

**Meeting of Queens College
Academic Senate**

Date: December 14, 2023
Time: 3:50 p.m.
Place: Kiely Hall, room 170

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of November 9, 2023
3. Announcements, Administrative Reports, and Memorials:

The Agenda for the meeting of the Academic Senate on February 8, 2024 will be prepared at the Executive Committee meeting on Thursday, January 25, 2024. 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 January 19, 2024.

4. Special Motions:
5. Committee Reports:
 - a. Undergraduate Curriculum Committee minutes dated November 9, 2023
 - b. Graduate Curriculum Committee minutes dated November 8, 2023
 - c. Nominating Committee Report dated December 14, 2023
 - d. Elections Committee Report dated December 14, 2023
6. Old Business
7. New Business
 - a. Election of Secretary to Executive Committee

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:44 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

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

“To amend the agenda and add item 5c. Committee Reports: Subcommittee on Honorary Degrees dated October 30, 2023”

Hearing no objection to the motion, the agenda was approved as amended.

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the senate minutes dated October 12, 2023”

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

3. Announcements, Administrative Reports and Memorials:

- a. Guest Speakers, Interim Director of OSDL Craig Blodgett and Interim AVP for Student Affairs Sean J. Pierce:

Director Blodgett and AVP Pierce introduced themselves and talked briefly about what they do in the Division of Student Affairs and Enrollment Management. Director Blodgett spoke about some of the ways that students can get involved on campus, including clubs, leadership workshops, mentorship programs, and volunteer opportunities. AVP Pierce spoke about some of the services that are available to students who need emotional, medical, or financial support, including counseling services, health services, the food pantry, and the emergency grant. Director Blodgett and AVP Pierce concluded their presentation by answering questions about the QC Shuttle Bus.

- b. Chair Ferguson announced that the Graduate Curriculum Committee was not able to reach a quorum for its meeting on October 11, 2023. He noted that many of the Academic Senate committees, including the GCC, have vacant seats. He encouraged attendees to look at the full list of committees with vacant seats included in the meeting material packet and to consider applying.
- c. Chair Ferguson announced that President Wu has asked the Academic Senate to convene a search committee for the Dean of the School of Business. He elaborated that the Senate needs to elect four full-time faculty members and four students who are part of the School of Business. He encouraged attendees who fit the criteria to consider nominating themselves for this committee before the next regular meeting of the Academic Senate.

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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:

“To accept the UCC minutes dated October 12, 2023 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 10/12/2023

A. General Education

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

1. Urban Studies

a. Change to a Major: Labor Studies

To Read:

Required Courses (18 credits, required of all majors) LABST 101/101W/URBST 239W; ECON 101; ~~LABST 240/URBST 240~~; LABST 273/URBST 273; ~~HIST 274~~; ~~LABST 320/URBST 321~~; ~~URBST 200~~; ~~LABST 215~~; LABST 310

Electives (18 credits) ECON 102, 213, 214, 219, 240, 249; HIST ~~273~~, ~~264~~, 275; LABST 265, ~~LABST 310/URBST 229~~; PSCI 222, 225; PSYCH 226; SOC 205, 219, 224, 228; URBST 101, ~~103~~, 105, ~~200~~, 202, 210, 244, 246, ~~257~~, 310, 310W

b. Change to a Minor: Labor Studies

To Read:

Minors will take a minimum of 18 credits in Labor Studies, including LABST 101, ~~240-200~~, and 273, and three other courses listed above as either core or elective requirements for the major.

c. Change to an Existing course:

To Read:

LABST 310. ~~Labor Law: An Institutional Approach~~. Critical Perspectives on Labor and the Law

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3 hours, 3 credits. Prerequisite: ~~LABST 240~~ None. The course will examine primary (case) and secondary (commentary) materials on the legislative, administrative, and contextual aspects of labor law, particularly as they pertain to collective bargaining and union organization. The course will be divided into three parts: (1) U.S. Law and Labor Relations (including an examination of institutional and sociological aspects of law) ~~a review of Constitutional and common law basis for labor law;~~; ~~(2) the legislative, judicial, and administrative aspects of labor law, including issues concerning jurisdiction, procedure, and the interpretation of contracts;~~ a survey of the history and current status of labor law and labor relations, and a comparative overview of labor law and labor relations; (3) current problems in labor law, with an emphasis on practical application. Throughout the semester, we will ask questions such as: How do these laws emerge and change, and how does their existence and enforcement (or lack of it) impact workers and labor relations? How do workers act individually and collectively to navigate, challenge, or make use of the sometimes conflicting constraints and protections of the law? What are today's most pressing issues in labor law?

d. New course:

LABST 215: Development of Labor Movements

3 hours, 3 credits. Prerequisite: None.

Exploration of the development and impact over time of collective worker struggles in the United States and beyond. From resistance by enslaved workers in colonial times to contemporary models of creative workplace organizing, this class will look at who organized; why, where, and how they organized; what challenges they faced in their efforts; and how these conflicts changed history.

2. Anthropology

a. New Course

ANTH 382. Language and Politics.

3 hr.; 3 cr. Prereq.: ANTH 104 or ANTH 280, or permission of instructor.

The study of political language in linguistic anthropology. The course surveys classic anthropological works on political oratory, political discourse, and rhetoric, as well as more recent ethnographic cases that explore how linguistic phenomena are intrinsic to political systems. Students will read and discuss the relationship between political oratory and populism in India, Italy, and Latin America, the role of messaging in contemporary US politics, and issues such as voice and subjectivation in democratic politics. The course is designed to have a wide geographical reach and addresses a range of topics on the language, communication, and semiotics of political life.

3. Biology

a. New course:

BIOL 301/601. Ecology and Evolution of Infectious Diseases

3 hours, 3 credits. Prerequisite: Two of BIOL 285, 286, and 287.

Infectious diseases are serious threats to global public health. Patient-based and epidemiological approaches to managing infectious diseases have shown tremendous success as well as serious limitations (e.g., inability to predict pathogen emergence, virulence, or resistance evolution). The study of infectious disease evolutionary ecology promises to remedy some of these limitations. This course will introduce students to the major ecological and evolutionary principles governing pathogen biology.

4. Political Science

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a. Change in number

To Read:

PSCI 265. Fascism, Populism, and Authoritarianism. 3 hrs; 3 cr. What does it mean to be, and to be labeled, a fascist, a populist, or an authoritarian regime, movement, and/or political actor? This course will provide students with an understanding of fascism, populism, and authoritarianism from a comparative perspective. We will examine the origins, ideologies and varieties of one or more of the above movements, as well as the rise of extremism at the domestic and international level in contemporary times.

