

**Meeting of Queens College
Academic Senate**

Date: March 14, 2024

Time: 3:35 p.m.

Place: Kiely 170

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of February 8, 2024
3. Announcements, Administrative Reports, and Memorials:

The Agenda for the meeting of the Academic Senate on April 11, 2024 will be prepared at the Executive Committee meeting on Thursday, March 28, 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 March 22, 2024.

4. Special Motions:
5. Committee Reports:
 - a. Undergraduate Curriculum Committee minutes dated February 8, 2024
 - b. Graduate Curriculum Committee minutes dated December 6, 2023 and February 7, 2024
 - c. Nominating Committee Report dated March 14, 2024
6. Old Business
7. New Business
 - a. Nomination to the Nominating Committee
 - i. Faculty – Education May 2026

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:40 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

MOTION: Duly made by Senator, Clare Carroll, Comparative Literature:

“To amend the agenda and add item 7d. New Business: Open Letter protesting the firing of 26 Full-Time Faculty”

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 December 14, 2023”

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

3. Announcements, Administrative Reports and Memorials:

- a. Guest Speakers, Interim Provost and Senior VP for Academic Affairs Patricia Price and Faculty Liaison for Evaluation and Assessment Christopher Hanusa

Interim Provost and Senior VP for Academic Affairs Patricia Price and Faculty Liaison for Evaluation and Assessment Christopher Hanusa introduced themselves as members of Queens College’s Executive Steering Committee and gave a brief presentation on the Middle States Re-Accreditation Process. They announced that Queens College’s 2024-2026 Self-Study officially launched on Monday, February 5, 2024 and will continue for the next two years. They noted that, in Fall 2024, they will be looking to add students to the seven working groups. They are also currently looking for any faculty or staff members who would be interested in participating in the working group for Standard VII: Governance, Leadership, and Administration. More information about the Middle States Re-Accreditation Process, as well as a copy of the previous Self-Study Report, can be found at the following link: <https://www.qc.cuny.edu/accreditation/middle-states/>

- b. Interim Dean of Arts and Humanities Simone L. Yearwood reminded everyone on behalf of the Elections Committee that the Nomination Period for faculty and student elections opens up on Sunday, February 18, 2024 and runs through Saturday, March 2, 2024. There are a number of seats available on the Academic Senate. Anyone who is interested in appearing on the ballot must nominate themselves during this period. The date of record is Friday, February 23, 2024.

- c. Senator, Karl Fath, Biology read the following memorial:

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It is with great sadness that we inform you of the passing of Professor Jon Sperling on Saturday, February 3, after a struggle with cancer. Jon was an undergraduate at Queens College in the 1950's and later became one of the Biology Department's foremost naturalists and educators for decades. He inspired generations of students to become nature-lovers and teaching favorite field courses such as Natural History, Lower and Higher Plants, and Ornithology. At 87 years old he was thinking about retirement, but he was not looking forward to it—he never wanted to leave Queens College. Jon leaves behind three children and three grandchildren.

The memorial and viewing hours will be today, Thursday, February 8 from 2 to 5 pm and 7 to 9 pm at the Fox Funeral Home, 9807 Ascan Avenue in Forest Hills.

The Senate paid its respects with a moment of silence.

- d. Barbara Moore, a Psychologist from the Counseling Center, announced that the Center is offering four new groups to students this semester: a relationship group, a coping skills group, a men's support group, and a support group for student parents. She can provide a packet with more information about each of these groups to any students who are interested. She also noted that the Center offers individual and group counseling services to faculty and staff members who need it. The Counseling Center is located in Frese Hall, on the first floor.

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 December 14, 2023 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 12/14/2023

A. General Education

1. General Education Matters

BUS 101. Personal Finance and Investment (MQR)

2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.

1. Linguistics and Communication Disorders

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

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To Read:

Required Courses outside of the CSD program that can be taken at any time. (15 credits)

- PSYCH 101, PSYCH 214
- One 3 credit course in Statistics: ~~SOC 206~~ or PSYCH 107.3 or MATH 114*
- One 3 credit course in Biological Science** ~~BIO 9 or BIO 21 or BIO 22*~~
- One 3 credit course in Physical Science** ~~PHYS 3 or PHYS 5; CHEMISTRY 16.3 or CHEM 101.3 or CHEM 113.4*~~

*You can choose to take the 4-credit courses of DATA 205 and MATH 114W and it will fulfill our major's requirement.

**You can take ANY basic 3-credit Biological and Physical Science course and it will be acceptable for our major. The science courses you choose should have the terms BIO for the Biological Science requirement and PHYS or CHEM for the Physical Science requirement in the course title. We strongly recommend that you contact the Speech Language Pathology graduate school programs that you plan to apply to and verify that the course you take fulfills their requirement. *The Biological and Physical Science courses are required for CSD students who entered the major in the Fall of 2022 or after.*

It is the student's responsibility to check if pre-requisites are necessary for the above classes.

Some biology, physics and chemistry courses may also fulfill the college's Pathways requirement

2. Political Science

Proposed additional electives for Legal Studies Minor

TO:

Legal Studies Minor

The Department of Political Science is pleased to offer a Minor in Legal Studies!

Highlights of the minor:

- 18 credits, including 3 required courses in political science (9 cr.) and three law-related electives chosen from a range of academic departments (9 cr.)
- Open to students of any major
- 9 credits of the minor can be applied to a major in political science.

Required: (9 credits):

PSCI 100. American Politics and Government (USED, SS US)

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PSCI 280. The Judicial Process (USED, SS US; under application)

PSCI 290.1. Legal Reasoning

Electives: (9 credits from the following)

ACCT 261. Business Law I. (IS, CV, US)

ACCT 362, 362W Business Law II.

ACCT 363. Business Law III.

BALA 302. Law and Ethics of Business

ECON 242. Regulation of American Business. 3 credits

HIST 186. Introduction to Legal History. 3 credits

HIST 288. Law, Crime, and Society in U.S. History

History 290. Law, Crime & Society in Jewish History

HIST 329. Civil Rights Movement.

HIST 340. American Constitutional History to 1865.

HIST 341. American Constitutional History since 1865.

MEDST 357 (3 credits), 357W (4 credits). Media, Law, and Ethics.

PHIL 109. Modern Logic.

PHIL 223. Philosophy of Law.

PHIL 121. Law, Ethics, and Medicine.

PSCI 250. International Law

PSCI 273. American Political Thought.

PSCI 281. Constitutional Law I: The American Federal Scheme.

PSCI 282. Constitutional Law II: Civil Liberties and Civil Rights.

PSCI 283. Politics of Crime.

PSCI 284. Justice and Law.

PSCI 285. Race, Class, Gender, and Law.

PSCI 286. Theories of Law and Human Rights

PSCI 287. Law, Politics, and the Environment.

PSCI 288. Understanding the Legal Process: Mock Trial and Moot Court

PSCI 289. Colloquium in Law and Politics.

PSCI 289.1. Law, Politics, and Sustainable Development

PSCI 290.2. Legal Writing.

PSCI 290.3. The Rule of Law.

PSCI 295W. Internship in Law and Advocacy

PSCI 382W. Seminar in Law and Politics. (4 credits)

SOC 209. Criminal Justice.

SOC 217. Crime and Juvenile Delinquency.

SOC 247. Sociology of Law

URBST 225. Urban Criminal Justice System.

URBST 226. Drugs and Criminal Justice.

URBST 228. Domestic Violence and Criminal Justice.

URBST 229. Employment and Labor Law.

URBST 246. Human Resources and Law.

3. Linguistics and Communication Disorders

Change in title:

From:

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LCD 240, ~~Second Language Acquisition and Teaching~~.

3 hr., 3 cr. Prerequisite: LCD 101, Corequisite LCD 341.

To read: Multilingual Language Development.

3 hr., 3 cr. Prerequisite: LCD 101, Corequisite LCD 341.

4. Art

- a. Change in number and prerequisite.

From

DESN ~~286~~. Interaction Design. 4 hr.; 3 cr. Prereq.: ~~DESN 241~~ and ~~DESN 242~~. Students create relationships between people, products, and services (from computers to mobile devices, appliances and beyond) through research, analysis, prototyping, and design.

To

DESN 222. Interaction Design. 4 hr.; 3 cr. Prereq.: DESN 190 and DESN 191. Students create relationships between people, products, and services (from computers to mobile devices, appliances and beyond) through research, analysis, prototyping, and design. Not open to students who have received credit for DESN 286.

- b. Change in prerequisite.

To

DESN 263. App Design. 4 hr.; 3 cr. Prereq.: DESN 222. Students will gain skills designing applications (apps) from ideation to high-resolution prototypes ready for development. We will cover user-centered and other research methods, ideation, prototyping, user experience, flow maps, wireframes, interactive prototypes, visual design, brand creation, and presentation.

- c. New course.

DESN 194 Risograph Printing

4 hrs., 3 cr. Prereq.: DESN 190 and DESN 191.

Risograph printing and how it compares to other printing methods such as silkscreen and offset lithography. Students will become familiar with the technical aspects and unique abilities of Risograph printing as they design and print various projects such as posters, zines, cards, and promotional flyers.

- c. New course.

DESN 320 Brand Identity

4 hr., 3 cr.; Prereq.: DESN 241

Exploration of how brand identities systems are created to visually represent organizations, products and services to their audiences and users. Through individual projects students will develop logos, typography, color schemes, and other design elements to create brand identity systems, and sets of guidelines for how

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these various attributes are used in the design of products, packaging, digital interface design, social media, and other communications.

d. PROPOSED CHANGES TO MAJOR

DESN222 (Interaction Design) replaces DESN214 (Design 1) as a core requirement of the major. DESN214 (Web Design 1) converts to a lower-level design elective within the Design major.

