

**Meeting of Queens College
Academic Senate**

Date: April 11, 2024

Time: 3:35 p.m.

Place: Kiely 170

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of March 14, 2024
3. Announcements, Administrative Reports, and Memorials:

The Agenda for the meeting of the Academic Senate on May 9, 2024 will be prepared at the Executive Committee meeting on Thursday, April 18, 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 April 12, 2024.

4. Special Motions:
5. Committee Reports:
 - a. Undergraduate Curriculum Committee minutes dated March 14, 2024
 - b. Nominating Committee Report dated April 11, 2024
6. Old Business
7. New Business
 - a. Censure Statement
 - b. Policy on Gates and Security
 - c. Calendar of Academic Senate and Executive Committee meetings 2024-2025

The meeting will come to order:

Deputy Chair Shawn Rajkumar called the meeting to order at 3:40 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Deputy Chair Rajkumar:

“To approve the agenda”

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

2. Approval of Minutes:

- i. MOTION: Duly made by Deputy Chair Rajkumar:

“To approve the senate minutes dated February 8, 2024”

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

3. Announcements, Administrative Reports and Memorials:

- a. Senator, Eric Silberberg, Library spoke briefly in memoriam Arthur Ben Chitty. He asked the Academic Senate to take a moment of silence to remember Ben’s dedication not only to the library but to the whole campus through his long career at Queens College.

The Senate paid its respects with a moment of silence.

4. Special Motions: (none)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes dated February 8, 2024 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 2/8/2024

A. General Education

- 1. General Education Matters
- 2. Mathematics and Quantitative Reasoning Advisory Committee.

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3. Writing Intensive Advisory Committee.
4. STEM variant courses.

1. FNES

- a. Change in prerequisite.

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.

- b. Change in prerequisite.

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.

- c. Change in prerequisite.

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

2. MATH

a. Change to a Major: Mathematics – Pure Concentration

The following change request is ONLY to elective courses.

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)

b. Change to a Major: Mathematics – Applied Concentration

The following change request is ONLY to elective courses.

TO:

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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](#)).

c. **Change to a Minor: Mathematics**

The following change request is ONLY to elective courses.

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](#)).

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

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.

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.](#)

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

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](#).

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.

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

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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.

3. Philosophy

a. Change in title and description:

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.

5b. Graduate Curriculum Committee

i. MOTION: Duly made by Ken Lord:

“To accept the GCC minutes dated December 6, 2023 and February 7, 2024 as distributed”

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

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.

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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.

2. GSLIS

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

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

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

3. HIST

c. Minor Change: Change in Course Description

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.

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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.

4. HIST

d. Minor Change: Change in Course Title and Change in Course Description

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.

5. HIST

e. Minor Change: Change in Course Description

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.

6. HIST

f. Minor Change: Change in Course Title

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.

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7. HIST

g. Minor Change: Change in Course Title and Course Description

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.

8. HIST

h. Minor Change: Change in Course Title and Change in Course Description

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.

9. HIST

i. Minor Change: Change in Course Title

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.

10. HIST

j. Minor Change: Change in Course Title and Change in Course Description

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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.

11. HIST

k. Minor Change: Change in Course Description

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.

12. HIST

l. 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.

13. HIST

m. Minor Change: Change in Course Description

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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.

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.

15. LBSCI

o. Request for New Course

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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.

16. PSYCH

p. Minor Change: Change in Course Description

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.

17. SEYS

q. Minor Change: Change in Course Title and Change in Course Description

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

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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.

18. SEYS

r. Program Change: Change in Requirements for Degree

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

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

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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

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.

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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

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):

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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).

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):

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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).

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.

5c. Nominating Committee

- i. MOTION: Duly made by Senator, Tina Pagano, Mathematics and Natural Sciences:

“To accept the Nominating Committee report dated March 14, 2024”

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

1) Campus Affairs, Environment, and Graduation Advisory Committee

The following faculty member was elected with unanimous consent:

Lisa Clark

Education

Dec 2025

2) Dean Search Committee: School of Arts and Humanities

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The following faculty members were elected with unanimous consent:

Matt Greco	Arts & Humanities	Until the search is over
Jason Tougaw	Arts & Humanities	Until the search is over
Meghan Healey	Arts & Humanities	Until the search is over
Alvaro Fernandez	Arts & Humanities	Until the search is over

The following student members were elected with unanimous consent:

Trisha Sherman	Arts & Humanities	Until the search is over
Cherise Simpson	Arts & Humanities	Until the search is over
Christopher Ramnarain	Arts & Humanities	Until the search is over
Danielle Schwetz	Arts & Humanities	Until the search is over

6. Old Business: (none)

7. New Business:

7a. Nomination to the Nominating Committee

i. Faculty – Education May 2026

The following faculty was nominated from the floor to fill the OPEN Education Seat:

Sunghee Shin	2026
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Seeing no further nominations, the Deputy Chair moved unanimous consent.