***Justification:** This course was approved by the Senate as PSCI 243. However, that number is in use already.*

5b. Nominating Committee

- i. MOTION: Duly made by Kevin L. Ferguson:

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

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

1) Elections Committee

The following faculty member was elected with unanimous consent:

Iantheia Calhoun	Arts & Humanities	May 2025
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2) Special Committee on Governance

The following faculty member was elected with unanimous consent:

Kenneth Lord	Math & Natural Sciences	May 2025
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The following student member was elected with unanimous consent:

Tavia Kaplan	Arts & Humanities	May 2025
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3) Committee on Academic Technology

The following faculty members were elected with unanimous consent:

Robin Naughton	Arts & Humanities	May 2025
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Matthew Day	Education	May 2025
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5c. Subcommittee on Honorary Degrees

- i. MOTION: Duly made by Hefer Bembenuddy, Chair of the Subcommittee on Honorary

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Degrees:

“To accept the Subcommittee on Honorary Degrees dated October 30, 2023”

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



October 30, 2023

Dear Professor Ferguson,

The Members of the Subcommittee on Honorary Degrees are pleased to submit to the Academic Senate our recommendations for three recipients of an honorary doctorate at the 2024 commencement:

Carole A. Barham & Norman Barham: Graduated from Queens College and created several scholarship funds supporting students in the Elementary and Early Education program, the Bachelor’s in Business Administration program, and students living in the Summit Apartments. They also established the Carole and Norman Barham Library Endowment to support the Queens College Library. In recognition of their generosity, the Carole A. and Norman Barham Rotunda was dedicated in the Benjamin Rosenthal Library.

As observed in the letter of recommendation, from 1975 to 1997, Norman held numerous senior management roles in various parts of Johnson & Higgins, including president, chief technical officer, and head of Global Property Insurance. After the merger of Johnson & Higgins and Marsh & McLennan Companies in 1997, Norman served as vice chairperson and president of Global Operations of Marsh, Inc., the largest diversified insurance brokerage, and risk management service company in the world.

In addition to his professional accomplishments, Norman sits on the advisory council of New York City Outward Bound, an organization which, in partnership with the New York City Department of Education, brings character and leadership development programming to students as well as programs that assist students in their college applications and careers. He is also a former member of the executive committee of the Huntington's Disease Society of America and, in 1997, was awarded its Marjorie Guthrie Leadership Award. A past president of the Insurance Brokers' Association of New York, Norman was a director or member of numerous boards.

As a Queens College alum, Carole A. Barham received a bachelor’s in Elementary and Early Childhood Education from Queens College and a Master’s in Library Sciences from Rutgers

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University. Carole spent her career devoted to public education, as head of school libraries in East Brunswick, New Jersey and as head librarian in Columbia High School in South Orange/Maplewood, New Jersey. In retirement, Carole continues to support this school district. Her gifts support programs such as the Beyond the Bell after-school program and the Parenting Center, which serves elementary school families in the district. Additionally, Carole provided support for library programs and students at Rutgers University. In the 1990s, Carole volunteered for the National Women's Political Caucus in New York.

Appreciation for diversity, equity, and inclusion of Carole and Norman Barham was revealed when they showed the Carole A. and Norman Barham Family Foundation, dedicated to charitable giving for education, recreation, family and youth services, and health and social services. Among Queens College's most dedicated alums, through their Foundation, they have created several scholarship funds supporting students in the Elementary and Early Education program, the Bachelor's in Business Administration program, and students living in the Summit Apartments.

They also established the Carole and Norman Barham Library Endowment in support of the Queens College Library. Most recently, they have provided financial support for internships at the college. In recognition of their generosity, the Carole A. and Norman Barham Rotunda was dedicated in the Benjamin Rosenthal Library in 2008. In 2010, the fourth-floor study lounge in the Summit Apartments was named the Carole A. and Norman Barham Lounge. As an alum leader, Norman served on the Queens College Foundation's Board of Trustees from 1999 to 2014 and was a 2000 Queens College Gala honoree.

We seek unanimous consent in recommending Carole A. Barham & Norman Barham to receive an honorary degree.

Cyndi Lauper: As indicated by the recommender, Lauper was born in Brooklyn and grew up in Ozone Park, Queens, and has consistently advocated for Queens. Her musical career has been political from the start. She has worked for feminist causes and tirelessly for LGBT+ rights. She has released eleven albums, and her career has been enduring and eclectic, including pop music, jazz, the American songbook, and country. With the strength of our music school, it makes sense to honor musicians. Her values are consistent with Queens College's values: "We learn so we may serve". Lauper has undoubtedly done that throughout her career.

Cynthia Ann Stephanie Lauper is an American singer, songwriter, actor, and activist. Her career has spanned over 40 years. Her album *She's So Unusual* was the first debut album by a female artist to achieve four top-five hits on the *Billboard* Hot 100—and earned Lauper the Best New Artist award at the 27th Annual Grammy Awards. Her success continued with the soundtrack for the motion picture *The Goonies*.

Lauper's accomplishments are many. She has won awards at the Grammys, Emmys, Tonys, MTV Video Music Awards, Billboard Awards, and American Music Awards. In 1985, Lauper participated in the USA for Africa's famine-relief fund-raising single "We Are the World," which sold more than 20 million copies since then. Lauper composed music and lyrics for the

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Broadway musical *Kinky Boots*. The musical led the 2013 Tony Awards with 13 nominations and six wins.

Lauper expressed herself with a variety of hair colors and eccentric clothing. Her unconventional style led to classmates bullying and throwing stones at her. Northern Vermont University-Johnson, the academic institution that now includes Johnson State, awarded her the honorary degree of Doctor of Letters

Lauper’s accomplishments and her role in promoting diversity, equity, and inclusion in our society merit her an honorary degree. Lauper has been married to actor David Thornton since 1991. They have one son. Lauper has been an LGBT rights supporter throughout her career, campaigning for equality through various charities worldwide. As a member of the Matthew Shepard Foundation Board, Lauper devoted a concert tour in 2005 to promoting the Foundation's message. She has been celebrated for her humanitarian work, particularly as an advocate for LGBT rights in the United States. Her charitable efforts were acknowledged in 2013 when she was invited as a special guest to attend U.S. President Obama's second inauguration.

As a leading force for the music of our time, Cyndi Lauper is internationally celebrated as a vibrant ambassador for music, an inspiring artistic leader, and a human rights advocator. We seek unanimous consent in recommending Cyndi Lauper to receive an honorary degree.

Sincerely yours,

Héfer Bembenutty
Chair of the Subcommittee on Honorary Degrees

6. Old Business: (none)

7. New Business: (none)

i. MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:13 p.m. The next Academic Senate meeting will be on Thursday, December 14, 2023.

A. General Education

1. General Education Matters

ARTH 236, Baroque and the Beginnings of Globalism (CE)
EAST 172, Music in Korea (WCGI)

2. Mathematics and Quantitative Reasoning Advisory Committee.

3. Writing Intensive Advisory Committee.

4. STEM variant courses.

1. Economics

a. *Proposed Changes:*

1. Change of course name to “Artificial Intelligence in Business and Economics”
2. Change of requirement of ECON 382 for ECON 249.
3. Change in the description of the course.