Justification:

In response to the changing needs of the industry and in keeping competitive with leading design programs the Design major replaces DESN214 with DESN222.

All other proposed changes have been submitted to UCC and the Academic Senate

PROPOSED CHANGES TO MINOR ARTGD-MIN Graphic Design

DESN173 has been added as an approved elective as the content introduces skills and trends in graphic design. ARTS243 - Color and Design II ARTS244 - Color I have been removed.

CHANGES TO BULLETIN

ARTD-BFA Design

To

Major Requirements - Design Courses

Type - Completion Requirement

Complete ALL of the following Courses:

- ARTS151 - Drawing I OR DESN188 Illustration I
- DESN190 - Design Foundations
- DESN191 - Basic Software for Design
- DESN193 - Motion Graphics I
- DESN 222 - Interaction Design
- DESN241 - Design I
- DESN242 - Typography I
- DESN245 - Typography II
- DESN246 - Design II
- DESN345 - Design III
- DESN395 - Senior Capstone

Major Requirements - Electives

Type - Completion Requirement

Complete at least 8 of the following courses:

DESN157 - Digital Moviemaking 1

ARTS171 - Color and Design I

DESN172 - Game Design

DESN173 - Shoot, Edit and Post

DESN187 - Graphic Novel I

DESN188 - Illustration I

DESN192 - Storyboarding & Storytelling

DESN194 - Risograph Printing

DESN195 - Photoshop Basics

DESN205 - Photoshop Color

DESN207 - Introduction to Video Editing I

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ARTS210 - Introduction to Adobe Flash
DESN211 - Introduction to Adobe Illustrator
ARTS212 - Introduction to Adobe Dreamweaver
DESN213 - 3D Modeling
DESN215 - Traditional Animation
DESN217 - Digital Moviemaking II
DESN221 - VT: Video Graphics and Compositing
DESN247 - Graphic Novel II
DESN248 - Book Design and Production
DESN249 - Creative Coding
DESN250 - Design Thinking
DESN259 - Illustration II
DESN263 - App Design
DESN266 - Children's Book Illustration
DESN269 - Information Design
DESN270 - Data Visualization
DESN277 - VT: Pixel-based Imagery
DESN278 - VT: Vector-Based Imagery
DESN279 - Animation and 3-D Modeling
ARTS287 - VT: Moviemaking
DESN289 - Publication Design
DESN290 - Motion Graphics II
DESN296 - Advertising Design
DESN314 - Web Design II
DESN320 - Brand Identity
DESN347 - Graphic Novel III
DESN359 - Illustration Portfolio
DESN370 - VT: Special Topics in Design
ARTS393 - Independent Internship

Four of the eight electives must be taken from the upper-division courses, ARTS 247 or higher.

ARTGD-MIN Graphic Design

To

Type - Completion Requirement

Complete ALL of the following Courses:

DESN190 - Design Foundations

DESN191 - Basic Software for Design

DESN241 - Design I

Complete at least 4 of the following courses:

DESN173 – Shoot Edit Post

DESN188 - Illustration I

DESN193 - Motion Graphics I

DESN207 - Introduction to Video Editing I

DESN213 - 3D Modeling

DESN214 - Web Design I

DESN222 - Interaction Design

DESN242 - Typography I

~~ARTS243 – Color and Design II~~

~~ARTS244 – Color I~~

DESN245 - Typography II

DESN246 - Design II

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DESN248 - Book Design and Production
DESN250 - Design Thinking
DESN263 - App Design
DESN269 - Information Design
DESN286 - Interaction Design
DESN289 - Publication Design
DESN290 - Motion Graphics II
DESN296 - Advertising Design
DESN314 - Web Design II
DESN320 - Brand Identity
DESN370 - VT: Special Topics in Design
ARTS393 - Independent Internship

ARTID-MIN Interaction Design

To

Complete at least 7 of the following courses:

DESN157 - Digital Moviemaking 1
DESN188 - Illustration I
DESN190 - Design Foundations
DESN191 - Basic Software for Design
DESN192 - Storyboarding & Storytelling
DESN193 - Motion Graphics I
DESN195 - Photoshop Basics
DESN205 - Photoshop Color
DESN207 - Introduction to Video Editing I
DESN211 - Introduction to Adobe Illustrator
ARTS212 - Introduction to Adobe Dreamweaver
DESN213 - 3D Modeling
DESN214 - Web Design I
DESN215 - Traditional Animation
DESN217 - Digital Moviemaking II
DESN221 - VT: Video Graphics and Compositing
DESN222 - Interaction Design
ARTS243 - Color and Design II
DESN249 - Creative Coding
DESN263 - App Design
DESN270 - Data Visualization
DESN277 - VT: Pixel-based Imagery
DESN278 - VT: Vector-Based Imagery
DESN279 - Animation and 3-D Modeling
ARTS287 - Variable Topics: Moviemaking
DESN290 - Motion Graphics II
DESN314 - Web Design II
DESN370 - VT: Special Topics in Design
ARTS393 - Independent Internship

ARTSAI-MIN - Animation and Illustration

To

Minor Requirements - Required Course

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Type - Completion Requirement

Complete at least 7 of the following courses:

ARTS151 - Drawing I

DESN190 - Design Foundations

DESN191 - Basic Software for Design

DESN192 - Storyboarding & Storytelling

DESN187 - Graphic Novel I

DESN188 - Illustration I

DESN193 - Motion Graphics I

DESN194 - Risograph Printing

DESN205 - Photoshop Color

DESN207 - Introduction to Video Editing I

DESN210 - Character Animation

DESN213 - 3D Modeling

DESN215 - Traditional Animation

DESN221 - VT: Video Graphics and Compositing

DESN222 - Interaction Design

DESN247 - Graphic Novel II

DESN259 - Illustration II

DESN266 - Children's Book Illustration

DESN277 - VT: Pixel-based Imagery

DESN278 - VT: Vector-Based Imagery

DESN279 - Animation and 3-D Modeling

DESN290 - Motion Graphics II

DESN347 - Graphic Novel III

DESN359 - Illustration Portfolio

DESN370 - VT: Special Topics in Design

ARTS393 - Independent Internship

5. Accounting

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

Change in major courses

From:

~~Required Course with Description~~

~~Junior Standing or Above~~

~~Law and Taxation~~

~~ACCT 362 (362W). Business Law II. 3 hr.; 3 cr. Prereq.: ACCT 261, ENGL 110, and sophomore standing. The law relating to forms of business organizations. Focus centers on agency and partnership relationships, corporate structure, and the role of government in business. Also considered are landlord relationships and bailments.~~

To Read:

Elective Course with Description

Sophomore Standing or Above

Law and Taxation

ACCT 362 (362W). Business Law II. 3 hr.; 3 cr. Prereq.: ACCT 261, ENGL 110, and sophomore standing. The law relating to forms of business organizations. Focus centers on agency and partnership relationships, corporate structure, and the role of government in business. Also considered are landlord relationships and bailments.

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

Change in major courses

From:

~~Elective Course with Description Junior Standing or Above~~

~~Accounting~~

~~ACCT 385. Data Analytics for Accountants. 3 hr.; 3 cr. Coreq.: ACCT 202. The course utilizes various data-analytic tools (Excel, IDEA, “R,” Python, Tableau, XBRL) used by accountants and CPAs in auditing, taxation, and consulting services. The emphasis is on hands-on learning by completing projects in the classroom and for homework to develop the data-analytic skills valued by employers. An elective course for the major in Accounting and Information Systems will satisfy either the “A (Accounting)” or “B (Business or Economics)” elective category.~~

To Read:

Required Course with Description

Junior Standing or Above

Accounting

ACCT 385. Data Analytics for Accountants. 3 hr.; 3 cr. Coreq.: ACCT 202. The course utilizes various data-analytic tools and software used by accountants to transform, extract, load, evaluate, analyze, and synthesize large data sets. The emphasis is on hands-on learning by completing projects in the classroom and for homework to develop the data-analytic skills valued by employers.

6. Computer Science and Linguistics

- a. Proposal for a new BA in Computational Linguistics
Offered jointly with the Linguistics and Communications Disorders department

Preamble

Computational linguistics (CL) is a rapidly expanding field, and there is steady and strong demand for CL majors in industry. We envision this major as a way to better serve our UG student population and grow enrollment by leveraging two pre-existing resources of the College, namely our strong programs in formal Linguistics and Computer Science. Below, we sketch a set of required and elective courses from Computer Science (CSCI) and Linguistics and Communication Disorders (LCD) comparable to those in BA programs in CL at other North American institutions. This program is deliverable using existing staff resources, but we hope to support this program further in future hiring in LCD. We are prepared to handle undergraduate advising for this program within LCD. The program consists of 39 credits. Proposed required and elective courses are listed below. The three new courses to be developed to support this program are labeled as such below.

Required courses (33 cr.)

