

**Meeting of Queens College
Academic Senate**

Date: May 9, 2024

Time: 3:35 p.m.

Place: Kiely 170

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of April 11, 2024
3. Announcements, Administrative Reports, and Memorials:
 - a. Guest Speaker, Arturo Soto, President of the Committee for Disabled Students

The Agenda for the meeting of the Academic Senate on September 12, 2024 will be prepared at the Executive Committee meeting on Thursday, August 29, 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 August 23, 2024.

4. Special Motions:
5. Committee Reports:
 - a. Undergraduate Curriculum Committee minutes dated April 11, 2024
 - b. Graduate Curriculum Committee minutes dated March 13, 2024 and April 3, 2024
 - c. Nominating Committee Report dated May 9, 2024
6. Old Business
7. New Business

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:41 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

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

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the senate minutes dated March 14, 2024”

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

3. Announcements, Administrative Reports and Memorials:

- a. Interim Dean of the School of Arts and Humanities Simone L. Yearwood announced on behalf of the Elections Committee that elections will run from 12:01 a.m. on Sunday, April 14, 2024 through 11:59 p.m. on Saturday, April 20, 2024. A QC mailer with more information has already gone out earlier today.

4. Special Motions: (none)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

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

Editorial Corrections:

Page 4. Withdraw Item 2a. ~~Math 317.~~

Pages 5-6. Items 4a., 4b., & 4c. Change PSYCH 344 to PSYCH 339.

“To accept the UCC minutes dated March 14, 2024 as amended”

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

A. General Education

1. General Education Matters

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- 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:

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.

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.

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

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numbers; complex numbers. Not open to students who are taking or have received credit for MATH 617.

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.

3. FNES

a. Change to Pre/Co-requisites

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.

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

To:

REQUIREMENTS FOR THE MAJOR IN NUTRITION & EXERCISE SCIENCES (MAJOR CODE NEXSCI-BS) Required (62 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.).

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

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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.

b. Change to a major: Psychology

To Read:

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

c. Change to a major: Neuroscience

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

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.

5b. Nominating Committee

- i. MOTION: Duly made by Chair Ferguson:

“To accept the Nominating Committee report dated April 11, 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:

Natalie Vena	Social Sciences	April 2026
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The following student members were elected with unanimous consent:

Khatijah Khan	Math & Natural Sciences	April 2026
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Victoria Farrell	Social Sciences	April 2026
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2) Special Committee on Governance

The following faculty member was elected with unanimous consent:

Chuixiang Yi	Math & Natural Sciences	April 2026
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3) Committee on Honors and Awards

The following faculty members were elected with unanimous consent:

Brais Outes-Leon	Arts & Humanities	April 2026
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Hefer Bembenutty	Education	April 2026
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6. Old Business: (none)

7. New Business:

7a. Censure Statement

- i. MOTION: Duly made by Senator, Karen Sullivan, European Languages and Literatures:

“To endorse the Censure Statement”

Discussion followed.

Seeing no further discussion, Chair Ferguson called for a vote.

Motion to endorse the Censure Statement failed. (yes 26, no 3, abstain 5)

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;

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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

7b. Policy on Gates and Security

- i. MOTION: Duly made by Senator, Karen Weingarten, College-Wide At-Large:

“To adopt the Policy on Gates and Security”

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

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.

7c. Calendar of Academic Senate and Executive Committee meetings 2024-2025

- i. MOTION: Duly made by Chair Ferguson:

“To approve the Calendar of Academic Senate and Executive Committee meeting dates”

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Hearing no objection to the motion, the calendar was approved as distributed.

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

MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:24 p.m. The next Academic Senate meeting will be on Thursday, May 9, 2024.

A. General Education

1. General Education Matters
 - a. EAST 162. Introduction to Korean Cinema (CE)
 - b. PHIL 107. Logic and Scientific Reasoning (SW)
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.

1. Linguistics and Communication Disorders

- a. Change to the Official Name of Program

From: ~~Applied Linguistics~~: TESOL

To Read: Teaching English to Speakers of Other Languages (TESOL)

Justification:

This major prepares students for an Initial Certificate to teach English to Speakers of Other Languages PreK-12. The purpose of this change in program name is to match the language of the official New York State certification, which is for Teachers of English to Speakers of Other Languages. In its current form, students who are seeking this major have trouble finding it. The current plan code (TESOL-BA) will remain the same.

- b. The following course is to be withdrawn from the TESOL Major (it will remain for Linguistics Majors and should remain in the course catalog): LCD 220

Course Number: LCD 220

Course Title: Advanced English Syntax

With this change, the number of credits required for the TESOL major will be reduced from 59 credits to 56 credits.

2. Psychology

- a. New course.

Psych 228. Language and Mind

3 hr., 3cr.; Prerequisite: PSYCH 101

An introduction to the study of language and mind. We begin with foundational questions on why it is important to understand the psychology of language or how language is represented in the mind and how it is organized in the brain. How does the child acquire language, and what are the ways that adults acquire languages beyond those of childhood? Since bi-multilingualism is a common world-wide phenomenon, it is important to understand how multiple languages are handled in the mind/brain. Finally, we delve into *how* the mind processes language and learn about various ways of probing language through methods such as self-paced reading, visual world paradigm (VWP) experiments, and reaction time measures.

Justification:

This course has been approved in the Linguistics Department as LCD 209 and taught as a Psych 2813 (problems in psychology) in the psychology department in the Fall 2023. The Psychology APCC and Department voted to have it permanently added as elective to our curriculum with its own course number.

- b. New course.

Psych 230. Cognition

3 hr., 3 cr.; Prereq.: PSYCH 101.

A brief overview of cognition, as well as an exploration of enduring themes in the field, and major questions facing cognitive scientists and psychologists.

c. Change to a major: Psychology

From:

200 - level elective course list: 214, 215, 216, 217, 221, 226, 231, 232, 238, 243, 248, 251, 255, 256, 257, 259, 260, 281

To Read:

200 - level elective course list: 214, 215, 216, 217, 221, 226, 231, 232, 238, 243, 248, 251, 255, 256, 257, 259, 260, 281, 228, 230

Justification:

This newly approved courses should be included as a lower-level elective for the psychology major.

