

**Meeting of Queens College
Academic Senate**

Date: September 14, 2023

Time: 3:35 p.m.

Place: Kiely 170

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of May 11, 2023
3. Special Motions:
 - a. Election of officers and Executive Committee members
4. Announcements, Administrative Reports, and Memorials
 - a. Guest Speaker, President Frank H. Wu

The Agenda for the meeting of the Academic Senate on October 12, 2023 will be prepared at the Executive Committee meeting on Thursday, September 28, 2023. Any lengthy material to be considered by the Executive Committee on that date should be emailed to: Kevin.Ferguson@qc.cuny.edu or Katarzyna.Zajac@qc.cuny.edu by September 22, 2023.

5. Committee Reports:
 - a. Undergraduate Curriculum Committee minutes dated May 11, 2023
 - b. Graduate Curriculum Committee minutes dated May 3, 2023
 - c. Nominating Committee Report dated September 2023
6. Old Business
7. New Business

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:50 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 April 20, 2023”

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

3. Announcements, Administrative Reports and Memorials:

- a. Chair Ferguson announced that President Frank H. Wu asked the Academic Senate to recommend two students for the DEI Working Group. Since this was a time-sensitive request, the Academic Senate Executive Committee decided to put forward Michelle Nguyen and Angela Godette’s names for consideration.
- b. Chair Ferguson announced that President Wu invited the Academic Senate to replace a student on the Provost Search Committee. The Academic Senate previously submitted four students’ names, from among which the President would select two. One of the students has not been responsive to communications so the Academic Senate Executive Committee will propose a student named Holden Velasco instead.
- c. Chair Ferguson announced that Professor James Lowry has agreed to run again for University Faculty Senate. Chair Ferguson asked the Academic Senate to allow Professor Lowry to continue to serve on the UFS and noted that there are a few more seats available for the Queens College delegation if anyone else is interested.
- d. Chair Ferguson announced that the meeting of the Academic Senate currently scheduled for December 14, 2023 may need to be moved because it falls on the first day of final exams. The question of rescheduling the December 14, 2023 meeting will be revisited in the Fall.
- e. Chair Ferguson announced that the Academic Senate Executive Committee decided to nominate Robin Naughton for the open Arts & Humanities seat on the Student Technology Fee Committee. Chair Ferguson noted that there is also an open Math & Natural Sciences seat on the committee for anyone who is interested.
- f. Simon L Yearwood announced that the *MidKnight Breakfast* will be taking place tonight, May 11, 2023, at 8 p.m. in the Dining Hall.

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4. Special Motions: (None)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

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

Editorial Corrections:

Item 4a. BIOL 341 will be numbered BIOL 339

Item 8a. SPAN 335 will be numbered SPAN 328

Item 8b. SPAN 336 will be numbered SPAN 329

“To accept the UCC minutes dated April 20, 2023, as amended”

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

Undergraduate Curriculum Committee

Minutes of 4/20/2023

A. General Education

1. General Education Matters
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
 - a. AFST 205W. African American Literature
4. STEM variant courses.

1. Hispanic Languages and Literatures

To Read:

PORT 111. Elementary Portuguese I. 4 hr.; 4 cr. Intended for students with no previous training in Portuguese. 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 Portuguese-speaking countries will be promoted. Not open to Portuguese heritage students or native speakers of Portuguese. (LANG)

To Read:

PORT 112. Elementary Portuguese II. 4 hr.; 4 cr. Prereq.: PORT 111 or equivalent. This course is a continuation of PORT 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 Portuguese-speaking countries will be promoted. Not open to Portuguese heritage students or native speakers of Portuguese. (LANG)

To Read:

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PORT 203. Intermediate Portuguese I. (formerly PORT 113) 3 hr.; 3 cr. Prereq.: PORT 112 or equivalent. This course is a continuation of PORT 112. Designed to develop communicative competence both orally and writing at an intermediate level. All language skills (listening, speaking, reading and writing) as well as familiarity with cultural aspects of Portuguese-speaking countries are strengthened. (LANG, WCGI)

To Read:

PORT 204. Intermediate Portuguese II. 3 hr.; 3 cr. Prereq.: PORT 203 or its equivalent. This course is a continuation of PORT 203. This course offers an intense review of Portuguese 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 Portuguese-speaking countries are strengthened. (LANG).

2. CMAL

a. New courses

KOR 109. Elementary Korean for Heritage Learners. 4 hr.; 4 cr. This course is appropriate for students whose family background and/or previous education has provided them with basic Korean language skills in speaking and listening, but not in reading and writing. The course focuses on improving accuracy in reading and writing, while at the same time providing students with realistic opportunities to use the spoken language in various tasks and projects. The Korean script *han'gul* will be used from the outset. Not open to students who have completed KOR 101 or 102.

KOR 210. Intermediate Korean for Heritage Learners. 3 hr.; 3 cr. Prereq.: KOR 109 or permission of the instructor. A continuation of KOR 109 (Elementary Korean for Heritage Learners).

The two courses count towards the language requirement of a Korean minor. The requirement is loosely defined as “three or four semesters of Korean (at an appropriate level)”. A new major in Korean (currently under planning).

3. SEES

a. Change in hours and credits.

To:

GEOL 383. Special Topics in Geology. 23 lec. hr., ~~3 lab hr.~~; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

b. New course:

GEOL 384. Special Topics in Geology. 2 lec., 3 lab hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

4. Biology

a. New course

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BIOL 341– URBAN ECOLOGY. 4 credits (3 hr lecture + 3 hr laboratory / fieldwork).

Prerequisites. BIOL: 106, 287, 288, or equivalents, or instructor’s permission; or ENSCI: 99, 100, 112, or equivalents, or instructor’s permission

The abiotic and biotic components of cities, where the dominant ecological influence is human activities. As such, it is interdisciplinary, just like the discipline of urban ecology. It integrates knowledge and skills from the life sciences (especially ecology, conservation biology and environmental biology), chemistry, geography (physical and human) and sustainability science / urban planning.

5. Music

a. Change to title and prerequisite.

To read:

MUSIC 246. Western Music History: Listening, Reading, and Analysis I. 3 hr.; 3 cr. Prereq.: A minimum grade of C– in MUSIC 121 in the section for music majors; prereq.: MUSIC 173. In addition, students must have passed the freshman listening examination. Assessment for this course includes one or more listening exams; students must pass the listening component in order to pass the course. Fall.

b. Change to title, prerequisite and description.

To read:

MUSIC 247. Western Music History: Listening, Reading, and Analysis II. 3 hr.; 3 cr. Prereq.: A minimum grade of C– in MUSIC 121 in the section for music majors; prereq.: MUSIC 173. In addition, students must have passed the freshman listening examination. Assessment for this course includes one or more listening exams; students must pass the listening component in order to pass the course. Spring.

6. Accounting

a. **Change in prerequisite and description.**

To Read:

ACCT 393W. Seminar in Accounting. ACCT 393W: 3 hr.; 3 cr. Prereq.: ENGL 110, ACCT 202 and permission of the department. This course is designed to enable students to research a publicly traded company and write about its path to success. Students are invited to register for the course after professorial review of sample writing submission. This is an advanced course designed for honor students. Fall, Spring.

7. School of Arts

Proposal for a new Minor and Undergraduate Certificate in Arts Leadership and Administration (18 or 21 credits)

Submitted by William McClure, Dean of Arts and Humanities on behalf of the School of Arts

March 31, 2023

1. BALA 101 Business and Society

Prereq.: Open to all QC students.

This course will introduce students to an interdisciplinary study of the impact of business on individuals and society. Students will explore relationships between people, business, and politics. Concepts in globalization, financial markets, ethics, diversity, leadership, and economics will be examined from an individual perspective vs. societal perspective. Students will receive a broad

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overview of business functions, including finance, human resources, marketing, and computer information systems.

2. **BALA 103W. Critical Thinking in Business**

Prereq.: BALA 101 and ENGL 110, Limited to students enrolled in the BALA minor. Introduces students to effective logic and reasoning. Students will learn how to define issues, ask key questions, clarify assumptions, evaluate information, avoid stereotypes, assess risk and opportunity, and resolve conflicts. Examples are selected from domestic and international business contexts.

3. **BALA 200 Entrepreneurship and Innovation**

Prereq.: BALA 101 and ENGL 110, Limited to students enrolled in the BALA minor. An introduction to the process of beginning a new enterprise; learning how to take an idea for a new or improved product or service and turn it into a business. Students will create a business plan using a spreadsheet program for data analysis and documentation, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Students will learn leadership and teambuilding skills required to succeed as an entrepreneur or innovator.

4. **BALA 201W Business Communications**

Prereq.: BALA 101 and ENGL 110, Limited to students enrolled in the BALA minor. Introduction to fundamental skills in oral and written communication combined with intercultural competence. Intensive practice in writing effectively across various businesses, drafting and revising documents based on current events and case-studies, creating external and internal communication pieces for organizations, and writing for digital platforms.

5. **BALA 303 Strategic Management and Leadership**

Prereq.: All BALA courses, Limited to students enrolled in the BALA minor. A capstone course that brings management and leadership skills together. Students will learn how long-term strategic plans are formulated, implemented and evaluated in the business and not-for-profit spheres. The process of melding business analytics, intuition, social responsibility, and ethical considerations to form successful strategies will be explored.

BALA 303 is an existing capstone course that is focused on general issues of strategic management and leadership. Students in the Arts Leadership and Administration Minor will be expected to focus on Arts-related case studies and issues within the existing curriculum. As student numbers increase, we expect to offer separate sections of 303 that are focused wholly on the arts. These separate sections might eventually merit the creation of a separate course.

6. Two arts-specific management courses from the list below. In place of one of these courses, a student may request permission to take (not-for-credit) workshops, short courses, or internships to build practical skills in social media, entrepreneurship, marketing, etc. It should be assumed that at least three such workshops/practical experiences would be required in place of one required course (although that will depend on the nature of the work – advisors will look for at least 45 hours of experience total).

ACCT 100 Financial and Managerial Accounting

Prereq.: BALA 100. This is a course in the theories and principles of financial and managerial accounting. Financial accounting includes the study of the preparation and interpretation of commonly used financial statements. Managerial accounting deals with the use of accounting data for managerial control and planning. Students will be introduced to the use of accounting systems programmed for the microcomputer, and to managerial decision-making based on mathematical modeling. Not open to accounting majors.

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ARTS 296 Advertising Design

Prereq.: ARTS 241. Design for the promotion and marketing of consumer products, business services, and not-for-profit organizations.

DRAM 390 Special Problems: Business of Arts

Prereq.: Permission of the department. Introduction to the professional world of theater and dance.

MEDST 264 Media Management

Prereq.: MEDST 101. Introduction to management of the broadcast and cable television industries. Explores techniques and skills needed to manage modern television organizations. Subjects studies include programming, production, advertising, regulation, and the effects of new technologies.