- LCD 151 Methods in Computational Linguistics I [NEW]
- LCD 251 Methods in Computational Linguistics II [NEW]
- MATH 114, Elementary Probability & Statistics
or MATH 241, Introduction to Probability & Mathematical Statistics
- CSCI 366, Natural Language Processing (*Prereq for CL students 151, 251, 357; for CSCI students CSCI 313*)
- CSCI 357, Corpus Analysis [NEW] (*Prereq for CL students 151 and 251; for CSCI students CSCI 313*)

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- LCD 101, Introduction to Language
- LCD 116, Morphology
- LCD 120, Syntax I
- LCD 150, Phonetics
- LCD 220, Syntax II
- LCD 250, Phonology

Electives (6 cr.)6

- CSCI 381, Applied Machine Learning for Natural Language Processing (*Prereq CSCI 313*)
- CSCI 313, Data Structures (*Prereq CSCI 211, 212 and 220*)
- CSCI 325, Machine Learning (*Prereq CSCI 313*)
- CSCI 363, Artificial Intelligence (*Prereq CSCI 313*)
- LCD 306, Semantics & Pragmatics
- LCD 360, Issues in Linguistic research
- LCD 209, Language and Mind
- LCD 259, Sociolinguistics
- LCD/ANTH 281, Discourse analysis

b. New courses for Computational Linguistics

LCD 151. Methods in Computational Linguistics I

3 hr., 3 cr.

An introductory course for students in the Computational Linguistics (CL) sequence or those students who wish to learn about Python and its application to Natural Language Processing (NLP). The course will introduce the students to basic Linux commands and programming concepts in Python, focusing on techniques required to work with natural language data. The students will learn about standard corpora used in NLP and CL. The students will write simple Python programs for processing and analyzing language corpora and will perform various linguistic and statistical analysis of the natural language data. The course will also introduce data structures and algorithms that are used to describe and analyze language data.

LCD 251. Methods in Computational Linguistics II

3 hr., 3 cr. **Prereq.: LCD 151**

The second course in the sequence for Computational Linguistics (CL) students and Computer Science students who wish to take courses in Natural Language Processing (NLP) and Machine Learning. The course will include more advanced topics on data structures and algorithms that are used in NLP, basic algorithms for NLP tasks, including supervised machine learning for part-of-speech tagging, parsing, classification. The students will write simple programs using existing tools and corpora, and will learn how to evaluate the performance using standard NLP evaluation methods.

CSCI 357. Corpus Analysis

3 hr., 3 cr. Prereq.: CSCI 313 (for CSCI majors), 151 and 251 (for CL majors)

Introduction to tools and methods used in Computational Linguistics and Natural Language Processing (NLP). The students will learn about basic NLP tasks (part-of-speech tagging, tokenization, parsing, entity recognition, sentiment analysis) and how to perform these tasks and train machine learning models, using off-the-shelf software (NLTK, scikit-learn, spaCy, pytorch, etc.).

c. New course

CSCI 382VT. Software Systems Practicum.

3 hr., 3 cr. Prerequisite: CSCI 313 and department permission.

Introduction to the pragmatic aspects of the implementation of commercially utilized software systems. Example systems may include: database management systems, distributed systems, orchestration systems, and

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virtualization. Best practices in the design, implementation, documentation, and maintenance of the specified software system will be learned through a series of hands-on projects, typically culminating in a final project. Software purchase may be required. May be repeated for credit when topic differs. May be applied once to meet computer science degree requirements.

7. Economics

a. New course.

BUS 101 - Personal Finance and Investment. 3 hr.; 3 cr. *Description:* This course aims to provide all students with a basic understanding of tools and methods to assist in making personal financial decisions responsibly. Topics covered include: career planning (including college major and occupation choice), budgeting, overview of financial institutions/services, borrowing/lending (including home and auto purchases), tax considerations, insurance, investing (e.g. stocks/bonds, mutual funds, ETFs, real estate investment), and savings and retirement planning. Importantly, the course will cover not only how personal finance decisions impact the wellbeing and happiness of individuals, but also how they impact the wellbeing of society and how access to personal finance knowledge can transform individuals and economies.

b. Change requirement for Corporate Finance Concentration of Finance BBA Major offered by the Department of Economics.

To (Proposed new language)

ADDITIONAL REQUIREMENTS FOR THE FINANCE MAJOR (MAJOR CODE FINAN-BBA; CONCENTRATION CODE FIN-CORP)

Corporate Finance Concentration: 21 credits

Required: BUS 101: Personal Finance; BUS 341W: Intermediate Finance; BUS 350: Investment Analysis.

TWO ELECTIVES FROM GROUP 1:

BUS 250: Financial Statement Analysis for Non-accountants

BUS 351: Financial Markets

BUS 352: Investment Management

BUS 353: Options and Futures *or*

RM 705 – Risk Transfer to Financial Markets

BUS 354: Multinational Financial Management

BUS 356: Applied Financial Analysis *or*

RM 711 – Applied Financial Analysis

BUS 386: Financial Econometrics

TWO ELECTIVES FROM GROUP 2:

ECON 201: Intermediate Macro

ECON 215: Money and Banking

ECON 229: History of International Business

ECON 301: Economics of Crypto-Assets

ECON 302: Blockchain and Money

BUS 390: Machine Learning in Business

FIN 305: Foundations of FinTech

Globalization and Environment Electives

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5b. Nominating Committee

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

“To accept the Nominating Committee report dated February 8, 2024”

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

1) Policy Board on Administration

The following faculty member was elected with unanimous consent:

Karen Weingarten	Arts & Humanities	Dec 2025
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2) Undergraduate Curriculum Committee

The following faculty member was elected with unanimous consent:

Michelle Fraboni	Education	Dec 2025
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3) Dean Search Committee: School of Business

The following faculty members were elected with unanimous consent:

Ivy Huang	Social Sciences	Until the search is over
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Eric Rosano	Social Sciences	Until the search is over
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David Gabel	Social Sciences	Until the search is over
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Natalia Londono	Social Sciences	Until the search is over
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The following student members were elected with unanimous consent:

Bernard Tetteh-Dumanya	Social Sciences	Until the search is over
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Ilsa Tahir	Social Sciences	Until the search is over
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Andreia Duarte	Social Sciences	Until the search is over
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Sujal Kumar	Social Sciences	Until the search is over
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6. Old Business: (none)

7. New Business:

7a. University Faculty Senate Nominations

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

“To nominate Karen Sullivan and Concettina Pagano to the University Faculty Senate”

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

*Note: There are still two vacant alternate seats on the Queens College delegation to the University Faculty Senate.

7b. Election of faculty member to Executive Committee

- i. The Chair accepted nominations for the **Executive Committee**:

The following faculty member was nominated from the floor:

Theresa Gurl

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

7c. Classroom Recording Policy

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

“To adopt the Classroom Recording Policy”

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

Queens College Classroom Recording Policy

Audio or video recordings of all or parts of classes at Queens College may not be made without permission from the course instructor(s).

The Office of Student Affairs and the Office of Special Services may provide for the recording of classes on behalf of a student receiving disability accommodations, missing class due to religious beliefs, or experiencing extended absence due to medical or other exigent circumstances.

The Queens College Classroom Recording Policy applies to both students and visitors. Students and visitors are not authorized to copy, download, or disseminate authorized recordings to others. Students in violation of this policy are subject to disciplinary action, and visitors in violation of this policy are subject to removal from the classroom and/or campus.

7d. Open Letter protesting the firing of 26 Full-Time Faculty

- i. MOTION: Duly made by Senator, Clare Carroll, Comparative Literature:

“To endorse the Open Letter protesting the firing of 26 Full-Time Faculty”

Hearing an objection to the motion, discussion followed.

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

“To call the question”

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Motion i failed. (yes 26, no 1, abstain 4)

To sign on to the letter, click this link and enter your name and your role at Queens College: <https://forms.gle/EdCzxhodhb2cTNrf7>

Open Letter: Queens College Fires 26 Full-Time Faculty Two Weeks Before the Semester Starts

Dear President Wu, Chancellor Matos Rodríguez, and CUNY Board of Trustees:

On Wednesday morning, January 10, just two weeks before the start of the spring semester, Queens College President Frank Wu fired 26 lecturers from twenty departments. 1,623 students are currently enrolled in the 79 courses these faculty were slated to teach this spring, leaving them with no instructor. The fired faculty members are in full-time positions that were expected to last one or two years. Called “substitute” positions, they are normally offered to experienced and valued instructors who were formerly in adjunct positions. Mass firing of these faculty in the middle of the academic year is unprecedented.

The lecturers, who have already spent countless hours preparing their classes for spring semester, have lost their full-time jobs (and health insurance and other benefits) with virtually no notice. This abrupt and last-minute action will cause financial hardship for these dedicated teaching professionals and chaos in the departments that have lost key instructional staff. The timing of the decision means that most of these instructors will be unable to secure spring semester employment, since most higher educational institutions schedule spring courses in mid-fall. This decision, and its timing, are unconscionable.

Further, this decision demonstrates incredible disregard for Queens College students and the college’s own goal of retaining students until graduation. Departments and department chairs must now scramble to adjust course schedules so that required classes still run, lest students lose necessary courses for graduation in the spring. Queens College students come from a variety of backgrounds, but many hold jobs and have family responsibilities. They are not students living in a dorm, enjoying the luxury of only attending college. They register for courses and plan their work schedules, their child care, and the rest of their lives around specific courses during a few weekdays. These last-minute disruptions will leave students unable to reschedule to another time. The College’s decision sends a clear message: Queens College is on the verge of collapse, and fires faculty at the last minute, causing havoc with the class schedule. Why would students stay at Queens College?

