

**Meeting of Queens College
Academic Senate**

Date: April 20, 2023

Time: 3:35 p.m.

Place: Kiely 170

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of March 9, 2023
3. Announcements, Administrative Reports, and Memorials:
 - a. Correction to the Nominating Committee Report dated February 9, 2023. Brais Outes-Leon changed from GSSC to USSC.
 - b. JV Fuqua replaced by Jason Tougaw on the Provost Search Committee.
 - c. Chief Information Officer, Chair of the Student Technology Fee Committee, Troy J. Hahn

The Agenda for the meeting of the Academic Senate on May 11, 2023 will be prepared at the Executive Committee meeting on Thursday, April 27, 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 April 21, 2023.

4. Special Motions:
5. Committee Reports:
 - a. Undergraduate Curriculum Committee minutes dated March 9, 2023
 - b. Graduate Curriculum Committee minutes dated March 8, 2023
 - c. Nominating Committee Report dated April 20, 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. Special Committee on Governance Proposal: Lectures with CCE can serve on P&B
7. New Business
 - a. Calendar of Senate and Executive Committee meetings 2023-2024

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

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:40 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 February 9, 2022”

Note: Chair Ferguson announced there was an error on the Nominating Committee report dated February 9, 2022. This will be corrected at the Executive Committee meeting.

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

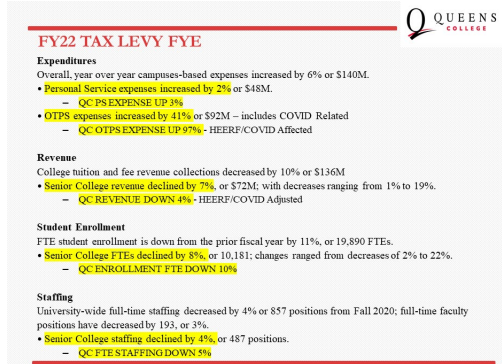
3. Announcements, Administrative Reports and Memorials:

- a. AVP for Budget and Finance, Joseph Loughren gave the following presentation:



BUDGET UPDATE
FYE 2022 & FY 2023
Report to Academic Senate
Joseph Loughren, AVP/CFO
March 9, 2023

Discimus ut Serviamus: We learn so that we may serve.



FY22 TAX LEVY FYE

Expenditures
Overall, year over year campuses-based expenses increased by 6% or \$140M.

- Personal Service expenses increased by 2% or \$48M.
 - QC PS EXPENSE UP 3%
- OTPS expenses, increased by 41% or \$92M – includes COVID Related
 - QC OTPS EXPENSE UP 37% - HEERF/COVID Affected

Revenue
College tuition and fee revenue collections decreased by 10% or \$136M

- Senior College revenue declined by 7%, or \$72M, with decreases ranging from 1% to 19%.
 - QC REVENUE DOWN 4% - HEERF/COVID Adjusted

Student Enrollment
FTE student enrollment is down from the prior fiscal year by 11%, or 19,890 FTEs.

- Senior College FTEs declined by 8%, or 10,181; changes ranged from decreases of 2% to 22%.
 - QC ENROLLMENT FTE DOWN 10%

Staffing
University-wide full-time staffing decreased by 4% or 857 positions from Fall 2020; full-time faculty positions have decreased by 153, or 3%.

- Senior College staffing declined by 4%, or 487 positions.
 - QC FTE STAFFING DOWN 5%

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Q QUEENS COLLEGE

FYE 2022 QC TAX LEVY

	Prior Year Actuals	Year-End Actuals
Current Budget	138,288	144,375
Tuition Revenue Above Target	(970)	(8,853)
Total Campus Based Resources	137,317	134,322
Centrally Administered Resources	62,338	71,733
Total Resources (\$000)	199,655	206,125
PS Regular	107,972	109,450
Adjuncts	18,957	20,702
Temporary Services	7,254	7,651
Total PS	134,183	138,002
OTPS	8,127	13,347
Total Campus Based Expenditures	140,501	151,250
Centrally Administered Expenditures	62,338	71,733
Total Expenditures (\$000)	202,839	222,983
Fringes	54,808	62,892
Energy	4,842	6,211
Building Rentals	1,013	996
Financial Aid	1,558	1,633
Total Centrally Administered Funds (\$000)	62,338	71,733
Balance (\$000)	(3,283)	(18,858)
Stimulus Funds for Pandemic Related Expenses	1,604	4,643
Stimulus Funds Revenue Loss	1,662	12,215
Prior Year CUTRA and Reserves	1,778	1,778
Year-End Balance (\$000)	1,778	1,778

Q QUEENS COLLEGE

FYE 2022 CUNY TAX LEVY

Senior Colleges – FYE22 FTE Enrollment

	FY20 Fall/Spring Average	FY21 Fall/Spring Average	FY22 Fall/Spring Average	FY22 vs FY20 Fall/Spring Average	FY22 vs FY20 Fall/Spring Average [%]
Baruch College	14,679	15,828	15,351	672	5%
Brooklyn College	13,670	13,627	11,725	(1,945)	-14%
City College	12,143	11,938	11,487	(656)	-5%
Hunter College	17,535	18,336	17,955	420	2%
John Jay College	12,346	12,354	11,411	(935)	-8%
Lehman College	10,308	10,503	9,801	(507)	-5%
Medgar Evers College	4,280	3,712	2,913	(1,368)	-32%
NYC College of Technology	11,006	10,692	9,543	(2,064)	-18%
Queens College	14,985	15,125	13,801	(1,184)	-8%
College of Staten Island	10,223	10,305	9,056	(1,167)	-11%
York College	5,779	5,397	4,783	(997)	-17%
Senior Colleges Total	127,531	127,815	117,634	(9,898)	-8%

Q QUEENS COLLEGE

FYE 2022 CUNY TAX LEVY

Senior Colleges – FYE22 Condition

	Total Colleges Responses	Total Expenditures	Balance without Stimulus Funds	Stimulus Funds for Pandemic Related Expenses	Adjusted Balance	Stimulus Funds Revenue Loss
Baruch College	229,882	237,591	(7,709)	5,620	(2,089)	2,088
Brooklyn College	201,010	224,646	(23,636)	4,957	(18,679)	18,679
City College	267,833	275,626	(7,793)	3,559	(4,234)	20,428
Hunter College	264,262	298,041	(33,779)	13,779	(20,000)	4,940
John Jay College	183,219	197,640	(14,420)	1,534	(12,886)	12,486
Lehman College	168,696	183,655	(14,959)	10,029	(4,930)	4,940
Medgar Evers College	76,366	87,763	(11,397)	1,533	(9,864)	9,564
NYC College of Technology	152,490	176,189	(23,699)	1,345	(22,354)	22,354
Queens College	288,125	292,888	(4,763)	4,643	(10,215)	10,215
College of Staten Island	149,169	163,567	(14,398)	1,538	(12,860)	12,460
York College	83,582	98,108	(14,526)	1,775	(12,751)	14,251
Senior Colleges Total	1,962,264	2,165,998	(175,184)	49,913	(123,271)	129,465

Q QUEENS COLLEGE

HEERF SUMMARY

- Higher Education Emergency Relief Fund
 - HEERF I
 - CARES: Coronavirus Aid, Relief, and Economic Security Act, March 2020
 - HEERF II
 - CRRSAA: Coronavirus Response and Relief Supplemental Appropriations Act, December 2021
 - HEERF III:
 - ARP (ARPA): American Rescue Plan, March 2021

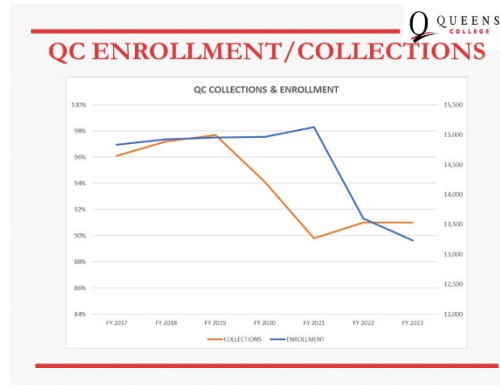
CUNY Queens College HEERF Summary

CUNY-QC	Institutional	MSI	INST w MSI	Student	TOTAL
CARES	8,368,399	1,286,578	9,654,977	8,368,399	27,678,353
	8,368,399	1,286,578	9,654,977	8,368,399	27,678,353
CRRSAA	21,122,780	1,988,151	23,110,931	8,368,399	54,590,261
ARPA	25,963,078	3,394,572	29,357,650	25,968,487	84,683,787
	47,085,858	5,382,723	52,468,581	34,336,886	139,274,048
	62,123,558	42,705,285	104,828,843		

Q QUEENS COLLEGE

FY MIDYR 2023 QC TAX LEVY

	Prior Year Actuals	MY Projection	Latest Quarter vs Prior Year Year %	Latest Quarter vs Prior Year Year %
Current Budget	144,375	146,791	2,336	2%
Tuition Revenue Above Target	(8,853)	(11,899)	(1,915)	-19%
Total Campus Based Resources	134,322	134,892	410	0%
Centrally Administered Resources	71,733	81,153	9,420	13%
Total Resources (\$000)	206,125	215,955	9,830	5%
PS Regular	109,450	112,598	3,148	3%
Adjuncts	20,702	21,262	560	3%
Temporary Services	7,651	8,073	222	3%
Total PS	138,002	141,934	3,931	3%
OTPS	13,247	8,759	(4,487)	-49%
Total Campus Based Expenditures	151,250	148,694	(2,556)	-2%
Centrally Administered Expenditures	71,733	81,153	9,420	13%
Total Expenditures (\$000)	222,983	229,837	6,854	3%
Balance (\$000)	(16,858)	(13,882)	2,976	-18%
Stimulus Funds for Pandemic Related Expenses	4,643	1,356	(3,287)	-71%
Stimulus Funds Revenue Loss	12,215	12,528	311	3%
Prior Year CUTRA and Reserves	1,778	1,778	-	0%
Projected Year-End Balance (\$000)	1,778	1,778	(0)	0%