3. BALA**1. Change to the Requirements for a Minor: Business and Liberal Arts (BALA)**

From:

List of Electives: Complete at least 1 of the following Courses:

ACCT 100. Financial and Managerial Accounting
ACCT 261. Business Law I
BALA 250. Principles of Marketing
BALA 391. Business Internship
DES 296. Advertising Design
BUS 247. Business Economics
CSCI 48. Spreadsheet Programming
CSCI 100. Information & Intelligence
ECON 220. Consumer Economics and Personal Finance
FNES 275. Institutional Management
FREN 235. Business French I
GERM 235. German for Business and Industry
GRKMD 235. Commercial and Business Greek
ITAL 235. Commercial and Technical Italian
MEDST 264. The Business of Media
MUSIC 242. Music Career Development
PHYS 270. Physics Applications of Machine Learning and Data Science
PSYCH 226. Introduction to Industrial and Organizational Psychology
URBST 223. Introduction to Public Administration

To read:

List of Electives: Complete at least 1 of the following Courses:

ACCT 100. Financial and Managerial Accounting
ACCT 261. Business Law I
BALA 250. Principles of Marketing
BALA 391.3 - Business Internship
BALA 398.3 - VT: Special Topics in Business
DESN 296. Advertising Design
BUS 247. Business Economics
CSCI 48. Spreadsheet Programming
CSCI 100. Information and Intelligence

ECON 220. Consumer Economics and Personal Finance
 FNES 275. Institutional Management
 FREN 235. Business French
 GERM 235. German for Business and Industry
 GRKMD 235. Commercial and Business Greek
 ITAL 235. Commercial and Technical Italian
 MEDST 264. The Business of Media
 MUSIC 242. Music Career Development
 PHYS 270. Physics Applications of Machine Learning and Data Science
 PSYCH 226. Introduction to Industrial and Organizational Psychology
 URBST 223. Introduction to Public Administration

Justification:

BALA 391.3 - Currently, Degree Works lists this course as BALA 391 not BALA 391.3. Since BALA 391 does not apply to a particular course, a waiver needs to be submitted for each registered student to receive 3 credits for completing the internship. The course should be listed as BALA 391.3 allowing the 3-credit course to count as an elective.

BALA 398.3 – This 3 credit Special Topics course has been offered for a few semesters. Each topic has been carefully selected based on student interest. Including the course as an elective would increase enrollment and allow flexibility. The learning outcomes of each Special Topics course align with BALA's mission.

2. Courses added to or removed from the reserve list.
 Course removed and withdrawn.

BALA 165. Oral Communication in the Workplace.

4. Family, Nutrition and Exercise Sciences

Change to Major Requirements – BA in Human Development and Family Science

From:

REQUIREMENTS FOR THE MAJOR IN HUMAN DEVELOPMENT AND FAMILY SCIENCE (MAJOR CODE HDFS-BA) Required (~~55 credits~~) FNES 140, 147, 151, 153, either 163 or both 263 and 264, 248, 249, 250, 251, 256, 345, 347, 348, 349, 360, and 376; SOC 205 or PSYCH 107.3 and 107.1, ~~and BIOL 22.~~

To:

REQUIREMENTS FOR THE MAJOR IN HUMAN DEVELOPMENT AND FAMILY SCIENCE (MAJOR CODE HDFS-BA) Required (52 credits) FNES 140, 147, 151, 153, either 163 or both 263 and 264, 248, 249, 250, 251, 256, 345, 347, 348, 349, 360, and 376; SOC 205 or PSYCH 107.3 and 107.1.

***Justification:** Upon close examination of our courses and program requirements we determined that human physiology concepts are covered in several of our Human Development and Family Science (HDFS) courses such as FNES 140: Child Development and Parenting (e.g., development of a fetus/pregnancy, motor development and coordination, brain development, human growth, nutrition), and in more recently added FNES 256: Counseling Sexuality (e.g. human reproduction) and FNES 345: Theories of Lifespan Development (e.g., evolutionary theory, language and communication). As such, BIOL 22: Introduction to Human Physiology is redundant with knowledge of human physiology that is needed for HDFS majors and is removed from the requirements for the HDFS program. This change is consistent with the curriculum of other HDFS programs across the country that do not require a separate course on human physiology. The reduction in credits from 55 to 52 will also assist students in completing the major in a timelier fashion.*

5. Political Science

a. New course.

PSCI 267. Economics and Statecraft. 3 hrs.; 3 cr.

Economic statecraft is the use of economic tools to achieve foreign policy objectives, including national security objectives. For a long time, the primary focus in foreign policy analysis was on the use—or the threat of the use—of force and the tools for economic statecraft were more or less seen as symbolic gestures of little consequence. However, in the last three decades, there has been a remarkable surge in the utilization of the tools for economic statecraft. This course introduces students to the different tools available in the economic statecraft toolkit, including trade, foreign direct investment, foreign aid, natural resources, technology, and sanctions. We will examine when and how governments select from their economic statecraft toolkit, and investigate the conditions under which these tools are effective.

Justification:

This course will add a new and important area of study in our department's curriculum, expanding our course offerings in international political economy. The course will appeal not only to political science majors but also students from programs in economics, finance and business.

b. New course.

PSCI 268. Global Threat and Global Governance. 3 hr.; 3 cr.

Climate change, infectious disease, food and energy insecurity, migration, and transnational crimes are just a few examples of the major issues that require arrangements and cooperation at the global level. Yet, how can we tackle such global challenges in the absence of world government? In this course, we will examine the central concerns of global governance, such as the creation, design, effectiveness, and legitimacy of international institutions that make up the international regime on an issue. We will also study the role of private foundations, business firms, and key individuals (activists, entrepreneurs, celebrities, etc.) in the global governance of an issue area. Overall, this course invites students to see the challenges in global governance as part of our collective future.

Justification:

This course will add an important and timely area of study in our department's curriculum: how we manage the most pressing global issues facing humankind. This course should appeal to our diverse student body with global backgrounds and orientations.

6. Philosophy

a. New Course:

PHIL 107. Logic and Scientific Reasoning

3 hours, 3 credits, no prerequisites

Some fundamentals of logic and an investigation of the kinds of reasoning involved in the pursuit of scientific knowledge. Topics include: the differences between inductive and deductive reasoning, translation of propositions into logical symbols, truth tables, probabilistic and statistical reasoning, causal arguments, and explanatory reasoning.

Justification:

This course fills a gap in our current curricular offerings. Being able to think logically about science is a critical skill that all students should develop during their undergraduate careers. Philosophy is uniquely positioned to instruct students on scientific reasoning and can also give students the tools to think more clearly in general.

b. Change in title.

From:

PHIL 105: Film, Philosophy, and Politics
3 hr., 3 cr.

To read:

PHIL 105: Film and Philosophy
3 hr., 3 cr.

Justification: Old title emphasizes political dimension.

c. Change in title.

From:

PHIL 106: Ideas in Literature
3 hr., 3 cr.

To read:

PHIL 106: Literature and Philosophy
3 hr., 3 cr.

Justification: New title makes relationship to philosophy clearer

d. Change in description.

From:

PHIL 123: Freedom and Responsibility
3 hr., 3 cr.

An examination of issues concerning human freedom and responsibility in their political, legal, and religious dimensions; the problems of moral decision in general and in situations of crisis; ~~attention to writings of such figures as Plato, Berkeley, Bettelheim, and Bonhoeffer.~~

To read:

PHIL 123: Freedom and Responsibility
3 hr., 3 cr.