The flimsy rationale for the mass layoff is a new demand by the CUNY administration that Queens College maintain a budgetary surplus of \$1.5 million. CUNY’s Chief Financial Officer, apparently responsible for the demand, was appointed less than four months ago and has no experience in higher education. QC had previously submitted - as required - a budget plan that eliminated the college’s deficit; however, this budget plan - which would have required no faculty or staff firings - was not approved because under the newly appointed CFO, QC was required to submit a new budget that not only closed the budget gap but also created a budgetary *surplus*. Faculty are losing their jobs and health insurance, and students and departments are made to scramble so that our campus can have a financial “cushion,” when it’s not even clear why the College needs one. President Wu knew CUNY Central’s budget cuts for Queens might lead to

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this radical step. He quietly instructed his financial team not to add their approval to routine hiring paperwork for these faculty. Yet, he did not say a word to department chairs until the firings were finalized, and included academic deans only in the last hours, after the decision had been made. This secrecy and lack of transparency is compounded by the last-minute nature of the decision-making: it is unprofessional and damaging to the institution.

The firings come in the wake of decades of under-investment in faculty recruitment at Queens College. Retiring or departing full-time faculty have often been replaced by part-time faculty who, although highly-skilled professionals, cannot maintain program continuity. Instead of taking a stand against deepening economic austerity for Queens College, President Wu has accommodated to normalized scarcity. His decision to fire 26 full-time faculty sends the message to the CUNY Board of Trustees and New York State legislators that the College can absorb not only this budget cut but any future cuts. Worse, he has delivered the required surplus by attacking the most vulnerable. As faculty, staff, students, and alumni who are outraged by the reckless firing of valued colleagues and the disregard for students' education, we need to see evidence that President Wu is on the side of Queens College, not the new CFO.

We demand:

1. Queens College rehire all 26 people on substitute lines and reinstate their classes.
2. President Wu speak out publicly against these cuts and the harm they are doing to our campus. We need CUNY and NY State to invest more funding in our campus if we want to retain our students and see enrollment increase.
3. President Wu start being more transparent about the financial state of our college. The Queens College community deserves a transparent explanation of why CUNY is crushing our campus, and how the Queens College administration plans to push back against this austerity.

MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:16 p.m. The next Academic Senate meeting will be on Thursday, March 14, 2024.

A. General Education

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

1. FNES

- a. Change in prerequisite.

From:

FNES 214. Teaching and Assessment of Individual/Dual Activities. 2 hr.; 1 cr. Prereq.: FNES 161W, ~~12 (Volleyball), and 14 (Badminton)~~. Performance, teaching, and assessment of the various net/wall and target activities (e.g., badminton, handball, bowling, golf). Emphasis is on strategies and game performance assessments that can be used in the K–12 setting.

To Read:

FNES 214. Teaching and Assessment of Individual/Dual Activities. 2 hr.; 1 cr. Prereq.: FNES 161W. Performance, teaching, and assessment of the various net/wall and target activities (e.g., badminton, handball, bowling, golf). Emphasis is on strategies and game performance assessments that can be used in the K–12 setting.

Justification:

The content taught in FNES 12 (Volleyball) and FNES 14 (Badminton), do not impact the success in FNES 214. Eliminating these two courses as prerequisites will also allow students to have more flexibility within their programming. This flexibility will allow students to take these courses later in the program.

- b. Change in prerequisite.

From:

FNES 212. Teaching and Assessment of Team Activities. 2 hr.; 1 cr. Prereq.: FNES 161W and ~~12 (Basketball), 13 (Soccer), and 14 (Softball)~~. Performance, teaching, and assessment of the various team passing and field activities (e.g., ultimate frisbee, floor hockey, lacrosse, flag football, and cricket). Emphasis is on strategies and game performance assessments that can be used in the K–12 setting.

To Read:

FNES 212. Teaching and Assessment of Team Activities. 2 hr.; 1 cr. Prereq.: FNES 161W. Performance, teaching, and assessment of the various team passing and field activities (e.g., ultimate frisbee, floor hockey, lacrosse, flag football, and cricket). Emphasis is on strategies and game performance assessments that can be used in the K–12 setting.

Justification:

The content taught in FNES 12 (Basketball), FNES 13 (Soccer), and FNES 14 (Softball) do not impact the success in FNES 212. Eliminating these three courses as prerequisites will also allow students to have more flexibility within their programming. This flexibility will allow students to take these courses later in the program.

- c. Change in prerequisite.

From:

FNES 161W. Introduction to Teaching Physical Education. 3 hr. plus 12 hr. fieldwork; 3 cr. Prereq.: ~~FNES 10, 160, 230~~. Role of the physical educator; development of a professional concept of teaching through structured study, observation, and participation. Includes developing and assessing lessons based on New York State Learning Standards. Fall, Spring

To Read:

FNES 161W. Introduction to Teaching Physical Education. 3 hr. plus 12 hr. fieldwork; 3 cr. Prereq.: FNES 160 and English 110. Role of the physical educator; development of a professional concept of teaching through structured study, observation, and participation. Includes developing and assessing lessons based on New York State Learning Standards. Fall, Spring

Justification:

Eliminating FNES 10 and FNES 230 as prerequisites for 161w will allow more flexibility in programming for current and transfer students. This flexibility will allow both the current and transfer students to complete these courses later in the program while also allowing the transfer students to enter directly into our program sequence. Also, the content taught in FNES 10 and FNES 230 do not impact the success in FNES 161w. Lastly is the addition of English 110: The description in the bulletin is incorrect and English 110 needs to be listed for this course as a prerequisite.

2. MATH

a. Change to a Major: Mathematics – Pure Concentration

The following change request is ONLY to elective courses.

FROM:

Elective Courses: EIGHT mathematics courses at the 200-, 300-, 600-, or 700-level (excluding MATH 205, 218, 255, 271, 272, and ~~385W~~). Up to two of the following courses may be taken to fulfill elective requirements: CSCI 111, CSCI 320, PHYS 207, or PHYS 243. (Some of these elective courses required a prerequisite that does not count towards the math major, but would count towards a major or minor in that subject)

TO:

Elective Courses: EIGHT mathematics courses, [each of which is at least three credits](#), at the 200-, 300-, 600-, or 700-level (excluding MATH 205, 218, 255, 271, 272, and [any course numbered in the 280s or 380s](#)). Up to two of the following courses may be taken to fulfill elective requirements: CSCI 111, CSCI 320, PHYS 207, or PHYS 243. (Some of these elective courses required a prerequisite that does not count towards the math major, but would count towards a major or minor in that subject)

JUSTIFICATION:

The change addressed two issues: (1) Students sometimes take 1- or 2-credit reading courses with a professor to learn specialized knowledge, but the department does not want this type of course to take the place of an elective course in the degree program. (2) There are courses that the math department teaches that are meant for math education students and that do not count towards the pure math concentration. In the future, any new courses of this nature will be numbered in the 280s or 380s, and so the change will automatically disallow these for the pure math concentration.

b. Change to a Major: Mathematics – Applied Concentration

The following change request is ONLY to elective courses.

FROM:

Elective Courses: SIX math courses at the 200-, 300-, 600-, or 700-level (excluding Math 205, 218, 271, 272 and ~~385W~~).

TO:

Elective Courses: SIX math courses, [each of which is at least three credits](#), at the 200-, 300-, 600-, or 700-level (excluding Math 205, 218, 271, 272 and [any course numbered in the 280s or 380s](#)).

JUSTIFICATION:

The change addressed two issues: (1) Students sometimes take 1- or 2-credit reading courses with a professor to learn specialized knowledge, but the department does not want this type of course to take the place of an elective course in the degree program. (2) There are courses that the math department teaches that are meant for math education students and that do not count towards the applied math concentration. In the future, any new courses of this nature will be numbered in the 280s or 380s, and so the change will automatically disallow these for the applied math concentration.

c. Change to a Minor: Mathematics

The following change request is ONLY to elective courses.

FROM:

Elective Courses: At least 9 credits from other 200-, 300-, 600-, or 700-level mathematics courses (excluding MATH 271, 272, and ~~385W~~)

TO:

Elective Courses: At least 9 credits from other 200-, 300-, 600-, or 700-level mathematics courses (excluding MATH [205, 218](#), 271, 272, and [any course numbered in the 280s or 380s](#)).

JUSTIFICATION:

There are courses that the math department teaches that are meant for math education students and that do not count towards the math minor. In the future, any new courses of this nature will be numbered in the 280s or 380s, and so the change will automatically disallow these for the math minor.

d. Change to a Major: Mathematics – Elementary Education Concentration**FROM:**

Required Courses: Math 119, Math 141 & Math 142 & Math 143 (or equivalent: MATH 151 & 152), Math 220 (or MATH 209 or MATH 509), Math 231, Math 241, ~~Math 218 (or MATH 318 or MATH 518 or MATH 618)~~, CSCI 12 or higher.

Plus, ~~TWO~~ additional MATH courses numbered 200 or above will be chosen with the advice and approval of the student's Mathematics department adviser.

Elementary and Early Childhood Education courses are listed under the Elementary Education major in the College Undergraduate Bulletin ~~and are 42 credits~~.

Note: A student who has received two grades of D+ or lower in math courses may not proceed with further math courses without special permission.

For specific career objectives, see Bulletin for recommended elective courses.

Residency Requirement: At least 12 credits of these required and electives must be taken at Queens College.

TO:

Required Courses: Math 119, Math 141 & Math 142 & Math 143 (or equivalent: MATH 151 & 152), Math 220 (or MATH 209 or MATH 509), Math 231, Math 241, and CSCI 12 or higher.

Plus, **THREE** additional MATH courses numbered 200 or above will be chosen with the advice and approval of the student's Mathematics department adviser.