Q QUEENS COLLEGE

QC ENROLLMENT/COLLECTIONS

QC Planning

Fiscal Remedies/Planning

- ~\$15m remaining in HEERF Institutional Funding for FY23
- Utilization of Non-Tax Levy (AEC) funds to support college operations
- Enrollment
- Collections, Cancels/Holds; CUNY Past Due Payment Plan
- Expense Reductions
 - PS Savings; OT Controls
- Reporting – from Budget Office
 - PSR Tracking
 - OTPS
- Positive ROI Investments
 - Marketing, Enrollment, Collections

Q QUEENS COLLEGE

QC ENROLLMENT/COLLECTIONS

FY 2024 Savings Plan

~\$6.9m CUNY Savings Plan for FY2024

- Plan due to CUNY March 17, 2023
 - Collaboration with P&B Budget Committee and other campus stakeholders
- Revenue
 - Increase in enrollment, retention, and/or collections
 - Utilization of Non-Tax Levy (AEC, etc.) funds to support college operations
- Expense
 - Hiring – CUNY Vacancy Review Board (VRB) Reconstituted
 - Attrition Savings
 - Adjunct Expense
 - OTPS Expense

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- b. Chair of the Subcommittee on Honorary Degrees, Hefer Bembenutty shared that the committee recently made a recommendation on honorary degrees to the Academic Senate and the President's office. The President accepted the nomination for Judith Heumann, international leader in the community of individuals with a disability. Heumann was going to come to speak to Queens College in commencement but sadly, she passed away last week. Heumann will be honored in commencement and a family member will come to receive the medal.
- c. Senator, Karl Fath, Biology read the following memorial:

César Castillo passed away March 1st, succumbing to a lung affliction he bore for months, though few knew of it. He was a gentle and loving soul, somehow managing to create peace wherever he went. César was born in January 1980, in Colombia, and immigrated to the United States with his parents when he was four years old. From the time he graduated high school to the day he took his final steps to the parking lot last week; Queens College was at the center of César's life. He received his bachelor's degree here, and then a master's degree for a study of fossil leaves with Prof. Andrew Greller. By 2005 he was working as a lab technician, but still took classes to enrich his knowledge of nature. In 2006 he met Wendy Perez, while they took a class on wetlands from Prof. Jon Sperling. César and Wendy studied together, and soon fell in love. He once mentioned that he found her the most beautiful when she was in the field, in waders. She once said she fell for him when he spoke scientific names to her. They shared their love of nature and biological research in the wilds around New York City, and on the islands of St. Croix and Hawaii. One day he presented her with an orchid, not yet having a ring, and they were engaged. In July 2009 they were married and later had 3 children currently ranging in ages of 3-12. The Castillo family had their picture taken in front of a magnolia tree on the Queens College campus every year. César was an honored colleague to all of us in the Biology Department and was a dear friend to many of us. He was one of our college's greatest naturalists. Birds were his particular focus, and he knew and understood them to an extent that mystified those who wandered with him. But with all his knowledge, what we will all remember most is César's spirit of humility and kindness.

The Senate paid its respect with a moment of silence.

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

5. **Committee Reports:**

5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes dated February 9, 2023 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.

1. SEYS

- a. Change in title.

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.

- b. Change in title.

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.

2. Art

- a. Change to existing course: Credit/Hour

To read:

PHOTO 200. Imaging Resistance: Photographic Media and Socially Engaged Art.

3 hr.;3 cr.

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(5a. UCC continued)

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.

3. Math

a. Change to course description: Math 119

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)

b. Change to course description: Math 120

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.

c. Change to course description: Math 385

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.

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(5a. UCC continued)

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.

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

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).

f. Change to a Major: Mathematics 7-12

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.

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(5a. UCC continued)

g. Change to a Minor: Mathematics

TO:

Required: MATH 201, 231, at least 2 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.)

h. Change to a Major: Mathematics – Pure Concentration

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.

i. Change to prerequisite: Math 141

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.

j. Change to prerequisite: Math 122

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.

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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

5b. Graduate Curriculum Committee

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

“To accept the GCC minutes dated February 1, 2023 as distributed”

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

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

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(5b. GCC continued)

community relationships; current information retrieval systems; the selection and control of serial, monographic, and nonprint materials in biomedicine. Electronic searching and retrieval experience necessary.

2. MUSIC

b. Program Change: Change in Requirements for Admission

From:

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

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.

3. MUSIC

c. Program Change: Change in Requirements for Admission

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

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.

4. SEYS

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

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.

5. SEYS

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

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.

5c. Nominating Committee

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

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

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

1) Campus Affairs, Environment & Graduation Advisory Committee

The following student was elected by unanimous consent:

Angela Godette Arts & Humanities December 2024

2) Graduate Scholastic Standards Committee

The following student member was elected by unanimous consent:

Taevon Ritchens Social Sciences December 2024

3) International Student Affairs Committee

The following students were elected by unanimous consent:

Enci Duan	Education	December 2024
Tarandeep Singh	Math & Natural Sciences	December 2024

4) Policy Board on Administration

The following student member was elected by unanimous consent:

Minje Kim	Social Sciences	December 2024
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5) Provost Search Committee

The following faculty members were recommended with unanimous consent:

Joy V. Fuqua	Arts and Humanities Education
Carolyn Pytte	Math and Natural Sciences
Jose Sanchez	Social Sciences

The following student members were recommended with unanimous consent:

Isa Mitchell	Social Sciences
Taylor Caine	Math and Natural Sciences
Eric Hanna	Math and Natural Sciences
Felix Jensen	Social Sciences

*Chair Ferguson called for nominations for the School of Education Faculty seat on the Provost Search Committee

i. MOTION: Duly made by Hefer Bembenutty, Chair of the Subcommittee on Honorary Degrees:

“To nominate student Frank Anthony to the open seat.”

Motion failed. The School of Education open seat is a Faculty seat.

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

“To nominate Hefer Bembenutty for the School of Education seat”

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Seeing no further nominations, the Chair asked the Secretary to cast one ballot for the nominee.

6. Old Business:

a. Nominations to the Nominating Committee:

Student – Math and Natural Sciences May 2023 (There were no nominees).

At-Large May 2023 (There were no nominees).

b. Nominations to the Executive Committee:

Faculty Member (There were no nominees).

c. Dave Fields, Parliamentarian and Chair of the Special Committee on Governance gave the following Notice: Charter amendment to be voted on in April Academic Senate meeting.

7. New Business:

a. University Faculty Senate elections (No nominees).

i. MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:29 p.m. The next Academic Senate meeting will be on Thursday, April 20, 2023.

A. General Education

1. General Education Matters
 - a. RUSS 281. Tolstoy. (COPT-LIT)
 - b. RUSS 175. Russian Fairy Tales (COPT-LIT)
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
 - a. FNES 250W. Research Methods in Human Development and Family Sciences
4. STEM variant courses.

1.

Proposal to the Academic Senate for Guidelines for College Writing 2

Submitted by:

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Justification: While a document with guidelines for CW2 courses at Queens College exists, it dates from 2012 and was never formally adopted by the Senate. This new document formalizes the guidelines and expectations for such courses.

GUIDELINES *for* COLLEGE WRITING 2 [2023]

The Pathways general education program requires six credits in English Composition (EC). At Queens College, the first semester course is English 110, also known as *College Writing 1* (CW1), and the second course is called *College Writing 2* (CW2). (Because the second semester of this sequence is housed in departments across the curriculum, Queens College designates both composition courses as “College Writing” as opposed to “English Composition.”). CW2 courses are developed by departments or divisions under the guidelines that follow. Since these courses are intended to build on English 110, instructors should familiarize themselves with the material and methods taught in English 110. Goals for English 110, as well as the Pathways Learning Outcomes for EC courses, are included in this document.

LEARNING GOALS *for* CW2

Students will:

- Learn the central rhetorical genres and conventions within the course’s discipline and/or division
- Build on writing practices introduced in English 110 such as pre-writing, drafting, revision, and research
- Build on critical reading practices introduced in English 110 such as summary, synthesis, and analysis
- Learn the research and attribution skills appropriate to the discipline that will help strengthen their writing and thinking.
- Take ownership of their writing and gain an understanding of their voice and style in relation to disciplinary expectations

CUNY PATHWAYS LEARNING OUTCOMES

All EC courses must satisfy the following learning outcomes:

EC 1: Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
EC 2: Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
EC 3: Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
EC 4: Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
EC 5: Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

SYLLABI CHECKLIST*The proposed course:*

1. Is offered at an introductory level. The only required prerequisite is English 110/CW1.
2. Includes the following statement: This course satisfies an English Composition (EC) requirement of the Pathways General Education Required Core. In this category, English 110 satisfies the EC1 (College Writing 1) requirement, and all other courses satisfy the EC2 (College Writing 2) requirement.
3. Dedicates at least half of overall class meeting time explicitly to writing instruction.
4. Requires at least 15 pages of formal, graded writing, or the equivalent amount of significant writing that is appropriate to the discipline. Proposed changes to the page count requirement must be accompanied by a discipline-specific justification for the change in your course proposal.
5. Includes regular informal writing assignments and opportunities in class to think and talk about writing in the discipline.
6. Incorporates clear scaffolding on all formal writing assignments: Scheduled pre-draft writing, drafts, and revisions.
7. Incorporates revision: At least one formal writing assignment should be revised based on instructor feedback, and at least one formal writing assignment should be revised based on peer review.
8. Includes at least one formal research essay or project that introduces students to the process of disciplinary research. Sources might include both physical and online materials, appropriate research databases and other library resources. Courses using published research are strongly encouraged to set up at least one class meeting with the disciplinary librarian assigned to their department.