MOTION: Duly made by Deputy Chair Rajkumar

“To Adjourn”

The meeting was adjourned at 3:45 p.m. The next Academic Senate meeting will be on Thursday, April 11, 2024.

A. General Education

1. General Education Matters
 - a. PHIL 109. Formal Logic (College Option: LANG)
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.

1. Urban Studies

a. Change to an Existing course:

From:

URBST 229. Employment and Labor Law

3 hours, 3 credits. Prerequisite: None. Examination of primary (case) and secondary (commentary) materials on the legislative, administrative, and contextual aspects of US employment and labor law, including as they pertain to collective bargaining and union organization. The course will be divided into three parts: (1) U.S. law, employment, and labor relations (including the institutional and sociological aspects of law), a review of the constitutional and common law basis for employment and labor law, and a survey of the history and current status of employment and labor law; (2) The legislative, judicial, and administrative aspects of employment and labor law, including issues concerning jurisdiction, procedure, and interpretation of contracts; (3) Current problems in employment and labor law, with an emphasis on practical applications.

To Read:

URBST 229. ~~Employment and Labor Law.~~ Critical Perspectives on Labor and the Law

3 hours, 3 credits. Prerequisite: None. The course will examine primary (case) and secondary (commentary) materials on the legislative, administrative, and contextual aspects of labor law, particularly as they pertain to collective bargaining and union organization. The course will be divided into three parts: (1) U.S. Law and Labor Relations (including an examination of institutional and sociological aspects of law), ~~a review of Constitutional and common law basis for labor law;~~ (2) ~~the legislative, judicial, and administrative aspects of labor law, including issues concerning jurisdiction, procedure, and the interpretation of contracts;~~ A survey of the history and current status of labor law and labor relations, and a comparative overview of labor law and labor relations; (3) Current problems in labor law, with an emphasis on practical application.

Justification:

We have re-vamped this class to widen its scope and to update it. It is now less focused on a technical version of legal studies and more grounded in interdisciplinary social science. In addition, the course now reflects the contemporary issues facing professionals working in labor-related fields. Thus, it better serves our students' needs.

Note – this course has traditionally been paired with LABST 310: Employment and Labor Law. The Faculty Senate approved the same set of changes to LABST 310 on November 9, 2023. This proposal allows the two courses to continue to be taught together.

b. New course:

URBST 215: Development of Labor Movements

3 hours, 3 credits. Prerequisite: None. Exploration of the development and impact over time of collective worker struggles in the United States and beyond. From resistance by enslaved workers in colonial times to contemporary models of creative workplace organizing, this class will look at who organized; why, where, and how they organized; what challenges they faced in their efforts; and how these conflicts changed history.

Justification:

This course offers an historic perspective on movements for the rights of workers, in the U.S. as well as internationally, taking into account histories of urbanization. URBST 215 will broaden both the geographical and temporal scope of

understanding of labor movements: from national to global, and from the 18th century to the present. It will also contextualize labor unions within a larger array of innovative organizing models and urban trends. The addition of this course is cost neutral. It replaces Urban Studies 240, which has not been taught for several years. In addition, Urbst 215 serves as the Urban Studies counterpart to Labor Studies 215/215W, a new course approved by the Academic Senate in Fall, 2023. The courses will be taught together, with URBST 215 serving as an elective for Urban Studies students and LABST 215 serving as a requirement for LABST students.

2. MATH

a. New course.

MATH 317. Number Systems.

3 hr.; 3cr. Prereq.: C- or above in any math course numbered 200 or above.

Axiomatic development of the integers, rational numbers, real numbers, and complex numbers. Topics may include sets, relations, and functions; Peano systems; recursive processes; the natural numbers; integers and integral domains; rational numbers and fields; completeness and the real numbers; complex numbers. Not open to students who are taking or have received credit for MATH 617.

