makers have employed photographic media in support of social justice, community reform movements, and political revolutions. Students will gain an understanding of how photo-based imagery is fundamental to diverse socially engaged art forms over the past 150 years. Weekly reading and writing assignments, lecture presentations and class discussions, and a final research project presentation and paper constitute the requirements. A site visit to museums and/or galleries may be scheduled.

Justification: This is a seminar course and does not require the extra lab hour of a studio

3. Math

a. Change to course description: Math 119

FROM:

MATH 119. Mathematics for Elementary School Teachers.
3 hr.; 3 cr.

This course is designed to make prospective elementary schoolteachers aware of the beauty, meaning, and relevance of mathematics. Topics are taken from those areas of mathematics that are related to the elementary school curriculum, and emphasis is placed on clearing up common misunderstandings of mathematical concepts and results. ~~Fall, Spring~~ (MQR)

TO:

MATH 119. Mathematics for Elementary School Teachers.
3 hr.; 3 cr.

This course is designed to make prospective elementary schoolteachers aware of the beauty, meaning, and relevance of mathematics. Topics are taken from those areas of mathematics that are related to the elementary school curriculum, and emphasis is placed on clearing up common misunderstandings of mathematical concepts and results. Not open to students who are taking or have received credit for a MATH course numbered 201 or above unless they are students majoring in Elementary Education or have a concentration in Elementary Education. (MQR)

JUSTIFICATION:

The course is meant for elementary education students. The change is meant to prevent students who have taken advanced mathematics courses for registering for the course to fill a general requirement.

b. Change to course description: Math 120**FROM:**

MATH 120. Discrete Mathematics for Computer Science.

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

~~This course lays the groundwork for further courses in discrete mathematics and theoretical computer science. Topics include: Sets, functions, relations, formal logic (propositional and predicate calculus); elementary number theory; elementary combinatorics and discrete probability; introductory abstract algebra, monoids and groups.~~

TO:

MATH 120. Discrete Mathematics for Computer Science.

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

This course provides fluency in foundational mathematical concepts that appear in future courses in computer science. This course is intended for computer science majors; it does not count toward a major or minor in mathematics. Topics include sets, basic combinatorics, functions, sequences, series, products, logarithms, divisibility, and modular arithmetic. Not open to students who are taking or who have received credit for CSCI 120 or MATH 220.

JUSTIFICATION:

1) The MATH department was charged by the CS department to revise the curriculum for MATH 120 to better suit their current needs. The updated bulletin reflects these changes in the course topics.

2) CSCI 120 is the computer science equivalent of Math 120. The overlap of Math 120 and Math 220 is significant. The proposal prevents students from receiving credit for both courses.

c. Change to course description: Math 385**FROM:**

MATH 385, 385W. Mathematical Foundations of the Secondary School Curriculum.

6 hr.; 4cr. Prereq.: MATH 201, 231, 241, SEYS 201, 221, minimum 2.67 mathematics GPA, and permission of the instructor.

Designed to give prospective secondary school mathematics teachers an understanding of the mathematics they will be teaching as well as the history of mathematics. An examination will be made of the thought underlying the secondary curriculum, from a consideration of the nature of mathematics and mathematical thought to the construction of simple mathematical models drawn from secondary school topics.

TO:

MATH 385, 385W. Mathematical Foundations of the Secondary School Curriculum.

6 hr.; 4cr. Prereq.: MATH 201, 231, 241, SEYS 201, 221, minimum 2.67 mathematics GPA, and permission of the instructor.

Designed to give prospective secondary school mathematics teachers an understanding of the mathematics they will be teaching as well as the history of mathematics. An examination will be made of the thought underlying the secondary curriculum, from a consideration of the nature of mathematics and mathematical thought to the construction of simple mathematical models drawn from secondary school topics. Not open to students who are taking or who have received credit for MATH 585.

JUSTIFICATION:

585 will be a cross-listed version of the course. The proposal disallows students from receiving credit for both versions.

d. New course: Math 172

MATH 172 Database and SQL Fundamentals.

2 hr.; 2cr. Prereq.: C- or above in MATH 142 (or 152) and CSCI 111.