ADDITIONAL INFORMATION

CW2 courses will have a class size capped at 25 students.

CW2 courses will have titles starting with the word “writing,” followed by an appropriate preposition. E.g., HIST 1XX: Writing about History; PHIL 1XX: Writing in Philosophy; ENGL 1XX: Writing about Literature.

The above criteria, like CW1, are based on the Queens College Guidelines for Student Writing, Learning Goals for ENGL110 (see below), and the CUNY Pathways Learning Outcomes (see above), and will be submitted as part of the General Education Course Submission Process. Proposed CW2 courses will be submitted to WaQ and the UCC for recommendation to the Academic Senate.

Innovative departures from these guidelines will be considered on a case-by-case basis.

LEARNING GOALS *for* ENGL110

Students will:

1. Produce writing that **responds** appropriately to a **variety of rhetorical situations** with a particular focus on academic argumentation.
2. Learn reading strategies to **summarize, synthesize, analyze, and critique other people’s arguments and ideas fairly**.
3. Learn **research practices** that will help strengthen their writing and thinking.
4. **Produce writing that shows how writers may navigate the diverse processes of composing** including revision and collaboration.
5. Produce writing that strategically employs **appropriate language conventions** in different writing situations.
6. **Take ownership of their work** and gain an understanding of their own voice, style, and strengths.

2. Anthropology/Linguistics and Communication Disorders

a. New course.

Anthropology 281./LCD 281. Analyzing Language in Action. 3 hr.; 3 cr. Prerequisite: LCD 101 or ANTH 104. This course introduces the theories, approaches, and methods of discourse analysis, the study of human discourse or socially situated language use. We examine how people express themselves, do things, become who they are, and make things happen using language, and how discourse(s) on social beliefs and behaviors influence (and are used in) the construction and production of meaning.

Justification:

This course introduces the theories, approaches, and methods of discourse analysis, the study of human discourse or socially situated language use and meaning making as a social activity. It forms an interdisciplinary subfield mainly shared between sociolinguistics and linguistic anthropology, but it has also been employed by social psychologists, sociologists, political scientists, and literary critics. Consequently, in addition to students of these disciplines, it can contribute to language oriented research in Media Studies, Urban Studies, ethnic studies, and area studies.

This course is designed to enable students to analyze discourse and understand the theoretical and philosophical principles behind doing so at an introductory level, along with gaining a sense of how the field has developed historically. At present neither LCD nor Anthropology offers such a course; LCD/ ANTH 281 will fill that gap. This class will also increase the limited offerings by LCD of “Applications Electives” and by Anthropology in Linguistic Anthropology, one of the core four fields that compose that area of study. It is projected that LCD/ ANTH 281 will be offered each Spring Semester, staffed alternate years by LCD and Anthropology.

3. Hispanic Languages and Literatures

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

a. Change in description:

From:

SPAN 111. Elementary Spanish I. 4 hr.; 4 cr. Not open to students who have received credit for Spanish 114. Intended for students with no previous training in Spanish. Designed to ~~establish correct pronunciation, to teach the elements of grammar, to enable students to read, to understand spoken Spanish, to become familiar with cultural aspects of Spanish-speaking countries, and especially to establish a good basic vocabulary.~~ Class hours include use of the language laboratory. (LANG)

To read:

SPAN 111. Elementary Spanish I. 4 hr.; 4 cr. Intended for students with no previous training in Spanish. Designed to develop basic communicative competence both orally and in writing. All language skills (listening, speaking, reading and writing) as well as familiarity with cultural aspects of Spanish-speaking countries will be promoted. Not open to Spanish heritage students, native speakers of Spanish, or to students who have received credit for SPAN 114. (LANG)

Justification:

The proposed changes to the catalog description of SPAN 111 better reflect our teaching methodology and course goals. They will also discourage heritage and native speakers of Spanish from registering in a beginner Spanish class. Language laboratory is no longer a course requirement and has been removed.

b. Change in description:

From:

SPAN 112. Elementary Spanish II. 4 hr.; 4 cr. Prereq.: SPAN 111 ~~or equivalent~~. Not open to students who have received credit for SPAN 115. This course is a continuation of SPAN 111. ~~A graded reader is introduced to present literary and cultural aspects of Spanish-speaking countries, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory.~~ (LANG)

To Read:

SPAN 112. Elementary Spanish II. 4 hr.; 4 cr. Prereq.: SPAN 111 or permission of the Department. This course is a continuation of SPAN 111. Designed to further develop basic communicative competence both orally and in writing. All language skills (listening, speaking, reading and writing) as well as familiarity with cultural aspects of Spanish-speaking countries are strengthened. Not open to students who have received credit for SPAN 115. (LANG)

Justification:

The proposed changes to the catalog description of SPAN 112 better reflect our teaching methodology and course goals. Language laboratory is no longer a course requirement and has been removed.

c. Change in Description:

From:

SPAN 203. Intermediate Spanish I. (formerly SPAN 113) 3 hr.; 3 cr. Prereq.: SPAN 112 or three years of high school Spanish. Not open to students who have received credit for SPAN 201. ~~Grammar review, conversation, and readings in literary and cultural materials at an intermediate level.~~ (WCGI, LANG)

To Read:

SPAN 203. Intermediate Spanish I. (formerly SPAN 113) 3 hr.; 3 cr. Prereq.: SPAN 112, or three years of high school Spanish, or permission of the Department. This course is a continuation of SPAN 112. Designed to develop communicative competence both orally and in writing at an intermediate level. All language skills (listening, speaking reading and writing) as well as familiarity with cultural aspects of Spanish-speaking countries are strengthened. Not open to students who have received credit for SPAN 201. (WCGI, LANG)

Justification:

The proposed changes to the catalog description of SPAN 203 better reflect our teaching methodology and course goals.

d. Change in Description:

From:

SPAN 204. Intermediate Spanish II. 3 hr.; 3 cr. Prereq.: SPAN 201 or 203, or four years of high school Spanish. Continuation of SPAN 203, ~~with grammar review, conversation, composition, and readings in literary and cultural materials.~~ (WCGI, LANG)

To Read:

SPAN 204. Intermediate Spanish II. 3 hr.; 3 cr.
Prereq.: SPAN 201 or 203, or four years of high school Spanish, or permission of the Department. This course is a continuation of SPAN 203. This course offers an intense review of Spanish grammar and vocabulary in order to further develop communicative competence both orally and in writing at an intermediate level. All language skills (listening, speaking reading and writing) as well as familiarity with cultural aspects of Spanish-speaking countries are strengthened. (WCGI, LANG).

Justification:

The proposed changes to the catalog description of SPAN 204 better reflect our teaching methodology and course goals.

e. Change in description.

From:

SPAN 215. Spanish Conversation. 3 hr.; 3 cr. Prereq.: SPAN 201 or 204 or permission of the Department. Intensive practice in spoken Spanish providing practical use of the language with emphasis on oral-aural techniques, leading toward fluency in speaking. The goal of this course is to enhance the development of communicative competence in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of the syllabus. ~~Certain grammar points are reviewed, but communicative competence is not measured by grammatical competence alone. Fluency, pronunciation, strategic competence such as paraphrasing skills, and an extensive active vocabulary are all equally important when learning to master a second language. Students will be asked to self-assess their own progress toward established goals at different intervals throughout the semester.~~ (LANG)

To Read:

SPAN 215. Spanish Conversation. 3 hr.; 3 cr.
Prereq.: SPAN 201 or SPAN 204, or permission of the Department. Intensive practice in spoken Spanish providing practical use of the language with emphasis on oral-aural techniques, leading toward fluency in speaking and listening. The goal of this course is to enhance the development of communicative competence in Spanish. Although the emphasis is on speaking and listening skills, reading and writing assignments are also an important part of the course. (LANG)

Justification:

The proposed changes to the catalog description of SPAN 215 better reflect our teaching methodology and course goals.

4. Anthropology

a. New course.

ANTH 247. Archaeology of Africa. 3 hr.; 3 cr. Prereq.: sophomore standing or permission of instructor. This course examines social developments in Africa through its material culture from the

early Pleistocene era until the historical period. Topics covered include human evolution, the emergence and spread of agriculture, the development of complex societies and urbanism, the role of trade and exchange networks in shaping African societies, and the impact of colonialism and post-colonialism on African archaeology. Additionally, the course explores Africa's contributions to other world civilizations through the Indian and transatlantic ocean trade, and critiques earlier archaeological studies that contributed to stereotypes of precolonial Africa as undeveloped and isolated.

Justification:

This is a new course that will be taught by Dr. Robert Nyamushosho, an Africanist archaeologist whom we are in the process of hiring. This course will enhance our department as the history of Africa, outside of Egypt, is currently poorly represented by our curriculum. The course will provide students with a more detailed and less Eurocentric view of the history of Africa. This perspective is critical as Africa has much to teach students about the development of social complexity. We anticipate that the course will be cross-listed with the Africana Studies Program.