MUSIC 242 Music Career Development

Prereq.: English 110 and admission to the Bachelor of Music program or permission of the instructor. An introduction to the music industry in all of its many facets. Students learn to prepare themselves for multiple career possibilities. They develop entrepreneurial skills and learn how to navigate a career.

The list above is limited to existing courses. New courses in response to student need that will satisfy this requirement are under development.

8. Hispanic Languages and Literatures

a. New course:

SPAN 335. The Evolution of Modern Spanish.

3 hours, 3 credits. Prerequisite: SPAN 225. This course will provide students with the necessary tools to analyze the evolution of modern Spanish. Attention will be paid to the phonological, morpho-syntactic, and semantic development of Spanish as a Romance language and its lexical expansion.

b. New course:

SPAN 336. Language Variation in the Hispanic World.

3 hours, 3 credits. Prerequisite: SPAN 225. This course will provide the tools for students to analyze the development and current status of different types of Spanish language variation (historical, social, regional, etc.).

c. New course:

SPAN 241. Structure of the Spanish Language.

3 hours, 3 credits. Prerequisite: SPAN 225. This course provides an introduction to the structure of Spanish. Structural and semantic characteristics of major features of Spanish are studied at the sentence level. Use of these grammatical features is then studied in selected literary texts. No previous knowledge of linguistics is assumed.

9. Urban Studies

a. Course withdrawn:

URBST 228: Domestic Violence and Criminal Justice.

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- b. Change in title and change in description:

To read:

URBST 225. Urban Criminal Legal System.

3 hr.; 3 cr. Prereq.: None.

This lecture course examines the modern criminal legal system as it has developed through time in cities. Particular attention will be given to the urban dynamics that led to the creation and evolution of professional police forces, criminal courts, and penal institutions. Emphasis will be placed upon the specifically urban influences (demographic, geographic, political, economic, and social) that originally shaped and continue to mold the criminal justice system. Lastly, the course will introduce students to social justice movements for substantive reform and abolition of police and prisons.

- c. New Course:

URBST 258: Abolitionism and Community Justice.

3 hr., 3 cr. Prereq.: None.

This seminar examines the growing movement to abolish the carceral state in its myriad manifestations. The class will begin with an exploration of the deep historical roots of the prison and policing abolitionist movement-- examining its theoretical foundations, critical junctures, and its numerous resistance fronts-- from the Attica Prison uprising to “Abolish ICE” to “Defund the Police.” Throughout the course, students will compare abolitionist perspectives on justice to familiar liberal reform strategies like community policing and other procedural justice initiatives, The class will consider the promise and practice of transformative justice as a liberatory framework.

10. Anthropology

- a. ***Addition to description of requirements for the Major (either General or Pre-Professional):***

The Anthropology Major Area Course requirement may be fulfilled by any Anthropology course numbered **201 through 219** (unless 201 is used for the Essentials Course requirement) **or** any course numbered **241 through 249 or Anth 282 or Anth 388.**

- b. **Changes to the Requirements for the Minor in Cultural Heritage and Memory**

1. Clarification to description of requirements for the Minor:

If the Minor in Cultural Heritage and Memory is combined with a Major in Anthropology (either General or Pre-Professional), only four of the six courses (12 of the 18 credits) can count towards both the Major and the Minor; at least two courses (6 credits) must be unique to the Minor. If combined with other Minors, however, there is no limit on overlapping coursework.

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

TO READ:

Three required courses:

One of the following Introductory courses:

ANTH 101 Introduction to Cultural Anthropology
ANTH 103 Introduction to Archaeology
ANTH 104 Language, Culture, and Society

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One of the following Essentials courses:

- ANTH 201 Essentials of Cultural Anthropology
- ANTH 240 Essentials of Archaeology

One of the following Heritage or Memory courses:

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

Three electives courses from this list (if not used for a requirement above):

- ANTH 201 Essentials of Cultural Anthropology
- ANTH 204 Anthropology of Islam
- ANTH 205 Peoples of Mexico and Central America
- ANTH 206 Peoples of South America
- ANTH 207 Native North Americans
- ANTH 208 Peoples of South Asia
- ANTH 208W Peoples of South Asia (Writing Intensive)
- ANTH 210 Peoples of East Asia
- ANTH 211 Peoples of Africa
- ANTH 212 Peoples of the Middle East
- ANTH 215W Peoples of the Caribbean (Writing Intensive)
- ANTH 216 Peoples of Southeast Asia
- ANTH 219 Topics in Cultural Area Studies
- ANTH 232 Photography and the Visual World
- ANTH 233 Race, Class, and Ethnicity
- ANTH 239 Topics in Cultural Anthropology
- ANTH 240 Essentials of Archaeology
- ANTH 241 Archaeology of Mesoamerica
- ANTH 243 Archaeology of North America
- ANTH 246 Archaeology of the Near East
- ANTH 246W Archaeology of the Near East (Writing Intensive)
- ANTH 247 Archaeology of Africa
- ANTH 248 World of the Vikings
- ANTH 249 Topics in Archaeological Area Studies
- ANTH 250 Field Methods in Archaeology
- ANTH 252 Historical Archaeology
- ANTH 258 Cultural Property, Heritage & the Law
- ANTH 259 Topics in Archaeological Area Studies
- ANTH 280 Language and Social Identity
- ANTH 282 Linguistic Subjectivities in Latin America
- ANTH 304 Anthropology of Development
- ANTH 306 Anthropology of Religion
- ANTH 332 Anthropology of Memory
- ANTH 354 Time
- ANTH 388 Voices of New York

c. Changes to the Requirements for the Minor in Health & Culture

1. Clarification to description of requirements for the Minor:

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If the Minor in Health and Culture is combined with a Major in Anthropology (either General or Pre-Professional), only four of the six courses (12 of the 18 credits) can count towards both the Major and the Minor; at least two courses (6 credits) must be unique to the Minor. If combined with other Minors, however, there is no limit on overlapping coursework.

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

TO READ:

Three required courses:

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

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

List A. Choose one elective from this list:

ANTH 205	Peoples of Mexico and Central America
ANTH 206	Peoples of South America
ANTH 207	Native North Americans
ANTH 208	Peoples of South Asia
ANTH 208W	Peoples of South Asia Writing Intensive
ANTH 210	Peoples of East Asia
ANTH 211	Peoples of Africa
ANTH 212	Peoples of the Middle East
ANTH 215W	Peoples of the Caribbean
ANTH 216	Peoples of Southeast Asia
<u>ANTH 219</u>	<u>Topics in Cultural Area Studies</u>
ANTH 222	Sex, Gender, and Culture
ANTH 225	Medical Anthropology
ANTH 280	Language and Social Identity
ANTH 309	Psychological Anthropology
ANTH 354	Time

List B. Choose two electives from this list:

ANTH 262	The Nonhuman Primates
ANTH 270	Evolutionary Medicine
ANTH 271	Human Biology
ANTH 272	The Human Skeleton
ANTH 275	Disease in the Past
ANTH 276	Human Growth and Development
ANTH 276W	Human Growth and Development Writing Intensive
<u>ANTH 279</u>	<u>Topics in Biological Anthropology</u>
ANTH 361	Human Variation
ANTH 361W	Human Variation Writing Intensive
ANTH 363	Interpreting the Human Skeleton
ANTH 368	Evolution and Human Behavior
ANTH 369	Primate Behavior and Ecology

d. Changes to the Requirements for the Minor in Human Ecology

1. Clarification to description of requirements for the Minor:

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If the Minor in Human Ecology is combined with a Major in Anthropology (either General or Pre-Professional), only four of the six courses (12 of the 18 credits) can count towards both the Major and the Minor; at least two courses (6 credits) must be unique to the Minor. If combined with other Minors, however, there is no limit on overlapping coursework.

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

TO READ:

Three required courses:

Two required Introductory courses:

Anth 102. Introduction to Human Evolution

Anth 103. Introduction to Archaeology

And one of the following Essentials courses:

Anth 201. Essentials of Cultural Anthropology

Anth 240. Essentials of Archaeology

Anth 260. Essentials of Biological Anthropology

Three elective courses from this list (only one of these may be Anth 201, 240, 260):

Anth 201. Essentials of Cultural Anthropology

Anth 240. Essentials of Archaeology

Anth 241. The Aztecs, Maya, and Olmecs

Anth 243. Archaeology of North America

Anth 245. Archaeology of South America

Anth 246. Archaeology of the Near East

Anth 246W. Archaeology of the Near East Writing Intensive

Anth 247. Archaeology of Africa

Anth 248. World of the Vikings

Anth 249. Topics in Archaeological Area Studies

Anth 256. Archaeology of Food

Anth 259. Topics in Archaeology

Anth 260. Essentials of Biological Anthropology

Anth 262. Introduction to Primates

Anth 264. Faunal Analysis

Anth 270. Evolutionary Medicine

Anth 271. Human Biology

Anth 279. Topics in Biological Anthropology

Anth 302. Ecology and Culture

Anth 340. Archaeological Method and Theory

Anth 342. Origins of Complex Society

Anth 350. Seminar in Archaeology

Anth 361. Human Variation

Anth 361W. Human Variation Writing Intensive

Anth 362. Human Paleontology

Anth 363. Interpreting the Human Skeleton

Anth 368. Evolution and Human Behavior

Anth 369. Primate Behavior and Ecology

Anth 370. Seminar in Biological Anthropology

Anth 375. The Human-Primate Interface

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e. **Changes to the Requirements for the Minor in Power and Inequality**

1. Clarification to description of requirements for the Minor:

If the Minor in Power and Inequality is combined with a Major in Anthropology (either General or Pre-Professional), only four of the six courses (12 of the 18 credits) can count towards both the Major and the Minor; at least two courses (6 credits) must be unique to the Minor. If combined with other Minors, however, there is no limit on overlapping coursework.