JUSTIFICATION:

Math 317 will be a paired version of Math 617. There is a version of Math 317 in the bulletin that has not run for over a decade and whose description is nearly identical to Math 617. As such, we believe the content of Math 617 is appropriate for undergraduates. Students enrolled in 617 will be given additional work, such as a project to allow, to distinguish the course from Math 317.

b. New course.

Math 314. Mathematical Analysis. 4 hr.; 4 cr.

Prereq.: Math 310 or 320 (or 620), 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:

This course will be paired with Math 614. It 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. FNES

a. Change to Pre/Co-requisites

From:

FNES 362. Nutrition for the Exercise Professional. 3 hr.; 3 cr. Prereq. or coreq.: FNES 264, CHEM 403.3/403.4, BIOL 41. The foundation of nutrition assessment and nutrition intervention across the life cycle and for diseases commonly encountered by the exercise professional.

To:

FNES 362. Nutrition for the Exercise Professional. 3 hr.; 3 cr. Prereq. or coreq.: FNES 264, BIOL 41. The foundation of nutrition assessment and nutrition intervention across the life cycle and for diseases commonly encountered by the exercise professional.

***Justification:** The original NEXSCI-BS major included FNES 365 - Nutrition Assessment, which required Basic Biochemistry - CHEM 1033 & 1031 as a pre-/co requisite, FNES 366 - Medical Nutrition Therapy, and FNES 368 - Life Cycle Nutrition. The relevancy of the content in FNES 365, 366, and 368 as it applied to the exercise professional was reviewed and a new course FNES 362 (FALL 2012) was developed to address these curricular issues. The content in FNES 362 does not delve into topics that require CHEM 1033 & 1031; but at the time the chemistry course was not removed as a pre/co-requisite. The major now is being reviewed again, the decision has been made to remove pre-/co requites that are no longer relevant to course content.*

b. Change to Major Requirements – BS in Nutrition & Exercise Sciences (NEXSCI-BS)**From:**

REQUIREMENTS FOR THE MAJOR IN NUTRITION & EXERCISE SCIENCES (MAJOR CODE NEXSCI-BS) Required (~~66 credits~~) Required courses in Nutrition and Exercise Sciences include FNES 211, 230, 263, 264, 337, 340, 341, 342, 352, 353, 361, and 362, one department-approved elective, and FNES 377. The sciences core includes BIO 40 and 41, CHEM 101.1 and 101.3, CHEM 102.1 and 102.3, ~~CHEM 103.1 and 103.3~~, and statistics (PSYCH 107.3 and 107.1).

To:

REQUIREMENTS FOR THE MAJOR IN NUTRITION & EXERCISE SCIENCES (MAJOR CODE NEXSCI-BS) Required (~~66 credits~~) Required courses in Nutrition and Exercise Sciences include FNES 211, 230, 263, 264, 337, 340, 341, 342, 352, 353, 361, and 362, one department-approved elective, and FNES 377. The sciences core includes BIO 40 and 41, CHEM 101.1 and 101.3, CHEM 102.1 and 102.3, and statistics (PSYCH 107.3 and 107.1).

***Justification:** With the removal of Basic Biochemistry - CHEM 1033 & 1031 as a pre-/co-requisite from FNES 362-Nutrition for the Exercise Professional, CHEM 1033 & 1031 is not required for any other course in the NEXSCI-BS major. Therefore, CHEM 1033 & 1031 will no longer be needed as a major requirement. The reduction in credits from 66 to 62 will assist students in moving towards completion of the major in a timelier fashion.*

4. Psychology**a. New Course.**

PSYCH 344. Developmental Cognitive Neuroscience
Prerequisite: PSYCH 101; pre/co requisites: PSCYH 243 or BIO 373.

Introduction to the study of infant brain growth and maturation and its relation to the development of human cognition. We will cover main neuroscientific methods with which we investigate the function and structure of the developing neonatal and infant brain circuitries (including functional and structural MRI and EEG/ERP). We will examine major fundamental questions in the field, including the role of experience vs. innateness, the role of early sleep supporting cognition and memory development, the neural bases of development of language, speech and music perception, as well as the neural bases of attention, executive functions, and social cognition development. We will consider how atypical brain development underlies atypical cognition in children.