5. European Languages and Literatures

I. Change to a major: French and Francophone Studies

From:

REQUIREMENTS FOR THE MAJOR IN FRENCH (MAJOR CODE FREN-BA)

Required: 36 credits ~~taken above the FREN 111 level.~~ Successful completion of FREN 205, 206, 224, 228, two 300-level courses, and one course from the “Eurocourse” category. Students are advised to complete FREN 206 or 228 before enrolling in advanced (FREN 300-level) literature courses. Students should choose courses for the remaining 45 credits in consultation with the undergraduate advisor. No more than three courses taught in English, including the required “Eurocourse,” on relevant aspects of French culture may count toward the major.

To read:

REQUIREMENTS FOR THE MAJOR IN FRENCH (MAJOR CODE FREN-BA)

Required: 36 credits in French and Francophone Studies, including successful completion of FREN 205, 206, 224, 228, two 300-level courses, and one course from the “Eurocourse” category. Students are advised to complete FREN 206 or 228 before enrolling in advanced (FREN 300-level) literature courses. Students should choose courses for the remaining credits in consultation with the undergraduate advisor. No more than three courses taught in English, including the required “Eurocourse,” on relevant aspects of French culture may count toward the major.

Justification:

We propose changing the major to allow students to begin with French 111. This resolves the issue of the “hidden prerequisite” of requiring 111 before starting the major with French 112.

II. Change to a minor: French and Francophone Studies

From:

Requirements for the Minor in French (Minor Code FREN-MIN):

The minor consists of ~~15~~ credits in French ~~beyond the level of FREN 111~~, chosen in consultation with a departmental advisor. Students may take ~~one class~~ taught in English on relevant aspects of French culture.

To read:

Requirements for the Minor in French (Minor Code FREN-MIN):

The minor consists of 18 credits in French and Francophone Studies, chosen in consultation with a departmental advisor. Students may take two classes taught in English on relevant aspects of French culture.

Justification:

We propose changing the minor to allow students to begin with French 111. This resolves the issue of the “hidden prerequisite” of requiring 111 before starting the minor with French 112. In order to ensure that students beginning with 111 will reach the necessary language proficiency for a minor, we have increased the number of required credits. Allowing students to take a second course in English could help students make progress faster to completion of the minor, as such courses are offered in multiple sections each semester.

III. Change to a major: German

From:

REQUIREMENTS FOR THE MAJOR IN GERMAN (MAJOR CODE GERM-BA)
~~In addition to attaining proficiency in German through the level of GERM 111, 33 credits including GERM 204 are required for the major. Students must take at least 24 credits from among the language courses (GERM 112–236) and from among courses in the 300 series. The remaining 9 credits may be taken from among any other German courses, including those taught in English (GERM 41, 45, 250, 310–315) including “Eurocourses”. Interested students are urged to consult with the undergraduate advisor for German as early as possible in order to plan their programs.~~

To read:

REQUIREMENTS FOR THE MAJOR IN GERMAN (MAJOR CODE GERM-BA)
36 credits are required for the major. Students must take at least 24 credits from among the language courses (GERM 111–236) and literature courses in the 300 series (GERM 321-360). The remaining 12 credits may be taken from among any other courses relating to German language, literature and culture, including those taught in English (GERM 41, 45, 250, 310–315) and “Eurocourses”. Interested students are urged to consult with the undergraduate advisor for German as early as possible in order to plan their programs.

Justification:

We propose changing the major to allow students to begin with German 111. This resolves the issue of the “hidden prerequisite” of requiring 111 before starting the major with German 112.

IV. Change to a minor: German

From:

REQUIREMENTS FOR THE MINOR IN GERMAN (MINOR CODE GERM-MIN)

~~15 credits beyond GERM 111 or its equivalent. Six credits must be taken from among the language courses GERM 112 through GERM 236; at least 3 credits are required in the 300 series. The remaining 6 credits may be taken from any other courses above the level of GERM 204, including those taught in English translation (GERM 41, 45, 250, 310–315). Students should consult with the undergraduate advisor for German as early as possible in order to plan their programs.~~

To read:

REQUIREMENTS FOR THE MINOR IN GERMAN (MINOR CODE GERM-MIN)

The German minor consists of 18 credits relating to German language, literature, and culture. Up to 6 credits may be taken in English translation (for example, GERM 41, 45, 250, 310-315). Students should consult with the undergraduate advisor for German as early as possible in order to plan their programs.

Justification:

Changing the minor to 18 credits allows students to begin with German 111. This resolves the issue of the “hidden prerequisite” of requiring 111 before starting the minor with German 112. In order to ensure that students beginning with 111 will reach the necessary language proficiency for a minor, we have increased the number of required credits.

V. Change to a minor: Modern Greek

From:

Requirements for the Minor in Modern Greek (GRKMD – MIN)

~~15 credits in language and literature courses above the level of GRKMD 111. Nine Credits must be taken in any Greek course above level of 111, including courses in translation and conversation, as well as GRKMD 041W and 335 (variable topic).~~

To read:

Requirements for the Minor in Modern Greek (GRKMD – MIN)

The minor consists of 18 credits in Modern Greek language and literature courses. A combination of language and literature courses may be taken in consultation with the program adviser.

Justification:

We propose changing the minor to allow students to begin with GRKMD 111. This resolves the issue of the “hidden prerequisite” of requiring 111 before starting the minor with GRKMD 112. In order to ensure that students beginning with 111 will reach the necessary language proficiency for a minor, we have increased the number of required credits. Allowing students to take courses in English could help students make progress faster to completion of the minor, as such courses are offered in multiple sections each semester.

VI. Change to a major: Italian

From:

REQUIREMENTS FOR THE MAJOR IN ITALIAN (MAJOR CODE ITAL-BA)

Required: 36 credits ~~taken above ITAL 111 level~~; successful completion of at least three Italian 200 level courses ~~to be chosen from ITAL 204, 207, 208, 209, 223, 224, 228, 231, 235~~; two 300-level courses; and one course in the “Eurocourse” category. Students are advised to take at least two 200-level courses before enrolling in Italian 300 courses. Prospective majors should consult the undergraduate advisor as soon as possible to plan their program of study. No more than three courses taught in English, including the required “Eurocourse,” on relevant aspects of Italian culture may count toward the major.

To read:

REQUIREMENTS FOR THE MAJOR IN ITALIAN (MAJOR CODE ITAL-BA)

Required: 36 credits in Italian; successful completion of at least three Italian 200 level courses; two 300-level courses; and one course in the “Eurocourse” category. Students are advised to take at least two 200-level courses before enrolling in Italian 300 courses. Prospective majors should consult the undergraduate advisor as soon as possible to plan their program of study. No more than three courses taught in English, including the required “Eurocourse,” on relevant aspects of Italian culture may count toward the major.

Justification:

We propose changing the major to allow students to begin with ITAL 111. This resolves the issue of the “hidden prerequisite” of requiring 111 before starting the major with ITAL 112.

VII. Change to a minor: Italian

From:

REQUIREMENTS FOR THE MINOR IN ITALIAN (MINOR CODE ITAL-MIN)

~~45~~ credits in literature and language courses ~~above ITAL 111~~. Students may start with any course ~~above Italian 111~~. Prospective minors should consult with the undergraduate advisor in order to plan their program of study. Students may take ~~one class~~ taught in English on relevant aspects of Italian culture.

For a list of courses, see the description for the major.

To read:

REQUIREMENTS FOR THE MINOR IN ITALIAN (MINOR CODE ITAL-MIN)

18 credits in literature and language courses. Students may start with any course. Prospective minors should consult with the undergraduate advisor in order to plan their program of study. Students may take two classes taught in English on relevant aspects of Italian culture.

Justification:

We propose changing the minor to allow students to begin with ITAL 111. This resolves the issue of the “hidden prerequisite” of requiring 111 before starting the minor with ITAL 112. In order to ensure that students beginning with 111 will reach the necessary language proficiency for a minor, we have increased the number of required credits. Allowing students to take courses in English could help students make progress faster to completion of the minor, as such courses are offered in multiple sections each semester.

VIII. Change to a major: Russian

From:

REQUIREMENTS FOR THE MAJOR IN RUSSIAN (MAJOR CODE RUSS-BA)

~~In addition to attaining proficiency in Russian through the level RUSS 111, 33 credits (including RUSS 204) are required. A minimum of 24 elective credits in Russian language (above RUSS 111) and literature and culture (starting with RUSS 150) are required. The rest of the credits could be selected from other Russian courses or from courses in related fields, including “Eurocourses” CMLIT 218, 331, 333–337; HIST 109, 110; PHIL 106; and PSCI 235, 261. Interested students are urged to consult with the undergraduate advisor for Russian as early as possible in order to plan their programs.~~

To read:

REQUIREMENTS FOR THE MAJOR IN RUSSIAN (MAJOR CODE RUSS-BA)

36 credits are required for the major. Students must take at least 24 credits from among the language courses (RUSS 111-327), and literature and culture courses in English (RUSS 150-285, SLAV 250). The remaining 12 credits could be selected from other literature courses in Russian (for example RUSS 331, 350, 351, 361, 391, 392) or from courses in related fields, including “Eurocourses,” CMLIT 218, 331, 333–337; HIST 109, 110; PHIL 106; and PSCI 235, 261. Interested students are urged to consult with the undergraduate advisor for Russian as early as possible in order to plan their programs.

Justification:

We propose changing the major to allow students to begin with Russian 111. This resolves the issue of the “hidden prerequisite” of requiring 111 before starting the major with Russian 112. More detailed recommendations on other courses required for the major in Russian are also provided.