An examination of issues concerning human freedom and responsibility in their political, legal, and religious dimensions; the problems of moral decision in general and in situations of crisis.

Justification: New description removes reference to particular authors

e. Change in title.

From:

PHIL 145: History of Contemporary Philosophy I: Phenomenology and Existentialism

3 hr., 3 cr.

To read:

PHIL 145: Phenomenology and Existentialism
3 hr., 3 cr.

Justification: New title avoids simultaneous reference to history and the contemporary.

f. Change in title

From:

PHIL 146: History of Contemporary Philosophy II: The Analytic Tradition
3 hr., 3 cr.

To read:

PHIL 146: The Analytic Tradition
3 hr., 3 cr.

Justification: New title avoids simultaneous reference to history and the contemporary

7. Honors in Mathematics and Natural Sciences

Proposal to make the existing Honors in the Mathematical and Natural Sciences a minor.

Requirements

The 12-credit program consists of the following courses in the following sequence.

HMNS 101 (2 credits); HMNS 102 (2 credits); HMNS 291 (up to 3 credits through a combination of HMNS 291.1, HMNS 291.2, HMNS 291.3); HMNS 391.3 (up to 3 credits through a combination of HMNS 391.1, HMNS 391.2, HMNS 391.3); HMNS 398 (2 credits)

Please note: HMNS 101, 102, and 398 may be taken only once; HMNS 291 or 391 may be taken multiple times for credit.

For research courses students should work in the lab a minimum of 3 hrs/week/credit on their research project for a regular 14 weeks semester (Fall, Spring) or 7 hrs/week/credit for a 6 weeks summer session. At the end of the semester (Fall, Spring) students taking their first research course in the HMNS program (HMNS 102) will share their work through a short power point presentation. Students taking HMNS 398 will give a power point presentation as well as submit a concluding research paper.

8. History

a. Change in description.

From:

HIST 284. History of New York State.
3 hr.; 3 cr. From its beginnings as a Dutch colony to the present. Special attention to original materials, biographers, diaries, and travels that describe New York from generation to generation.
Fall.

To:

HIST 284. History of New York State.

3 hr.; 3 cr. From its beginnings as a Dutch colony to the present. Special attention to original materials, biographers, diaries, and travels that describe New York from generation to generation. ~~Fall~~.

Justification: HIST 284 may be taught in Fall or Spring.

b. Change in description.

From:

HIST 285. History of the City of New York.

3 hr.; 3 cr. From frontier settlement to world metropolis. Special attention to original materials, letters, diaries, official records, and other primary sources. Spring

To:

HIST 285. History of the City of New York.

3 hr.; 3 cr. From frontier settlement to world metropolis. Special attention to original materials, letters, diaries, official records, and other primary sources. ~~Spring~~

Justification: HIST 285 may be taught in Fall or Spring.

c. Change in title and description.

From:

HIST 348. History of ~~the Borough of Queens~~

3 hr.; 3 cr.

This course is devoted to the historical development of Queens, colonial times to the present. Each student must have a 3.0 grade-point average and will conduct an original investigation and submit a substantial documented report.

To:

Hist 348. History of the Outer Boroughs

3 hr.; 3 cr.

This course is devoted to the historical development of ~~Queens, the outer boroughs, colonial times to the present~~. Each student ~~must have a 3.0 grade-point average and~~ will conduct an original investigation and submit a substantial documented report on a related topic of their choice.

Justification: This change of title reflects a logical broadening of the scope of this urban history course, while the revised description will enable more students to enroll. This upper division research course will also help to prepare history majors for 392W.

d. Change in title and description.

From:

HIST 111 History of Africa

3hr.; 3 cr. Survey of African history south of the Sahara; emphasis on the rise and decline of medieval African kingdoms, the effects of the slave trade on the indigenous peoples, and the growth of African nationalism under colonial rule. Fall

To:

HIST 111. African history to 1800 ~~History of Africa~~

3hr.; 3 cr. Survey of Africa in global perspective, from earliest times to 1800. African history south of the Sahara; emphasis on the rise and decline of medieval African kingdoms, the effects of the slave trade on the indigenous peoples, and the growth of African nationalism under colonial rule. Fall

Justification:

With this revision, HIST 111 will provide a survey of pre-colonial Africa, offered Fall or Spring, to parallel the new HIST 117, African History, 1800 to the present (proposed below). These two courses will create a chronological sequence. Both courses will allow history majors to fulfill the required 6 credits in lower-division non-Western history. This revised description will allow instructors leeway to place greater emphasis than in the past on developments in North Africa (not only sub-Saharan Africa), while "global perspective" implies discussion of trans-Saharan trade with the Middle East and Europe, Indian Ocean trade, and the Atlantic Slave Trade. The course can be offered any term.

e. New course:

HIST 317. VT: Debates in African History.

3 hr.; 3 cr.

Seminar discussion of interdisciplinary research methods and interpretations in African history.

Topics may include new approaches to environmental history, the study of precolonial urban settlements, gender and women's history, research using oral sources and popular culture, African philosophies and knowledge systems, archives, monuments, and public history. May be repeated for credit if the topic is different.

Justification: With this new course, History will be able to offer a full sequence of courses in African history, from introductory to advanced. This course will prepare history majors for 392W by engaging third- and fourth-year students in discussion and writing about interpretations in history. It will also satisfy the requirements for 3 credits of upper-division non-western history.

f. Change in description.

From:

HIST 289. Law, Crime, and Society in the Non-Western World (VT).

3 hr.; 3 cr. Exploration of trials and other legal case studies in non-Western history. Some topics may include caudillismo and banditry; the urban "underworld"; the growth of legal medicine; scientific criminology and eugenics; the rise of military governments in the twentieth century; organized crime; transitional justice and the contemporary question of the rule of law. May

To:

HIST 289. Law, Crime, and Society in the Non-Western World (VT).

3 hr.; 3 cr. Exploration of trials and other legal case studies in non-Western history. Some topics may include caudillismo and banditry; the urban "underworld"; the growth of legal medicine; scientific criminology and eugenics; the rise of military governments in the twentieth century; organized crime; transitional justice and the contemporary question of the rule of law. May be repeated for credit if the topic is different.

Justification: This upper-division non-western history course allows majors to fulfil requirements for graduation, and may be offered in any term, including Fall and Spring. "May" seems to be a typo in the bulletin. This revision explains the proviso for this VT course.

g. New course.

HIST 123: African History, 1800 to Present

3cr. 3hr.

This course will explore in-depth the major political, economic and social changes, and developments in modern African history from 1800 CE to the present day.