An introduction to the fundamentals of Structured Query Language (SQL), relational database management systems, and data visualization. Topics include SQL syntax including data definition language vs data manipulation language, basic and advanced join patterns, subqueries, common table expressions, user defined functions, query optimization and data quality pipelines.

JUSTIFICATION:

We are providing a number to a course that has run consistently for several reasons as Math 290.02. Given the consistency and success of the course, we want to formally create the course. The course is given a value in the 100s so that it does not count towards the department's majors (unless otherwise specified).

e. Change to a Major: Mathematics – Data Science and Statistics Concentration

FROM:

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

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

TO:

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

Electives: MATH 172, DATA 235, CSCI 48, CSCI 211, CSCI 212, CSCI 220, CSCI 240, CSCI 313, BUS 386, BIOL 330, PSYCH 323, or one relevant course not on this list (upon prior approval by your advisor).

JUSTIFICATION:

Math 172 was created in the previous proposal. Students have been counting the Math 290.02 version towards their DSS elective throughout its existence. We are formalizing the course as an elective now that we are giving it an official number.

f. Change to a Major: Mathematics 7-12

From:

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.

TO:

~~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), 334 (or 634), 609, and 626. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 305, 317, and 318 or their graduate equivalents.

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

JUSTIFICATION:

In the last update to the secondary ed degree language in the registrar, an error occurred in which 636 was included in List X instead of 634. We are correcting this error.

g. Change to a Minor: Mathematics**FROM:**

Required: MATH 201, 231 and at least ~~40~~ credits from other 200-, 300-, 600-, and 700-level MATH courses, not including MATH 271, 272, or 385. Nine credits must be taken at Queens College. (Elementary education students should consult that department for their special requirements for a minor in mathematics.)

TO:

Required: MATH 201, 231, at least 9 credits from other 200-, 300-, 600-, and 700-level MATH courses, not including MATH 205, 218, 271, 272, or 385. Nine credits must be taken at Queens College. (Elementary education students should consult that department for their special requirements for a minor in mathematics.)

JUSTIFICATION:

We are dropping the minor from 10 additional credits to 9 to leave more flexibility for course options. The 10 additional credits meant that students favored our 4-credit courses over the 3-credit courses. The step down makes the requirement a more uniform three additional courses. We are also disallowing the courses 205 and 218 as they are cross-listed versions of 505 and 518, which are meant for education majors (not general math majors/minors).

h. Change to a Major: Mathematics – Pure Concentration**FROM:**

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 Master's or PhD degree in Mathematics are encouraged to take the more advanced and theoretical 300-, 600-, and 700-level courses.

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

TO:

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). Up to two math-intensive courses outside the math department may be taken to fulfill elective requirements. Courses other than CSCI 111, CSCI 320, CSCI 352, PHYS 243, and PHYS 365 must be approved by the department.

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 Master's or PhD degree in Mathematics are encouraged to take the more advanced and theoretical 300-, 600-, and 700-level courses.

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

JUSTIFICATION:

We are increasing the flexibility in the pure math concentration to give students room to take math-intensive courses outside of the major. This has always been allowed with a specific list of courses. We are making it clear to students that we are willing to consider other courses, but they require the permission of the department.

i. Change to prerequisite: Math 141

FROM:

MATH 141. Calculus/Differentiation.

3 hr.; 3 cr. Prereq.: MATH 122, or permission of the department. May not be taken concurrently with another calculus course. Not open to students who have passed any calculus course, students who will be receiving transfer credit or AP credit for any calculus course.

TO:

MATH 141. Calculus/Differentiation.

3 hr.; 3 cr. Prereq.: C- or above in MATH 122 or equivalent, or MATH122M, or permission of the department. May not be taken concurrently with another calculus course. Not open to students who have passed any calculus course, students who will be receiving transfer credit or AP credit for any calculus course.

JUSTIFICATION:

- 1) *Math122M will be credited to students coming to QC with prior knowledge of the content of Math 122. This dummy course will allow them to enroll in Math141 themselves, which facilitates appropriate placement.*
- 2) *The math department is moving to specifically add the grade requirement for prerequisites into all bulletin entries. This historically appeared in the printed bulletin, which no longer exists.*

j. Change to prerequisite: Math 122

FROM:

MATH 122. Precalculus.