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

TO READ:

Two required courses:

ANTH 101 Introduction to Cultural Anthropology
ANTH 104 Language, Culture and Society

Four elective courses from the following list:

ANTH 204 Anthropology of Islam
ANTH 205 Peoples of Mexico and Central America
ANTH 206 Peoples of South America
ANTH 207 Native North America
ANTH 208 Peoples of South Asia
ANTH 208W Peoples of South Asia Writing Intensive
ANTH 210 Peoples of East Asia
ANTH 211 Peoples of Africa
ANTH 212 Peoples of the Middle East
ANTH 214 Peoples of New York City
ANTH 215W Peoples of the Caribbean
ANTH 216 Peoples of Southeast Asia
ANTH 219 Topics in Cultural Area Studies
ANTH 220 Food and Culture
ANTH 222 Sex, Gender, Culture
ANTH 224 Religion and Ritual
ANTH 225 Medical Anthropology
ANTH 232 Visual Anthropology
ANTH 233 Race, Class, Ethnicity
ANTH 236 Culture and Learning
ANTH 237 Violence
ANTH 239 Topics in Cultural Anthropology
ANTH 241 Archaeology of Mesoamerica
ANTH 243 Archaeology of North America
ANTH 246 Archaeology of the Near East
ANTH 246W Archaeology of the Near East (Writing Intensive)
ANTH 247 Archaeology of Africa
ANTH 248 World of the Vikings
ANTH 249 Topics in Archaeological Area Studies
ANTH 252 Historical Archaeology
ANTH 280 Language and Social Identity
ANTH 282 Linguistic Subjectivities in Latin America

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<u>ANTH 289</u>	<u>Topics in Linguistic Anthropology</u>
ANTH 302	Ecology and Culture
ANTH 304	Anthropology of Development
ANTH 308	Urban Anthropology
<u>ANTH 330</u>	<u>Seminar in Cultural Anthropology</u>
ANTH 332	Anthropology of Memory
ANTH 342	Origins of Complex Societies
<u>ANTH 380</u>	<u>Seminar in Linguistic Anthropology</u>
ANTH 388	Voices of New York

5b. Graduate Curriculum Committee

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

“To accept the GCC minutes dated April 19, 2023 as distributed”

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

GCC Minutes Dated April 19, 2023

A. ITEMS FOR UNIVERSITY REPORT

1. ECP

a. Program Change: Change in Requirements Degree/Certificate & Addition of Bilingual Extension

FROM:

2) Please give HEGIS number of known to you: **0826.01**

TO:

Completion requirement

At least 6 of the 8 internship credits (450 internship hours) must be with a bilingual population. The final research project (ECPCE 807) on a topic in multicultural/bilingual issues.

2. ECP

b. Request for New Course

Please state the course as follows:

Course number and title: **ECPSE 705: Introduction to Assessment in Special Education**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

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The purpose of this course is to prepare special education teachers across all age range certifications to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning.

3. ECP

c. Requests for New Course

Please state the course as follows:

Course number and title: **ECPSE 715: Language and Literacy: Principles and Practices in Special Education**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure. Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

4. ECP

d. Request for New Course

Please state the course as follows:

Course number and title: **ECPSE 716: Curriculum and Instruction in Special Education I**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

Theory and research about current exemplary practices in informal assessment, curriculum design and adaptations, instruction, supportive learning environments, assistive/instructional technology, standards-based instruction, and inclusion are explored within the context of urban public education and special education's attempt to fulfill the promise of IDEIA for students with disabilities. Political, technological,

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and societal changes and advances in promoting inclusion, access, and meaningful participation in the general education curriculum are also discussed.

5. ECP

e. Request for New Course

Please state the course as follows:

Course number and title: **ECPSE 717: Curriculum and Instruction for Special Education II**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: ECSPE 716

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

Teaching and learning strategies are taught within the context of the general education curriculum to individualize instruction and maximize grade-level content mastery for all learners. Candidates adapt and teach a curriculum unit grounded in the New York State Learning Standards and Common Core State Standards designed to meet the individual needs of students with disabilities by modifying instruction, employing metacognitive, task-specific learning strategies, and utilizing instructional technology. Field experience of at least 15 hours involves candidates in adapting a thematic unit for students with learning difficulties and embedding learning strategies within unit lessons.

6. EECE

f. Minor Change: Change in Course Description

4) Please list the course as you wish it to read in the Graduate Bulletin, with number, hours, credits, *etc.* Eliminate whatever was crossed out above, and underline new material you are substituting or adding.

EECE 742 Reading Materials for Children 3 hr.; 3 cr. This course introduces teachers to a wide range of children's reading materials and explores issues in selecting and using various materials in literacy instruction. Reading materials covered include children's literature, nonfiction texts, multimodal texts, digital texts, multicultural literature, and bilingual and non-English texts. Teachers explore how reading materials can be used to teach for social justice, equity, and anti-racism.

7. EECE

g. Request for New Course

Please state the course as follows:

Course number and title: **EECE 810: Foundations of Language and Literacy**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

This course explores the development of language and literacy through the study of literacy theories and research on literacy from varied fields and perspectives. Attention is given to the processes involved in language and literacy learning; language development for monolingual and multilingual learners; the relationship between oral language, reading, and writing; and difficulties in the learning of literacy. Teachers consider differing perspectives on language and literacy through the lenses of social justice, equity, and anti-racism.

8. EECE

h. Request for New Course

Please state the course as follows:

Course number and title: **EECE 811: Family, Community, and Literacy**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

This course explores the roles of family and community in the development of language and literacy. Teachers examine social justice, equity, and anti-racism as principles for engaging with families and communities, and study different approaches for establishing school-family partnerships. Teachers critically consider the ways schools and literacy instruction have marginalized certain language and cultural communities and explore how literacy instruction can be designed to build from and sustain the language and cultural practices of students, including students from multilingual families.

9. EECE

i. Request for New Course

Please state the course as follows:

Course number and title: **EECE 812: Teaching Early Literacy**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

This course prepares teachers to design and implement literacy curricula and instruction for students learning to read and write. Teachers examine social justice, equity, and anti-racism as frameworks for instruction, and explore how to teach reading and writing skills within a broader understanding of students as developing readers and writers. Attention is given to ways to support students becoming readers and writers in literacy communities.

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10. EECE

j. Request for New Course

Please state the course as follows:

Course number and title: **EECE 813: Literacy Assessment**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

This course explores principles and practices for assessing literacy. Teachers learn how to administer and interpret literacy assessments, and how to use assessments to inform instruction to support student learning. Teachers critically examine issues of equity and bias in literacy assessments, and explore culturally responsive and sustaining assessment practices. Attention is given to the use of assessments to support students whose literacy learning needs are not met by standard school curricula and instruction.

11. EECE

k. Request for New Course

Please state the course as follows:

Course number and title: **EECE 814: Instructional Leadership in Literacy**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

This course introduces the roles of the specialized literacy professional as an instructional leader. Teachers are introduced to foundations of adult learning and to social justice, equity, and anti-racism as frameworks for instructional leadership. Teachers apply these concepts to examine approaches to professional learning, coaching, and collaboration with school personnel and communities to organize and implement literacy programs.

12. EECE

l. Request for New Course

Please state the course as follows:

Course number and title: **EECE 819: Practicum in Literacy**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

This course provides teachers with a supervised practicum in teaching literacy to students in the elementary, middle, and secondary grades. Teachers develop and implement instruction that meets the specific literacy learning needs of students, administer appropriate literacy assessments, and collaborate with families. Students consider issues in teaching for social justice, equity, and anti-racism in their practice. This course includes spaces for structured reflection on teachers' instructional practice and issues in the field of literacy.

13. FNES

m. Minor Change: Change in course hours & Change in course prerequisite or corequisite

TO:

FNES 763 Nutritional Pathophysiology I. 3hr.; 3cr. Prereq.: FNES 366 or permission of the instructor. (Note: This course is NOT a pre- or corequisite for FNES 764.) The relation between nutrition and specific diseases is explored. This part of the course will focus on the systemic response to injury and systemic inflammation, endocrine dysregulation, genetic regulation, cardiac and cardiovascular disorders, pulmonary diseases, and nervous system disorders. The discussions will include the pathophysiology of the diseases, with risk factors, clinical manifestation, and current standard and emerging options for Nutrition therapy and prevention.

14. FNES

n. Minor Change: Change in course hours & Change in prerequisite or corequisite

TO:

FNES 764 Nutritional Pathophysiology II. 3hr.; 3cr. Prereq.: FNES 366 or permission of the instructor. (Note: FNES 763 is NOT a pre- or corequisite for this course) Standard and emerging options for Nutrition therapy and prevention are explored for intestinal diseases, kidney diseases and diseases of the joint and skeletal system. The discussion will be based on the pathophysiology of the diseases and will include risk factors and clinical manifestation.

15. FNES

o. Minor Change: Change in course prerequisite or corequisite

TO:

FNES 768. Advanced Nutrition. 3 hr.; 3 cr. Prereq.: FNES 368, Life Cycle Nutrition. Recent advances in nutrition and interpretation. A systematic survey of journals and other sources.

16. FNES

p. Program Change: Change in requirements for degree/certificate – Master of Science in Nutrition and Exercise Sciences, Exercise Science Specialization

2) Please give HEGIS number if known to you: **1299.30**

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

Academic Senate Minutes – May 11, 2023

Required courses in the exercise science specialization include FNES 702, 720, 722, 725, 726, 729, 733, 734, 796, 797, and one 3-credit elective from 707, 708, 719, 730, 740, 762, 770.

Students choosing the comprehensive exam option will replace FNES 797 with a second elective for a total of two electives courses (6 credits) from 707, 708, 719, 730, 740, 762, 770 or other courses as approved by the graduate exercise science advisor.

17. FNES

q. Program Change: Change in requirements for degree/certificate – Master of Science in Nutrition and Exercise Sciences, Nutrition & Exercise Science Specialization

2) Please give HEGIS number if known to you: **1299.30**

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

Required courses in the nutrition and exercise sciences specialization include FNES 702, 720, 725, 726, 733, 762, 767, 768, 796, 797, and one 3-credit elective from 707, 708, 719, 722, 729, 734, 770.

Students choosing the comprehensive exam option will replace FNES 797 with a second elective for a total of two electives courses (6 credits) from 707, 708, 719, 722, 729, 734, 770 or other courses as approved by the graduate exercise science advisor.

18. FNES

r. Program Change: Change in requirements for degree/certificate – Master of Science in Nutrition and Exercise Sciences, Nutrition Specialization

2) Please give HEGIS number of known to you: **1299.30**

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

Required courses in the nutrition specialization include FNES 702, 711VT, 717, 762, 763, 767, 768, 770, 796, 797, and one 3-credit elective from FNES 707, 710, 711VT, 722, 723, 764, 773, 774, or other courses as approved by the graduate nutrition advisor.

Students choosing the comprehensive exam option will replace FNES 797 with a second elective for a total of two electives courses (6 credits) from FNES 707, 710, 711VT, 722, 723, 764, 773, 774, or other courses as approved by the graduate nutrition advisor.

19. FRENCH

s. Proposal to Add Distance Education Format

2) Please give HEGIS number if known to you: **1102**

20. MATH

t. Request for New Course

Please state the course as follows:

Academic Senate Minutes – May 11, 2023

Course number and title: **MATH 585. Mathematical Foundations of the Secondary School Curriculum**

Hours and credits: 6 hours; 4 credits

Prerequisites or corequisites: Permission of the instructor

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

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 385 or 385W.

21. MATH

u. Minor Change: Change in course prerequisite or corequisite

TO:

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

22. MEDST

v. Request for New Course

Please state the course as follows:

Course number and title: **MEDST 705. Race, Migration, and Media**

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

Prerequisites or corequisites: None

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

MEDST 705. Race, Migration, and Media. 2 hr. plus conference. 3 cr. Seminar offers an intensive introduction to the relationships between race, migration, and media. Recognizing the power of media representations, technologies, and industries to shape and reinforce dominant ideas about race, ethnicity, and otherness. Students learn about various forms of media activism addressing racial injustice, exploitation, and inequality.