IX. Change to a minor: Russian

From:

REQUIREMENTS FOR THE MINOR IN RUSSIAN (MINOR CODE RUSS-MIN)

~~Minimum of 15 credits. May be started with any Russian literature and culture course or Russian language course (above RUSS 111). Students should consult with the undergraduate advisor for Russian as early as possible in order to plan their program.~~

To read:

Minimum of 18 credits. May be started with any Russian literature and culture course or Russian language course. Up to 9 credits in English translation (for example RUSS 150, 155, 175, 233-235, 243, 244, 245, 275, 276, 280-282, 285) or in Russian (in the 300 series) may be taken. Students should consult with the undergraduate advisor for Russian as early as possible in order to plan their program.

Justification:

Changing the minor to 18 credits allows students to begin with Russian 111. This resolves the issue of the “hidden prerequisite” of requiring 111 before starting the minor with Russian 112. In order to ensure that students beginning with 111 will reach the necessary language proficiency for a minor, we have increased the number of required credits. More detailed recommendations on other courses required for the minor in Russian are also provided.

X. Change to existing course: German

From:

GERM 45, 45W. German Cultures and Thought. 3 hr.; 3 cr. Prereq.: ENGL 110.

Introductory course in contemporary German-speaking cultures and institutions ~~for students interested in exploring future travel, study, or internship opportunities.~~ Particular attention to arts, history, politics, economics, and social issues of the German-speaking world. All readings and discussions are in English. (WCGI).

To read:

GERM 45, 45W. German Cultures and Thought. 3 hr.; 3 cr. Prereq.: ENGL 110.

Introductory course in contemporary German-speaking cultures and institutions. Particular attention to arts, history, politics, economics, and social issues of the German-speaking world. All readings and discussions are in English. (WCGI).

Justification:

The change is to eliminate any confusion that German 45(W) is open to all students who meet the prerequisite (ENGL 110); there is no informal prerequisite to declare an intent to travel, study, or to work abroad.

6. Media Studies

The Media Studies Department requests ownership of the Journalism Minor, which is currently unstaffed and deactivated. Journalism is currently housed in Urban Studies, although the minor is not available to students. Prof. Tarry Hum, Chair of Urban Studies, has granted permission for the transfer of Journalism to Media Studies.

Justification:

There is high student demand for a Journalism Minor among Media Studies students. Many of our students are working for the Knight News and the Queens College Podcast Lab, and are requesting additional formal training in the classroom. The Media Studies Department is looking to expand our existing offerings in Digital Journalism (Podcasting, Documentary, News Analysis, Sports Broadcasting). We have established a partnership with New York Public Radio to help students gain competitive internships at WNYC, and have been bringing working journalists to campus. Assuming ownership of the minor would allow Media Studies to offer additional, core journalism courses, and to better prepare our students for work in the industry.

7. Math

a. Change to course description: Math 301

FROM:

MATH 301. Abstract Algebra I.

4 hr.; 4 cr. Prereq.: C- or above in MATH 231 or the equivalent.

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. Not open to students who are taking or who have received credit for MATH 601 or 702.

TO:

MATH 301. Abstract Algebra I.

4 hr.; 4 cr. Prereq.: C- or above in MATH 231 or the equivalent.

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. Not open to students who are taking or who have received credit for MATH 333, 601 or 702.

JUSTIFICATION:

MATH 333 has been re-numbered to MATH 301. Students who previously received credit for MATH 333 are currently eligible to register for and receive credit for MATH 301. This proposal rectifies this issue.

b. Change to prerequisites: All 100- and 200-level math courses with math prerequisites.**FROM:**

MATH 120. Discrete Mathematics for Computer Science.
3 hr.; 3 cr. Prereq.: MATH 122, or the equivalent, ~~MIN GRADE C-~~

TO:

MATH 120. Discrete Mathematics for Computer Science.
3 hr.; 3 cr. Prereq.: C- or above in MATH 122 or the equivalent, or MATH 122M.

FROM:

MATH 131. Calculus with Applications to the Social Sciences I.
3 hr.; 3 cr. Prereq.: MATH 122 ~~min grade C-~~, or grade of A- or above in MATH 115 (no MATH122 attempts lower than C-), or placement by dept exam, or permission of the dept.

TO:

MATH 131. Calculus with Applications to the Social Sciences I.
3 hr.; 3 cr. Prereq.: C- or above in MATH 122 or equivalent, or grade of A- or above in MATH 115 (no MATH122 attempts lower than C-), or MATH 122M or placement by dept exam, or permission of the dept.

FROM:

MATH 132. Calculus with Applications to the Social Sciences II.
3 hr.; 3 cr. Prereq.: MATH 131, ~~MIN GRADE C-~~

TO:

MATH 132. Calculus with Applications to the Social Sciences II.
3 hr.; 3 cr. Prereq.: C- or above in MATH 131.

FROM:

MATH 142. Calculus/Integration.
3 hr.; 3 cr. Prereq.: MATH 141, or permission of the department.

TO:

MATH 142. Calculus/Integration.
3 hr.; 3 cr. Prereq.: C- or above in MATH 141 or equivalent, or permission of the department.

FROM:

MATH 143. Calculus/Infinite Series.
3 hr.; 3 cr. Prereq.: MATH 142 or MATH 132, ~~min grade C-~~, or permission of the department.

TO:

MATH 143. Calculus/Infinite Series.
3 hr.; 3 cr. Prereq.: C- or above in MATH 142 or MATH 132, or permission of the department.

FROM:

MATH 152. Calculus/ Integration & Infinite Series.
4 hr.; 4 cr. Prereq.: MATH 151 ~~min grade C-~~

TO:

MATH 152. Calculus/ Integration & Infinite Series.
4 hr.; 4 cr. Prereq.: C- or above in MATH 151.

FROM:

MATH 201. Multivariable Calculus.
4 hr.; 4 cr. Prereq.: MATH 143 OR 152, ~~MIN GRADE C-~~

TO:

MATH 201. Multivariable Calculus.
4 hr.; 4 cr. Prereq.: C- or above in MATH 143 or 152.

FROM:

MATH 202. Advanced Calculus.
4 hr.; 4 cr. Prereq.: MATH 201 AND (MATH 231 OR 237) MIN GRADE C-

TO:

MATH 202. Advanced Calculus.
4 hr.; 4 cr. Prereq.: C- or above in MATH 201 and C- or above in MATH 231 or 237, or permission of the chair.

FROM:

MATH 209. Elementary Set Theory.
3 hr.; 3 cr. Prereq.: MATH 122 or the equivalent.

TO:

MATH 209. Elementary Set Theory.
3 hr.; 3 cr. Prereq.: C- or above in MATH 122 or the equivalent, or MATH 122M.

FROM:

MATH 223. Differential Equations with Numerical Methods I
3 hr.; 3 cr. Prereq.: MATH 201 AND 231, ~~MIN GRADE C-~~

TO:

MATH 223. Differential Equations with Numerical Methods I
3 hr.; 3 cr. Prereq.: C- or above in MATH 201 AND 231.

FROM:

MATH 224. Differential Equations with Numerical Methods II
3 hr.; 3 cr. Prereq.: MATH 223 AND (MATH 231 OR 237) ~~MIN GRADE C-~~

TO:

MATH 224. Differential Equations with Numerical Methods II
3 hr.; 3 cr. Prereq.: C- or above in MATH 223 and C- or above in MATH 231 or 237.

FROM:

MATH 231. Linear Algebra I
4 hr.; 4 cr. Prereq.: MATH 141 OR 151, ~~MIN GRADE C-~~

TO:

MATH 231. Linear Algebra I
4 hr.; 4 cr. Prereq.: C- or above in MATH 141 or 151.

FROM:

MATH 232. Linear Algebra II
3 hr.; 3 cr. Prereq.: MATH 231 ~~MIN GRADE C-~~

TO:

MATH 232. Linear Algebra II

3 hr.; 3 cr. Prereq.: C- or above in MATH 231.

FROM:

MATH 241. Introduction to Probability and Mathematical Statistics
3 hr.; 3 cr. Prereq./Coreq.: MATH 143 OR 152, ~~MIN GRADE C-~~

TO:

MATH 241. Introduction to Probability and Mathematical Statistics
3 hr.; 3 cr. Prereq./Coreq.: C- or above in MATH 143 or 152.

FROM:

MATH 242. Methods of Mathematical Statistics
3 hr.; 3 cr. Prereq.: MATH 241, ~~MIN GRADE C-~~

TO:

MATH 242. Methods of Mathematical Statistics
3 hr.; 3 cr. Prereq.: C- or above in MATH 241.

FROM:

MATH 247. Linear Programming and Game Theory
3 hr.; 3 cr. Prereq.: MATH 231; OR 237, ~~MIN GRADE C-~~

TO:

MATH 247. Linear Programming and Game Theory
3 hr.; 3 cr. Prereq.: C- or above in MATH 231 or 237.

FROM:

MATH 248. Nonlinear Programming
3 hr.; 3 cr. Prereq.: MATH 201 AND (MATH 231 OR 237) ~~MIN GRADE C-~~

TO:

MATH 248. Nonlinear Programming
3 hr.; 3 cr. Prereq.: C- or above in MATH 201 and C- or above in MATH 231 or 237.

FROM:

MATH 250. Mathematical Computing
3 hr.; 3 cr. Prereq.: MATH 201 or MATH 231

TO:

MATH 250. Mathematical Computing
3 hr.; 3 cr. Prereq.: C- or above in MATH 201 or MATH 231.

FROM:

MATH 255. Introduction to Game Theory
3 hr.; 3 cr. Prereq.: One of the following: MATH 120, 142, 152, 209, 220, or 509.