4 hr.; 4 cr. Prereq.: ~~Three years of high school math~~ or MATH 115.

TO:

MATH 122. Precalculus.

4 hr.; 4 cr. Prereq.: C- or above in MATH 115 or equivalent, or MATH 115M, or permission of the department.

JUSTIFICATION:

- 1) *Math115M will be credited to students coming to QC with prior knowledge of the content of Math 115. This dummy course will allow them to enroll in Math141 themselves, which facilitates appropriate placement.*
- 2) *The math department is moving to specifically add the grade requirement for prerequisites into all bulletin entries. This historically appeared in the printed bulletin, which no longer exists.*

4. English

Proposed English EECE minor (30 credits)

1. **Gateway course (one).** (4.0CR) All English EECE minors must take:
ENGL 170W: Introduction to Literary Study (pre-req. ENGL 130)
Pre-requisite to ENGL 244 and all 300-level English electives
2. **Core courses (two).** (8.0CR) All English minors choose two of the following:
ENGL 241: The Text in its Historical Moment
ENGL 242: Literary History
ENGL 243: Genre
ENGL 244: Theory
ENGL 391W: Senior Seminar
Pre- or co-requisite for all these courses is ENGL 170W
3. ENGL 200W: Writing about Writing (3.0CR)
4. **Course in global/ethnic/postcolonial literature (one).** (3.0 CR) Complete at least 1 of the following courses: ENGL 255, 354, 355, 356, 360, 363, 364, 366, 367, 369, 372, 377, 378, 379.
5. **Additional courses** (for 12.0CR)
All English minors take 12 additional credits in English at the 200-300 level
Pre-requisite for all 300-level electives is ENGL 170W

Total credits: 30

Rationale

EECE majors who choose English as their main content area currently register for the English minor (20 credits) and then complete an additional 10 credits in English. This creates difficulties for those students who are on financial aid, since the additional 10 credits, not part of an official degree program for which students are registered, aren't counted (in systems like DegreeWorks) as required. This creates significant administrative hassles for them.

Putting this administrative problem aside, it is also the case that the current additional 10 credits are not part of an organized program of study. The Curriculum Committee was charged by the English Department's administration with examining the option of proposing a new, 30-credit minor designed specifically for EECE majors. As a whole, the Committee felt that this was an academically valuable addition to the curriculum of the English Department, and therefore we propose the attached 30-credit English minor for EECE majors.

The new minor keeps the structure of the 20-credit minor in place but supplements it in 3 ways. First, we have added one core course of 4 credits, to be chosen during advisement from among our 240-level methodology courses and our senior seminar (391W). We felt that EECE majors would benefit, as future teachers, from additional work in these methodologically-oriented, cross-period, multi-genre, and transnational courses. Second, we have added a required 3-credit course, ENGL 200W, Writing about Writing, as especially appropriate for future teachers of language arts and writing at the elementary-school level. Third, we have added a required 3-credit course in global/ethnic/postcolonial literature, to be chosen from a group of fourteen classes offered on a number of topics. This last requirement would help give students, who will be teaching many immigrant students and

students with a wide range of ethnic and racial identities, a stronger sense of literature that grapples with questions crucial in our globalized and diverse world.

As with all our minors, students can choose freely 12 elective credits to fit their particular interests.

We have consulted with the EECE department about this proposal, and they have indicated to us their support for the implementation of a 30-credit English minor specifically intended for EECE majors.

Budgetary Implications

Since EECE students doing content work in English already take 30 credits in the English Department (a 20-credit minor + 10 additional credits), this new minor should have no overall budget implications.

Making ENGL 200W a requirement for these students might mean having to schedule some additional sections of this one course, but our records show that a significant number of EECE students are already taking this course, and we are confident that we have the faculty necessary to staff a small number of additional sections of the course to accommodate additional EECE students.

The other newly specified courses in the English/EECE minor (one core course and one course in global/ethnic/postcolonial literature) are currently offered frequently for English majors and minors; we do not anticipate having to offer additional sections to serve the EECE population.