From (Language approved by Senate in November/December 2022)

BUS 390 - ~~Machine Learning in Business~~. 3 hr.; 3 cr. Prereq.: ~~ECON 382~~ or MATH 242, or permission of instructor. ~~Machine learning is considered as a branch of artificial intelligence that uses large data sets for tasks such as identifying patterns and making predictions. This course provides an introduction to the most popular tools in machine learning. The main objective is to understand how these algorithms work and interpret their results. The particular tools in this course are clustering and principal component analysis for unsupervised learning, jointly with linear and logistic regressions (with regularization), decision trees, support vector machines, and neural networks for supervised learning.~~

To (Proposed new language)

BUS 390 - Artificial Intelligence in Business and Economics. 3 hr.; 3 cr. Prereq.: ECON 249 or MATH 242, or permission of instructor. Nowadays many jobs are impacted by artificial intelligence, and machine learning in particular, because we can learn from data in new ways thanks to more powerful computers and increasing amounts of data. Artificial intelligence studies the construction of intelligent machines, while machine learning is considered its main branch, using large data sets for tasks such as identifying patterns and making predictions. Artificial intelligence tools have captured people’s imagination and have been extremely successful in computer vision and natural language processing. These modern tools can also be applied in business and economics to customer segmentation, fraud detection, credit decisions, sales forecasting, prediction of house prices, sentiment analysis, trading in financial markets, etc.

Justification:

1. For change of course name to “Artificial Intelligence in Business and Economics”

Students and the press are much more familiar with the term Artificial Intelligence than Machine Learning. The latter is a branch of the former, but one can argue that it is the main one. For instance, ChatGPT, Dall-E, ... are Machine Learning tools that have captured people’s imagination lately, but are generally described as Artificial Intelligence in the press. We also propose to add “and Economics” to the name, just in case our Economics students think that the new course is not meant for them. In fact, the prerequisite ECON 249 also has both Economics and Business in its name.

2. For change of requirement of ECON 382 for ECON 249

The instructors initially thought that it was good that students had taken Econometrics before the new course, but a full semester of Econometrics is not really necessary. Students do not need to know hypothesis testing for instance, the main emphasis of the new course is prediction instead. From now on we could dedicate one or two of the first sessions to teach students the regression basics that they need for the new course. In fact, students may have seen a bit of regression in ECON 249. In addition, the instructors did not anticipate the following issue. Due to the way our programs are currently designed, Business and Economic students usually take ECON 382 close to their graduation. Therefore, many of ours students will miss the opportunity to take the new course if we keep ECON 382 as the prerequisite. That will be quite unfortunate because the new course can really enhance the CV of our students.

3. *For change of description name to “Artificial Intelligence in Business and Economics”*

This change is needed given the new title and slight change in focus of the course.

b. Proposed Change:

Removal of ECON 215 from prerequisites.

From (Language approved by Senate in November/December 2022)

FIN 305 - Foundations of Fintech. 3 hr.; 3 cr. *Prereq.:* BUS 241 and ECON 215. This course aims to explore the ways in which new technologies are disrupting the financial services industry through introducing new business models, delivery methods and products. Particularly, the course will focus on payment technologies, Robo-Advising, Credit Tech and Lending, Blockchain and Cryptocurrencies, InsurTech, Real Estate Technologies, RegTech, Artificial Intelligence and Machine Learning.

To (Proposed new language)

FIN 305 - Foundations of Fintech. 3 hr.; 3 cr. *Prereq.:* BUS 241. This course aims to explore the ways in which new technologies are disrupting the financial services industry through introducing new business models, delivery methods and products. Particularly, the course will focus on payment technologies, Robo-Advising, Credit Tech and Lending, Blockchain and Cryptocurrencies, InsurTech, Real Estate Technologies, RegTech, Artificial Intelligence and Machine Learning.

Justification:

The original pre-requisite, which includes ECON 215, is very restrictive and prevents many interested students from taking FIN 305, since ECON 215 is not a required course for Economics and BBA majors. Furthermore, the needed concepts from ECON 215 are taught during the first couple of weeks of FIN 305, so no prior knowledge of the banking system, as taught in ECON 215, are really needed to take FIN 305.

c. Proposal for changes to FinTech Concentration requirements

Proposed Change:

Fix to typo in the credit requirement for elective course.

From (Current bulletin listing)

Courses Required for all BBA Students.

Requirements for All BBA Students

Business Fundamentals (42 Credits)

ACCT 101 Introduction to the Theory and Practice of Accounting I

ACCT 102 Introduction to the Theory and Practice of Accounting II

ACCT 261 Business Law

or ACCT 367 Federal and NYS taxes and Income

BUS 241 Corporation Finance

BUS 243 Economics of Distribution and Marketing

BUS 247 Business Economics

BUS 384 Forecasting and Regression Analysis for Business

or Eco 382 Introduction to Econometrics

CSCI 48 Spread Sheet Programing

BUS 356: Applied Financial Analysis (Prereq. CSCI 48; Coreq. BUS 341W)

or CSCI 111: Introduction to Algorithmic Problem-Solving (Prereq. or Coreq.: MATH 120 or 151 or equivalent)

ECON 101 Introduction to Macroeconomics

ECON 102 Introduction to Microeconomics

ECON 249 Statistics as Applied to Economics and Business

or Math 241 Introduction to Probability and Mathematical Statistics

MATH 151 Calculus/Differentiation and Integration

or MATH 157 Honors Calculus

Communication

BUS 160W Introduction to Business Writing Core Finance Classes:

Note: All courses in Business Fundamentals, Society and Ethics, and specialization courses taken for the BBA must be completed with a letter grade to be counted for the major P/NC grades will not be accepted.

Additional Requirements for the BBA Finance Major FinTech concentration

Required:

BUS 341W: Intermediate Finance (Prereq.: BUS 160W, BUS 241 and ECON 249 or permission of the instructor)

ECON 201: Macroeconomic Analysis (Prereq.: ECON 101 or 103 and 102 or 104)

or ECON 215 Money and Banking (Prereq.: ECON 101 or 103 and 102 or 104)

ECON 301 Economics of Cryptoassets (Prereq.: ECON 201 or ECON 215)

ECON 302 Blockchain and Money (Prereq.: ECON 301, New Course)

FIN 305: Foundations of FinTech (2 Pre-requisites: BUS 241; ECO 215)

BUS 390: Machine Learning in Business (1 Pre-requisite: ECON 382/MATH 242)

1 Elective Course (4 credits) from:

BUS 357: Introduction to Python for Financial Applications (Prereq.: BUS341W, New Course)

BUS 386 Financial Econometrics (Prereq.: ECON 382 or BUS 384 and MATH 241 or permission of the instructor)

ECON 387 Advanced Econometrics (Prereq.: ECON 382)

To (Proposed new language)

Additional Notes: Electives for the major or minor must be above 200 Economics (ECON), Business (BUS) and Finance (FIN) courses, exclusive of ECON 253, 254, 258, and 370, and 393 and BUS 385 and 393 and inclusive of RM 705

Courses Required for all BBA Students.