TO:

MATH 255. Introduction to Game Theory
3 hr.; 3 cr. Prereq.: C- or above in one of the following: MATH 120, 142, 152, 209, 220, or 509.

JUSTIFICATION: *There is confusion among students when registering for courses regarding the grade requirements for prerequisites in the math department. This information used to be in the printed undergraduate bulletin (but was still overlooked by students). The purpose of this proposal is to make these grade requirements clear in the prerequisites and to uniformize language.*

8. Accounting

1. Change to a Major: ACCT-BBA - Business Accounting

Change in major courses

From:

Required Courses with Descriptions

Lower Sophomore

Economics, Business, & Computer Science

~~BUS 160W. An Introduction to Business Writing. 3 hr.; 3 cr. Prereq.: ENGL 110.~~

To Read:

Required Courses with Descriptions

Lower Sophomore

Economics, Business, & Computer Science

ECON 249. Statistics as Applied to Economics and Business. 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 101 or 103 and MATH 122 or 131 or 141 or 151 or 157. The topics covered are descriptive statistics, elementary probability theory, sampling statistical inference, estimation, and simple correlation and regression. (Not open to students with credit for MATH 241, which will be accepted in lieu of ECON 249.) Fall, Spring

Justification: This change is being requested to improve the technological content of this second accounting BBA track and in cooperation with the Economics department.

2. Change to a Major: ACCT-BBA - Advanced Accounting

Change in major courses

From:

Required ACCT courses: 101, 102, 201, 261, 305, 202, 311, 362 (362W), 306, 372, 321, 322, 367

Required Elective courses: ~~Elective A, Elective B~~

~~Elective A choices include:~~

~~ACCT 341, 343, 350, 363, 385, 393W, 398~~

~~ACCT 331, 355, 369, 373, 382, 391, 392~~

~~Elective B choices include:~~

~~ACCT 385~~

~~BUS 243, 247, 341W, 351~~

~~ECON 201, 202, 213, 214, 218, 220, 225, 229, 242, 246, 317, 326, 328, 340, 382~~

To Read:

Required ACCT courses: 101, 102, 201, 261, 305, 202, 311, 362 (362W), 306, 372, 341, 321, 322, 367

Required Elective: One course from:

ACCT 343, 350, 363, 385, 393W, 398

ACCT 331, 355, 369, 373, 382, 391, 392

Justification: Technologies are rapidly changing the information systems used to perform accounting. This change is recommended to ensure our students are keeping pace with their peers upon graduation and entrance into the accounting profession. No other changes are noted.

3. Change to Existing Courses:

Change in class standing

From:

ACCT 367. Federal and New York State Taxes on Income. ACCT 367: 4 hr.; 4 cr. Prereq.: ACCT 102 and ~~senior standing~~. Fall, Spring

To Read:

ACCT 367. Federal and New York State Taxes on Income. ACCT 367: 4 hr.; 4 cr. Prereq.: ACCT 102 and junior standing. Fall, Spring

***Justification:** This change is to support the VITA initiative where students obtain hands-on experience preparing individual tax returns. Additionally, students who have demonstrated proficiency in ACCT 102 are deemed to have demonstrated capability in handling the ACCT 367 material.*

9. Media Studies

a. Change To Existing Course (Prerequisite Change):

From:

MEDST 240. Styles of Cinema.
3 hr.; 3 cr. Prereq.: ~~MEDST 200 or 143 or 144.~~

To Read:

MEDST 240. Styles of Cinema.
3 hr.; 3 cr. Prereq.: MEDST 143 or 144 or 146 or 200.

Justification:

In 2022, the university approved the alteration of the core curriculum elements of the Media Studies Major and Minor. Media Studies 200: Principles of Sound + Image was removed from the required courses, and changed into an elective. It remains a requirement for Film Studies Majors and Minors. At the same time, Media Studies 143, 144 and 146 are being offered less frequently than before; and Media Studies 200 is now offered every other semester, (as opposed to twice per academic year), and has had its number of seats drastically reduced as there is no longer a need for it to accommodate every student pursuing a degree in Media or Film Studies. As a result, Film Majors are finding it difficult to complete, or find space in, the core classes, of which Media Studies 240 is one. Altering and expanding the prerequisites will provide them with greater flexibility in scheduling as they progress towards completion of the Film Studies Major or Minor.

b. Change To Existing Course (Prerequisite Change):

From:

MEDST 245. Screenwriting.
3 hr.; 3 cr. Prereq.: ~~MEDST 143 or 144 or 146 or 200 or Permission of the Department.~~

To Read:

MEDST 245. Screenwriting.
3 hr.; 3 cr. Prereq.: None.

Justification:

In 2022, the university approved the alteration of the core curriculum elements of the Media Studies Major and Minor, separating the requirements for the Media and Film Studies degree programs from each other. The Media Arts Certificate Program was impacted by this change as students interested in Film and Media production courses are no longer required to take Media Studies 200: Principles of Sound + Image to prepare for advanced production classes. Media Studies 245: Screenwriting is an essential component of the Media Arts Certificate Program, and the department has added sections of the class to accommodate the growing number of Media Arts students. Maintaining the existing prerequisites hampers students' ability to enroll in Media Studies 245: Screenwriting, necessitating the removal the current prerequisites, as it hinders students seeking the Media Arts Certificate from completing the program in a timely manner.

c. Change To Existing Course (Prerequisite Change):

From:

MEDST 250. Introduction to Media Law.
3 hr.; 3 cr. Prereq.: ~~MEDST 110 or 145 or Permission of the Department.~~

To Read:

MEDST 250. Introduction to Media Law.
3 hr.; 3 cr. Prereq.: None.

Justification:

In recent years, the scope of the course Media Studies 250: Introduction to Media Law has expanded as the media industry landscape has been altered profoundly by emerging digital media platforms, such as Social Media, Mobile Apps and Podcasts. Consequently, the focus of the course Media Studies 250: Introduction to Media Law has broadened to include many issues not covered in either Media Studies 110: Political Communication or Media Studies 145: The History of Broadcasting, both of which have a much narrower emphasis and concentrate upon legacy media forms. In addition, in recent years Media Studies 110: Political Communication and Media Studies 145: The History of Broadcasting have been offered in fewer semesters, while the need to schedule Media Studies 250: Introduction to Media Law has increased. The prerequisites for Media Studies 250: Introduction to Media Law are, thus, no longer appropriate.

d. Change To Existing Course (Prerequisite Change):

From:

MEDST 255. Social Media.
3 hr.; 3 cr. Prereq.: ~~MEDST 100.~~

To Read:

MEDST 255. Social Media.
3 hr.; 3 cr. Prereq.: None.

Justification:

The title and description for Media Studies 255 was changed in Spring 2020 from New Technologies to Social Media in order to reflect more accurately the emphasis of the course (particularly since all of the crucial new technologies since the early part of the 21st Century are connected intimately to social media platforms). At the same time, Media Studies 100: Media Technologies from Gutenberg to the Internet, as a survey course in the development of media over the centuries has only cursory engagement with social media and recent digital forms. Students also have sufficient familiarity with Social Media to make a prerequisite less critical. Consequently, Media Studies 100 is no longer appropriate for this course as prerequisite.

e. Change To Existing Course (Prerequisite Change):

From:

MEDST 262. Political Economy of Media.
3 hr.; 3 cr. Prereq.: ~~MEDST 110 or 145 or Permission of the Department.~~

To Read:

MEDST 262. Political Economy of Media.
3 hr.; 3 cr. Prereq.: MEDST 101.

Justification:

In recent years, the scope of the course Media Studies 262: Political Economy of Media has expanded to consider the profound changes to the Media industries, both legacy and emergent, in recent decades. In addition, the American political landscape has been indelibly altered by such transformations within the media business. Media Studies 110: Political Communication or Media Studies 145: The History of Broadcasting, do not consider such social, historical and political changes. Instead, Media Studies 101: Contemporary Media, which does provide an introduction to the consideration of the social, political, historical, aesthetic and cultural elements of current media forms, is a more appropriate preparation for Media Studies 262.

f. Change To Existing Course (Prerequisite Change):

From:

MEDST 266. Podcasting.
3 hr.; 3 cr. Prereq.: ~~MEDST 100 or 101 or 201W.~~

To Read:

MEDST 266. Podcasting.
3 hr.; 3 cr. Prereq.: MEDST 100 or 101.

Justification:

Media Studies 266: Podcasting was approved as a new course in Spring 2022. Shortly afterwards in 2022, the university approved the alteration of the core curriculum elements of the Media Studies Major and Minor. At this time, the emphasis of Podcasting (which had been offered previously under the umbrella of Media Studies 281 (VT): Intermediate Studies in Media), shifted from an analysis of the Podcasting industry, its aesthetics and social impact, to a “hands on” creative course. It was also added to the Media Arts Certificate Program, which stresses production rather than critical analysis. Media Studies 201W: Media Criticism is concerned with situating media politically and socially; thus, it is not an appropriate precursor to the production emphasis of Media Studies 266: Podcasting. Media Studies 100: Media Technologies and Media Studies 101: Contemporary Media are sufficient preparation for Media Studies 266, as they acquaint students with the historical, political and aesthetic aspects of emerging media forms such as Podcasting.

5. SEES

a. Change in prerequisites.

From:

GEOL 210. Water Resources and Conservation. 3 lec. hr.; 3 cr. Prereq.: GEOL 100 and 101 or ENSTD 200 or ENSCI 111 or 112; prereq. or coreq.: GEOL 102 or permission of the instructor. Water use, problems of water supply, water resource management, water quality (present and potential pollution problems and solutions), and water conflicts around the world. Topics will be explored through a study of the historical context, the physical process, environmental risks, and future issues.