GCC Minutes Dated February 1, 2023

A. ITEMS FOR UNIVERSITY REPORT

1. GSLIS

a. Minor Change: Course Return to Active Listing

To:

LBSCI 784. Health Sciences Librarianship. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. All phases of medical and allied health sciences librarianship, with emphasis on medical community relationships; current information retrieval systems; the selection and control of serial, monographic, and nonprint materials in biomedicine. Electronic searching and retrieval experience necessary.

Justification: Health Sciences Librarianship is one very important area in library and information studies. There has been an increasing demand for the offering of this course among students in the past few years. So, we would like to offer this course in Fall 2023 and need to have it return to active listing.

2. MUSIC

b. Program Change: Change in Requirements for Admission

From:

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

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

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

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

1. An undergraduate degree with a major in music (or its equivalent)

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

To:

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

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

1. An undergraduate degree with a major in music (or its equivalent)
2. Applicants should submit the following documents to the Graduate Advisor in Music Theory: a recent paper and one or two examples of composition in eighteenth- or nineteenth-century style.
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 100.

Justification: We wish to do three things: (1) raise the minimum score on the TOEFL from 79 to 100; (2) eliminate the requirement for the GRE; (3) prepare for the retirement of Prof. William Rothstein, the current director of the MA in Music Theory.

(1) Music theorists express their ideas in formal, academic prose, primarily in writing. Graduate students in music theory need to have excellent writing skills from the outset. A minimum TOEFL score of 79 is adequate for graduate students in musical performance or composition, but not for graduate students in music theory.

(2) Many of our peer institutions, including the CUNY Graduate Center, have eliminated the GRE requirement for applicants in music theory. Although we value the GRE, the exam is a financial burden on applicants (the current cost is \$230). If peer institutions do not require the GRE, for us to require it constitutes a significant disincentive for applicants.

(3) Prof. Rothstein plans to take his Travia leave in Spring 2024. A search is currently underway for an open-rank professor of music theory. That person will assume the directorship of the MA in Music Theory in Spring 2024.

3. MUSIC

c. Program Change: Change in Requirements for Admission

From:

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

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

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

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

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

To:

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

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

1. An undergraduate degree with a major in music (or its equivalent)
2. Applicants should submit copies of one or more recent papers to Professor Emily Wilbourne, Graduate Advisor in Musicology.
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 100.

Justification: We wish to do three things: (1) raise the minimum score on the TOEFL from 79 to 100; (2) eliminate the requirement for the GRE; (3) formalize Prof. Emily Wilbourne's status as Graduate Advisor in Musicology.

(1) Musicologists express their ideas in formal, academic prose, primarily in writing. Graduate students in musicology need to have excellent writing skills from the outset. A minimum TOEFL score of 79 is adequate for graduate students in musical performance or composition, but not for graduate students in musicology.

(2) Many of our peer institutions, including the CUNY Graduate Center, have eliminated or suspended the GRE requirement for applicants in musicology. Although we value the GRE, the exam is a financial burden on applicants (the current cost is \$230). If peer institutions do not require the GRE, for us to require it constitutes a significant disincentive for applicants.

(3) Prof. Wilbourne has already taken over as Graduate Advisor in Musicology. Hers was the name listed as program director when the MA in Musicology was approved by the GCC, the Senate, and the Trustees in 2021.

4. SEYS

d. Minor Change: Change in Course Title

FROM:

SEYS 573.2 ~~Initial Clinical Experience in Social Studies for Secondary School~~. 3 hr.; 3 cr. Prereq.: SEYS 536 AND SEYS 700. This initial clinical experience is designed to provide undergraduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

TO:

SEYS 573.2 Student Teaching I in Secondary Social Studies. 3 hr.; 3 cr. Prereq.: SEYS 536 AND SEYS 700. This initial clinical experience is designed to provide undergraduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

Justification: The title was confusing to students and difficult to differentiate from other clinical experiences.

5. SEYS

e. **Minor Change: Change in Course Title**

FROM:

SEYS 573.4 ~~Student Teaching in Social Studies for Secondary School~~. 3 hr.; 3 cr.
Prereq.: None Listed. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of one class. Students must earn a minimum grade of B to be recommended for NYS initial certification.

TO:

SEYS 573.4 Student Teaching II in Secondary Social Studies. 3 hr.; 3 cr. Prereq.: None Listed. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of one class. Students must earn a minimum grade of B to be recommended for NYS initial certification.