Justification (approved by History's Curriculum Committee in 2022-23):

The purpose of the course is to provide specific course heading under HIST that would provide a more in-depth opportunity for History Majors/Minors to take courses that provide for the wide scope of African History. The courses periodization serves to build on interest developed in HIST 111; provides a clear chronological sequence for students in colonial and post-colonial Africa; and allows time for instructors and students to delve into questions that relate to modern issues associated with African colonial and post colonialism. The course reflects History's emphasis on helping students to expand their study of history beyond a national and Western framework. The specificity of the course title and its stated purpose serves to assist students who seek to focus their undergraduate pursuits in the study of History and the continent of Africa. Presently there is no course offering in the QC catalogue that presents such focused opportunity. The course will extend possibilities for students in HIST, AFST, PSCHY, WGSS, BALA, URBST, ECON, POLI, SOC, ANTH, MEDIA, and PHIL. We plan for HIST 123 to be taught semi-annually.

h. New course.

HIST 318: Slavery in Latin America and the Caribbean

3 hr.; 3 cr. An overview of the history of slavery and freedom in Latin America from 1492 to the abolition of slavery in Cuba and Brazil in 1886 and 1888 respectively. Some of the main topics covered in the course include the slave trade, the Middle Passage, resistance to slavery, manumission, legal strategies to obtain freedom, and the fight for abolition during the nineteenth century.

Justification:

This course will build on our department's existing survey courses in Latin American history. It will enable history majors to meet the requirements to complete 3 credits in an upper-division non-Western history course. It can also be cross-listed with Latin American and Latino Studies. Not including courses held "in reserve," the current bulletin has few permanent offerings in Latin American history. This course will help to fill that gap. Together with additional new courses proposed here, this course will create a series of classes to expose students to a wider selection of topics in non-Western history while also helping to prepare history majors for 392W.

i. New course.

HIST 319: The Latin American Independence Movements

3 hr.; 3 cr. An overview of the Latin American political revolutions of the early nineteenth century, which culminated with the erection of new Spanish American republics and an independent Brazilian Empire in the 1820s. The course begins with the imperial reforms on the eighteenth century and proceeds to examine the processes by which the Spanish and Portuguese empires lost legitimacy in the Americas.

Justification:

This course will build on our department's existing survey courses in Latin American history. It will enable history majors to meet the requirements to complete 3 credits in an upper-division non-Western history course. It can also be cross-listed with Latin American and Latino Studies. Not including courses held "in reserve," the current bulletin has few permanent offerings in Latin American history. This course will help to fill that gap. Together with additional new courses proposed here, this course will create a series of classes to expose students to a wider selection of topics in non-Western history while also helping prepare history majors for 392W.

j. New course.

HIST 357: Race and Racism in Latin America

3 hr.; 3 cr. An overview of the history of race and racism in Latin America from the colonial period to the contemporary world. Some of the main topics covered in the course include the Iberian concept of purity of blood, *mestizaje* (racial miscegenation), slavery and race, the idea and practice of racial democracy, and the endurance of colorism in modern Latin American societies.

Justification:

This course will build on our department's existing survey courses in Latin American history. It will enable history majors to meet the requirements to complete 3 credits in an upper-division non-Western history course. It can also be cross-listed with Latin American and Latino Studies. Not including courses held "in reserve," the current bulletin has few permanent offerings in Latin American history. This course will help to fill that gap. Together with additional new courses proposed here, this course will create a series of classes to expose students to a wider selection of topics in non-Western history. This course will also help to prepare history majors for 392W.

k. Change to the major.

FROM:

REQUIREMENTS FOR THE MAJOR IN HISTORY

(MAJOR CODE HIST-BA)

Majors are required to take a minimum of 36 credits in history distributed among the following six components. At least 18 credits must be taken at Queens College.

1. Introductory Surveys in European and U.S. History (4 courses, 12 credits): HIST 101, 102, 103, and 104.

2. Introductory Surveys in Non-Western History (2 courses, 6 credits): Two courses from among the following: HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149.

3. Upper-Division Course in Non-Western History

(1 course, 3 credits): One course from among the following: HIST 160, 166, 255-257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361.

4. Concentration

3 courses (9 credits): Three additional courses in one of the following areas:

Ancient and Pre-Modern History

Includes HIST 113, 114, 140, 144, 148, 158, 204–206, 208, 209, 212, 251, 286, 291, 311, 352.

European History since the Fall of Rome

Includes HIST 107–110, 115, 116, 150, 164, 169, 203, 209–213, 215–218, 222, 225, 227–233, 236–242, 251–254, 287, 291, 292, 295, 302–305, 308–310, 312–315, 332, 349, 352, 361.

United States History

Includes HIST 163, 168, 249, 255, 258–260, 262, 263, 265–267, 270–279, 284, 285, 288, 297, 299, 313, 314, 329, 340–343, 345, 347, 348, 350, 351, 388.

History of Areas of the World other than the United States and Europe

Includes HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149, 160, 166, 255–257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361

Jewish History

Includes HIST 114–116, 159, 237, 249, 251–257, 255, 256, 290, 295, 311, 312, 336, 338, 349.

Gender History

Includes HIST 162, 270–272, 298, 308, 335, 336, 342, 345.

Legal History

Includes HIST 161, 186, 286-290, 340-341.

Students may create a specialty with the permission of the Director of Undergraduate Studies and the Chair. Students choosing this option must do so at the start of their junior year.

5. Colloquium

(1 course, 4 credits): HIST 392W.

6. Elective

(1 course, 2-3 credits): An additional history course, at any level and on any topic.

Please note: HIST 200, 370, 393 and 394 have topics that vary from semester to semester and will be included in whichever area is appropriate for their content. Depending on the topic, HIST 392W may be used to satisfy the Upper-Division Course in Non-Western History; it may not be used to satisfy the concentration requirement.

TO:

REQUIREMENTS FOR THE MAJOR IN HISTORY (MAJOR CODE HIST-BA)

Majors are required to take a minimum of 36 credits in history distributed among the following six components. At least 18 credits must be taken at Queens College.

1. Introductory Surveys in European and U.S. History (4 courses, 12 credits): HIST 101, 102, 103, and 104.

2. Introductory Surveys in Non-Western History (2 courses, 6 credits): Two courses from among the following: HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149.

3. Upper-Division Course in Non-Western History

(1 course, 3 credits): One course from among the following: HIST 160, 166, 255-257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361.

4. Concentration

3 courses (9 credits): Three additional courses in one of the following areas:

Ancient and Pre-Modern History

Includes HIST 113, 114, 140, 144, 148, 158, 204–206, 208, 209, 212, 251, 286, 291, 311, 352.

European History since the Fall of Rome

Includes HIST 107–110, 115, 116, 150, 164, 169, 203, 209- 213, 215–218, 222, 225, 227–233, 236–242, 251–254, 287, 291, 292, 295, 302-305, 308-310, 312-315, 332, 349, 352, 361.