To Read:

GEOL 210. Water Resources and Conservation. 3 lec. hr.; 3 cr. Prereq.: ~~GEOL 1001 and 101 or ENSTD 200 or~~ ENSCI ~~111-100 and ENGL 110; or 112; prereq. or coreq.:~~ ~~GEOL 102~~ or permission of the instructor. Water use, problems of water supply, water resource management, water quality (present and potential pollution problems and solutions), and water conflicts around the world. Topics will be explored through a study of the historical context, the physical process, environmental risks, and future issues.

Justification:

This proposal requests to i) update the requisites for an existing course (GEOL 210, Water Resources) to reflect current courses offered at QC; we added ENGL 110 as a new requisite for the class, as the course requires several writing assignments.

b. Change in number and prerequisite.

From:

ENSCI 203. Environmental Microbiology. 3 lec. hr.; 3 cr. Prereq. BIOL 105, GEOL 101, ENSCI 100, and 200 or permission of instructor. CHEM 113 (lecture and lab) highly recommended. A basic understanding and appreciation of microbial processes that may be applicable to students interested in geology, ecology, and environmental science. It covers the fundamental aspects of microbial biology and ecology with a particular emphasis on the roles of microorganisms in sustaining the web of life and earth

systems. Specific areas of focus include microbial energetics and yield, enzymes and growth, cell structure and physiology, metabolic and genetic regulation, microbial/environmental interactions, and biogeochemical cycles. The study of microbial diversity and activity will be tightly coupled to the concept of Earth as a dynamic system.

To Read:

ENSCI 203-303. Environmental Microbiology. 3 lec. hr.; 3 cr. Prereq. BIOL 105, GEOL 101, ENSCI 100, and 200 or permission of instructor. CHEM 113.4 and CHEM 113.1 (lecture and lab) highly recommended. A basic understanding and appreciation of microbial processes that may be applicable to students interested in geology, ecology, and environmental science. It covers the fundamental aspects of microbial biology and ecology with a particular emphasis on the roles of microorganisms in sustaining the web of life and earth systems. Specific areas of focus include microbial energetics and yield, enzymes and growth, cell structure and physiology, metabolic and genetic regulation, microbial/environmental interactions, and biogeochemical cycles. The study of microbial diversity and activity will be tightly coupled to the concept of Earth as a dynamic system. Not open to students who have taken ENSCI 203.

b. Editorial change in requirements.**From:****Environmental Sciences**

The interdisciplinary BA in Environmental Science requires the courses listed below (students desiring greater depth in biology or biochemistry than is included in the ENSCI major are advised to declare a minor in biology or biochemistry):

1. ENSCI 100, 200, and the capstone ENSCI 373W; and completion of the following introductory science courses that are prerequisite for one or more of the Core Courses or Advanced Courses that follow: GEOL 101, CHEM 113.4 and 113.1, BIOL 105, MATH 151 (or equivalent), and PHYS 121.4 and 121.1.
2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 216, BIOL 201, or URBSTD 230).
3. Two of the following 300-level Advanced Courses: GEOL 318, 328, 342, 347, 349, 363, 370, 383; ENSCI 203, 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

For the BS in Environmental Science the student must satisfy the requirements for the BA and complete

1. MATH 114 or MATH 241 or BIOL 230;
2. 12 credits from introductory Mathematics and Science courses including GEOL 102, BIOL 106, CHEM 114.4 and 114.1, MATH 152 (or equivalent) or PHYS 122.4 and 122.1 or GEOL 200;
3. one additional 200-level Core Course; and
4. two additional 300-level Advanced Courses.

To Read:**Environmental Sciences**

The interdisciplinary BA in Environmental Science requires the courses listed below (students desiring greater depth in biology or biochemistry than is included in the ENSCI major are advised to declare a minor in biology or biochemistry):

1. ENSCI 100, 200, and the capstone ENSCI 373W; and completion of the following introductory science courses that are prerequisite for one or more of the Core Courses or Advanced Courses that follow: GEOL 101, CHEM 113.4 and 113.1, BIOL 105, MATH 151 (or equivalent), and PHYS 121.4 and 121.1.

2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 216, BIOL 201, or URBSTD 230).
3. Two of the following 300-level Advanced Courses: GEOL 318, 328, 342, 347, 349, 363, 370, 383; ENSCI ~~203~~ 303, 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

For the BS in Environmental Science the student must satisfy the requirements for the BA and complete

1. MATH 114 or MATH 241 or BIOL 230;
2. 12 credits from introductory Mathematics and Science courses including GEOL 102, BIOL 106, CHEM 114.4 and 114.1, MATH 152 (or equivalent) or PHYS 122.4 and 122.1 or GEOL 200;
3. one additional 200-level Core Course; and
4. two additional 300-level Advanced Courses.

Justification:

This proposal requests to i) change the course number for an existing course, ENSCI 203, Environmental Microbiology to ENSCI 303, ii) update the requisite course numbers for ENSCI 303; and iii) amend the major requirements to reflect this course number change. ENSCI 203 is an advanced course for the ENSCI major and the course number change will make all advanced course for the major have 300-level course numbers. The course itself will not change in intent nor in content. See attached syllabus. Note the text used as the basis of the current major is from the 2023 Online Course Catalogue - as a bulletin has not been published since 2021 and those published do not include the current major requirements.

GCC Minutes Dated March 8, 2023

A. ITEMS FOR UNIVERSITY REPORT

1. SPAN

a. Request for New Course

Please state the course as follows:

Course number and title: **SPAN 779 – Advanced Translation in Spanish**

Hours and credits: 2 hr. plus conference; 3 credits

Prerequisites or corequisites: None

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

The course will deal with translation in theory and in practice and will also include linguistics and stylistics. Translations will be from English to Spanish and from Spanish to English .

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

SPAN 779 could be paired with SPAN 341 Introduction to Translation as we teach combined graduate and undergraduate courses. Adding this course will increase the language offerings in our graduate program to attract more students. It will also allow our students to continue developing their translation skills.

Projected Enrollment: 15

Projected Frequency: Bi-annually

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.) *N/A*

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 hours/3 credits, please give a detailed rationale explaining why this format is appropriate.

This course is proposed as 2 hour plus conference to be in line with all other HLL graduate courses.

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

Not Applicable

c. Request for New Course

Please state the course as follows:

Course number and title: **SPAN 781 – Advanced Phonetics**

Hours and credits: 2 hr. plus conference; 3 credits

Prerequisites or corequisites: None

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

This course covers advanced topics in Spanish phonetics, including contrastive Spanish/English analysis.

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

SPAN 781 could be paired with SPAN 338 Advanced Grammar and Phonology as we teach combined graduate and undergraduate courses. Adding this course will increase the language offerings in our graduate program to attract more students. It will also allow our students to continue developing their translation skills.

Projected Enrollment: 15

Projected Frequency: Bi-annually

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.) *N/A*

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 hours/3 credits, please give a detailed rationale explaining why this format is appropriate.

This course is proposed as 2 hour plus conference to be in line with all other HLL graduate courses.

Nominating Committee - Queens College Academic Senate - Report to the Senate – April 20th 2023


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

Committee Type	Seat			Candidate		
	Name	Faculty/Student	School	Term	Committee	New/ Renewal
Standing						
	Sungjeon Choi	Faculty	M&NS	12/24	International Student Affairs Committee	New
	Susan Rotenberg	Faculty	M&NS	12/25	Committee on Honors and Awards	Renewal
	Steven Leventhal	Faculty	SS	12/24	Committee on Undergraduate Admissions & Re-entry Standards	Renewal
	Arianna Arce	Undergraduate	A&H	12/23	Undergraduate Curriculum Committee	New
Special						
Other						



Dean of Faculty | School of Arts and Humanities

April 17, 2023

To: The Membership of the Queens College Academic Senate
From: William McClure, Dean of Arts and Humanities (on behalf of the faculty Deans and the College Personnel & Budget Committee) 
Re: Proposed revision to the Charter of the Queens College Academic Senate:
Lecturer Service on Departmental Personnel and Budget Committees

A proposal to allow Lecturer Service on Departmental Personnel and Budget Committees was brought to a vote at the February 9, 2023 meeting of the Academic Senate. Such a proposal requires a revision to the Charter of the Queens College Academic Senate. After questions from Senators and in response to requests for more discussion, the proposal was withdrawn.

I write to address the concerns that were raised at that time and to offer further explanation. The language proposed is copied here:

Lecturer Service on Departmental Personnel and Budget Committees

In addition to those faculty members authorized by the Bylaws of the City University of New York to serve on the departmental Personnel and Budget Committee (IX.9.1 of the CUNY By-Laws¹ and V.1.2 of the CUNY Manual of General Policy²), those lecturers who hold a Certificate of Continuous Employment shall be entitled to serve. Consistent with V.1.2 of the Manual of General Policy, no more than one non-tenured faculty member shall serve on departmental personnel and budget committees. As neither untenured faculty nor lecturers with C.C.E. have

¹ BY-LAWS OF THE CITY UNIVERSITY OF NEW YORK (IX.9.1.a)

ARTICLE IX ORGANIZATION AND DUTIES OF FACULTY DEPARTMENTS
SECTION 9.1. DEPARTMENT ORGANIZATION.

a. Each department, subject to the approval of the faculty or faculty council, where existent, and subject to the provisions of other sections of these bylaws, shall have control of the educational policies of the department through the vote of all of its members who have faculty rank or faculty status; and if it may also choose to permit a vote on departmental matters by persons in visiting professorial titles and other members who have been appointed on an annual salary basis for a first or second year of full-time service. The right to vote for the election of department chairpersons and the departmental committee on personnel and budget, referred to in some colleges as the departmental committee on appointments, shall be reserved to those with faculty rank. [NB: Lecturers hold faculty status; they do not hold faculty rank. A separate amendment to the Charter of the QC Academic Senate allows lecturers with C.C.E. to vote in department elections.]