Justification: The title was confusing to students and difficult to differentiate from other clinical experiences.

Report of the Special Committee on Governance

Proposed Amendment to the

Queens College Academic Senate Charter

Allow Lecturers with a Certificate of Continuous Employment (CCE) to Serve on Departmental Personnel and Budget Committees subject to the limits that apply to untenured Assistant Professors.

Be it Resolved;

The Academic Senate requests that the Board of Trustees amend the Charter of the Queens College Academic Senate to allow Lecturers who hold a Certificate of Continuous Employment to serve on Department Personnel and Budget Committees by adding the underlined language below to part A of Section XI of the Academic Senate Charter as follows:

Section XI – Voting Rights of Lecturers, Promotion to Full Professor

- A. In addition to those faculty members authorized by the Bylaws of the City University of New York to vote in departmental elections for chair and for members of the departmental Personnel and Budget Committee, those lecturers who hold Certificates of Continuous Employment shall be entitled to vote. **Lecturers who hold a Certificate of Continuous Employment shall also be entitled to stand for election to departmental Personnel and Budget Committees and serve on them subject to the same limits that apply to non-tenured Assistant Professors.**

Justification

Lecturers who hold a Certificate of Continuous Employment (C.C.E.) have demonstrated an extended professional commitment to Queens College and have been evaluated and determined to be expert teachers. Allowing such Lecturers to serve on departmental Personnel and Budget Committees serves two functions, both of which are consistent with the mission of the College:

- (i) *It creates a more inclusive governance structure that recognizes the important contributions of Lecturers to the operation and mission of a department and to the College at large;*

- (ii) *Given the role of Lecturers as expert teachers, it gives increased weight to the role of teaching in departmental decision making.*

FACULTY SENATE ROSTER 2022-2024

Attendance – February 9, 2023

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Accounting & Information Systems	Eric Rosano	2	5	Jeff Satenstein	2	
Anthropology	Thomas Plummer	2		Omri Elisha	2	10
Art	Sin-ying Ho	1	9	Michael Nelson	1	
Biology	Karl Fath	2	26	John Waldman	2	
Chemistry & Biochemistry	Cherice Evans	2		Guoxiang Hu	2	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	2	P	Ji Young Kim	2	
Comparative Literature	Ali Jimale Ahmed	1		Christopher Winks	1	
Computer Science	Kenneth Lord	2	15	Bojana Obrenic	2	
Drama, Theatre & Dance	Yin Mei Critchell	2		Jeffrey Greenberg	2	11
Earth & Environmental Sciences, School of	Jacqueline Bracco	1	4	William Blanford	1	
Economics	Jennifer Roff	2		Matthew Bradbury	2	
Elementary and Early Childhood Education	Sunghee Shin	1	12	Ashraf Shady	1	
Secondary Education and Youth Services	Jay Shuttleworth	2	21	Salvatore Garofalo	2	
Educational & Community Programs	Bryan Thorton	2		Nakia Gray-Nicolas	2	
English	Kevin Ferguson	1	1	Christopher Williams	1	
European Languages & Literatures	Morena Corradi	2	24	Karen Sullivan	2	
Family, Nutrition & Exercise Sciences	YaChing Hung	1	14	Jihee Choi	1	
Graduate School of Library & Information Studies	James Lowry	1		Ping Li	1	22
Hispanic Languages & Literatures	Monica Casco	1		Brais Outes-Leon	1	
History	Elissa Bemporad	2		Fidel Tavarez	2	23
Library	Robin Naughton	1	6	Annie Tummino	1	