Requirements for All BBA Students

Business Fundamentals (42 Credits)

ACCT 101 Introduction to the Theory and Practice of Accounting I

ACCT 102 Introduction to the Theory and Practice of Accounting II

ACCT 261 Business Law

or ACCT 367 Federal and NYS taxes and Income

BUS 241 Corporation Finance

BUS 243 Economics of Distribution and Marketing

BUS 247 Business Economics

BUS 384 Forecasting and Regression Analysis for Business

or Eco 382 Introduction to Econometrics

CSCI 48 Spread Sheet Programing

BUS 356: Applied Financial Analysis (Prereq. CSCI 48; Coreq. BUS 341W)

or CSCI 111: Introduction to Algorithmic Problem-Solving (Prereq. or Coreq.: MATH 120 or 151 or equivalent)

ECON 101 Introduction to Macroeconomics

ECON 102 Introduction to Microeconomics

ECON 249 Statistics as Applied to Economics and Business

or Math 241 Introduction to Probability and Mathematical Statistics

MATH 151 Calculus/Differentiation and Integration

or MATH 157 Honors Calculus

Communication

BUS 160W Introduction to Business Writing Core Finance Classes:

Note: All courses in Business Fundamentals, Society and Ethics, and specialization courses taken for the BBA must be completed with a letter grade to be counted for the major P/NC grades will not be accepted.

Additional Requirements for the BBA Finance Major FinTech concentration

Required:

BUS 341W: Intermediate Finance (Prereq.: BUS 160W, BUS 241 and ECON 249 or permission of the instructor)

ECON 201: Macroeconomic Analysis (Prereq.: ECON 101 or 103 and 102 or 104)

or ECON 215 Money and Banking (Prereq.: ECON 101 or 103 and 102 or 104)

ECON 301 Economics of Cryptoassets (Prereq.: ECON 201 or ECON 215)

ECON 302 Blockchain and Money (Prereq.: ECON 301, New Course)

FIN 305: Foundations of FinTech (2 Pre-requisites: BUS 241; ECO 215)

BUS 390: Machine Learning in Business (1 Pre-requisite: ECON 382/MATH 242)

1 Elective Course (3 credits) from:

BUS 357: Introduction to Python for Financial Applications (Prereq.: BUS341W, New Course)

BUS 386 Financial Econometrics (Prereq.: ECON 382 or BUS 384 and MATH 241 or permission of the instructor)

ECON 387 Advanced Econometrics (Prereq.: ECON 382)

Justification:

There was a typo on the proposal presented in the Spring of 2022, which stated that the elective should be 4 credits, but all the possible courses are 3 credits and in fact only 3 credits are required for the elective.

d. Proposal for changes to the requirements of Economics Major and Minor

Proposed Change:

Addition of language to electives to include Finance (FIN) courses.

From (Current bulletin listing)

REQUIREMENTS FOR THE MAJOR IN ECONOMICS (MAJOR CODE ECON-BA) Required: 33 credits

■ MATH 131 (or 141, 151 or 157) and at least 33 credits in economics and business courses (exclusive of ECON 151, 253, 254, 258, and 370, and 393 and BUS 385 and 393 and inclusive of RM 705). ECON 101 or 103, 102 or 104, 202 or 225, 201 or 226, and 249 and 382 are required of all majors. Transfer students must take at least 18 credits of economics at Queens College. All students must have at least a C average in each of

MATH 131, ECON 101 or 103, ECON 102 or 104, ECON 202 or 225, ECON 201 or 226, ECON 249, and ECON 382. A combined average of C must also

be obtained in the above 7 courses plus the four required electives. Only courses taken at Queens College are included in these averages. All courses for the major, plus MATH

131 or equivalent, must be passed with a letter grade of C– or higher (no P/NC option). The P/NC option may not be utilized for any course required for the economics major, including MATH 131 (or 141, 151 or 157).

■ Students who are planning to major in economics should take MATH 131 (or 141, 151 or 157) as early in their economics major as possible because MATH 131 (or 141, 151 or 157) is a prerequisite for two required courses, ECON 202 and 249. Equivalents for MATH 131 include MATH 141, 151, 157, or an AP calculus score of 3 or better for Calculus AB or BC. ECON 100, 101, and 102, 103, and 104 may be used to fulfill the Social Sciences General Education Perspectives requirement.

REQUIREMENTS FOR THE MINOR IN ECONOMICS (MINOR CODE ECON-MIN)

Required: 21 credits

■ MATH 131 (or 141, 151 or 157) and 18 credits in economics including ECON 101 or 103; 102 or 104; two of the following courses: ECON 202 or 225, 201 or 226, or 249; and two additional economics or business courses. At least 12 of these credits must be taken at Queens College.

■ A C average is required for all economics courses applied to the minor and in ECON 101 or 103, 102 or 104, and the two courses chosen from ECON 202 or 225, 201 or 226, and 249. All courses for the minor, plus MATH 131 or equivalent, must be passed with a grade of C– or higher. (Courses completed with the P/NC option may not be applied to the minor.)

Note: Electives for the major or minor must be at or above the 200 level (exclusive of ECON 393 and BUS 393 and inclusive of RM 705).

To (Proposed new language)

REQUIREMENTS FOR THE MAJOR IN ECONOMICS (MAJOR CODE ECON-BA) Required: 36 credits

■ MATH 131 (or 141, 151 or 157) and at least 33 credits in economics and business courses (exclusive of ECON 151, 253, 254, 258, and 370, and 393 and BUS 385 and 393 and inclusive of RM 705). ECON 101 or 103, 102 or 104, 202 or 225, 201 or 226, and 249 and 382 are required of all majors. Transfer students must take at least 18 credits of economics at Queens College. All students must have at least a C average in each of MATH 131, ECON 101 or 103, ECON 102 or 104, ECON 202 or 225, ECON 201 or 226, ECON 249, and ECON 382. A combined average of C must also

be obtained in the above 7 courses plus the four required electives. Only courses taken at Queens College are included in these averages. All courses for the major, plus MATH

131 or equivalent, must be passed with a letter grade of C– or higher (no P/NC option). The P/NC option may not be utilized for any course required for the economics major, including MATH 131 (or 141, 151 or 157).

■ Students who are planning to major in economics should take MATH 131 (or 141, 151 or 157) as early in their economics major as possible because MATH 131 (or 141, 151 or 157) is a prerequisite for two required courses, ECON 202 and 249. Equivalents for MATH 131 include MATH 141, 151, 157, or an AP calculus score of 3 or better for Calculus AB or BC. ECON 100, 101, and 102, 103, and 104 may be used to fulfill the Social Sciences General Education Perspectives requirement.

REQUIREMENTS FOR THE MINOR IN ECONOMICS (MINOR CODE ECON-MIN)

Required: 21 credits

■ MATH 131 (or 141, 151 or 157) and 18 credits in economics including ECON 101 or 103; 102 or 104; two of the following courses: ECON 202 or 225, 201 or 226, or 249; and two additional economics or business courses. At least 12 of these credits must be taken at Queens College.