United States History

Includes HIST 163, 168, 249, 255, 258-260, 262, 263, 265–267, 270–279, 284, 285, 288, 297, 299, 313, 314, 329, 340–343, 345, 347, 348, 350, 351, 388.

History of Areas of the World other than the United States and Europe

Includes HIST 105, 106, 111, 112, ~~123~~, 121, 125, 126, 140–142, 144–149, 160, 166, 255-257, ~~281~~, 289, ~~294~~, ~~295~~, ~~293-296~~, 298, 309, 311, 315, ~~317~~, ~~318~~, ~~319~~, 332, 334, 335, 338, 344, ~~355~~, ~~356~~, ~~355-357~~, 360, 361

Jewish History

Includes HIST 114–116, 159, 237, 249, 251–257, 255, 256, 290, 295, 311, 312, 336, 338, 349.

Gender History

Includes HIST 162, 270–272, 298, 308, 335, 336, 342, 345.

Legal History

Includes HIST 161, 186, 286-290, 340-341.

Students may create a specialty with the permission of the Director of Undergraduate Studies and the Chair. Students choosing this option must do so at the start of their junior year.

5. Colloquium

(1 course, 4 credits): HIST 392W.

6. Elective

(1 course, 2-3 credits): An additional history course, at any level and on any topic.

Please note: HIST 200, 370, 393 and 394 have topics that vary from semester to semester and will be included in whichever area is appropriate for their content. Depending on the topic, HIST 392W may be used to satisfy the Upper-Division Course in Non-Western History; it may not be used to satisfy the concentration requirement.

Justification: These changes put the proposed new courses into the proper categories.

9. MATH

Change to title and course description.

FROM:

MATH 317. ~~Foundations of Analysis.~~

3 hr.; 3cr. Prereq.: ~~Math 201 MIN GRADE C-~~.

~~Language of logic and set theory; relations and functions; Peano systems; iterative processes; the natural numbers; integers and integral domains; rational numbers and fields; completeness and the real numbers; alternative characterizations of the real numbers; Archimedean order.~~

TO:

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.

A further justification from the MATH department to say that the course descriptions are equivalent.

The topics listed in the original description mostly overlap with the “Topics include” portion of the new descriptions. The goal of both the old version and the new version is to provide a rigorous foundation for the number systems we use in all standard math courses (and everyday life), such as the natural numbers, integers, and real numbers. The Peano systems referred to in both descriptions is how we construct the natural numbers and addition on the natural numbers. The other references in both to integral domains, fields, and completeness is meant to lay the foundations for going from the natural numbers to the integers to the rationals to the reals, for which a rigorous definition was only given in the late 1800s.

This progression dominates most of the semester, and this was true of 317 the last time it was taught as well as the currently running 617.

10. School of Earth and Environmental Sciences

1. Requirements for the majors in Geology

From:

Both the BA and BS are offered in geology. The BA is designed for students planning careers in non-technical aspects of geoscience, such as ~~teaching~~, law, and finance. The BS is designed for students planning to attend graduate school or pursue careers in technical aspects of geoscience, such as geologic and environmental consulting, ~~petroleum exploration, or mining~~.

~~The BA in Geology (Major code GEOL-BA) requires completion of GEOL 101, 102, 200, 201, 208, 214, 216; ENSCI 100 and completion of MATH 141 or 151, CHEM 113.4 and 113.1; PHYS 145.4 or 121.4 plus two electives chosen from 200- and 300-level Geology or Environmental Science courses. Students uncertain about career are advised to take GEOL 361.~~

~~The BS in Geology (Major code GEOL-BS), requires completion of ENSCI 100, GEOL 101, 102, 200, 201, 208, 214, and 361; completion of MATH 152 (or equivalent), CHEM 114.4 and 114.1; PHYS 146.4 or 122.4; plus three electives chosen from: 200- and 300-level Geology courses, ENSCI 200 and ENSCI 203; for a total of at least 66 credits in courses applicable to the majors in biology, chemistry, environmental science, geology, mathematics, and physics.~~

To:

Both the BA and BS are offered in Geology. The BA is designed for students planning careers in non-technical aspects of geoscience, such as primary and secondary education, law, and finance. The BS, which satisfies the New York State Professional Geologist licensure requirements, is designed for students planning to attend graduate school or pursue careers in technical aspects of geoscience, such as geologic and environmental consulting, natural hazard mitigation, or exploration of natural resources, among other possibilities.

The BA in Geology (Major code GEOL-BA) requires completion of the following, for a total of at least 46 credits:

1. Introductory Course: GEOL 101
2. Supporting Courses (some of which are prerequisites for one or more of the Core Courses and Advanced and Elective Courses that follow): ENSCI 100, MATH 141 or 151, CHEM 113.4 and 113.1, PHYS 121.4 and 121.1 or 145.4 and 145.1.
3. Core Courses: GEOL 102, 200, plus four courses among GEOL 201, 203, 208, 212W, 214, and 216.

4. Advanced and Elective Courses: Two additional courses among GEOL 201, 203, 208, 212W, 214, 216, 318, 328W, 330, 333, 347, 361, 363, 365, 370 and ENSCI 200, 303. Up to 3 credits of GEOL/ENSCI 383 may also count towards this requirement. Students uncertain about career paths are advised to take GEOL 361.

The BS in Geology (Major code GEOL-BS) requires completion of the following, for a total of at least 61 credits:

1. Introductory Course: GEOL 101
2. Supporting Courses (some of which are prerequisites for one or more of the Core Courses and Advanced and Elective Courses that follow): ENSCI 100, MATH 141 or 151, MATH 142 or 152, and 15 credits among CHEM 113.4 and 113.1, CHEM 114.4 and 114.1, PHYS 121.4 and 121.1 or 145.4 and 145.1, PHYS 122.4 and 122.1 or 146.4 and 146.1.
3. Core Courses: GEOL 102, 200, four courses among GEOL 201, 203, 208, 212W, 214, and 216, plus the capstone GEOL 361.
4. Advanced and Elective Courses: Three additional courses among GEOL 201, 203, 208, 212W, 214, 216, 318, 328W, 330, 333, 347, 363, 365, 370 and ENSCI 200, 303. Up to 3 credits of GEOL/ENSCI 383 may also count towards this requirement. Students interested in the New York State Professional Geologist title are advised to take GEOL 333, 347, and 363 as electives.

Justification

The revised description highlights the important point that the BS now satisfies the NYS Professional Geologist licensure requirements and better emphasizes possible career outcomes. It also updates the degree requirements, including a choice of four 200-level courses among six core courses. The new GEOL 203 course captures some of the content that was previously covered in GEOL 201, which allows the latter to focus on mineralogy and its applications in Earth and environmental science. Modified GEOL 212W (formerly elective 313W) is brought back among core courses and captures some of the content previously in GEOL 208. This will allow both courses to better reach their respective learning objectives. GEOL 361 is turned into a capstone course. The list of supporting courses and qualifying elective courses is clarified and made more specific. The number of total credits for the BA is brought from 48 to 46, and for the BS from 66 to 61.