Elementary and Early Childhood Education courses are listed under the Elementary Education major in the College Undergraduate Bulletin.

Note: A student who has received two grades of D+ or lower in math courses may not proceed with further math courses without special permission.

For specific career objectives, see Bulletin for recommended elective courses.

Residency Requirement: At least 12 credits of these required and electives must be taken at Queens College.

JUSTIFICATION:

Currently the EECE majors are required to take College Geometry (MATH 218 or MATH 518). This creates an undue burden for two reasons: (1) In general, this course is only available to the EECE students the Fall semester of their senior year, so it happens that there are competing requirements and the students cannot enroll, which forces them to take 318/618 the following semester, which is too advanced and not relevant to their careers (also they no longer meet the recently updated prerequisites for 318/618). 2. The course is generally populated by Time2000 students and hence geared towards them and is generally too advanced for the EECE majors. As such, many of them fail, but it is their senior year, so in a last-ditch attempt to graduate they register for 318/618, which they are not prepared for.

This course is not mandatory for their future roles in elementary education, and the students will be equally well served by taking another course in the department (such as MATH 209: Set Theory).

e. Change to course number: Math 328 -> Math 363

FROM:

Math ~~328~~. Introduction to Partial Differential Equations. 3 hr.; 3 cr.
Prereq.: Math 223

Topics covered include partial differential equations, Fourier series, and boundary value problems.

TO:

Math [363](#). Introduction to Partial Differential Equations. 3 hr.; 3 cr.

Prereq.: Math 223

Topics covered include partial differential equations, Fourier series, and boundary value problems.

[Not open to students who are taking or have received credit for MATH 663.](#)

JUSTIFICATION:

Partial differential equations is an advanced topic and is suitable for undergraduate students. In a separate proposal to the GCC, we will propose the creation of a paired version of this course numbered Math 663, as Math 628 is not available. To facilitate this pairing, we are proposing to change the course number as indicated.

f. Change to course description, hours, and credits: Math 310**FROM:**

MATH 310. Elementary ~~Real~~ Analysis. ~~3 hr.; 3 cr.~~

Prereq.: MATH 201.

Rigorous introduction to functions of a real variable. Topics include real numbers and the completeness property; limits of sequences; elementary topological concepts; continuity and uniform continuity; sequences and series of functions, derivatives; Taylor's theorem; the Riemann integral.

TO:

MATH 310. Elementary [Mathematical](#) Analysis. [4 hr.; 4 cr.](#)

Prereq.: MATH 201.

Rigorous introduction to functions of one real variable. Topics include real numbers and the completeness property; limits of sequences; elementary topological concepts; continuity and uniform continuity; sequences and series of functions; derivatives, mean value theorems, Taylor's theorem; the Riemann integral; [the fundamental theorem of calculus.](#)

JUSTIFICATION:

A minor change in the description to add the fundamental theorem of calculus, which is usually the goal in a standard first analysis course. A minor change to the name to match more standard naming conventions at universities throughout the US. With the exception of the current Math 310, all required math courses for the pure concentration are 4-credit courses. These are the only courses we know that pure math majors will take, and so we would like them have enough time to both cover the essential content common to every math major and to cover the fundamental skills of doing mathematics (such as understanding the structure of an argument, mathematical proof techniques, and how to write a mathematical proof). We are therefore proposing increasing MATH 310—the foundational course of the

math major—to 4 credits and 4 hours to match the other required courses, which will facilitate instructors in meeting the goals just described.

g. New Courses

We are proposing the creation of course dedicated to math education topics courses or reading courses. We will ask for the creation of 4 versions, each worth a different number of credits. We place them all under one proposal.

Create new course: Math 289.1

MATH 289.1. Studies in Mathematics for Education
1 hr.; 1cr. Prereq.: Permission of the chair.
Topics announced in advance. May be repeated for credit if topic is different.

Create new course: Math 289.2

MATH 289.2. Studies in Mathematics for Education
2 hr.; 2cr. Prereq.: Permission of the chair.
Topics announced in advance. May be repeated for credit if topic is different.

Create new course: Math 289.3

MATH 289.3. Studies in Mathematics for Education
3 hr.; 3cr. Prereq.: Permission of the chair.
Topics announced in advance. May be repeated for credit if topic is different.

Create new course: Math 289.4

MATH 289.4. Studies in Mathematics for Education
4 hr.; 4cr. Prereq.: Permission of the chair.
Topics announced in advance. May be repeated for credit if topic is different.

JUSTIFICATION:

We have used Math 590 in the past to test or offer new courses for education majors, and to open these up for undergraduates, we would like a 200-level number. However, as we do not want to allow the courses to count towards the math major, we do not want to use the existing MATH 290, so we propose creating MATH 289 to solve this issue.

Proposal 9

Create new course: Math 314

Math 314. Mathematical Analysis. 4 hr.; 4 cr.
Prereq.: Math 310 or 320, and Math 231

Mathematical analysis in several variables, including topology of Euclidean space, convergence and continuity of functions, and differentiation and integration of multivariable functions. Topics may

include metric spaces, Arzela-Ascoli Theorem, Taylor's Theorem, and inverse and implicit functions theorems. Not open to students who are taking or have received credit for MATH 614.

JUSTIFICATION:

Math 314 is a more advanced version of Math 310. The course is appropriate for and recommended to strong undergraduate students interested in pursuing an advanced math degree. We would therefore like to have an undergraduate version for these students. This is in keeping with the department's goal of having a strong roster of undergraduate courses comparable to larger universities.

3. Philosophy

a. Change in title and description:

From:

PHIL 109. ~~Modern~~ Logic. 3 hr.; 3 cr. An introduction to ~~logic and logical techniques~~. The ~~powerful method of symbolism is extensively employed~~.

To read:

PHIL 109. Formal Logic. 3 hr.; 3 cr. An introduction to formal logic: analysis of the logical form of sentences; use of a formal language to symbolize sentences and arguments from natural languages; testing for the validity of arguments, consistency of sets of sentences, etc., by formal techniques; deductive methods of proof.

Justification: The current title is unhelpful. The Department has no course in Ancient or Medieval Logic. Equivalent first-order logic courses at other colleges are called simply 'Logic' or else 'Formal Logic'. The second is more informative, contrasting with courses in informal logic or critical thinking.

The current description is too brief and provides no guidance to either instructor or student as to the material covered. The new description lists the main elements of the course and indicates the use of the logical techniques that are to be instilled.

GCC Minutes Dated December 6, 2023

A. ITEMS FOR UNIVERSITY REPORT

1. ECP

a. Program Change: Change in Requirements for Degree and Add Bilingual Extension

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

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

Type: Completion requirement

~~Complete ALL of the following Courses:~~

~~ECPCE 803 – Multicultural Issues in Counseling.~~

~~Complete ALL of the following Courses:~~

~~ECPSP 866 – Seminar in Special Issues~~

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.

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:

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.

Justification: We are applying to add the Bilingual Extension option to the School Counseling Program.

2. GSLIS

b. Change in Program Title and Change in Requirements for Degree

2) Please give HEGIS number of known to you: 1699.00

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated: Advanced Certificate in Archives ~~and the Preservation of Cultural Materials~~

This certificate is ~~15~~ credits, comprising:

Core (required) courses:

LBSCI 730: Archival Appraisal, Arrangement, and Access

LBSCI 732: Introduction to Archival Studies

LBSCI 795: Internship

~~Two~~ additional archival studies electives (~~6~~-credits):

LBSCI 710: Applied Research in Information Studies

LBSCI 728: Public History

~~LBSCI 731: From Manuscripts to E-Books: Studies in Print Culture~~

LBSCI 733: Preservation of Cultural Heritage Materials

LBSCI 735: Museum Studies

LBSCI 736: Records Management

LBSCI 752: Digital Preservation

LBSCI 757: Digitization of Cultural Materials

LBSCI 790.3: Advanced Archival Practice

LBSCI 790.3: Community Libraries and Archives

LBSCI 790.3: Memory Work

LBSCI 790.3: Oral History: Theory, Methods and Practice

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 Archives

This certificate is 12 credits, comprising:

Core (required) courses:

LBSCI 730: Archival Appraisal, Arrangement, and Access

LBSCI 732: Introduction to Archival Studies

LBSCI 795: Internship

One additional archival studies elective (3 credits):

LBSCI 710. Applied Research in Information Studies

LBSCI 728: Public History

LBSCI 733: Preservation of Cultural Materials

LBSCI 735: Museum Studies

LBSCI 736: Records Management

LBSCI 752: Digital Preservation

LBSCI 757: Digitization of Cultural Materials

LBSCI 790.3: Advanced Archival Practice

LBSCI 790.3: Community Libraries and Archives

LBSCI 790.3: Memory Work

LBSCI 790.3: Oral History: Theory, Methods and Practice

Justification: We seek to change the credit requirements of the Advanced Certificate program from 15 to 12 credits in order to bring this program into alignment with the other Advanced Certificates offered by our department, as well as with comparable Certificates offered by peer institutions. In addition, we seek to change the name of the Certificate to “Advanced Certificate in Archives” to better reflect the program’s inclusion of the broad range of archival practice rather than a narrower focus on any one aspect of the field.

3. HIST

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.

HIST 707. War in European History. 2 hr. plus conf.; 3 cr. Prereq.: None Studies in history of European warfare from antiquity to the modern period.

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.

HIST 707. War in European History. 2 hr. plus conf.; 3 cr. Prereq.: None. Studies in the history of European warfare from antiquity to the modern period. This course may be offered as a variable topics course, focusing upon a specific period or subject related to war in European History. This course may be repeated for credit.