23. SEYS

w. Request for New Course

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Please state the course as follows:

Course number and title: **SEYS 726: Exploring History through Art: A collaborative course in Art and Social Studies Education**

Hours and credits: 3 hours; 3 credit

Prerequisites or corequisites: Art Education students must have completed SEYS 575 and SEYS 576.

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

This is an advanced curriculum course for art and social studies teachers. The primary goal of the course is to discuss how art objects and images can be used to teach history. Students will learn how to visually analyze images and engage in an inquiry-based pedagogy. As part of the course students will be introduced to and utilize primary resources from the Library of Congress as well as Queens based digital collections including the Godwin-Ternbach, Queens College Library digital archives and Queens Memory Project, part of the Queens Public Library. Students will identify a site or event from their school community to create curriculum as part of their final project.

B. ITEMS FOR CEP/CAP

1. EECE

a. New Program

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

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

Master of Science in Education, Literacy (All Grades)

The MEd in Literacy (All Grades) is designed for teachers who want to engage in the advanced study of literacy, including the teaching of reading and writing to learners in the elementary, middle, and secondary grades. The program leads to New York State initial and/or professional certification in Literacy (All Grades). On completion of the program, candidates are prepared to work as classroom teachers with advanced knowledge of literacy; literacy specialists or coaches in elementary, middle, and secondary schools; and instructional leaders in schools and other educational settings.

The program is grounded in current research on literacy and the School of Education values of equity, excellence, and ethics. The program is committed to promoting literacy education that centers social justice and ensures that equitable and anti-racist pedagogy and assessment practices are the norm in PK-12 schools. Equitable, socially just, and anti-racist literacy education includes fairly distributing resources and opportunities for literacy learning; actively challenging mechanisms of oppression, including those that are historically rooted and institutionally sanctioned in schools; and ensuring that instruction and assessment produce or sustain equity in literacy outcomes across groups that include race, class, gender, sexual orientation, and ability.

The program aims to prepare graduates who will: (1) design and implement instruction to support students whose literacy learning needs are not met by standard school curricula and instruction;

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and (2) take on roles as instructional leaders who advocate for, design, and implement literacy curricula and instruction that is equitable, socially just, and anti-racist.

The MEd in Literacy (All Grades) requires 30 credits of coursework. Candidates in the program study language development and theories of literacy, reading and writing, instructional design and assessment, family and community literacies, professional learning and coaching, and other advanced topics in the study of literacy. As part of the program, candidates complete a literacy practicum with students in the elementary (PK-4) and middle/secondary (5-12) grades. Coursework in the program covers early, elementary, and secondary literacy. Required courses for the program are summarized in Table 1.

Applicants to the program must have: (1) a bachelor's degree with a minimum cumulative GPA of 3.0; and (2) a New York State initial or professional classroom teaching certificate. Candidates in the program are required to maintain a 3.0 cumulative GPA to progress in the program.

Table 1. Courses for MEd in Literacy (All Grades) (30 credits)

EECE 810 Foundations of Language and Literacy, 3 cr.

EECE 811 Family, Community, and Literacy, 3 cr.

EECE 812 Teaching Early Literacy, 3 cr.

EECE 813 Literacy Assessment, 3 cr.

EECE 814 Instructional Leadership in Literacy, 3 cr.

EECE 742 Reading Materials for Children, 3 cr.

SEYS Elective*

SEYS Elective*

EECE 782 Teacher as Researcher, 3 cr.

EECE 819 Practicum in Literacy, 3 cr.

*Approved SEYS Elective courses include:

SEYSL 702 Literacy in the Content Areas, 3 cr.

SEYSL 703 Literacy for Diverse Learners, 3 cr.

SEYSL 704 Young Adult Literature Across the Curriculum, 3 cr.

SEYSL 705 Multiple Perspectives of Literacy, 3 cr.

2. SEYS

b. New Program

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

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

On page 102 of the Bulletin, the Table of Contents on the top left column currently appears as:

2. Master of Arts in Teaching (MAT) programs

a. Art (K–12)

b. Critical Languages (Arabic, Chinese, Hindi, Korean, Russian, Urdu)

c. English Education

d. Mathematics Education

e. Science Education (Biology, Chemistry, Earth Science, Physics)

3. Post-Master's Certificate Program

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- a. Literacy 5–12
- b. Ethical and Equitable Practice
- 4. Initial Certification

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

Please change to:

- 2. Master of Arts in Teaching (MAT) programs
 - a. Art (K–12)
 - b. Critical Languages (Arabic, Chinese, Hindi, Korean, Russian, Urdu)
 - c. French Education, Italian Education
 - d. English Education
 - e. Mathematics Education
 - f. Science Education (Biology, Chemistry, Earth Science, Physics)
- 3. Post-Master's Certificate Program
 - a. Literacy
 - b. Ethical and Equitable Practice
 - 4. Initial Certification

On page 103, insert the following text in the bottom right column, before: The goals of the MAT degree program are to:

6. Masters of Arts in Teaching in French Language Education

On page 104, insert the following text in the top right column, before POST-MASTER'S CERTIFICATE PROGRAM IN LITERACY (5–12)

French Language Education (18 credits)

Pedagogical Content Courses

SEYS 743

SEYS 786

One elective (3credits) from the following:

SEYSW 710. Foreign Language and Cultural Learning through Classroom Interaction

SEYS 714 World Language Program Design

Or

Selected Topics: SEYS 767.3*

Interdisciplinary Curriculum for Critical Language Assessment in Secondary School

Teaching Languages to Young Children

Technology integration for World Language instruction and assessment

Mobilize the modes: IPAs for differentiated instruction and formative assessment

Interdisciplinary Curriculum for Language Assessment in Secondary School

Integrating language, culture and content in World Language Education

Content Courses

9 credits in French

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5c. Nominating Committee

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

“To accept the Nominating Committee report dated May 11, 2023”

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

1) Graduate Curriculum Committee

The following faculty member was elected with unanimous consent:

Melissa Checker	Social Sciences	May 2024
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2) Undergraduate Scholastic Standards Committee

The following student member was elected with unanimous consent:

Reyana Persaud	Social Sciences	May 2026
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6. Old Business: (none)

7. New Business: (none)

- i. MOTION: Duly made by Chair Ferguson

“To Adjourn”

The fifty-third meeting of the Academic Senate was adjourned at 3:58 p.m.

LIMITED MEETING OF QUEENS COLLEGE

ACADEMIC SENATE

FIRST MEETING - SESSION FIFTY-FOUR

May 11, 2023 – Kiely Hall, room 170

CANCELLED MEETING DUE TO LACK OF QUORUM

Chair Kevin L. Ferguson announced that there was NO QUORUM AT 4:20 p.m.

The first meeting session fifty-four of the Queens College Academic Senate will take place at the beginning of the Fall 2023 semester. The current members of the Executive Committee and Holder of the Chair will continue to perform their duties in the interim.

End of announcements at 4:21 p.m.

* * * * *

A. General Education

1. General Education Matters
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
 - a. AFST 303W. The Global Black Experience in Media and Film
4. STEM variant courses.

1. Physics

Changes to Requirements for a Major: BA Applied Physics

FROM:

Elective Requirements

Three 3- or 4-credit physics courses at the 200 level or above (excluding PHYS 204 and 207) and one 3- or 4-credit science/mathematics course approved by the department.

TO:

Elective Requirements

Four 3- or 4-credit courses from the following list: physics courses at the 200 level and above (excluding PHYS 204 and 207), BIOL 105 and above, CHEM 113 and above, MATH 200 and above, and CSCI 111 and above.

Justification:

Changes to the requirements are made to provide the students with greater flexibility and to broaden their background in science. These changes are especially important for students in the Pre-Engineering Program, who will be pursuing a broad range of STEM careers outside of physics.

2. Linguistics and Communication Disorders

Change to a Major: General Linguistics

Addition of an elective course to the program with no change in number of credits.

From:

ELECTIVES

Foundations

Complete ANY of the following Courses:

- LCD 102 - Analyzing Language
- LCD 105 - Fundamentals of Psycholinguistics for the Study of Typical and Atypical Language
- LCD 206W - Bilingualism
- ~~LCD 209 - Language and Mind~~
- ANTH 104 - Language, Culture, and Society
- OR LCD 104 - Language, Culture, and Society
- PHIL 109 - Modern Logic

Applications

Earn at least 6 credits from the following:

- LCD 103 - Multilingualism in the United States
- LCD 203 - Languages of the World
- LCD 209 - Language and Mind
- LCD 381 - Analyzing Language in Action
- EURO 202 - VT: Languages of Europe
- EURO 202W - VT: Languages of Europe
- EAST 209 - VT: Structure of an East Asian Language
- CHIN 314 - Chinese Grammar, Rhetoric, and Composition

- CHIN 317 - Introduction to Formal Chinese Linguistics
- CHIN 318 - Introduction to Applied Chinese Linguistics
- KOR 317 - Introduction to Formal Korean Linguistics
- KOR 318 - Introduction to Applied Korean Linguistics
- JPNS 317 - Introduction to Japanese Linguistics
- JPNS 318 - Topics in Advanced Japanese Linguistics
- ITAL 336 - The Italian Language
- RUSS 327 - Contrastive Grammar
- SPAN 338 - Foundations of Spanish Linguistics
- SPAN 391 - Seminar in Spanish Language and Linguistics
- ANTH 280 - Language and Social Identity
- ANTH 289 - Topics in Linguistic Anthropology
- ANTH 380 - Seminar in Linguistic Anthropology

Research

Earn at least 6 credits from the following:

- LCD 244W - Language and Social Diversity
- LCD 324 - Linguistic Field Methods and Endangered Languages
- LCD 360 - Issues in Linguistic Research
- LCD 380 - Research Design and Methods in Linguistics
- LCD 388 - Voices of New York
- ANTH 388 - Voices of New York

To:

Complete ANY of the following Courses from Foundations, Applications, or Research:

Foundations

- LCD 102 - Analyzing Language
- LCD 105 - Fundamentals of Psycholinguistics for the Study of Typical and Atypical Language
- ~~LCD 206W - Bilingualism~~
- ~~LCD 209 - Language and Mind~~
- ANTH 104 - Language, Culture, and Society
- OR LCD 104 - Language, Culture, and Society
- PHIL 109 - Modern Logic

Applications

Earn at least 6 credits from the following:

- LCD 103 - Multilingualism in the United States
- LCD 203 - Languages of the World
- LCD 206W - Bilingualism
- LCD 209 - Language and Mind
- LCD 381 - Analyzing Language in Action
- or ANTH 281 - Analyzing Language in Action
- EURO 202 - VT: Languages of Europe
- EURO 202W - VT: Languages of Europe
- EAST 209 - VT: Structure of an East Asian Language
- CHIN 314 - Chinese Grammar, Rhetoric, and Composition
- CHIN 317 - Introduction to Formal Chinese Linguistics
- CHIN 318 - Introduction to Applied Chinese Linguistics

- KOR 317 - Introduction to Formal Korean Linguistics
- KOR 318 - Introduction to Applied Korean Linguistics
- JPNS 317 - Introduction to Japanese Linguistics
- JPNS 318 - Topics in Advanced Japanese Linguistics
- ITAL 336 - The Italian Language
- RUSS 327 - Contrastive Grammar
- SPAN 338 - Foundations of Spanish Linguistics
- SPAN 391 - Seminar in Spanish Language and Linguistics
- ANTH 280 - Language and Social Identity
- ANTH 289 - Topics in Linguistic Anthropology
- ANTH 380 - Seminar in Linguistic Anthropology

Research

Earn at least 6 credits from the following:

- LCD 244W - Language and Social Diversity
- LCD 324 - Linguistic Field Methods and Endangered Languages
- LCD 360 - Issues in Linguistic Research
- LCD 380 - Research Design and Methods in Linguistics
- LCD 388 - Voices of New York
- ANTH 388 - Voices of New York

Justification:

The first change is not in content but is designed to reduce ambiguity about the possible electives student may take. One course may be from any category. The second change adds our new course LCD/ ANTH: 281 as an additional Applications elective. It will be offered each Spring.