■ A C average is required for all economics courses applied to the minor and in ECON 101 or 103, 102 or 104, and the two courses chosen from ECON 202 or 225, 201 or 226, and 249. All courses for the minor, plus MATH 131 or equivalent, must be passed with a grade of C- or higher. (Courses completed with the P/NC option may not be applied to the minor.)

Note: Electives for the major or minor must be at or above the 200 level Economics (ECON), Business (BUS) or Finance (FIN) courses (exclusive of ECON 393 and BUS 393 and inclusive of RM 705).

Justification:

The economics department offers now courses listed as FIN, which are required in the BBA majors, and that we would like to include as possible electives of the Economics Major and Minor to increase the desirability of these FIN courses.

e. Proposal for changes to the requirements of Quantitative Economics Major

Proposed Change:

Addition of language to electives to included Finance (FIN) courses.

From (Current Bulletin)

REQUIREMENTS FOR THE QUANTITATIVE ECONOMICS MAJOR (MAJOR CODE ECON-BS)

Required: 48 or 51 credits

~~Average~~ for all courses: 2.7. Minimum grade in all courses: C-. Maximum transfer credits: 15.

MATH 141, 142, 143 (or MATH 151, 152 or MATH 157, 158) MATH 231

ECON 101 or 103

ECON 102 or 104

ECON 201 (Prereq. ECON 101)

ECON 202 (Prereq. ECON 102, and MATH 141 or 151) MATH 241 (Prereq. MATH 143 or 152)

ECON 382 (Prereq. MATH 241)

ECON 387 (Prereq. ECON 382)

CSCI 87 or 111

ECON 392W or BUS 392

Four Electives

~~One 200 level Economics or Business Course~~

~~Three 300 level Economics or Business courses (exclusive of BUS 341W and 344)~~

To (Proposed new language)

REQUIREMENTS FOR THE QUANTITATIVE ECONOMICS MAJOR (MAJOR CODE ECON-BS)

Required: 48 or 51 credits

GPA in major for all courses: 2.7. Minimum grade in all courses: C-. Maximum transfer credits: 15.

MATH 141, 142, 143 (or MATH 151, 152 or MATH 157, 158) MATH 231

ECON 101 or 103

ECON 102 or 104

ECON 201 (Prereq. ECON 101)

ECON 202 (Prereq. ECON 102, and MATH 141 or 151) MATH 241 (Prereq. MATH 143 or 152)

ECON 382 (Prereq. MATH 241)

ECON 387 (Prereq. ECON 382)

CSCI 87 *or* 111

ECON 392W *or* BUS 392

Four Electives

One 200 level Economics (ECON), Business (BUS) or Finance (FIN) Course.

Three 300 level Economics (ECON), Business (BUS) or Finance (FIN) courses(exclusive of BUS 341W and 344).

Justification:

The economics department offers now courses listed as FIN (Finance), which are required in the BBA majors, and that we would like to include as possible electives of the Quantitative Economics Major to increase the desirability of these FIN courses.

2. Music

a. Change in number

From:

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

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

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

To Read

MUSIC 224. Music of the African Diaspora. 3 hours, 3 credits. Prereq.: ENG 110. To be cross-listed with AFST 299, Music of the African Diaspora.

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

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

Justification: This course was previously approved by the Senate, but the number is in use.

3. Economics

a. Change in hours

From (Most recent published bulletin (2020-2021))

BUS 241. Corporation Finance. 3 lec., ~~4 lab.~~ hr.; 3 cr. Prereq.: ECON 102. An analysis of the major funds flows of the firm. Development of the principles for determining specific assets a firm should acquire, as well as the least-cost methods of financing those assets. Topics considered include the management of cash, inventories, receivables, and fixed assets; alternative sources of available funds, including short-, intermediate-, and long- term sources of financing; the cost of capital; optimum capital structure; and corporate dividend policy. Fall, Spring

To (Proposed new language)

BUS 241. Corporation Finance. 3 hr.; 3 cr. Prereq.: ECON 102. An analysis of the major funds flows of the firm. Development of the principles for determining specific assets a firm should acquire, as well as the least-cost methods of financing those assets. Topics considered include the management of cash, inventories, receivables, and fixed assets; alternative sources of available funds, including short-, intermediate-, and long-term sources of financing; the cost of capital; optimum capital structure; and corporate dividend policy. Fall, Spring

Justification:

There is an error in the current catalog with regards to the course BUS 241 Corportate Finance. BUS 241 is currently a 3hr, 3cr course, although a few years ago used to be a 4 cr. 4hr course. The change in the Cr/Hr of the course is not fully reflected in the catalog and needs to be changed.

b. Proposal for changes to the admission requirements of all BBA Majors in the Economics Department

Proposed Change:

Remove language concerning entrance requirement to BBA Majors offered by the Department of Economics.

From (Most recent published bulletin (2020-2021), p. 176)

Admission to the BBA Program

Students may apply to any of the business majors upon completion of ACCT 101 and 102, and ECON 101 and 102, each with a grade of C– or better, and with an average in those courses of B– (2.7) or better. ~~Due to the high demand for the BBA program, students are likely to need an average of a B+ (3.3) or better in those four courses in order to be admitted to the program.~~ Transfer students may apply to the business majors if they have completed the equivalent courses at their original institution and can demonstrate that they have met the grade requirement. No more than 21 transferred credits may be applied toward the requirements for the chosen concentration (business fundamentals and concentration courses). A grade of C– or better must be earned in any transferred courses.

To (Proposed new language)

Admission to the BBA Program

Students may apply to any of the business majors upon completion of ACCT 101 and 102, and ECON 101 and 102, each with a grade of C– or better, and with an average in those courses of B– (2.7) or better.

Transfer students may apply to the business majors if they have completed the equivalent courses at their original institution and can demonstrate that they have met the grade requirement. No more than 21 transferred credits may be applied toward the requirements for the chosen concentration (business fundamentals and concentration courses). A grade of C– or better must be earned in any transferred courses.

Justification:

Queens College launched a School of Business in 2022. As part of the corresponding review of our BBA programs, we studied the requirements of similar schools in New York State, and noticed that our admission requirements are higher than other schools. We adapt to this situation by dropping the suggestion that students likely need an average of B+ (3.3) or better in the four courses mentioned above to be admitted. We simply keep the original average of B- (2.7) or better.

c. Proposal for changes to the graduation requirements of all BBA Majors in the Economics Department

Proposed Change:

Remove language concerning graduation requirement to BBA Majors offered by the Department of Economics.

From (Most recent published bulletin (2020-2021), p. 178)

Requirements for the BBA

The specific requirements for the BBA degree are described in the box on page 177. All students wishing to earn a BBA must take the Business Fundamentals courses listed, as well as the courses listed under Social and Ethical Aspects of Business, and all must satisfy the Liberal Arts and General Education Requirements for Queens College. In addition to all general Queens College requirements, students must have completed all requirements for the appropriate major, as specified below and must have a grade-point average in their chosen major of ~~B– (2.7)~~ or better in courses taken for the major at Queens College. All courses required for the major must be completed with a grade of C– or better. All courses in business fundamentals, society and ethics, and concentration courses taken for the BBA must be completed with a letter grade to be counted for the major. P/NC grades will not be accepted.