Justification:

This course fills a gap in our curriculum of offerings of brain/behavior courses by combining the topics of development and cognition. It will be an important elective for both Psychology and Neuroscience majors and minors.

b. Change to a major: Psychology

From:

Advanced course list: 323, 334, 337, 341, 345, 346, 347, 349, 352, 353, 354, 357, 358, 359, 360, 362, 375, 381

To Read:

Advanced course list: 323, 334, 337, 341, 344, 345, 346, 347, 349, 352, 353, 354, 357, 358, 359, 360, 362, 375, 381

Justification:

This newly approved course should be included in the Advanced course list for the Psychology Major.

c. Change to a major: Neuroscience

From:

Additional Elective List: PSYCH 281/282, 260, 311, 312, 313, 316/ BIO 385.4, 319, 342, 345, 346, 352; BIO 285, 325, 326, 345, 354, 365, 372; CHEM 317

To Read:

Additional Elective List: PSYCH 281/282, 260, 311, 312, 313, 316/ BIO 385.4, 319, 342, 344, 345, 346; , 352; BIO 285, 325, 326, 345, 354, 365, 372; CHEM 317

Justification:

This newly approved course should be included in the Additional Elective list for the Neuroscience Major.

5. SEES**a. New course.****GEOL 365: Coastal Science and Management:**

3 hr. lec., 3 cr. Prerequisites: GEOL 101 or ENSCI 200 or permission from instructor. In addition, at least 1 semester of BIOL and/or CHEM is recommended. In this interdisciplinary course, students will learn about a wide range of coastal environments. The course will include the biological, chemical, physical, and geological factors that influence coastal ecosystem processes and their implications for management.

***Justification:** SEES undergraduate Environmental Science and Geology majors and minors require course content that provides the needed foundational scientific principles and processes about coastal landscapes, but also includes applied concepts including how these complex ecosystems can be managed to optimize sustainable productivity and minimize environmental risk. This course will be an Advanced Course elective for Environmental Science BA and BS majors, Ensci minors and Geology BS majors. There will be no budget impact from this class as it will be taught by full-time SEES faculty. A companion graduate-level class is being considered for adoption by the GCC as a graduate course in SEES.*

Whereas two weeks before the start of the spring semester, the administration decided to forfeit the reappointments of 24 substitute faculty members;

Whereas letters of reappointment for the spring semester had already been approved and issued to these faculty members;

Whereas students were already enrolled in these instructors' courses;

Whereas this was done without consulting with the chairs of affected departments to determine the curricular consequences of these firings;

Whereas the administration knew about the budget crisis that prompted these actions in mid-December and had ample time to consult with chairs of affected departments;

Whereas creating curricular chaos hurts students, thereby hurting enrollments;

Whereas the opaque, abrupt, and last-minute nature of this decision has significantly diminished trust in the administration to manage the college's budget transparently and fairly;

Whereas this incident and the publicity surrounding it has harmed the reputation of the college both internally and externally, making it more difficult to retain and hire faculty and staff;

Be it resolved we censure the following administrators for their roles in the mismanagement of the budget, opaque and non-participatory governance, and the unethical treatment of the fired instructors, their departments, Queens College students, and the College as a whole:

President Frank Wu

Provost Patricia Price

Chief Financial Officer Joseph Loughren

Policy on Gates and Security

The Senate Policy Board on Administration proposes the following policy on campus gate opening and closure:

1. Gate Schedule:

All three gates that are regularly staffed (i.e., Main Gate, Melbourne Ave, Reeves Ave) should open and close according to the academic schedule. On all days when classes are in session, gates should be opened at least 30 minutes prior to the start of the first scheduled morning course and remain open until at least 30 minutes after the end time of the last course held on campus.

2. Exiting Campus During Emergencies:

In emergency situations when the campus must be evacuated on short notice, all gates, including those not normally used (e.g., the gate next to Townsend Harris High School and the gate at Kissena and Melbourne), must be opened immediately to minimize congestion and allow for swift evacuation.