3. Africana Studies

a. New Course:

AFST 200 Introduction to the African Diaspora 3 hr.; 3 cr. Prereq.: None

An introduction into both seminal as well as innovative scholarship about the African diaspora, a working definition of which is the dispersal of Africans and their descendants throughout much of the world. The course focuses on the movement of Africans on and off the continent since antiquity. It traces these communities and individuals as they made their way through the Mediterranean and Europe, the central Islamic lands, Asia, and the Americas. The course surveys several key topics: African history and the Trans-Atlantic Slave Trade, literary and cultural productions of the diaspora, the meanings of race, the politics of Blackness across temporal and spatial planes, and how people of the diaspora shape and have been shaped by their physical movement.

Justification:

This course was developed by Africana Studies (AFST). The course adds to the current Africana Studies curriculum by filling a large gap in its offerings related to the global expanse of Africa and its influence on the modern era. Essential to any successful Africana Studies program is highlighting the centrality of Africa itself to all fields of study, cultures, worldviews, and creative economies in the pre-modern and modern contexts. The Africana Studies Advisory Board, while reviewing the current curriculum noted that a weakness in our offerings included a course focused on the making of African diasporas. The specificity of the course title and its stated purpose serves to assist students who seek to focus their undergraduate pursuits in the study of the African diaspora. Presently there is no course offering in the QC catalogue that presents such an opportunity. The course will extend possibilities for students in AFST, WGSS, BALA, URBST, ECON, POLL, HIST, SOC, ANTH, MEDLA, EAST, and PHIL. The Board determined to fill that gap by

proposing AFST 200 Intro to the African Diaspora for students majoring/ minoring in Africana Studies. We plan for AFST 200 Intro to the African Diaspora to be taught annually.

b. New course

AFST 212 Black Psychology 3cr. 3hr.

An introduction to the field of African American psychology. Emphasis will be given to such issues as the African/African American worldviews and the manner in which cross cultural systems of social reality impact the African experience in America. The course will cover theories of African/Black personality, psychological health and mental disorder, identity, and family and social relationships. Moreover, the course will discuss issues that impact Africans in America and throughout the Diaspora.

Justification:

The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course in one or more departments. The course presents AFST Majors/Minors with a more equitable opportunity to take a cross-listed course with one or more departments under a heading that sufficiently reflects their degree focus. The course follows AFST's emphasis on helping students explore the various dimensions of structural racism through exposure to a myriad of academic disciplines. The course also serves to encourage students broaden their understandings of the heterogenous lives of African descended peoples. No such course title exists at QC. This course's aim is to further assist AFST Major/Minor round out their degree pursuits. The course presents an additional elective for students majoring in AFST, PSYCH, ANTH, MED, HIST, SOC. We plan for AFST 212 to be taught semi-annually.

c. New course

AFST 312 Psychology of Racial Identity 3cr. 3hr.

An introduction to the field of African American psychology. Emphasis will be given to such issues as the African/African American worldviews and the manner in which cross cultural systems of social reality impact the African experience in America. The course will cover theories of African/Black personality, psychological health and mental disorder, identity, and family and social relationships. Moreover, the course will discuss issues that impact Africans in America and throughout the Diaspora.

Justification:

The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take courses that reflect their pursuit of an Africana Studies Major/Minor. The course is in keeping with AFST's aim to support students in their exploration of the various dimensions of structural and systemic racism and their impacts using a myriad of academic disciplinary tools. The course reflects Africana Studies' overall emphasis on helping students trace the lives, interactions, and myriad experiences of African descended peoples as a part of the undergraduate learning experience. The specificity of the course title and its stated purpose serves to assist students who seek to focus their undergraduate pursuits in the study of Psychology. Presently there is no course offering in the QC catalogue that presents such an opportunity. The course will extend possibilities for students in AFST, PSCHY, WGSS, BALA, URBST, ECON, POLI, HIST, SOC, ANTH, MEDLA, and PHIL. We plan for AFST 312 to be taught semi-annually.

d. New course

AFST 303W. The Global Black Experience in Media and Film

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

Examination of the complex dialogue between Black media representations and the lived cultural, social, and historical experiences of people of African descent world-wide. It explores the interdependent roles

of Black individuals, groups, and communities as cultural producers, consumers, and subjects of media representations and discourses.

Justification:

The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course in one or more departments with a writing designation. The course presents AFST Majors/Minors with a more equitable opportunity to take a cross-listed course with one or more departments under a heading that sufficiently reflects their degree focus. The course follows AFST's emphasis on helping students explore the various dimensions of structural racism through exposure to a myriad of academic disciplines. The course also serves to encourage students broaden their understandings of the heterogenous lives of African descended peoples. No such course title exists at QC. This course's aim is to further assist AFST Major/Minor round out their degree pursuits. The course presents an additional elective for students majoring in AFST, MED, HIST, SOC, PSY, ANTH and WGSS. We plan for AFST 303W to be taught semi-annually.

e. New course.

AFST 215 Philosophy & the Black Experience 3cr. 3hr.

An introduction to the field of Black philosophy. Emphasis will be given to such issues as the African/African American worldviews and the way cross cultural systems of social reality impact the African experience in America. The course will cover theories of African/Black personality, psychological health and mental disorder, identity, and family and social relationships. Moreover, the course will discuss issues that impact Africans in America and throughout the Diaspora.

Justification:

The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course in one or more departments. The course presents AFST Majors/Minors with a more equitable opportunity to take a cross-listed course with one or more departments under a heading that sufficiently reflects their degree focus. The course follows AFST's emphasis on helping students explore the various dimensions of structural racism through exposure to a myriad of academic disciplines. The course also serves to encourage students broaden their understandings of the heterogenous lives of African descended peoples. No such course title exists at QC. This course's aim is to further assist AFST Major/Minor round out their degree pursuits. The course presents an additional elective for students majoring in AFST, PHIL, PSYCH, ANTH, MED, HIST, SOC. We plan for AFST 215 to be taught semi-annually.

f. Change in Title and Course Description

Change From:

AFST 300, 300W ~~Seminar in Africana Studies~~ 3hrs. 3cr

Prereq.: ~~Topics to be announced.~~

To Read:

AFST 300, 300W **The Black Intellectual Tradition** 3hrs. 3cr

Prereq.: AFST 100, AFST 200 Permission of the Department.

Required for all Majors. Offered in the Fall semester and must be taken in student's the senior year.

Students will complete a senior research project. This senior project will require students to demonstrate their familiarity with the theories, methods, and foundational debates of Africana Studies, and call upon their knowledge of different academic disciplines to conduct research on a self-designed topic from an interdisciplinary perspective. The capstones will be taught as independent studies with the close guidance of an Africana Studies-affiliated faculty member.

Justification: *In support of preparing Majors/Minors for post graduate life, each student completing the minor in Africana Studies produces an interdisciplinary senior capstone project. In this capstone, students pursue in depth and detail a subject that particularly captivates them, usually something they have studied in one of their courses in the program. The new course title and description focuses on the types and modes of production and reasoning that helped shape Black Culture in modern error. There is no such synthesis course presently in the Queens College Catalogue. This course is supported by the expanded offerings of Africana Studies and presents students with a means of capitalizing on what they have learned over time. This course aims to bridge Africana Studies theory and practice with impacting the professional life of students in mind.*

g. Change in Course Description

Change From:

AFST 101: Survey of African Civilization I 3hrs. 3 cr.

~~An interdisciplinary survey of African civilization from the earliest times to the sixteenth century. The course will focus on the origins and development of civilization in Africa (Egyptian, Sudanic, Ethiopic, Malian, Ghanaian, Songhai, Zimbabwean, etc.).~~

To Read:

AFST 101: Survey of Early African Civilizations 3hrs 3 cr.

This interdisciplinary course explores key developments in African history from human origin to 1850. The course covers Ancient Egypt, Kush, Nubia, the West African Islamic kingdoms, and empires, East-Central and Southern Africa before 1870 (Swahili City States, Great Zimbabwe, and the Kongo Kingdom, ...), the eastern slave trade and the transatlantic slave trade, the scramble for Africa and its partition at the 1884-1885 conference of Berlin.

Justification: *Updating the course description focuses the language of the description to more clearly elite the central objectives and goals of the original course. The new description serves to broaden the course's scope, making it more accessible to a variety of cross-list options. The new description more explicitly addresses the equity issues that are central to the course while also indicating the resulting forms of resolution and response that will be examined.*

h. New Course.

AFST 160 Intro to Dances of the African Diaspora I. 2cr. 3hr.

Introduction to the history, culture, music, and body movements of dances in the African American and African Diaspora tradition with a focus on African-derived dances, primarily from Cuba, Puerto Rico, and America. Instruction through classroom lectures, discussions, videos, readings, and movement sessions.

Justification:

The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take courses that reflect their pursuit of an Africana Studies Major/Minor. The course is in keeping with AFST's aim to support students in their exploration of the connections between dance forms that originate on the continent of Africa and modern dance moves. The course reflects Africana Studies' overall emphasis on helping students more readily understand and recognize the imprint of early African traditions on modern societies. The specificity of the course title and its stated purpose serves to assist students who seek to focus their undergraduate pursuits in the study of Dance. Presently there is no course offering in the QC catalogue that presents such an opportunity. The course will extend possibilities for students in AFST, DANC, WGSS, BALA, URBST, ECON, POLI, HIST, SOC, ANTH, MEDIA, and PHIL. We plan for AFST 160 to be taught semi-annually.

i. New course.