Justification: New language notes that the course may be repeated for additional credit as a variable topics course.

4. HIST

d. Minor Change: Change in Course Title and 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.

HIST 7071. ~~War in~~ American History. 2 hr. plus conf.; 3 cr. Prereq.: None. Studies in the history of American warfare from the colonial period to the present. Emphasis will be placed on the ~~growth and functions~~ of American military ~~institutions~~.

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.

HIST 7071. American Military History, 1607-1865. 2 hr. plus conf.; 3 cr. Prereq.: None. Studies in the history of American warfare and military institutions from the colonial period to the end of the American Civil War. Emphasis will be placed on the social and cultural aspects of American military history.

Justification: Original course reset as a two-part section, with US Civil War as dividing point in keeping with growing scope of field and to account for more recent scholarship in cultural and political aspects of military history. See syllabus for additional rationale. Second half of cycle to be submitted as new course request.

5. HIST

e. 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.

HIST 716. The Idea of Eastern Europe. 2 hr. plus conf.; 3 cr. Prereq.: None ~~Inquires into the idea of “Eastern Europe”, its origins, the purposes it serves, how people have used and understood it. Engages with questions such as: Imagine Europe to be divided into East and West? What does this way of thinking clarify or obscure and what are its political consequences?~~

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.

HIST 716. The Idea of Eastern Europe. 2 hr. plus conf.; 3 cr. Prereq.: None Why do we believe in the existence of a place called “Eastern Europe”? Why do we imagine the European continent to be divided into Eastern and Western halves? Is there a clear boundary marking this divide or does it exist primarily in our imagination? This course seeks to answer these and other questions about the geographical concepts we use to structure our thinking about Europe.

Justification: Description change is restating original purpose of course.

6. HIST

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.

HIST 740. Memory and History: ~~Museums, Monuments, Collective Memory, and Public Controversies~~. 2 hr. plus conf.; 3 cr. Prereq.: None. Explores the contested legacy of the Second World War in Europe and the diverse ways in which it is remembered. Focuses on controversial public memories including the resistance myth, France's Vichy Syndrome, German memory of aerial bombardment, the question of Polish complicity in Nazi crimes, and the place of the Holocaust in pan-European memory debates.

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.

HIST 740. Memory and History: The Second World War in Europe. 2 hr. plus conf.; 3 cr. Prereq.: None. Explores the contested legacy of the Second World War in Europe and the diverse ways in which it is remembered. Focuses on controversial public memories including the resistance myth, France's Vichy Syndrome, German memory of aerial bombardment, the question of Polish complicity in Nazi crimes, and the place of the Holocaust in pan-European memory debates.

Justification: Only change is in title (making the subject more apparent than originally described)

7. HIST

g. Minor Change: Change in Course Title and 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.

HIST 775. Constitutional History of the United States ~~1787-1865~~. 2 hr. plus conf.; 3 cr. ~~The historical background of the Constitution and its evolution through the leading decisions of the Supreme Court. Emphasis will be given to the role of the Court in the development of the American federal system, the protection of rights guaranteed by the Constitution, and the jurat theories under which the Court has operated. HIST 775 covers the period to 1865; HIST 776 from the Civil War to the present. HIST 775 Fall; HIST 776 Spring~~

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.

HIST 775. Constitutional History of the United States to 1865. 2 hr. plus conf.; 3 cr. History of the U.S. Constitution and the evolution of law as seen through Supreme Court decisions and other primary sources. Attention to the role of the Court in the development of the American federal system, the protection of rights guaranteed by the Constitution, and the evolution of Constitutional interpretation.

Justification: NOTE No need for syllabus – changes reflect streamlining of course description and focus on primary sources.

8. HIST

h. Minor Change: Change in Course Title and 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.

HIST 783. ~~New York City in the Colonial and Early National Periods.~~ 2 hr. plus conference, 3 cr. Prerequisite: none. A study of the history, role, and influence of New York City ~~during the formative years of~~ American development. Attention is given to the principal archival and manuscript sources.

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.

HIST 783. Studies in New York City History. 2 hr. plus conference, 3 cr. Prerequisite: none. A study of the history, role, and influence of New York City in American development. Attention is given to the principal archival and manuscript sources.

Justification: NOTE No new syllabus required – changes reflect redefined scope of course.

9. HIST

i. 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.

HIST 784. ~~Sources of New York City History.~~ 2 hr. plus conference, 3 cr. Prerequisite: none. An intensive examination of the chief archival resources basic for the study of the early history of New York City. Research papers and reports are prepared and presented by the student.

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.

HIST 784. Sources in New York City History. 2 hr. plus conference, 3 cr. Prerequisite: none. An intensive examination of the chief archival resources basic for the study of the history of New York City. Research papers and reports are prepared and presented by the student.

Justification: NOTE No new syllabus required – simple change in title and scope of course.

10. HIST

j. Minor Change: Change in Course Title and 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.

HIST 786. The American Urban Environment, ~~1830–1930~~. 2 hr. plus conference, 3 cr. Prerequisite: none. A history of the urban physical environment and the efforts to shape it since the early nineteenth century. Emphasis will be placed upon public health, civil engineering, landscape architecture, architecture, ~~and early~~ city planning.

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.

HIST 786. The American Urban Environment. 2 hr. plus conference, 3 cr. Prerequisite: none. A history of the urban physical environment and the efforts to shape it since the early nineteenth century. Emphasis will be placed upon public health, civil engineering, landscape architecture, architecture, city planning, and climate change.

Justification: NOTE: No new syllabus is required. Title change only.

11. HIST

k. 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.

HIST 790. Studies in the History of Africa. 2 hr. plus conference, 3 cr. Prerequisite: none. Readings and discussion of selected topics in the development of Africa from the ~~early Bantu dispersals to the era of independence~~. With the consent of the instructor, the course may be repeated for credit.

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.

HIST 790. Studies in the History of Africa. 2 hr. plus conference, 3 cr. Prerequisite: none. Readings and discussion of selected topics in the development of Africa from the dispersal of Bantu-language speakers to the postcolonial era. With the consent of the instructor, the course may be repeated for credit.

Justification: NOTE: No new syllabus required. Restating course description.

12. HIST

I. Request for New Course

Please state the course as follows:

Course number and title: **HIST 794. Capstone and Thesis Writing**

Hours and credits: 1 credit hour. This course may be taken for additional credit with DGS approval.

Prerequisites or corequisites: Must be taken concurrently with HIST 792 or HIST 796. May be repeated in subsequent semesters until student completes capstone or thesis.

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

The History MA Thesis and the MLSMA History Capstone research and writing seminar. Students register for this course with the professor who is advising their thesis or capstone project. This course may be repeated.

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

This course will fulfill the culminating requirement for students on the History MA Thesis track or those in the MLSMA Dual Degree Program. Students will receive credit for conducting research, organizing and writing papers, and ultimately writing their final projects.

Projected Enrollment: Variable depending upon number of MLSMA students completing the History track of degree and the number of students writing an MA Thesis

Projected Frequency: Every Fall and 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.) No online components are anticipated.

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. 1.0 hours is typical format for thesis and capstone writing courses.

13. HIST

m. 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.

HIST 795. Studies in European History. 2 hr. plus conference, 3 cr. Prerequisite: none. Studies of selected key issues and topics in European history and the historical debates about those issues. Stress is on methodology, interpretation, and the clash of opinion among historians. Topics vary each semester, and the focus may be Europe, the non-Western world, or points of contact and exchange between them. The course is required for graduate students in the MS in Education program in Secondary Social Studies Education. ~~The course may not be repeated for credit.~~

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.

HIST 795. Studies in European History. 2 hr. plus conference, 3 cr. Prerequisite: none. Studies of selected key issues and topics in European history and the historical debates about those issues. Stress is on methodology, interpretation, and the clash of opinion among historians. Topics vary each semester, and the focus may be Europe, the non-Western world, or points of contact and exchange between them. The course is required for graduate students in the MS in Education program in Secondary Social Studies Education. The course may be repeated for credit when offered with a different topic.

Justification: NOTE No new syllabus required – resetting and defining terms for repeating course for credit.

14. HIST

n. 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.

HIST 797. Studies in American History: Special Problems. 2 hr. plus conference, 3 cr. Prerequisite: none. Studies of selected key issues and topics in American history and the historical debates about those issues. Stress is on methodology, interpretation, and the clash of opinion among historians. Topics vary each semester, and the focus may be the United States, Latin America, or points of contact and exchange between them. The course is required for graduate students in the MS in Education program in Secondary Social Studies Education. ~~The course may not be repeated for credit.~~

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.

HIST 795. Studies in European History. 2 hr. plus conference, 3 cr. Prerequisite: none. Studies of selected key issues and topics in European history and the historical debates about those issues. Stress is on methodology, interpretation, and the clash of opinion among historians. Topics vary each semester, and the focus may be Europe, the non-Western world, or points of contact and exchange between them. The course is required for graduate students in the MS in Education program in Secondary Social Studies Education. The course may be repeated for credit when offered with a different topic.

Justification: NOTE No new syllabus required – resetting and defining terms for repeating course for credit.

15. LBSCI

o. Request for New Course

Please state the course as follows:

Course number and title: **LBSCI 758 Advanced Archival Practice**

Hours and credits: 3 hr.; 3 cr.