Requirements for the minor in Geology

From:

~~GEOL 101, GEOL 102, and three additional elective courses chosen from 200- and 300-level Geology or Environmental Science courses. At least two of three advanced courses above Geology 102 must be taken at Queens College.~~

To:

The minor in Geology helps students build a strong geoscience background to supplement their major. It is particularly recommended for students pursuing a major in Environmental Science, but it may be useful for several other majors, including (but not limited to) Anthropology, Biology, Chemistry, Computer Science, Economics, Physics, and Urban Studies. Advisement for students wishing to complete a minor in Geology will be provided by SEES faculty to ensure that each minor contributes to each student's academic goals.

The minor in Geology (Minor code GEOL-MIN) requires the completion of the following, for a total of at least 15 credits:

1. GEOL 101, 102
2. Three additional courses among GEOL 200, 201, 202, 208, 212W, 214, and 216, of which at least two must be taken at Queens College.

3. New courses

A. GEOL 202: Igneous and Metamorphic Rocks

New description

GEOL 202: Igneous and Metamorphic Rocks. 2 lec., 3 lab. hr.; 3 cr. Prereq. GEOL 201. Recommended: GEOL 102, 200. Identification and classification of common igneous and metamorphic rocks, in outcrop, hand specimen, and under the microscope. Magmatic and metamorphic processes in Earth's mantle and crust in the context of Plate Tectonics, with implications for natural hazards and natural resources, such as mineral deposits and geothermal energy. Required all-day field trip(s).

Justification

This course captures some of the content previously condensed in GEOL 201. This will allow to improve the student experience in GEOL 201 while better addressing the NYS Professional Geologist licensure requirements for Earth Materials, in both courses.

B. GEOL 330: Ice Ages and Paleoclimate

New description

GEOL 330: Ice Ages and Paleoclimate. 3 lec. hr.; 3 cr. Prereq. GEOL 101, ENSCI 100. Recommended: GEOL 208, ENSCI 200. Patterns and causes of Earth's climate variability during the Quaternary Period (the last ~2.6 million years), an interval dominated by cycles of global glaciation. Astronomical theories of ice ages, Quaternary dating methods, ice core records, marine- and land-based paleoclimate records. Interplays between external forcings, feedbacks within the Earth system, and human activity.

Justification

This new course fills gaps in our current curriculum by: (1) exploring Earth system science principles through a paleoclimate lens, (2) examining geological evidence of recent climate fluctuations and their impacts, (3) connecting climate change to human history, and (4) providing detailed instruction on absolute dating techniques used in Quaternary science. This course also aligns with the NYS Professional Geologist licensure requirement for coursework in Surficial and Near-Surface Geology.

C. GEOL 333: Geophysics

New description

GEOL 333: Geophysics. 3 lec. hr; 3 cr. Prereq. GEOL 101, PHYS 121 or 145, MATH 141 or 151 (or equivalent). Introduction to theory of gravity, magnetic, and seismic exploration methods; physical properties of Earth materials and their influence on geophysical measurements. Use of geophysical data in the interpretation of structures in Earth's interior for the mitigation of environmental problems. Skill building in computational methods used to analyze geophysical data.

Justification

This course fills a gap in our current curriculum by teaching the underlying theories associated with the primary geophysical data collection and the analytical techniques needed to interpret the data. This course will help us better address the NYS Professional Geologist licensure requirements for Geodynamics and Geophysics.

D. GEOL 361.1: Geological Problem Solving II

New description

GEOL 361.1 Geological Problem Solving II. 3 lab. hr.; 1 cr. Prereq. GEOL 361.3. Second part of the capstone course for the Geology major. Compilation, synthesis, and analysis of geological data collected in

field campaigns undertaken in GEOL 361.3. Reporting of results via written and oral communication. Course evaluation performed by rotating Capstone Committee.

Justification

This new course fills a gap in our current curriculum by providing appropriate time to explore key elements of post-fieldwork geological problem solving such as: (1) the production of geologic maps and cross-sections, (2) compilation, synthesis, and analysis of field-based data both quantitatively and qualitatively, (3) providing support to writing and presenting field reports. The addition of evaluation activities by a rotating Capstone Committee will better prepare students for the typical requirements of professional geologists, foster a sense of achievement for students, and help strengthen community-building in our students and SEES as a whole. The addition of this course helps better address the NYS Professional Geologist licensure requirements in the area of Geological Skills/ Applications.

4. Modified courses

A. GEOL 101: Physical Geology

From:

GEOL 101: Physical Geology. 3 lec., 3 lab. hr.; 4 cr. An introduction to how geologists study the Earth, including its origin, composition, structure, and the internal and surface processes that shape the landscape and determine how humans can best interact within the Earth System. Required all-day field trip.

To:

GEOL 101: Introduction to Planet Earth. 3 lec., 3 lab. hr.; 4 cr. An introduction to how geologists study the Earth, including its origin, composition, structure, and the internal and surface processes that shape the landscape and determine how humans can best interact within the Earth System. Required all-day field trip. (LPS, SW, SCI)

Justification

The name change better reflects the core concepts discussed in the course. This course fulfills the Pathways requirements for Life and Physical Sciences (LPS), Scientific World (SW), and Science (SCI), so we specified this.

B. GEOL 102: Historical Geology

From:

GEOL 102: Historical Geology. 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 400, 101 (~~or passing grade in Physical Geology, NYS College Proficiency Exam~~). Required field trip(s). ~~A history of the origin and development of the universe, with emphasis on the Earth.~~ Required field trip(s).

To:

GEOL 102: History of Earth and Life. 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 101. Major geologic events and climatic changes in our planet's 4.6-billion-year history. Evolution of life on Earth as documented through the fossil record. Required all-day field trip(s). (LPS, SW, SCI)

Justification

Name and description have been updated to better reflect content covered in the course. Obsolete prerequisites have been removed. This course fulfills the Pathways requirements for Life and Physical Sciences (LPS), Scientific World (SW), and Science (SCI), so we specified this.

 C. GEOL 200: Methods in Geoscience

From:

GEOL 200: Methods in Geoscience. ~~3 hr. Lec.~~; 3 cr. Prereq.: GEOL 101. An introduction to the basic skills required to characterize and quantitatively evaluate natural systems and communicate geoscience information effectively: field observation and description; map use and interpretation; data handling, statistical analysis, and graphical representation; scientific communication.

To:

GEOL 200: Methods in Geoscience. 2 lec., 3 lab. hr; 3 cr. Prereq.: GEOL 101. A project-based introduction to the basic skills required to characterize and quantitatively evaluate natural systems and communicate geoscience information effectively: field observation and description; map use and interpretation; data handling, statistical analysis, and graphical representation; scientific communication.