New Course Proposal:

AFST 199: The Dance Practices of the African Diaspora and the American Experience 2cr. 3hr.**Course Description:**

A studio course introducing students to American dance aesthetics and practices with a focus on how its evolution has been influenced by African American choreographers and dancers. An ongoing study of movement practices from traditional African dances, dances of the African Diaspora, American Jazz dance, modern dance, and American Ballet will be complemented by readings, video viewings, guest speakers and creation of dance studies.

Justification:

The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take courses that reflect their pursuit of an Africana Studies Major/Minor. The course is in keeping with AFST's aim to support students in their exploration of the connections between dance forms that originate on the continent of Africa and modern dance moves. The course reflects Africana Studies' overall emphasis on helping students more readily understand and engage with African traditions as they occur in modern societies. The specificity of the course title and its stated purpose serves to assist students who seek to focus their undergraduate pursuits in the study of Dance. Presently there is no course offering in the QC catalogue that presents such an opportunity. The course will extend possibilities for students in AFST, DANC, WGSS, BALA, URBST, ECON, POLI, HIST, SOC, ANTH, MEDIA, and PHIL. We plan for AFST 199 to be taught semi-annually.

j. Change in Major/Minor Degree Requirements**Change From:**

~~The program offers a structured body of courses leading to a major or a minor in Africana Studies.~~

~~It is designed to provide knowledge of the civilization, history, literature, culture, and institutions of the peoples of Africa, as well as the peoples of African descent in the Caribbean and North America. Offerings consist of courses generic to Africana Studies as a whole as well as the following concentrations: Africa, the Caribbean, and the African American experience.~~

~~Africana Studies should be of special interest to students who have either a cultural or professional interest in the African, African-Caribbean, or African American experience. It should also be of interest to students who seek to understand a culture or civilization other than their own. It provides the background for graduate work in African, Caribbean, or African American Studies, and may lead to careers in education, community organization and development, social work, business, media, and international service. Because the program draws from several disciplines, it is an excellent choice for a second major or a minor.~~

To Read:

The Africana Studies major offers an interdisciplinary, comparative approach to the study of the history, politics, cultures, literatures, and experiences of peoples in Africa and the African Diaspora. Africa's own overlapping modernities and the transnational migrations of its peoples—whether forced or voluntary—have complicated the meanings of “black” and “African” identities and experiences, prompting us to rethink the geographical boundaries and conceptual paradigms surrounding the production of knowledge about Africa and its diasporic communities. Therefore, this course of study, focuses students on the centrality of Africa and the Black Diaspora in the modern world toward their developing a critical understanding of the political, social, and ideological forces that shape the lives of Africans and Diasporic Africans in the world. This makes the program a site for cross-cultural teaching and research in the histories, cultures, economies, politics, and practices of

African Diasporas in Africa, the Americas (North and South), the Caribbean, Europe, the Asia-Pacific region, and the Middle East.

THE MAJOR

Change From:

Students who intend to major in Africana Studies must consult the director and complete a concentration form.

To read:

Students who intend to major in Africana Studies must meet with the director of the program.

Change From:

Electives (9 credits)

Three courses in one of the following concentrations, provided they have not been taken to fulfill the required core:

- E. Africa (Concentration code 00A): AFST 102, 201/201W, and 234/234W; HIST 111; ANTH 211; SOC 273.
- F. The Caribbean (Concentration code 00B): AFST 232/232W; HIST 243/243W; LALS 203, 204, 208; SOC 261 and 274; SPST 94.
- G. African-American (Concentration code 00C): AFST 102, 201, 202, 234/234W; DRAM 206, 248; ECON 219; ENGL 354 and 355; HIST 277 and 278; SOC 211, 271, and 272.

REQUIREMENTS FOR THE MAJOR IN AFRICANA STUDIES (MAJOR CODE AFST-BA)

Students who major in Africana Studies must take a total of ~~36~~ credits as follows:

Required Core Courses (~~21~~ credits)

~~AFST 101, 102 or 201/201W, 232/232W or 234/234W, 300/300W; HIST 277 or 278; PSCI 277 or 278; SOC 271, 272, or 273.~~

To read:

REQUIREMENTS FOR THE MAJOR IN AFRICANA STUDIES (MAJOR CODE AFST-BA)

Students who major in Africana Studies must take a total of 30 credits as follows:

Required Core Courses (12 Credits)

Majors are required to take all the following:

- AFST 100. Intro to Africana Studies**
- AFST 101. Survey of African Civ I**
- AFST 200. Intro to the African Diaspora**
- AFST 300/300W. Black Intellectual Tradition**

Change From:

Electives (9 credits)

Three courses in one of the following concentrations, provided they have not been taken to fulfill the required core:

1. Africa (Concentration code 00A): AFST 102, 201/201W, and 234/234W; HIST 111; ANTH 211; SOC 273.
2. The Caribbean (Concentration code 00B): AFST 232/232W; HIST 243/243W; LALS 203, 204, 208; SOC 261 and 274; SPST 94.
3. African-American (Concentration code 00C): AFST 102, 201, 202, 234/234W; DRAM 206, 248; ECON 219; ENGL 354 and 355; HIST 277 and 278; SOC 211, 271, and 272.

Two courses (6 credits) must be selected from those above that have not already been chosen, or from ANTH 233, ETHST 310, or MUSIC 5, 239, 240. Consult the director for other courses that may satisfy elective credit for the major.

In addition, students must take three semesters of Arabic, French, Italian, Portuguese, or Spanish-or pass a proficiency examination in an African language equivalent to the intermediate level. Students who have satisfied the college's foreign language requirement in any of these languages do not have to take another language.

REQUIREMENTS FOR THE MINOR IN AFRICANA STUDIES (MINOR CODE AFST-MIN)

Students who minor in Africana Studies must take at least 15 credits from the program's offerings. At least ~~4~~ 2 of these credits must be in the required core curriculum noted above.

Note: Core courses may not be used as electives.

To Read:

Students who minor in Africana Studies must take at least 15 credits from the program's offerings. At least 2 of these credits must be in the required core curriculum noted above. The remaining 6 credits may come from the list of Africana Studies electives.

Note: Core courses may not be used as electives.

To Read:

Electives (6 credits)

Minors will need to take a total of 6 credits in AFST and may choose from the following:

- AFST 102. Survey of African Civilization II
- AFST 103. The Black Race and Racism in US Popular Culture
- AFST 104. Race and Racism in American Popular Music
- AFST 160. Intro to Dances of the African Diaspora
- AFST 199. The Dance Practices of the African Diaspora and the American Experience
- AFST 200. Intro to the African Diaspora
- AFST 201/201W. Introduction to Black Radical Traditions
- AFST 202. The Black Urban Experience.
- AFST 203. Africa in the World
- AFST 204. Origins of African American Literature I

AFST 205.	African American Literature
AFST 206.	The Black Family in a Global Context
AFST 207.	Inequality: Race, Class, and Gender
AFST 211.	The Anthropology of Africa
AFST 212.	Black Psychology
AFST 215.	Philosophy & the Black Experience
AFST 232/232W.	Caribbean Literature
AFST 234/234W.	Black Women Writers
AFST 250.	Caribbean Worlds
AFST 277.	African American Hist to Reconstruction
AFST 278.	African American History Since Reconstruction
AFST 280.	African American Political Thought
AFST 299.	Music of the African Diaspora
AFST 300/300W.	The Black Intellectual Tradition
AFST 302.	The African American Experience in Film and Media
AFST 303W.	The Global Black Experience in Media and Film
AFST 308.	Social Change in the African Diaspora
AFST 311.	Black Digital Humanities
AFST 312.	Psychology of Racial Identity

Justification: As the field of Africana Studies has evolved and expanded since Africana's inception at Queens College in 1973, course offerings and their titles needed to reflect trends and changes made in the field over the past thirty years. As Africana Studies is an interdisciplinary field with a particular focus on the evolution, migration, and presence of Black people globally, the course offerings and their titles reflect the field's emphasis on both the humanistic and scientific methodologies used to chronicle the existences of Black people world-wide. These course offerings not only provide academic variety, but also rigor toward preparing students to being competitive in their fields of choice and well equipped. The specificity of course offerings and their titles broaden the students' view of what Africana Studies has to offer and how a major or minor in Africana Studies can support their academic, professional and life goals.

k. Change in Major Description

Change From:

THE MAJOR

Students who intend to major in Africana Studies must consult the director and complete a concentration form before enrolling in ~~AFST 102 or 204~~.

To Read:

THE MAJOR

Students who intend to major in Africana Studies must consult the director and complete a concentration form.

Justification: To adequately reflect updates made to the Africana Studies the Major requirements must also be updated.

4. History

a. Change in Title and Course Description

Change From:

HIST 277 ~~Survey of African American History~~ 3 hrs. 3 cr.

~~A survey of African American life and history in the United States up to 1896~~

Change To:

HIST 277 African American History to Reconstruction 3 hrs. 3 cr.

This course explores African American history from the Atlantic slave trade up to the Reconstruction Era. It is centrally concerned with the rise of and overthrow of human bondage, and how these processes shaped the modern world.

***Justification:** Updating the course description focuses the language of the description to more clearly elicit the central objectives and goals of the original course. The new description serves to broaden the courses scope making it more accessible to a variety of cross list options. The new description more explicitly addresses the equity issues that are central to the course while also indicating the resulting forms of resolution and response that will be examined.*

b. Change in Title and Course Description

Change From:

HIST 278 Afro-American History II 3 hrs. 3 cr.

~~The role of the African American people in the economic, political, and social development of the United States since 1896.~~

Change To:

HIST 278 African American History Since Reconstruction 3 hrs. 3 cr.

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

***Justification:** Updating the course description focuses the language of the description to more clearly elicit the central objectives and goals of the original course. The new description serves to broaden the courses scope making it more accessible to a variety of cross list options. The new description more explicitly addresses the equity issues that are central to the course while also indicating the resulting forms of resolution and response that will be examined.*

c. Change in Title and Course Description

Change From:

HIST 111: ~~History of Africa~~ 3hrs. 3 cr.

~~Survey of African history south of the Sahara; emphasis on the rise and decline of medieval African kingdoms, the effects of the slave trade on the indigenous peoples, and the growth of African nationalism under colonial rule.~~

To Read:

HIST 111: Early African Civilizations. 3hrs 3 cr.

This course explores key developments in African history from human origin to 1850. The course covers Ancient Egypt, Kush, Nubia, the West African Islamic kingdoms and empires, East-Central and

Southern Africa before 1870 and the eastern slave trade and the transatlantic slave trade, the scramble for Africa and its partition at the 1884-1885 conference of Berlin.