Prerequisites or corequisites: LBSCI 700, 701, 702, 703, and 730

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

This course develops advanced proficiency in archival appraisal, arrangement, and access through embedded fieldwork. Under the supervision of the course instructor and in collaboration with repository staff, students will engage in a hands-on archival project from beginning to

completion. Course readings will include a mix of selections from books and articles relevant to the historical context of the archival repository and its collection materials, as well as documentation, workflows, manuals, standards and digital resources that will structure class discussions and provide guidelines for hands-on work. By the end of the term, students will have completed an archival processing project, including a finding aid.

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

The course has run successfully three times and has been approved for inclusion as an elective in the GSLIS Course Catalog.

Projected Enrollment: 15

Projected Frequency: Once every two years

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

16. PSYCH

p. **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.

PSYCH 720.03 Behavior Intervention in Developmental Disabilities. 3 cr. Prerequisite: none. This course is an overview of behavioral intervention procedures in the field of ~~mental retardation~~ and developmental disabilities. The content included readings, lecture, and discussion on the context of intervention, the concepts of behavioral assessment and intervention in the field of developmental disabilities, staff training issues, and an in-depth review of many of the research-based behavioral intervention procedures used to train appropriate repertoires in people with developmental disabilities.

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.

PSYCH 720.03 Behavior Intervention in Developmental Disabilities. 3 cr. Prerequisite: none. This course is an overview of behavioral intervention procedures in the field of developmental disabilities. The content includes readings, lecture, and discussion on the context of intervention, the concepts of behavioral assessment and intervention in the field of developmental disabilities, staff training issues, and an in-depth review of many of the research-based behavioral intervention procedures used to train appropriate repertoires in people with developmental disabilities.

Justification: The current terminology is outdated, potentially offensive, and APA recommends that we do not use it. <https://www.apa.org/about/apa/equity-diversity-inclusion/language-guide.pdf>

17. SEYS

q. Minor Change: Change in Course Title and 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.

SEYS 792. Developing Algebraic Thinking ~~in the Middle School Classroom.~~ 3 hr.; 3 cr. Developing algebraic thinking is more than simply practicing how to “solve for x.” It involves recognizing patterns, modeling relationships between and among quantities, comparing and analyzing quantitative relationships, variables and functions, and nontraditional, non-routine problem solving. This course will build on these ideas and provide suggestions and methods for developing algebraic thinking in the middle grades. ~~Admission is limited, competitive, and open to teachers of mathematics that hold master’s degrees.~~

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.

SEYS 792. Developing Algebraic Thinking for Middle Childhood Education. 3 hr.; 3 cr. Developing algebraic thinking is more than simply practicing how to “solve for x.” It involves recognizing patterns, modeling relationships between and among quantities, comparing and analyzing quantitative relationships, variables and functions, and nontraditional, non-routine problem solving. This course will build on these ideas and provide suggestions and methods for developing algebraic thinking in the middle grades.

Justification: The new title is better aligned with NYS requirements.

18. SEYS

r. Program Change: Change in Requirements for Degree

2) Please give HEGIS number if known to you: **0803.00**

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

MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION (MAT)

The following MAT degree programs are offered at Queens College:

1. Master of Arts in Teaching in Adolescent Mathematics Education, Grades 7–12;

The goals of the MAT degree program are to:

- fulfill Initial Certification requirements in a content area;
- fulfill MAT degree requirements; and,
- fulfill Professional Certification requirements in a content or related area.

The MAT degree in Secondary Education consists of existing courses in state-certified Post-Baccalaureate and MEd programs in Secondary Education. An MAT includes these existing 24 credits, 6 additional credits in advanced pedagogy, and 9–12 credits in content courses. Upon completion of the 24 credits in the Post-Baccalaureate program, students are eligible for Initial Certification in the content area. Upon completion of the remaining 15–21 credits for the MAT degree, students are eligible for Professional Certification in the content or related area.

CORE COURSES

(all MAT candidates take the following courses)

SEYS 536 Educational Foundations

SEYS 552 Educational Psychology

SEYS 560–564 Methods of Teaching in Middle and High School,

SEYS 565 and EECE 533 Methods I, II (Art) SEYS 570.2–574.2 Initial Clinical Experience in *** for Secondary School

SEYS 570.4–574.4 Student Teaching in *** for Secondary School,

SEYS 575, 576 Student Teaching I, II (Art)

SEYS 580–584 Standards-Based Curriculum and Assessment in Teaching ***

SEYS 700 Language, Literacy, and Culture in Education

ECPSE 550 Foundations of Special Education

After completing these Core Courses and all New York State and Queens College certification requirements, candidates are eligible to apply for New York State Initial Certification.

CONTENT COURSES

Mathematics (15 credits)

Pedagogical Content Courses

SEYS 751 Mathematics in the Secondary School

SEYS 775 Research in Mathematics Education I

MATH 505 Problem Solving

MATH 509 Set Theory and Logic

MATH 524 History of Mathematics

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:

Adding two courses as an optional extension to be taken after initial certification for a 5-6 extension to certification. The two courses to be added are SEYS 792 and SEYS 793. For an optional grades 5-6 extension, candidates may enroll in SEYS 792 and SEYS 793.

MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION (MAT)

The following MAT degree programs are offered at Queens College:

1. Master of Arts in Teaching in Adolescent Mathematics Education, Grades 7–12;

The goals of the MAT degree program are to:

- fulfill Initial Certification requirements in a content area;
- fulfill MAT degree requirements; and,
- fulfill Professional Certification requirements in a content or related area.

The MAT degree in Secondary Education consists of existing courses in state-certified Post-Baccalaureate and MSED programs in Secondary Education. An MAT includes these existing 24 credits, 6 additional credits in advanced pedagogy, and 9–12 credits in content courses. Upon completion of the 24 credits in the Post-Baccalaureate program, students are eligible for Initial Certification in the content area. Upon completion of the remaining 15–21 credits for the MAT degree, students are eligible for Professional Certification in the content or related area.

CORE COURSES

(all MAT candidates take the following courses)

SEYS 536 Educational Foundations

SEYS 552 Educational Psychology

SEYS 560–564 Methods of Teaching in Middle and High School,

SEYS 565 and EECE 533 Methods I, II (Art) SEYS 570.2–574.2 Initial Clinical Experience in *** for Secondary School

SEYS 570.4–574.4 Student Teaching in *** for Secondary School,

SEYS 575, 576 Student Teaching I, II (Art)

SEYS 580–584 Standards-Based Curriculum and Assessment in Teaching ***

SEYS 700 Language, Literacy, and Culture in Education

ECPSE 550 Foundations of Special Education

SEYS 792 Developing Algebraic Thinking in the Middle School Classroom*

SEYS 793 Mathematical Initiatives and Methods in The Middle Grades*

***These two courses are optional**

After completing these Core Courses and all New York State and Queens College certification requirements, candidates are eligible to apply for New York State Initial Certification.

CONTENT COURSES

Mathematics (15 credits)

Pedagogical Content Courses

SEYS 751 Mathematics in the Secondary School

SEYS 775 Research in Mathematics Education I

MATH 505 Problem Solving

MATH 509 Set Theory and Logic

MATH 524 History of Mathematics

Justification: Many candidates have inquired about 5-6 certification, so we are adding two optional courses for this purpose. Further, schools often ask our candidates to teach grades 5-6 and this facilitates that certification and allows candidates to take courses at Queens College, rather than elsewhere.

B. ITEMS FOR CEP/CAP

1. SEYS

a. New Program & Add Distance Education

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.

GCC Minutes Dated February 7, 2024

A. ITEMS FOR UNIVERSITY REPORT

1. GSLIS

a. New Program: Graduate Program in Library Science and English

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

Under GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES and ENGLISH

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

Graduate Program in Library and Information Studies and English (MLS/MA)

The MLS/MA is offered jointly by the Graduate School of Library and Information Studies (GSLIS) and the English department. The dual degree offers students the opportunity to develop skills in the methodologies of library science, information studies, and English, including American, British, and global literatures and a wide range of fields, forms, and theories. Graduates will be well suited for professional careers in academic and research libraries, public humanities, and public or private archives, and for admission into PhD programs in English or Information Studies. The 54-credit program can be completed in three years of full-time study. Students should consult advisors in either department in selecting courses relevant to their research and career goals. Students are also strongly encouraged to consider internships at local archives, libraries, museums, and arts organizations, for which course credit can be awarded. Toward the end of the program, students will undertake a six-credit final thesis or project, under the advisement of faculty from both GSLIS and English.

Requirements (totaling 54 credits):

LBSCI 700. The Technology of Information
LBSCI 701. Fundamentals of Library and Information Science
LBSCI 702. Information Sources and Service: General
LBSCI 703. Information Organization

GSLIS electives (12 credits):
Any other four LBSCI graduate courses

ENGL 701: Seminar in Graduate Methodology (to be taken as one of the student's first courses)
ENGL 636: History of Literary Criticism

ENGL electives (18 credits)
Any other six ENGL graduate courses (excluding creative writing classes)

Thesis/project (6 credits): LBSCI 709. Research in Library and Information Studies and ENGL 791: Thesis Course (both to be completed at or near the end of the dual degree).

Justification: There are many connections between the disciplines of library and information studies and English. Students in the dual degree program will become acquainted with a variety of approaches and scholarly methods in literary studies and information studies through a critically-minded, community-focused, and service-oriented education with a focus on contributing to diverse information-intensive environments. The dual degree will prepare students for careers in libraries, archives, and information centers in academic and research environments, as well as careers in academia and public humanities.