FACULTY SENATE ROSTER 2022-2024

Attendance – February 9, 2023

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Linguistics & Communication Disorders	Elizabeth Viccaro Stitler	1	8	Lauren Heffernan	1	
Mathematics	Joh Dharma	1		Adam Kapelner	1	
Media Studies	Jamie Cohen	2	3	Julien Cornell	2	
Music, Aaron Copland School of	Jeff Nichols	1		Mark Powell	1	
Philosophy	Stephen Grover	1	7	OPEN	1	
Physics	Euclides Lins Almeida	2	13	Mohammad Ali Miri	2	
Political Science	Alexander Reichl	1	18	John Bowman	1	
Psychology	Claudia Brumbaugh	2	19	Pat D'Ateno	2	
Sociology	Hongwei Xu	1	20	Anna Maria Bounds	1	
Urban Studies	Do Lee	2	25	James Vacca	2	
<i>DIVISIONAL AT LARGE</i>						
<i>Arts & Humanities</i>	OPEN	2		OPEN	2	
<i>Social Sciences</i>	Larissa Swedell	2	27	Robin Rogers	2	
<i>Education</i>	Pamela Wershba Gershon	1		Grace Pai	1	P
<i>Mathematics & Natural Sciences</i>	Concettina Pagano	1	16	Nicholas Vlamis	1	
<i>COLLEGE-WIDE AT LARGE</i>						
	Yinxian Zhang	1		Ryan Sperry	1	
	Timothy Benseman	2		OPEN	2	
	Jeffrey Bird	2		OPEN	2	
	Barbara Moore	2	2	Nathalia Holtzman	2	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	1		Lisa Clark	1	P

Queens College
of The City University of New York
ACADEMIC SENATE STUDENT MEMBERS
2022-2023

Attendance –February 9, 2023

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	At Large			
1.	Sristhi Bhatia	34	Rosario Diaz	
2.	Jinn Choi		Betina Planas	
3.	Riyahauna Headley	32		
4.	Hema Muni	31		
5.	Makayla Noble	30		
6.	Chantal Gutjahr			
7.	Minjae Kim			
8.	Kennedy Davis Nealy			
9.	Brandon Castro	28		
10.	Carmella Miller	17		
	Undergraduate Upper Junior - Senior			
1.	Nariah Greene			
2.	Shompa Islam			
3.	Anjana Rahman			
	Undergraduate Upper Sophomore - Lower Junior			
1.	Daniel Khan	29		
2.	Christa Louissant			
3.	OPEN			
	Undergraduate Freshman - Lower Sophomore			
1.	Elizabeth Gilbert			
2.	Braneyda Pierre	33		
3.	OPEN			
	SEEK			
1.	Melton Thorpe			

ACADEMIC SENATE

2022-2023

Attendance –February 9, 2023

<u>EXOFFICIO (NON-VOTING) MEMBERS</u>	<i>Present</i>
Dr. Frank H. Wu, President	P
Mrs. Judith Massis-Sanchez, General Counsel	
Desirae Colvin, Chief of Staff	
Vacant, Assistant VP for Enrollment and Student Retention	
Dr. Patricia Price, Interim Provost	P
Dr. Simone L. Yearwood, Interim Associate Dean and Chief Librarian	P
Dr. Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	
Dr. Jennifer Jarvis, Vice President for Student Affairs and Enrollment Management	
Dr. Meghan Healey, Associate Provost for Academic and Faculty Affairs	P
Dr. Nathalia Holtzman, Interim Associate Provost for Innovation and Student Success	P
Vacant, VP for Finance and Administration	
Dr. William McClure, Dean for School of Arts and Humanities	P
Dr. Ekaterina Pechenkina, Interim Dean for the School of Social Science	
Dr. Daniel C. Weinstein, Dean for School of Math & Natural Sciences	
Dr. Bobbie Kabuto, Interim Dean for School of Education	
Mr. James Curry, Office of Registrar	
Ms. Srithi Bhatia, President Student Association	P
Mr. Dave Fields, Esq., Parliamentarian	P
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Vacant, VP of Enrollment and Retention	
Dr. Rachel Fester, Interim Dean of Institutional Effectiveness	
<u>CHAIRPEOPLE OF STANDING OR COLLEGE COMMITTEES</u>	
Ping Li, Graduate Curriculum Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Stephen Grover, Nominating Committee	P
Dave Fields, Special Committee on Governance	P

ACADEMIC SENATE
2022-2023

Attendance - February 9, 2023

GUESTS

A. Ashade Kazem

Van-SCOTT Lee (ACE)

Jawiah Maxwell

Mohammad Ashraf AAC

Lux MARE Special Governance, Undergrad Curr

RITZY SPERRY / SOCIOLOGY

David Gerwin (SEY) for PSC CUNY

Arianna Arce

Mitchell Proux / LCD

Luis Villa Student Government