² MANUAL OF GENERAL POLICY OF THE CITY UNIVERSITY OF NEW YORK (V.1.2)

ARTICLE V FACULTY, STAFF AND ADMINISTRATION

1.2 Personnel and Budget Committee Composition

No faculty member who does not hold senior rank—associate professor or professor—shall vote on any promotion to full professor. It is the intent of the Board of Trustees that faculty decisions concerning tenure shall be rendered by committees composed predominantly of tenured members. Accordingly, no more than one non-tenured faculty member shall serve on departmental personnel and budget committees. This provision shall not apply to new colleges or newly organized departments that have fewer than five tenured faculty members. (BTM,1975,09-22,005,_) [NB: C.C.E. is a form of permanent employment that is formally distinct from tenure.]

tenure, a P&B may therefore include no more than one such member. In addition, the limits on voting that apply to untenured faculty on the P&B apply to lecturers with C.C.E. as well.

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.*

There were three objections raised by members of the Senate. I address each below.

1. Objection:

This proposal allows faculty without PhDs to vote on cases of tenure and promotion to Associate Professor.

Response:

It is already the case that faculty without PhDs vote on cases of tenure and promotion. There are a number of academic fields where the terminal degree is a master's degree and not a doctorate, so there are a significant number of professorial faculty at Queens College who do not hold a PhD. Moreover, since we have faculty in a wide variety of academic fields, not all faculty are even judged on the basis of traditional scholarship, i.e., published papers and books. Faculty productivity may be reflected in creative work, practitioner scholarship, librarianship, etc.

Additionally, across the College, there are many lecturers who do in fact have a PhD. They may be Lecturers by choice (they prefer teaching over research) or circumstance (a job as a Lecturer is better than no job at all). The upshot is that the alignment of degree and academic title is very much less than perfect.

Finally, under the current rules, untenured Assistant Professors may serve on department P&Bs but may not vote on promotions to Professor. Nothing requires that an untenured Assistant Professor be asked to serve in such a capacity. Under this proposal, the same restrictions would apply to Lecturers with CCE. A department may therefore choose never to elect an untenured Assistant Professor or a Lecturer with CCE to serve on the P&B. Importantly, under this proposal the combined total number of untenured Assistant Professors and Lecturers with CCE serving on a P&B at any one time is limited to one.

2. Objection:

Lecturers without CCE should be included in this proposal.

Response:

The CUNY By-Laws give lecturers no role in faculty governance. They may not serve on a department P&B; they may not even vote in department elections.

As was described by Dave Fields at the February 9 meeting, Queens College is the only CUNY college that has chosen to allow Lecturers with CCE to vote in elections for Chair and P&B membership. This proposal is a next logical step to extend the right to vote to the right to serve for Lecturers with CCE.

I believe many at the College are in support of the idea that Lecturers without CCE should also have a role in department governance. Given that this sort of change is always incremental and that following precedent is often the preferred way to bring about change, I also believe the first step should be to give Lecturers without CCE the right to vote in department elections, and I would support an effort to make that happen.

3. Objection:

There was no (or not enough) discussion of this matter at the department level.

Response:

This proposal has been discussed extensively at the College P&B (all the department chairs, the provost, and the president) before the February 9 meeting and after. The chairs agreed to discuss with their P&B membership and faculty, but I can't speak to how much consultation actually happened. This memo is also meant to stimulate discussion.

There is one additional practical consideration.

A department P&B is a five-member committee required by the CUNY By-Laws to manage the business of a department. It consists of the chair (who must be tenured) and four other faculty members, three of whom must hold tenure. As noted already, under the current rules, a department P&B may include one untenured Assistant Professor, although this person may not vote on promotions to Professor. In practice, it is relatively unusual for an untenured Assistant Professor to be asked to serve in this capacity, and it usually happens only because the number of tenured professorial faculty is limited – a relatively common situation in smaller departments (where fellowship leaves, other service or professional commitments, the absolute number of faculty, etc. may also limit the number of faculty eligible and willing to serve). In addition to recognizing the important contributions that long-serving Lecturers make to their departments, allowing Lecturers with CCE to serve on a department P&B has the practical effect of giving smaller departments much-needed flexibility in finding faculty willing and able to serve on this mandatory governance committee.

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.*

Academic Senate Meetings

Thursdays at 3:35 pm

Fall 2023

September 14, 2023

October 12, 2023

November 9, 2023

December 14, 2023

Spring 2024

February 8, 2024

March 14, 2024

April 11, 2024

May 9, 2024 (Last)

*May 9, 2024 - Limited Meeting New Senate

Executive Committee Meetings

Thursdays at 3 pm

Fall 2023

August 31, 2023

September 28, 2023

October 26, 2023

November 30, 2023

Spring 2024

January 25, 2024

February 22, 2024

March 28, 2024

April 18, 2024

FACULTY SENATE ROSTER 2022-2024

Attendance – March 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	14	Jeff Satenstein	2	
Anthropology	Thomas Plummer	2	22	Omri Elisha	2	
Art	Sin-ying Ho	1	13	Michael Nelson	1	
Biology	Karl Fath	2	18	John Waldman	2	
Chemistry & Biochemistry	Cherice Evans	2		Guoxiang Hu	2	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	2	8	Ji Young Kim	2	
Comparative Literature	Ali Jimale Ahmed	1	28	Christopher Winks	1	
Computer Science	Kenneth Lord	2	11	Bojana Obrenic	2	
Drama, Theatre & Dance	Yin Mei Critchell	2	2	Jeffrey Greenberg	2	
Earth & Environmental Sciences, School of	Jacqueline Bracco	1		William Blanford	1	24
Economics	Jennifer Roff	2	30	Matthew Bradbury	2	
Elementary and Early Childhood Education	Sunghee Shin	1		Ashraf Shady	1	
Secondary Education and Youth Services	Jay Shuttleworth	2	25	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	32	Karen Sullivan	2	
Family, Nutrition & Exercise Sciences	YaChing Hung	1		Jihee Choi	1	12
Graduate School of Library & Information Studies	James Lowry	1		Ping Li	1	10
Hispanic Languages & Literatures	Monica Casco	1		Brais Outes-Leon	1	
History	Elissa Bemporad	2		Fidel Tavarez	2	26
Library	Robin Naughton	1		Annie Tummino	1	

FACULTY SENATE ROSTER 2022-2024

Attendance – March 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	19	Lauren Heffernan	1	
Mathematics	Joh Dharma	1		Adam Kapelner	1	
Media Studies	Jamie Cohen	2	9	Julien Cornell	2	
Music, Aaron Copland School of	Jeff Nichols	1		Mark Powell	1	
Philosophy	Stephen Grover	1	6	OPEN	1	
Physics	Euclides Lins Almeida	2	21	Mohammad Ali Miri	2	
Political Science	Alexander Reichl	1	31	John Bowman	1	
Psychology	Claudia Brumbaugh	2	17	Pat D'Ateno	2	
Sociology	Hongwei Xu	1		Anna Maria Bounds	1	
Urban Studies	Do Lee	2	29	James Vacca	2	
<i>DIVISIONAL AT LARGE</i>						
<i>Arts & Humanities</i>	OPEN	2		OPEN	2	
<i>Social Sciences</i>	Larissa Swedell	2	20	Robin Rogers	2	
<i>Education</i>	Pamela Wershba Gershon	1		Grace Pai	1	33
<i>Mathematics & Natural Sciences</i>	Concettina Pagano	1	15	Nicholas Vlamis	1	
<i>COLLEGE-WIDE AT LARGE</i>						
	Yinxian Zhang	1		Ryan Sperry	1	23
	Timothy Benseman	2		OPEN	2	
	Jeffrey Bird	2		OPEN	2	
	Barbara Moore	2	16	Nathalia Holtzman	2	
<i>COLLEGE WIDE AT LARGE – ADJUNCT</i>						
	Jennifer Valad	1	3	Lisa Clark	1	

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

Attendance –March 9, 2023

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	At Large			
1.	Sristhi Bhatia	4	Rosario Diaz	
2.	Jinn Choi		Betina Planas	
3.	Riyahauna Headley	7		
4.	Hema Muni			
5.	Makayla Noble	5		
6.	Chantal Gutjahr			
7.	Minjae Kim			
8.	Kennedy Davis Nealy			
9.	Brandon Castro	27		
10.	Carmella Miller			
	Undergraduate Upper Junior – Senior			
1.	Nariah Greene			
2.	Shompa Islam			
3.	Anjana Rahman			
	Undergraduate Upper Sophomore – Lower Junior			
1.	Daniel Khan			
2.	Christa Louissant			
3.	OPEN			
	Undergraduate Freshman – Lower Sophomore			
1.	Elizabeth Gilbert			
2.	Braneyda Pierre			
3.	OPEN			
	SEEK			
1.	Melton Thorpe			

ACADEMIC SENATE 2022-2023

Attendance - March 9, 2023

GUESTS

Lux Marc VCC

Van-Scott L.P. ACE

Mitchell Peaux LCDr

Joseph W. HUBER ADMIN

Mohammad Ashraf

~~Jan Rott~~