***Justification:** Updating the course description focuses the language of the description to more clearly elicit the central objectives and goals of the original course. The new description serves to broaden the course's scope, making it more accessible to a variety of cross-list options. The new description more explicitly addresses the equity issues that are central to the course while also indicating the resulting forms of resolution and response that will be examined.*

5. CMAL

a. Change in Title

From:

EAST 262. ~~Korean History through Film~~

3 hr., 3cr. Prerequisite: None.

To read:

EAST 262. History and Memory in Korean Cinema and Media

3 hr.; 3cr. Prerequisite: None.

Justification:

The change is intended to better inform students of the content of the course. The new title clearly refers to course topics, issues, and texts students will examine. This is an elective course open to all undergraduate students. The course is also provided as an elective course for students majoring in East Asian Studies and/or Chinese and students minoring in East Asian Studies, Korean, Chinese, and Japanese.

6. Hispanic Languages and Literatures

a. Change in the list of electives for the Spanish Major

From:

The Major in Spanish consists of 36 credits taken in the following sequence:

I. Required (27 credits): SPAN 221 (for native speakers) or SPAN 222 (for non-native speakers), SPAN 224, 225, 240 (these courses are prerequisites for all higher-numbered courses), SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses), and SPAN 310 or 312.

II. Electives: 9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 350, 337, 338, 339, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

To Read:

The Major in Spanish consists of 36 credits taken in the following sequence:

I. Required (27 credits): SPAN 221 (for native speakers) or SPAN 222 (for non-native speakers), SPAN 224, 225, 240 (these courses are prerequisites for all higher-numbered courses), SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses), and SPAN 310 or 312.

II. Electives: 9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 328, 329, 350, 337, 338, 339, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

Justification:

Adding SPAN 328 and 329 to the list of elective for the Spanish Major will increase the number of HLL course offerings available thus allowing students to graduate in a timely fashion.

b. Change in the list of electives for the Spanish Major

From:

The Major in Spanish consists of 36 credits taken in the following sequence:

III. Required (27 credits): ~~SPAN 221 (for native speakers) or SPAN 222 (for non-native speakers)~~, SPAN 224, 225, 240 (these courses are prerequisites for all higher-numbered courses), SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses), and SPAN 310 or 312.

IV. Electives: 9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 328, 329, 350, 337, 338, 339, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

To Read:

The Major in Spanish consists of 36 credits taken in the following sequence:

III. Required (27 credits): SPAN 224, 225, 240, and 241 (these courses are prerequisites for all higher-numbered courses), SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses), and SPAN 310 or 312.

IV. Electives: 9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 328, 329, 350, 337, 338, 339, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

Justification:

Currently, a significant percentage of our Spanish majors skip SPAN 221 and are placed in a higher level course (either SPAN 224 or SPAN 225) because they demonstrate proficiency above SPAN 221. In order to fulfill the 36 credits required for the major, students who skip SPAN 221 take an additional 300-level elective course. The undergraduate advisor informs students about this when they declare the Spanish major. However, in many cases, a number of students don't remember to register for the elective course. Unfortunately, they become aware of it when they file for graduation. This may impact their timely graduation.

As the majority of Spanish majors are not taking this course, we propose to remove it from the Spanish major course sequence.

In order to maintain the required 36 credits for the Spanish Major, the Department proposes to replace SPAN 221 with SPAN 241, a new course that is part of the Core. This new bridge course will create a smoother transition from SPAN 225 to the Linguistics electives.

7. Art

a. Update Course Title and Bulletin Description:

FROM:

DESN 193. ~~VF: Introduction to Digital Animation.~~
4 hr.; 3 cr. ~~Introduction to digital animation using an industry standard program such as Flash or Toon Boom Studio. Topic will be announced before registration.~~

TO:

DESN 193. Motion Graphics I.
4 hr.; 3 cr. Motion graphics can move an audience emotionally and have a significant impact on society through its effect on our senses of sight and hearing. An introduction to industry-standard software; projects include animations for websites, commercials, and cinema.

Justification: Updating course title from its antiquated title to a more relevant title and description will give the students a better understanding of what the course is about. Updating the bulletin description by removing outdated and unavailable lists of software (Flash no longer exists) and implementing a more ambiguous description of software will allow the course to adapt to the quickly evolving field of Motion Graphics. Various Topics identifier is no longer necessary because we are revising DESN 290 to be the follow up class if students want to pursue this field of study in more detail.

b. Update Course Title and Bulletin Description:

FROM:

DESN 290. Motion Graphics. 4 hr.; 3 cr. Prereq.: ~~DESN 241 and DESN 242.~~
~~Motion graphics can move an audience emotionally and have a significant impact on society through its effect on our senses of sight and hearing. An introduction to Adobe After Effects; projects include animations for websites, commercials, and cinema.~~

TO:

DESN 290. Motion Graphics II. 4 hr.; 3 cr. Prereq.: DESN 193 and DESN 241.
An advanced animation course building on the skills learned in Motion Graphics 1 that will focus on dynamic and 3D typography animations, live action tracking and the compositing pipeline.

Justification: Previously this course was a stand-alone animation course with no animation prerequisites. This course is now building on the skills learned in the prerequisite DESN 193 and will allow the student to gain a deeper understanding of animation and motion graphics. Removing the DESN 242 and adding the DESN 193 prerequisite will allow students to still take this semester by the third semester in the sequence of the Design program.

c. New Course:

DESN 393. Independent Internship. 135 hr.; 3 cr. Pre-req.: College average 2.75, department average 3.4. Open to a limited number of qualified students who want to do independent work in a related Design organization. Written application for permission to enroll, stating in detail the nature and scope of the

proposed project, must be submitted to the department deputy chair at least one month prior to the date of registration. BFA students are encouraged to use one 3-credit elective (DESN 393) course for an internship at a department approved agency or studio. Although the department maintains a list of these organizations, students are responsible for seeking and securing their internship. They then work with a faculty advisor for advice and arrangements with the representative from the internship.

Justification: When the Design program changed the course prefixes from “ARTS” to “DESN” this course was not added to list of classes because the DESN prefix was not yet approved and this is a new class. The class was not retitled from ARTS 393 because Studio Art will still be using this course for their program. Creating a new class will result in less confusion among ARTS STUDIO (ARTS) and DESIGN (DESN) offerings when students register.

d. New Course:

DESN 340. Motion Graphics III. 4 hr.; 3 cr. Pre-req.: DESN 290.

A continuation of DESN 290. Projects in this advanced course will be based on student and teacher interest and specialization.

Justification: This third motion design course will give students more time to explore advanced toolkits to equip students will the skills necessary to excel in the competitive field of motion design.

e. Updated Required DESN BFA Course List:

FROM:

Design Required Courses:

ARTS 151 Drawing I

or DESN 188 Illustration I

DESN 190 Design Foundations

DESN 191 Basic Software for Design

DESN 193 ~~VT: Intro. to Digital Animation~~

DESN 214 Web Design I

DESN 241 Design I

DESN 242 Typography I

DESN 245 Typography 2

DESN 246 Design 2

DESN 345 Design 3

DESN 395 Senior Capstone

TO:

Design Required Courses:

ARTS 151 Drawing I

or DESN 188 Illustration I

DESN 190 Design Foundations

DESN 191 Basic Software for Design

DESN 193 Motion Graphics 1

DESN 214 Web Design I

DESN 241 Design I

DESN 242 Typography I

DESN 245 Typography 2

DESN 246 Design 2

DESN 345 Design 3

DESN 395 Senior Capstone

f. Updated DESN BFA Elective Course List:

FROM:

DESN 157 Digital Moviemaking I
DESN 172 Game Design
DESN 173 Shoot, Edit, Post
DESN 187 Graphic Novel I
DESN 188 Illustration I
DESN 192 Storyboarding and Storytelling
DESN 195 Photoshop Basics
DESN 205 Photoshop Color
DESN 207 Introduction to Video Editing I
DESN 210 Introduction to Adobe Flash
DESN 211 Introduction to Illustrator
DESN 212 Introduction to Adobe Dreamweaver
DESN 213 3D Modeling
DESN 215 Traditional Animation
DESN 217 Digital Moviemaking II
DESN 221 Video Graphics and Compositing
DESN 247 Graphic Novel II
DESN 248 Book Design and Production
DESN 249 Creative Coding
DESN 250 Design Thinking
DESN 259 Illustration II
DESN 263 App Design
DESN 265 Physical Computing
DESN 266 Children's Book Illustration
DESN 269 Information Design
DESN 270 Data Visualization
DESN 277 VT: Pixel-based Imagery
DESN 278 VT: Vector-based Imagery
DESN 279 VT: 3-D Animation
DESN 286 Interaction Design
DESN 287 Moviemaking
DESN 289 Publication Design
~~DESN 290 Motion Graphics~~
DESN 296 Advertising Design
DESN 314 Web Design 2
DESN 347 Graphic Novel III
DESN 359 Illustration III
DESN 370 VT: Special Topics in Design
~~ARTS 393 Independent Internship~~
PHOTO 165 Digital Imagemaking

TO:

DESN 157 Digital Moviemaking I
DESN 172 Game Design
DESN 173 Shoot, Edit, Post
DESN 187 Graphic Novel I
DESN 188 Illustration I
DESN 192 Storyboarding and Storytelling
DESN 195 Photoshop Basics

DESN 205 Photoshop Color
 DESN 207 Introduction to Video Editing I
 DESN 210 Introduction to Adobe Flash
 DESN 211 Introduction to Illustrator
 DESN 212 Introduction to Adobe Dreamweaver
 DESN 213 3D Modeling
 DESN 215 Traditional Animation
 DESN 217 Digital Moviemaking II
 DESN 221 Video Graphics and Compositing
 DESN 247 Graphic Novel II
 DESN 248 Book Design and Production
 DESN 249 Creative Coding
 DESN 250 Design Thinking
 DESN 259 Illustration II
 DESN 263 App Design
 DESN 265 Physical Computing
 DESN 266 Children's Book Illustration
 DESN 269 Information Design
 DESN 270 Data Visualization
 DESN 277 VT: Pixel-based Imagery
 DESN 278 VT: Vector-based Imagery
 DESN 279 VT: 3-D Animation
 DESN 286 Interaction Design
 DESN 287 Moviemaking
 DESN 289 Publication Design
DESN 290 Motion Graphics II
 DESN 296 Advertising Design
 DESN 314 Web Design 2
DESN 321 Animation Production
DESN 340 Motion Graphics III
 DESN 347 Graphic Novel III
 DESN 359 Illustration III
 DESN 370 VT: Special Topics in Design
DESN 393 Independent Internship
 PHOTO 165 Digital Imagemaking

f. Updated DESN BFA Concentrations Course List:

FROM:

Animation: DESN 157, 187, 188, 192, 207, 210, 213, 215, 217, 221, 247, 249, 259, 266, 277, 278, 279, 287, 290, 347, 359, 370, ~~ARTS 393~~.