To (Proposed new language)

Requirements for the BBA

The specific requirements for the BBA degree are described in the box on page 177. All students wishing to earn a BBA must take the Business Fundamentals courses listed, as well as the courses listed under Social and Ethical Aspects of Business, and all must satisfy the Liberal Arts and General Education Requirements for Queens College. In addition to all general Queens College requirements, students must have completed all requirements for the appropriate major, as specified below and must have a grade-point average in their chosen major of C (2.0) or better in courses taken for the major at Queens College. All courses required for the major must be completed with a grade of C– or better. All courses in business fundamentals, society and ethics, and concentration courses taken for the BBA must be completed with a letter grade to be counted for the major. P/NC grades will not be accepted.

Justification:

Queens College launched a School of Business in 2022. As part of the corresponding review of our BBA programs, we studied the graduation requirements of similar schools in New York State, and noticed that our requirements are higher than other schools. We adapt to this situation by lowering the requirement for graduation from B- (2.7) to C (2.0) in the courses taken for the major.

GCC Minutes Dated November 8, 2023

A. ITEMS FOR UNIVERSITY REPORT

1. BIO

a. Request for New Course

Please state the course as follows:

Course number and title: **BIOL 601. Ecology and Evolution of Infectious Diseases**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

Infectious diseases are serious threats to global public health. Patient-based and epidemiological approaches to managing infectious diseases have shown tremendous success as well as serious limitations (e.g., inability to predict pathogen emergence, virulence, or resistance evolution). The study of infectious disease evolutionary ecology promises to remedy some of these limitations. This course will introduce students to the major ecological and evolutionary principles governing pathogen biology.

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

This course will provide another elective option for graduate students. Currently, a major complaint of biology graduate students is that there are not enough elective courses in the biology graduate program. I have offered versions of this course as “special topics” five different times. Each time the class was filled and students were waitlisted for enrollment. Student evaluations suggest that the class was popular with the students.

Projected Enrollment: 25 (Cross-listed as an undergraduate course BIO 301)

Projected Frequency: Annually during the fall

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.) None

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some

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

2. ECP

b. Request 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

3. FNES

c. Requests for New Course

Please state the course as follows:

Course number and title: **FNES 712. Implementation and Effectiveness of Technology in Physical Education**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: None

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

This course explores the integration and effectiveness of technology during instruction of physical education. Topics covered will be uses of technology for resource assessment and task management, fitness, and incorporating wearable technology.

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

FNES 722. Exercise, Energy Balance, and Body Composition content is not required for CAEP certification and is being replaced by FNES 712 based on CAEP requirements as candidates are to integrate technology during instruction of physical education. This course will have candidates critically examine the effectiveness of the technology that they are incorporating. The content covered in FNES 712 will be used in subsequent courses, that are included in the CAEP assessments. CAEP requirements for advance program requires” supporting appropriate applications of technology for their field of specialization such as physical education.” As well as SHAPE Standard 3 for PETE programs, that states “the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.” Technology and assessment are embedded in courses, but this course would further that content knowledge by having a dedicated course to examine the

effectiveness of technology implemented within candidates' physical education programs. Topics required for this certification are currently covered in undergrad Exercise Physiology courses.

Projected Enrollment: 15-20 students per section

Projected Frequency: Every 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

4. FNES

d. Program Change: Change in requirements for degree/certificate – Initial Certificate

2) Please give HEGIS number of known to you: **0835.00**

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

Requirements for Initial Certificate

To complete the Initial Certificate the student must satisfy the following requirements:

1. Completion of the following courses, or their equivalents: FNES 560, 561, 562, 573, ~~722~~, 730, and 740, ECPSE 550, SEYS 536, 552, and 700, or EECE 525 and 711.
2. Students may enter FNES 573, Student Teaching in Physical Education, following the completion of FNES 560, 561, 562, 730, and 740, ECPSE 550, SEYS 536, 552, and 700, or EECE 525 and 711.
3. Students are required to complete training in ~~safety education, and prevention of child and substance abuse, and school Dignity for All Students Act (DASA) prevention. In addition, students must hold a current certification in First Aid and Cardiopulmonary Resuscitation (CPR).~~

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:

Requirements for Initial Certificate

To complete the Initial Certificate the student must satisfy the following requirements:

1. Completion of the following courses, or their equivalents: FNES 560, 561, 562, 573, **712**, 730, and 740, ECPSE 550, SEYS 536, 552, and 700, or EECE 525 and 711.
2. Students may enter FNES 573, Student Teaching in Physical Education, following the completion of FNES 560, 561, 562, 730, and 740, ECPSE 550, SEYS 536, 552, and 700, or EECE 525 and 711.
3. Students are required to complete training in Dignity for All Students Act (DASA) Child Abuse, and School Violence Prevention.

Justification: Pre-service teachers are trained to integrate technology and assessment into physical education class. The purpose of this course is to explore how to make informed choices specifically designed for the needs and available resources specific to candidates' school's physical education program in order to integrate those technology choices. Student explore both the benefits and obstacles of integrating technology and how to enhance informed learning opportunities in physical education programs. The material discussed in this course will be integrated into courses that focus on teaching applications such as FNES 561 (Methods for Teaching Early Childhood and Elementary Physical Education), FNES 562 (Seminar in the Teaching of Physical Education, and FNES 573 (Student Teaching). These courses require integration of technology, and are part of CAEP assessments.

FNES 722. Exercise, Energy Balance, and Body Composition is being replaced by FNES 712 based on CAEP requirements as candidates are to integrate technology during instruction in physical education. Topics required for this certification are currently covered in undergrad Exercise Physiology courses and are necessary for a State Exam (Content Specialty Test).

Finally, CPR is no longer required for candidate certification, and this change is reflected.

5. FNES

e. Program Change: Change in requirements for degree/certificate – MS in Education degree in Physical Education

2) Please give HEGIS number of known to you: **0835.00**

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

To complete the MS in Education degree in Physical Education, the student must satisfy the following requirements:

1. FNES 702, 705, 713, 714, 715, ~~722~~, 716, 730, 740; one elective from SEYS or EECE 700-level offerings. The elective course must be approved in advance by the graduate advisor.

2. Students must complete a minimum of 30 graduate credits with an academic average of at least B (3.0 GPA).

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

To complete the MS in Education degree in Physical Education, the student must satisfy the following requirements:

1. FNES 702, 705, 712, 713, 714, 715, 716, 730,740; one elective from SEYS or EECE 700-level offerings. The elective course must be approved in advance by the graduate advisor.