Justification

The reduction from 3 to 2 lecture hours and the addition of 3 lab hours to this course will allow a better achievement of the learning objectives, which include the development of the skills required to successfully pursue the major and a geoscience career. This change helps better address the NYS Professional Geologist licensure requirements in the area of Geological Skills/Applications. The corresponding budget ramifications of the addition of laboratory contact hours are justified by the significant positive impacts on pedagogical outcomes for this class.

 D. GEOL 201: Minerals, Igneous and Metamorphic Rocks

From:

GEOL 201: Minerals, Igneous and Metamorphic Rocks. ~~3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 100 or 101; prereq. or coreq.: GEOL 102 and 200. Mineral structures, crystal chemistry, and classification. Petrography and petrology of igneous and metamorphic rocks. Required all day field trips.~~

To:

GEOL 201: Minerals and Crystals. 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 101, CHEM 113.4, 113.1, or by permission. Recommended: GEOL 102 and 200. Identification and classification of minerals, in hand specimen and based on their optical properties under the microscope. Chemistry of mineral structures and symmetry of crystals. Crystallization and mineralization processes, with implications for natural resources and environmental remediation. Required all-day field trip(s).

Justification

This course will focus on mineralogy and content on igneous and metamorphic rocks is moved to GEOL 202. As such, the lecture hours are decreased from 3 to 2, and credits from 4 to 3. The prerequisite of CHEM 113 is added, as basic foundations in chemistry are essential to mineralogy. GEOL 102 and 200 are removed as mandatory prerequisites and changed to recommended prerequisites as their content is helpful, but not essential to achieve the learning objectives of GEOL 201. This new format will allow a deeper exploration of mineralogy and its applications to societal issues, in particular natural resources and environmental remediation. This change helps better address the NYS Professional Geologist licensure requirements in the area of Earth Materials.

 E. GEOL 208: Sedimentology and Landscape Evolution

From:

GEOL 208: Sedimentology and Landscape Evolution. ~~3 lec., 3 lab. hr.; 4 cr. Prereq: GEOL 101 and 102 (or corequisite with approval by instructor). Processes at Earth's surface including sediment transport and~~

deposition, erosion and landscape evolution in different environments. Origin and diagenesis of sedimentary rocks. Field Trips.

To:

GEOL 208: Sediments and Landscapes. 2 lec., 3 lab. hr.; 3 cr. Prereq: GEOL 101. Recommended: GEOL 102, 200. Development and evolution of landscapes in various climatic and geologic settings, with emphasis on natural and human-influenced processes that create landforms and surficial sedimentary deposits. Fundamental geological constraints on environmental problems. Required all-day field trip.

Justification

The updated course focuses on sedimentology and geomorphology to allow for deeper exploration of landscape processes (a component of the NYS Professional Geology licensure requirement) without the additional complexity introduced by sedimentary rocks and diagenesis. Sedimentary rocks and diagenesis will be covered in GEOL 212W (see below). GEOL 102 (History of Earth and Life) is being removed as a mandatory prerequisite and changed to a recommended prerequisite, and GEOL 200 is added as a recommended prerequisite, as their content is helpful, but not essential for understanding Earth surface processes. The proposed name and description for GEOL 208 better reflect the content that will be covered in the new version of the course.

F. GEOL 214: Earth's Internal Processes

From:

GEOL 214: ~~Earth's Internal Processes.~~ 2 lec., 3 lab. hr.; 3 cr. Prereq.: ~~GEOL 400 or 401~~; prereq. ~~Or~~ coreq.: GEOL 102. ~~Earth processes and structures generated by the Earth's internal heat; convection, plate tectonics, folds, and faults. Field trip(s).~~

To:

GEOL 214: Faults, Folds, and Tectonics. 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 200. Recommended: GEOL 102, PHYS 121, MATH 141. Fundamental concepts underpinning plate tectonics, tectonic margins, and structural geology. Introduction to principles of Earth's heat production and rock deformation, mountain building, and natural hazards associated with tectonic activity. Analysis and interpretation of geologic structures. Discussion of current topics and methods of tectonics research. Required all-day field trip(s).

Justification

Name changed to better reflect the contents of the course. The addition of detailed descriptions are expected to better inform students of the contents of the course, and its connection with the major and other disciplines. Prerequisite updated to GEOL 200, as the methods taught in this course are fundamental to achieving the learning objectives of GEOL 214. Unnecessary and obsolete prereqs. have been removed. Recommended prerequisites of GEOL 102, PHYS 121 and MATH 141 are added, as their content is helpful, but not essential.

G. GEOL 313W: Stratigraphy and Interpreting Paleoenvironments

From:

GEOL 313W: ~~Stratigraphy and Interpreting Paleoenvironments.~~ 2 lec., 3 lab. hr.; 3 cr. Prereq.: ~~GEOL 401, GEOL 102; GEOL 208.~~ This upper-level geology class provides an introduction to understanding the several types of stratigraphic interpretations and their practical application in academic and industry settings. It will also provide a basic background in how the fossil record is used to interpret paleoenvironmental changes.

To:

GEOL 212W. Sedimentary Rocks, Fossils, and Strata. 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 102. Recommended: GEOL 200, 201, 208. Identification and classification of sedimentary rocks and fossils in outcrop, hand specimen, and under the microscope. Development of quantitative and interpretive skills in stratigraphy, with implications for natural resources and for deciphering ancient environments and ecosystems. Skill building in communicating geoscience information. Required all-day field trip(s). Not open to students who have completed 313W.

Justification

The course name and description have been updated to better reflect the content covered in the course. Course number has been changed from 313W to 212W (as it used to be before 2015) as the course has been moved from the advanced elective to the core course category in the Geology major. Redundant GEOL 101 prereq. (implied by a GEOL 102 prereq.) has been removed. Recommended prerequisites for GEOL 200, 201 and 208 have been added; these courses are helpful but not essential to achieve the learning objectives of GEOL 212W.

H. GEOL 347: Principles of Hydrology

From:

GEOL 347: Principles of Hydrology. 2 lec., 3 lab. hr.; 3 cr. Prereq.: ~~GEOL 100 or 101~~, CHEM 113.1, ~~CHEM 113.4~~, and PHYS 121. A survey of surface water and groundwater hydrology, including discussion of water quality, pollution, and water resource management.

To:

GEOL 347: Surface Water and Groundwater. 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 200, CHEM 113.4, 113.1, PHYS 121.4 and 121.1. A survey of surface water and groundwater hydrology, including discussion of water quality, pollution, and water resource management.

Justification

The course name was changed to better highlight the core concepts discussed in this course. The prerequisite of GEOL 101 (and obsolete GEOL 100) has been replaced by GEOL 200, as the methods taught in the latter, particularly pertaining to contour maps, are essential to achieve the learning objectives of GEOL 347. The previous omission of PHYS 121.1, which was implied but not specified, has been added.