Communication Design: DESN 173,188, 195, 205, 207, 210, 212, 213, 243, 248, 249, 250, 257, 263, 265, 269, 270, 277, 278, 279, 286, 289, 290, 296, 370, ~~ARTS 393~~.

Illustration: DESN 157, 172, 187, 188, 192, 195, 213, 215, 247, 248, 249, 251, 257, 259, 266, 279, 287, 290, 296, 347, 359, 370, ~~ARTS 393~~, ARTS 151.

Interaction Design DESN 157, 172, 188, 195, 205, 207, 210, 212, 213, 214, 217, 221, 243, 249, 250, 257, 263, 265, 269, 270,277, 278, 279, 286, 290, 314, 370, ~~ARTS 393~~

TO:

Animation: DESN 157, 187, 188, 192, 207, 210, 213, 215, 217, 221, 247, 249, 259, 266, 277, 278, 279, 287, 290, 321, 340, 347, 359, 370, 393.

Communication Design: DESN 173, 188, 195, 205, 207, 210, 212, 213, 243, 248, 249, 250, 257, 263, 265, 269, 270, 277, 278, 279, 286, 289, 290, 296, 370, 393.

Illustration: DESN 157, 172, 187, 188, 192, 195, 213, 215, 247, 248, 249, 251, 257, 259, 266, 279, 287, 290, 296, 321, 340, 347, 359, 370, 393, ARTS 151.

Interaction Design DESN 157, 172, 188, 195, 205, 207, 210, 212, 213, 214, 217, 221, 243, 249, 250, 257, 263, 265, 269, 270, 277, 278, 279, 286, 290, 314, 370, 393

g. Updated Minors Course List:

FROM:

Graphic Design (ARTGD-MIN)

DESN 190, 191, 241, plus any four from DESN 188, 193, 213, 207, 214, 242, 243, 244, 245, 246, 248, 250, 263, 269, 286, 289, 290, 296, 314, 370, ~~ARTS 393~~.

Animation and Illustration (ARTSAI-MIN) — Required: 21 credits

Seven courses from ARTS 151, DESN 190, 191, 192, 187, 188, 193, 205, 207, 210, 213, 215, 221, 247, 249, 250, 259, 266, 277, 278, 279, 286, 290, 347, 359, 370, ~~ARTS 393~~.

Digital Moviemaking & Imagemaking (ARTSDM-MIN)

Seven courses from DESN 157, 165, 205, 207, 210, 217, 221, 225, 235, 277, 278, 279, 287, 290, 370, ARTS ~~393~~

Interaction Design (ARTID-MIN)

Seven courses from DESN 157, 165, 171, 188, 189, 190, 191, 192, 193, 195, 205, 207, 210, 211, 212, 213, 214, 215, 217, 221, 243, 249, 263, 265, 270, 277, 278, 279, 286, 287, 290, 314, 370, ~~ARTS 393~~. Basic drawing skills (ARTS 151 or equivalent) and a good working knowledge of page layout, image-editing, and drawing software (DESN 191 or equivalent) are recommended before beginning the minor.

TO:

Graphic Design (ARTGD-MIN)

DESN 190, 191, 241, plus any four from DESN 188, 193, 213, 207, 214, 242, 243, 244, 245, 246, 248, 250, 263, 269, 286, 289, 290, 296, 314, 370, 393.

Animation and Illustration (ARTSAI-MIN) — Required: 21 credits

Seven courses from ARTS 151, DESN 190, 191, 192, 187, 188, 193, 205, 207, 210, 213, 215, 221, 247, 249, 250, 259, 266, 277, 278, 279, 286, 290, 321, 340, 347, 359, 370, 393.

Digital Moviemaking & Imagemaking (ARTSDM-MIN)

Seven courses from DESN 157, 165, 205, 207, 210, 217, 221, 225, 235, 277, 278, 279, 287, 290, 321, 340, 370, 393.

Interaction Design (ARTID-MIN)

Seven courses from DESN 157, 165, 171, 188, 189, 190, 191, 192, 193, 195, 205, 207, 210, 211, 212, 213, 214, 215, 217, 221, 243, 249, 263, 265, 270, 277, 278, 279, 286, 287, 290, 314, 370, 393. Basic drawing skills (ARTS 151 or equivalent) and a good working knowledge of page layout, image-editing, and drawing software (DESN 191 or equivalent) are recommended before beginning the minor.

8. Psychology

a. New course

PSYCH 256. The Psychology of Addiction. 3 hr.; 3 cr. Prereq: PSYCH 101. An overview of the theory, etiology, and treatment of various addictive disorders. Topics will include the biopsychosocial theory of addiction, assessment of addiction, prevalence rates of various disorders, and the debate of decriminalization. A few common addictive substances will be covered in depth, such as opioids, stimulants, and marijuana. Behavioral addictions will also be covered.

Justification: We have offered it now for several semesters as a special topics course and it has become very popular. Because this is such a necessary topic in psychology, we would like to incorporate it into our curriculum as a numbered 200 level elective course.

9. Political Science

a. New course.

PSCI 265 Regional Conflict and Cooperation in World Politics 3 hr.; 3 cr.

Examination of the dynamics of regional conflict and cooperation. It probes a variety of theoretical approaches to regional security and cooperation, the confluence of domestic and international politics, and the role of political, economic, and military factors in shaping conflict and cooperation in a regional context. The course will pay close attention to how great power competition, great power interventions, international organizations, and various domestic and regional forces affect regional conflict, cooperation, and the maintenance of peace. Students will study several cases of regional conflicts, their historical roots, the current dynamics, and the potential for resolutions. The course may concentrate on a specific geographic region.

Justification:

The study of conflict and cooperation is fundamental to the study of international relations. Although some regional conflicts are taught as part of other thematic courses, a focused course on regional conflict and cooperation will enrich the international politics track in the Political Science program. The proposed course is flexible: it could be taught as a general thematic course on regional conflict and cooperation or concentrated on a specific geographic region (the Middle East, Europe, South Asia, Asia-Pacific, Africa, etc.). As there are ongoing conflicts in several regions (for example, the Ukraine War in Europe, conflict in the Korean peninsula, the South China Sea dispute in Southeast Asia, and conflict in Yemen and Syria in the Middle East), a focused course will be timely and will enhance students' knowledge and understanding of international politics.

b. New course.

PSCI 266 Power and Alliances in World Politics 3 hr.; 3 cr.

An introduction to and a general familiarity with power competition between states and the patterns of alliance politics. It explores the means and processes by which states form and maintain alliances. The course analyzes the dynamics of great power alliances and asymmetric alliances between smaller and weaker states and great powers. The first part of the course focuses on theoretical approaches to alliances. The second part of the course delves into several historical and contemporary alliances: the North Atlantic Treaty Organization (NATO), the Sino-American competition over allies and partners in the Asia-Pacific, and major multilateral and bilateral military alliances in Africa, the Middle East, East Asia, and Southeast Asia.

Justification:

Power competition and alliances are two central features of international politics. Our understanding of international politics is incomplete without understanding the patterns and dynamics of alliances. There is no dedicated course on alliances in the Political Science Department, but the course is regularly taught at other comparable institutions. Beyond the historical significance of alliances, contemporary developments in international politics have made alliances at the front and center of state diplomacy and foreign policy: the Ukraine War in Europe has made the North Atlantic Treaty Organization (NATO) a critical multilateral alliance in Europe, the emerging great power competition between the United States and China has made the need to cultivate new alliances and strengthening the existing alliances a priority in the U.S. Indo-Pacific strategy. The proposed course is timely and will strengthen the international politics track in Political Science.

GCC Minutes Dated May 3, 2023

A. ITEMS FOR UNIVERSITY REPORT

1. ECP

a. Requests for New Course

Please state the course as follows:

Course number and title: **ECPSE 718: Language and Literacy: Principles and Practices in Special Education**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure. Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

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

On September 28, 2023, New York State Board of Regents established the Students with Disabilities (All Grades) certificate. This certificate will allow individuals to teach students with disabilities in pre-kindergarten through grade 12 in NYS public schools. This change will also phase out current programs that lead to certification in Childhood (grades 1-6) and Adolescent (grades 7-12) special education. As a result of these changes, the Graduate Programs in Special Education (GPSE) will establish a new P-12 MSED program that leads to All Grades (P-12) certification to teach students with disabilities. In order to meet the need of our candidates and the requirements outlined by NYSED, the program will offer **Language and Literacy: Principles and Practices in Special Education** that covers the P-12 grade range. This course will be included in the new P-12 MSED special education program.

Projected Enrollment: 15-20 students per section

Projected Frequency: Every semester (fall and spring)

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.)

Courses will be offered using on-campus, hybrid, and online modes of instruction.

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. N/A

2. GSLIS

b. Minor Change: Change in Course Title

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

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

3) Please list the course as you wish it to read in the Graduate Bulletin, with number, hours, credits, *etc.* Eliminate whatever was crossed out above, and underline new material you are substituting or adding.

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

Justification: Current course title causes confusion among students. The new course title will clarify the purpose of the course.

3. MATH

c. Minor Change: Change in Course Description

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

MATH 601. Abstract Algebra I. 4 hr.; 4 cr. 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 301, or 702.

3) Please list the course as you wish it to read in the Graduate Bulletin, with number, hours, credits, *etc.* Eliminate whatever was crossed out above, and underline new material you are substituting or adding.

MATH 601. Abstract Algebra I. 4 hr.; 4 cr. 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 301, 333, or 702.

Justification: MATH 333 has been re-numbered to MATH 301, which is an anti-requisite for Math 601. Students who previously received credit for MATH 333 are currently eligible to register for and receive credit for MATH 601. The proposal rectifies this issue.

4. SEYS

d. Request for New Course

Please state the course as follows:

Course number and title: **SEYS 728 Exploring History through Art: A collaborative course in Art and Social Studies Education**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: Art Education students must have completed SEYS 575 and SEYS 576

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

This is an advanced curriculum course for art and social studies teachers. The primary goal of the course is to discuss how art objects and images can be used to teach history. Students will learn how to visually analyze images and engage in an inquiry-based pedagogy. As part of the course students will be introduced to and utilize primary resources from the Library of Congress as well as Queens based digital collections including the Godwin-Ternbach, Queens College Library digital archives and Queens Memory Project, part of the Queens Public Library. Students will identify a site or event from their school community to create curriculum as part of their final project.

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

This course offers students in both art education and social studies education an opportunity to create interdisciplinary curriculum and to collaborate within their school communities. The course supports novice teachers in the classroom and encourages them to continue to build and expand on their existing curricula.

Projected Enrollment: 20-24 students

Projected Frequency: Every other spring semester

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. N/A

5. SPAN

e. Request for New Course

Please state the course as follows:

Course number and title: **SPAN 761 – Advanced Translation in Spanish**

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

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 761 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 students

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.

6. SPAN

f. Request for New Course

Please state the course as follows:

Course number and title: **SPAN 762 – Advanced Phonetics**

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

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 762 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 students

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.