2. Students must complete a minimum of 30 graduate credits with an academic average of at least B (3.0 GPA).

Justification: FNES 722. Exercise, Energy Balance, and Body Composition content is not required for CAEP certification and is being replaced by FNES 712 based on CAEP requirements as candidates are to integrate technology during instruction of physical education. This course will have candidates critically examine the effectiveness of the technology that they are incorporating. The content covered in FNES 712 will be used in subsequent courses, that are included in the CAEP assessments. CAEP requirements for advance program requires, " supporting appropriate applications of technology for their field of specialization such as physical education". As well as SHAPE Standard 3 for PETE programs, states "the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students." Technology and assessment are embedded in courses, but this course would further that content knowledge by having a dedicated course to examine the effectiveness of technology implemented within candidates' physical education programs. Topics required for this certification are currently covered in undergrad Exercise Physiology courses.

6. LCD

f. 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.

LCD 740. ~~Second Language Acquisition and Teaching~~. 3 hr. plus 25 hr. of fieldwork; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL.

There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

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.

LCD 740. Multilingual Language Development. 3 hr. plus 25 hr. of fieldwork; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

Justification: The professional community has updated terminology as it pertains to language acquisition, pedagogical practices, and research findings regarding multilingual language learners. The TESOL/Linguistics faculty unanimously voted on this update to the LCD 740 title.

7. SEYS

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

2) Please give HEGIS number of known to you: **0829.00**

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

P. 107 of Graduate Bulletin:

ADVANCED CERTIFICATE IN ETHICAL AND EQUITABLE PRACTICE

The SEYS Post-Master’s Program in Ethical and Equitable Practice is designed to offer integrated, theoretically grounded views of teaching and learning that address the needs of students and teachers in diverse communities. Program faculty promote rigorous scholarship and research, contextualized learning, and service in school and community settings. They encourage critical reflection on the roles of teachers in society and about their responsibilities as educators. Five cutting-edge, fully online courses are aimed at expanding teachers’ knowledge of teaching literacy in their content areas, teaching diverse learners successfully, engaging more effectively in data-driven assessment and instruction, and employing current and innovative pedagogies in their classrooms.

Requirements for Matriculation

Admission is limited, competitive, and open to individuals who hold initial or professional New York State Teaching Certification and a master’s degree in any secondary or elementary content area, including literacy, English, social studies, mathematics, science, music, art, physical education, TESOL, world languages, special education, and elementary education. Applicants must complete the online graduate application and admissions essay. The applicant’s entire record is considered, including undergraduate and graduate grade point average (GPA), teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 is required. The Graduate Record Examination (GRE) and letters of recommendation are not required for admission.

Course Requirements

	<i>credits</i>
a. SEYSL 702, Literacy in the Content Areas	3 cr.
b. SEYS 739, Culturally Responsive Pedagogy	3 cr.
c. SEYS 719, Understanding Group Behavior and Cultural Differences in Schools	3 cr.
d. SEYS 764, The Secondary School Curriculum: Current Theories and Controversies	3 cr.,
e. SEYS 768, Measurement and Evaluation in Education	3 cr.

Total 15

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

ADVANCED CERTIFICATE IN ETHICAL AND EQUITABLE PRACTICE

The SEYS Post-Master's Program in Ethical and Equitable Practice is designed to offer integrated, theoretically grounded views of teaching and learning that address the needs of students and teachers in diverse communities. Program faculty promote rigorous scholarship and research, contextualized learning, and service in school and community settings. They encourage critical reflection on the roles of teachers in society and about their responsibilities as educators. Five cutting-edge, fully online courses are aimed at expanding teachers' knowledge of teaching literacy in their content areas, teaching diverse learners successfully, engaging more effectively in data-driven assessment and instruction, and employing current and innovative pedagogies in their classrooms.

Requirements for Matriculation

Admission is limited, competitive, and open to individuals who hold initial or professional New York State Teaching Certification and a master's degree in any secondary or elementary content area, including literacy, English, social studies, mathematics, science, music, art, physical education, TESOL, world languages, special education, and elementary education. Applicants must complete the online graduate application and admissions essay. The applicant's entire record is considered, including undergraduate and graduate grade point average (GPA), teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 is required. The Graduate Record Examination (GRE) and letters of recommendation are not required for admission.

Course Requirements

	<i>credits</i>
a. SEYSL 702, Literacy in the Content Areas	3 cr.
b. SEYS 739, Culturally Relevant Pedagogy	3 cr.
c. SEYS 719, Understanding Group Behavior and Cultural Differences in Schools	3 cr.
d. SEYS 764, The Secondary School Curriculum: Current Theories and Controversies	3 cr.,
<u>e. SEYSL 758, Instructional Coaching and Professional Development</u>	<u>3 cr.</u>

Total 15

Justification: This new online course, SEYSL 758, has already been approved by NYSED and is explicitly aligned with the Core Values of the Education Unit of promoting Equity, Excellence, and Ethics in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

SEYSL 758 will replace SEYS 768 in this Advanced Certificate because it is better aligned with the EEP program's mission and will further complement the other four courses in the program. Experienced teachers at the post-master's level are often called upon by their school administrators to serve as lead teachers and instructional coaches and to provide professional development opportunities for teacher colleagues at their schools. This course will enable them to understand, plan and implement meaningful coaching and PD for their colleagues and deepen their understanding of what ethical and equitable PD involves. Instructional Coaching and Professional Development are current and important topics in education today and one from which teachers at the post-master's level will benefit.

B. ITEMS FOR CEP/CAP

1. SEYS

a. New Program & Add Distance Education (see both state forms)

2) Please give HEGIS number if known to you: **0829.00**

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

I am unable to locate a current 2023-2024 Graduate Bulletin containing the new MS in Applied Literacy. This Advanced Certificate program should immediately follow the MS in Applied Literacy in the updated Graduate Bulletin.

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

Advanced Certificate in Applied Literacy

New York State-certified teachers who already hold master's degrees desire incremental raises for having a master's plus additional credits. Most teacher contracts, including the New York City Department of Education (NYCDOE) contract, reward teachers financially for attaining 15 credits beyond their master's and 30 credits beyond their master's. Further, professionals who have been teaching for several years often want to improve their practice and become lead teachers or model teachers. The SEYS Post-master's Program in Applied Literacy is designed to offer integrated, theoretically grounded views of teaching and learning literacy that address the needs of students in diverse communities. This program encourages critical reflection on how to apply literacy instruction in any classroom context or grade level.

Five cutting edge, fully online courses are aimed at expanding teachers' knowledge of teaching literacy, focusing on reading, writing, speaking, and listening across the curriculum.

Courses:

SEYSL 701. Historical Foundations of Literacy (3 cr.)

SEYSL 702. Literacy in the Content Areas (3 cr.)

SEYSL 704. Young Adult Literature Across the Curriculum (3 cr.)

SEYSL 705. Multiple Perspectives of Literacy (3 cr.)

SEYSL 755. Literacy Assessment as Advocacy (3 cr.)