2. GSLIS

b. New Program: Graduate Program in Library Science and Media Studies

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

Under GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES and MEDIA STUDIES

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

Graduate Program in Library Science and Media Studies (MLS/MA)

The MLS/MA is offered jointly by the Graduate School of Library and Information Sciences (GSLIS) and the Media Studies department. The dual degree offers students the opportunity to develop skills in the methodologies of library science, information studies, and media studies. Graduates will be well suited for professional careers in academic and research libraries, and information environments in theater, film, television, audio/visual preservation, digital asset management, and public or private archives, and for admission into PhD programs in either Media Studies or Information Studies. The 54-credit program can be completed in three years of full-time study. Students should consult advisors in either department in selecting courses relevant to their research and career goals. Students are also strongly encouraged to consider internships at local archives, libraries, arts organizations, and media companies for which course credit can be awarded. Toward the end of the program, students will undertake a six-credit final thesis or project, under the advisement of faculty from both GSLIS and Media Studies.

Requirements (totaling 54 credits):

LBSCI 700. The Technology of Information
LBSCI 701. Fundamentals of Library and Information Science
LBSCI 702. Information Sources and Service: General
LBSCI 703. Information Organization

GSLIS electives (12 credits):
Any other four LBSCI graduate courses

MEDST 701: Media Archaeology
MEDST 702: Media and Capitalism
MEDST 703: Media and Social Justice
MEDST 752: Media Theory

MEDST electives (12 credits)
Any other four MEDST graduate courses

Thesis/project (6 credits): LBSCI 709. Research in Library and Information Studies and MEDST 790: Thesis (both to be completed at or near the end of the dual degree).

Justification: There are many connections between the disciplines of library and information studies and media studies. Students in the dual degree program will work to effect social change through media, as well as to understand the impact of media and technology on culture and society through a critically-minded, community-focused, and service-oriented education with a focus on contributing to diverse information-intensive environments. The dual degree will prepare students for careers in libraries, archives, and information centers in academic, research, performing arts, and audio/visual environments and industries.

3. MATH

c. Request for New Course

Please state the course as follows:

Course number and title: **MATH 663: Introduction to Partial Differential Equations**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: Some familiarity with linear ordinary differential equations is recommended

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

Topics covered include partial differential equations, Fourier series, and boundary value problems. Not open to students who are taking or have received credit for MATH 328 or MATH 363.

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

Partial differential equations (or PDEs) are not only fundamental to mathematics but to the entirety of the sciences. PDEs are how we model the physical universe, and so we feel strongly that graduate students should have a course in PDEs available to them. This course will be allowed to count towards any of the math master's degree concentrations, but it will not be a required course.

This course will be paired with our advanced undergraduate PDE course, Math 328 (which will shortly be re-numbered to 363). We believe the undergraduate course will also make for an excellent graduate course. The graduate version of the course will be distinguished from the undergraduate version through the problem sets assigned. The graduate students will be pushed to solve more challenging problems that involve deeper insights.

Projected Enrollment: 12 (This is combined enrollment; we plan to pair the course with the existing undergraduate version)

Projected Frequency: Fall, every other year

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

FACULTY SENATE ROSTER 2023-2025

Attendance – February 8, 2024

DEPARTMENT	DELEGATE	Yr (S)	Present	ALTERNATE	Yr (S)	Present
Accounting & Information Systems	Eric Rosano	1	322	Mark Mazzo	1	XP
Anthropology	Megan Victor	1	26	Felisha Madimenos	1	
Art	Lawrence Waldron	2	R4	Amy Fortunato	2	XP
Biology	Karl Fath	1	18	John Waldman	1	
Chemistry & Biochemistry	Cherice Evans	1		Guoxiang Hu	1	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	1	25	Xiao Li	1	
Comparative Literature	Clare Carroll	2	6	Christopher Winks	2	
Computer Science	Kenneth Lord	1	19	Bojana Obrenic	1	
Drama, Theatre & Dance	Yin Mei Critchell	1		Jeffrey Greenberg	1	
Earth & Environmental Sciences, School of	Jacky Bracco	2	7	William Blanford	2	
Economics	Thao Bui	1	15	Alev Yildirim	1	
Elementary and Early Childhood Education	Anna Malyukova	2	22	Patricia Cooper	2	
Secondary Education and Youth Services	Jay Shuttleworth	1		Salvatore Garofalo	1	
Educational & Community Programs	Nakia Gray-Nicolas	1	18	Qiong Yu	1	
English	Kevin Ferguson	2	1	Christopher Williams	2	
European Languages & Literatures	Morena Corradi	1	20	Karen Sullivan	1	P
Family, Nutrition & Exercise Sciences	Jihee Choi	2	12	Bridget McFadden	2	P
Graduate School of Library & Information Studies	James Lowry	2		Nafiz Zaman Shuva	2	
Hispanic Languages & Literatures	Brais Outes-Leon	2	24	Juan Caamaño	2	
History	Elissa Bemporad	1		Natanya Duncan	1	
Library	Eric Silberberg	2	17	Sonali Sugrim	2	
Linguistics & Communication Disorders	Elizabeth Viccaro	2		OPEN	2	S

PATRICIA MCCAUL

FACULTY SENATE ROSTER 2023-2025

Attendance – February 8, 2024

<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		Joh Dharma	2	
Media Studies	Jamie Cohen	1		Julian Cornell	1	
Music, Aaron Copland School of	Bruce Saylor	2	14	David Schober	2	
Philosophy	Sari Kisilevsky	2	32	Stephen Grover	2	
Physics	Euclides Lins Almeida	1	21	Mohammad Ali Miri	1	
Political Science	Alexander Reichl	2	29	Yan Sun	2	
Psychology	Claudia Brumbaugh	1		Giuseppe Cataldo	1	9
Sociology	Hongwei Xu	2	23	Ryan Sperry	2	
Urban Studies	Do Lee	1		James Vacca	1	10
<i>DIVISIONAL AT LARGE</i>						
<i>Arts & Humanities</i>	OPEN	1		OPEN	1	
<i>Social Sciences</i>	Larissa Swedell	1	31	Robin Rogers	1	
<i>Education</i>	OPEN	2		OPEN	2	
<i>Mathematics & Natural Sciences</i>	Concettina Pagano	2	11	OPEN	2	
<i>COLLEGE-WIDE AT LARGE</i>						
	Emily Ripley	2	8	OPEN	2	
	Timothy Benseman	1	30	OPEN	1	
	Jeffrey Bird	1		OPEN	1	
	OPEN	1		OPEN	1	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	2		Lisa Clark	2	3

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

Attendance – February 8, 2024

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	At Large			
1.	Moses Parente			
2.	Lauren Ramroop	27		
3.	Shawn Rajkumar	13		
4.	Rebecca Oppenheimer			
5.	Matthew Robles			
6.	Kathleen Arcangeles			
7.	Farid Oumorou			
8.	Muhammad Qasim Raza			
9.	Joshua Negron			
10.	Gaitree Ramrag			
	Undergraduate Upper Junior - Senior			
1.	Johan Muller		Jiyoon Park	
2.	Samuel Joseph		Danielle Williams	
3.	Brandon Scott	28		
	Undergraduate Upper Sophomore - Lower Junior			
1.	Felix Diaz			
2.	Arun Patiram			
3.	Michelle Devanie Ramdial			
	Undergraduate Freshman – Lower Sophomore			
1.	Gerson Torales			
2.	Jacob Ahdoot			
3.	OPEN			
	SEEK			
1.	Didarul Alam		Braneyda Pierre	

ACADEMIC SENATE

2023-2024

Attendance – February 8, 2024

<i>EXOFFICIO (NON-VOTING) MEMBERS</i>	<i>Present</i>
Dr. Frank H. Wu, President	
Mrs. Judith Massis-Sanchez, Interim General Counsel	
Desirae Colvin, Chief of Staff	
Vacant, Assistant VP for Enrollment and Student Retention	
Dr. Patricia Price, Interim Provost	✓
James Mellone, Interim Chief Librarian	
Dr. Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	
Dr. Jennifer Jarvis, Vice President for Student Affairs and Enrollment Management	
Maria A. DeLongoria, Interim Associate Provost for Academic and Faculty Affairs	
Dr. Nathalia Holtzman, Associate Provost for Innovation and Student Success	
Joe Loughren, Assistant VP for Budget and Finance	
Dr. Simone L. Yearwood, Interim Dean for School of Arts and Humanities	
Dr. Kate Pechenkina, Dean for School of Social Sciences	
Dr. Daniel C. Weinstein, Dean for School of Math & Natural Sciences	
Dr. Bobbie Kabuto, Dean for School of Education	
Vacant, Office of Registrar	
Mr. William Barron, President Student Association	
Mr. Dave Fields, Esq., Parliamentarian	
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Vacant, VP of Enrollment and Retention	
Vacant, Dean of Institutional Effectiveness	
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Ken Lord, Undergraduate Curriculum Committee	
Stephen Grover, Nominating Committee	
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<i>Barbara Moore</i> <i>Counseling Services</i>	
<i>Laren Weingarten</i> <i>English, PSC Chapter Chair</i>	
<i>Mohammad Ashraf</i> <i>Academic Advising</i>	
<i>Janest Mellone</i> , <i>Librarian</i>	
<i>Lauren A. Silverman</i> <i>Academic Advising</i>	
<i>SHIRO WITHANACHCHI</i> <i>- School of Business/BALA</i>	
<i>JOSEPH LOUGHREN</i> <i>- CFO</i>	
<i>Patricia Price</i> <i>- Provost</i>	
<i>Christopher Harusa</i> <i>- Math.</i>	