Academic Senate Meetings

Thursdays at 3:35 pm

Fall 2024

September 12, 2024

October 10, 2024

November 14, 2024

December 12, 2024

Spring 2025

February 13, 2025

March 13, 2025

April 10, 2025

May 8, 2025 (Last)

*May 8, 2025 - Limited Meeting New Senate

Executive Committee Meetings

Thursdays at 3 pm

Fall 2024

August 29, 2024

September 26, 2024

October 24, 2024

November 21, 2024

Spring 2025

January 30, 2025

February 27, 2025

March 27, 2025

April 24, 2025

FACULTY SENATE ROSTER 2023-2025

Attendance – March 14, 2024

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Accounting & Information Systems	Eric Rosano	1	9	Mark Mazzo	1	P
Anthropology	Megan Victor	1	31	Felisha Madimenos	1	
Art	Lawrence Waldron	2	23	Amy Fortunato	2	
Biology	Karl Fath	1	22	John Waldman	1	
Chemistry & Biochemistry	Cherice Evans	1		Guoxiang Hu	1	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	1		Xiao Li	1	35
Comparative Literature	Clare Carroll	2	13	Christopher Winks	2	
Computer Science	Kenneth Lord	1	18	Bojana Obrenic	1	
Drama, Theatre & Dance	Yin Mei Critchell	1		Jeffrey Greenberg	1	
Earth & Environmental Sciences, School of	Jacky Bracco	2	29	William Blanford	2	
Economics	Thao Bui	1	19	Alev Yildirim	1	
Elementary and Early Childhood Education	Anna Malyukova	2	33	Patricia Cooper	2	
Secondary Education and Youth Services	Jay Shuttleworth	1	14	Salvatore Garofalo	1	
Educational & Community Programs	Nakia Gray-Nicolas	1		Qiong Yu	1	12
English	Kevin Ferguson	2		Christopher Williams	2	
European Languages & Literatures	Morena Corradi	1	19	Karen Sullivan	1	
Family, Nutrition & Exercise Sciences	Jihee Choi	2	8	Bridget McFadden	2	P
Graduate School of Library & Information Studies	James Lowry	2		Nafiz Zaman Shuva	2	
Hispanic Languages & Literatures	Brais Outes-Leon	2		Juan Caamaño	2	
History	Elissa Bemporad	1		Natanya Duncan	1	
Library	Eric Silberberg	2	26	Sonali Sugrim	2	
Linguistics & Communication Disorders	Elizabeth Viccaro	2	16	Patricia McCaul	2	

FACULTY SENATE ROSTER 2023-2025

Attendance – March 14, 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	6	Julian Cornell	1	
Music, Aaron Copland School of	Bruce Saylor	2	10	David Schober	2	
Philosophy	Sari Kisilevsky	2	32	Stephen Grover	2	
Physics	Euclides Lins Almeida	1	17	Mohammad Ali Miri	1	
Political Science	Alexander Reichl	2	25	Yan Sun	2	
Psychology	Claudia Brumbaugh	1	20	Giuseppe Cataldo	1	
Sociology	Hongwei Xu	2	11	Ryan Sperry	2	
Urban Studies	Do Lee	1	30	James Vacca	1	
<i>DIVISIONAL AT LARGE</i>						
<i>Arts & Humanities</i>	OPEN	1		OPEN	1	
<i>Social Sciences</i>	Larissa Swedell	1	27	Robin Rogers	1	
<i>Education</i>	OPEN	2		OPEN	2	
<i>Mathematics & Natural Sciences</i>	Concettina Pagano	2	3	OPEN	2	
<i>COLLEGE-WIDE AT LARGE</i>						
	Emily Ripley	2	7	OPEN	2	
	Timothy Benseman	1		OPEN	1	
	Jeffrey Bird	1	28	OPEN	1	
	OPEN	1		OPEN	1	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	2	21	Lisa Clark	2	P

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

Attendance – March 14, 2024

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	At Large			
1.	Moses Parente			
2.	Lauren Ramroop	4		
3.	Shawn Rajkumar	1		
4.	Rebecca Oppenheimer			
5.	Matthew Robles			
6.	Kathleen Arcangeles			
7.	Farid Oumorou	34		
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	5		
	Undergraduate Upper Sophomore - Lower Junior			
1.	Felix Diaz			
2.	Arun Patiram	2		
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 – March 14, 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	
<i>CHAIRPEOPLE OF STANDING OR COLLEGE COMMITTEES</i>	
David Lahti, Graduate Curriculum Committee	
Ken Lord, Undergraduate Curriculum Committee	
Stephen Grover, Nominating Committee	
<i>GUESTS</i>	

ACADEMIC SENATE
2023-2024

Attendance – March 14, 2024

GUESTS

Mohammad Ashraf
Naim-Scott Uel

Academic Advising
ACE