Total 15 credits

Justification: New York State certified teachers who already hold master's degrees desire incremental raises for a master's plus additional credits. Most teacher contracts, including the New York City Department of Education (NYCDOE) Contract, reward teachers financially for attaining 15 credits beyond their master's and 30 credits beyond their master's. Further, professionals who have been teaching for several years often want to improve their practice and become lead teachers or model teachers in their schools and communities. This fully online advanced certificate program was designed to meet all of these needs. Since all five of the courses in the proposed program are existing courses in the SEYS MS in Applied Literacy, it will not require any additional expense to the SEYS Department or the college. In fact, the addition of this fully online program will serve to expand upon the online course offerings in the department, since these five courses will be delivered fully online to both current graduate students and new graduate students. Queens College and CUNY are encouraging the expansion of online offerings, and these are online courses that are pedagogically sound and lend themselves to online instruction.

Nominating Committee - Queens College Academic Senate - Report to the Senate – December 14th 2023

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

Committee Type	Seat			Candidate		
	Name	Faculty/Student	School	Term	Committee	New/ Renewal
Standing						
	Moses Parente	Undergraduate	M&NS	12/25	Undergraduate Curriculum Committee	Renewal
	Esther Muehlbauer	Faculty	M&NS	12/25	Undergraduate Curriculum Committee	Renewal
	Arianna Arce	Undergraduate	A&H	12/25	Undergraduate Curriculum Committee	Renewal
	Simone Yearwood	Faculty	A&H	12/25	Elections Committee	Renewal
	Yael Neumann	Faculty	A&H	12/25	Undergraduate Admission & Reentry Standards	Renewal
	Joyce Tang	Faculty	SS	12/25	Undergraduate Admission & Reentry Standards	Renewal
	David Lahti	Faculty	M&NS	12/25	Graduate Curriculum Committee	Renewal
	William Orchard	Faculty	A&H	12/25	Graduate Curriculum Committee	Renewal
	Taemin Ha	Faculty	M&NS	12/25	International Student Affairs Committee	New
	Larissa Swedell	Faculty	SS	12/25	Policy Board on Administration	Renewal
Special						
	Monica Yakubova	Undergraduate	SS	12/25	Special Committee on Governance	New
Other						



December 14, 2023

Queens College Elections Committee Report

By majority vote of the Elections Committee:

The Faculty & Student 2024 Nominations and Elections dates are as follows:

Nominations 2024

- Beginning 12:01 a.m. on Sunday 2/18/24 – 3/2/24 Saturday at 11:59 p.m.
- Date of record: 2/23/24 Friday at 11:59 p.m.

Elections 2024

- Beginning 12:01 a.m. on Sunday 4/14/24 - 4/20/24 Saturday at 11:59 p.m.

On behalf of Chair - Sayashmini Madhow - Academic Senate Elections Committee

FACULTY SENATE ROSTER 2023-2025

Attendance – November 9, 2023

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Accounting & Information Systems	Eric Rosano	1	26	Mark Mazzo	1	4
Anthropology	Megan Victor	1		Omri Elisha	1	
Art	Lawrence Waldron	2	35	Amy Fortunato	2	
Biology	Karl Fath	1	28	John Waldman	1	
Chemistry & Biochemistry	Cherice Evans	1		Guoxiang Hu	1	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	1	9	Xiao Li	1	
Comparative Literature	Christopher Winks	2		Andrea Khalil	2	
Computer Science	Kenneth Lord	1	25	Bojana Obrenic	1	
Drama, Theatre & Dance	Yin Mei Critchell	1	27	Jeffrey Greenberg	1	
Earth & Environmental Sciences, School of	Jacky Bracco	2	10	William Blanford	2	
Economics	Thao Bui	1	14	Alev Yildirim	1	
Elementary and Early Childhood Education	Anna Malyukova	2	22	Patricia Cooper	2	
Secondary Education and Youth Services	Jay Shuttleworth	1	24	Salvatore Garofalo	1	
Educational & Community Programs	Nakia Gray-Nicolas	1	15	Qiong Yu	1	P
English	Kevin Ferguson	2	4	Christopher Williams	2	
European Languages & Literatures	Morena Corradi	1	12	Karen Sullivan	1	
Family, Nutrition & Exercise Sciences	Jihee Choi	2	5	Bridget McFadden	2	
Graduate School of Library & Information Studies	James Lowry	2		Nafiz Zaman Shuva	2	7
Hispanic Languages & Literatures	Barbara Simerka	2		Alvaro Fernandez	2	
History	Elena Frangakis-Syrett	1	36	Natanya Duncan	1	
Library	Eric Silberberg	2	18	Sonali Sugrim	2	
Linguistics & Communication Disorders	Elizabeth Viccaro	2	31	OPEN	2	

FACULTY SENATE ROSTER 2023-2025

Attendance – November 9, 2023

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Mathematics	Seth Lehman	2	13	Joh Dharma	2	
Media Studies	Jamie Cohen	1		Julian Cornell	1	21
Music, Aaron Copland School of	Ed Smaldone	2	17	David Schober	2	
Philosophy	Sari Kisilevsky	2	34	Stephen Grover	2	
Physics	Euclides Lins Almeida	1		Mohammad Ali Miri	1	
Political Science	Alexander Reichl	2		Yan Sun	2	
Psychology	Claudia Brumbaugh	1	6	Pat D'Ateno	1	
Sociology	Hongwei Xu	2		Ryan Sperry	2	23
Urban Studies	Do Lee	1		James Vacca	1	2
<i>DIVISIONAL AT LARGE</i>						
<i>Arts & Humanities</i>	OPEN	1		OPEN	1	
<i>Social Sciences</i>	Larissa Swedell	1		Robin Rogers	1	3
<i>Education</i>	OPEN	2		OPEN	2	
<i>Mathematics & Natural Sciences</i>	Concettina Pagano	2	20	OPEN	2	
<i>COLLEGE-WIDE AT LARGE</i>						
	Emily Ripley	2	8	OPEN	2	
	Timothy Benseman	1		OPEN	1	
	Jeffrey Bird	1		OPEN	1	
	OPEN	1		OPEN	1	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	2	11	Lisa Clark	2	

Queens College
of The City University of New York
ACADEMIC SENATE STUDENT MEMBERS
2023-2024

Attendance – November 9, 2023

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	At Large			
1.	Moses Parente	33	Muhammad Qasim Raza	
2.	Lauren Ramroop	32		
3.	Shawn Rajkumar			
4.	Rebecca Oppenheimer			
5.	Matthew Robles	30		
6.	Kathleen Arcangeles			
7.	Farid Oumorou			
8.	Makayla Noble			
9.	Joshua Negron			
10.	Gaitree Ramrag			
	Undergraduate Upper Junior - Senior			
1.	Sarah Escobar		Johan Muller	
2.	Samuel Joseph		Jiyoon Park	
3.	Brandon Scott	16	Danielle Williams	
	Undergraduate Upper Sophomore - Lower Junior			
1.	Abhinandan Gaba			
2.	Arun Patiram	29		
3.	Michelle Devanie Ramdial			
	Undergraduate Freshman – Lower Sophomore			
1.	Gerson Torales			
2.	Jacob Ahdoot			
3.	OPEN			
	SEEK			
1.	Didarul Alam		Braneyda Pierre	