I. GEOL 363: GIS in the Geosciences

From:

GEOL 363: GIS in the Geosciences. 3 lec. hr.; 3 cr. Prereq: GEOL 101 and GEOL 200. ~~An introduction to GIS (geographic information system) that includes fundamental components of maps, creating a structured Geodatabase; graphical, statistical, and spatial analysis to geoscientific data; and the use of maps and data from web-based resources.~~

To:

GEOL 363: GIS in Geoscience. 2 lec., 3 lab. hr.; 3 cr. Prereq: GEOL 101. Recommended: GEOL 200. Hands-on introduction to the uses of Geographic Information Systems (GIS) for addressing real-world issues in Earth and Environmental Sciences. Cartography, gathering and analyzing geospatial data, database management, testing scientific hypotheses in a GIS environment, and communicating geospatial information to diverse audiences.

Justification

Course description and name have been updated to better reflect the breadth of content covered in the course. Addition of a 3-hour lab will provide students with the opportunity to apply GIS techniques in a supervised setting and increase their proficiency in GIS. GEOL 200 (Methods in Geoscience) is being removed as a mandatory prerequisite and changed to a recommended prerequisite as its content is helpful, but not essential for mastering GIS principles and applications. The corresponding budget ramifications of the addition of laboratory contact hours are justified by the significant positive impacts on pedagogical outcomes for this class.

J. GEOL 361: Geology in the Field

From:

GEOL 361: Geology in the Field. 9 hr. fieldwork; 3 cr. Prereq. or coreq.: GEOL 202, 213 and 214, or permission of the instructor. The application of geologic principles to the study of rocks, geologic structures, and landforms in the New York metropolitan area. Introduction to geologic mapping and four-dimensional interpretation of regional geologic history. Offered in the spring semester or summer.

To:

GEOL 361.3: Geological Problem Solving I. 9 hr. fieldwork; 3 cr. Prereq. or coreq.: GEOL 200, and at least two of GEOL 202, 208, 212W, and 214, or by permission. First part of the capstone course for the Geology major. Field-based geological problem solving and application of fundamental skills of geological fieldwork. Geological problems may have a specific focus including, but not limited to, tectonics and structural geology, regional geology, landscape evolution, or glacial geology. Written and oral communication of field-based geological data. Required overnight field trips (total of ~8 overnights).

Justification

The course name and description have been changed to better reflect the contents and integrative nature of this course, which is now designated as the capstone course of the Geology major (required for the BS, recommended elective for the BA). This is the first part of the capstone course, focused on fieldwork and field data acquisition, which will typically be offered in the Fall semester of every other year. The second part of the course, GEOL 361.1 Geological Problem Solving II (described under New Courses), focuses on synthesis, analysis, interpretation and presentation of fieldwork results acquired in GEOL 361.3 and will typically be offered in the Spring semester following 361.3. This format will provide the opportunity to train students on the best practices following geological field work, including advanced training in the production of geologic maps and preparation and presentation of field reports with professional quality. These modifications help better address the NYS Professional Geologist licensure requirements in the area of Geological Skills/ Applications.

Note that the current description in the online bulletin states "15 lecture hours", which is incorrect. In the 2020-2021 bulletin (the last one for which a PDF is available), the description reads as above, with "9 hr fieldwork".

GCC Minutes Dated March 13, 2024

A. ITEMS FOR UNIVERSITY REPORT

1. FNES

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

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

Requirements for Admission and Maintenance

Requirements for Admission and Maintenance Admission to the program begins with submission of an application for matriculation. In addition to the application, a student must submit a letter of intent, which includes the student's background in sport and physical education, experiences working in sport, recreation, or physical education settings with children and young adults, any teaching experience, a philosophical statement on the role of physical education in society, and future plans upon completion of the program. The applications are reviewed by an Admissions Committee, which considers, among other factors, the letter of intent, the graduate application with particular attention to performance in undergraduate work and in writing courses, ~~the Graduate Record Examination General Test (GRE)~~, and three professional letters of reference. The applicant must hold a bachelor's degree with a general education core in the liberal arts and sciences. Applicants who majored in physical education but do not hold an initial certificate, or applicants who come from disciplines other than physical education, will be required to satisfy deficiencies by taking courses which constitute as a minimum the following: FNES 010, 011, 012 (2 courses), 013, 014 (2 courses), ~~030~~, 143, 253, 342, and/or their equivalents. (See the Undergraduate Bulletin for descriptions of these courses.) Applicants are also required to have at least 6 semester hours, or its equivalent, of a language other than English. They must meet, as well, the general admissions requirements for graduate study at Queens College, including a cumulative and departmental average of at least a B (3.0 GPA). Students must maintain a B average to remain in the program.

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

Requirements for Initial Certificate

Requirements for Admission and Maintenance

Requirements for Admission and Maintenance Admission to the program begins with submission of an application for matriculation. In addition to the application, a student must submit a letter of intent, which includes the student's background in sport and physical education, experiences working in sport, recreation, or physical education settings with children and young adults, any teaching experience, a philosophical statement on the role of physical education in society, and future plans upon completion of the program. The applications are reviewed by an Admissions Committee, which considers, among other factors, the letter of intent, the graduate application with particular attention to performance in undergraduate work and in writing courses, and three professional letters of reference. The applicant must hold a bachelor's degree with a general education core in the liberal arts and sciences. Applicants who

majored in physical education but do not hold an initial certificate, or applicants who come from disciplines other than physical education, will be required to satisfy deficiencies by taking courses which constitute as a minimum the following: FNES 010, 011, 012 (2 courses), 013, 014 (2 courses), 143, **230**, 253, 342, and/or their equivalents. (See the Undergraduate Bulletin for descriptions of these courses.) Applicants are also required to have at least 6 semester hours, or its equivalent, of a language other than English. They must meet, as well, the general admissions requirements for graduate study at Queens College, including a cumulative and departmental average of at least a B (3.0 GPA). Students must maintain a B average to remain in the program.

Justification: The GRE is no longer required for graduate programs in education. FNES 230 will replace FNES 30, as FNES 230 covers the concepts in FNES 30 in greater depth to prepare the students for FNES 342. This will remove redundancies.

2. GSLIS

b. New Program: Graduate Program in Library Science and Urban Affairs

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

Under GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES and URBAN 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 Urban Affairs (MLS/MA)

The MLS/MA is offered by the Graduate School of Library and Information Sciences (GSLIS) and the Urban Studies department. The dual degree offers students the opportunity to develop skills in the methodologies of library science, information studies, and urban studies. Graduates will be well suited for professional careers in urban librarianship in public, academic, and research libraries. The dual degree program will also prepare students for careers involving information management in non-profit and the public sector and for admission into Ph.D. programs in either Urban 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 libraries, non-profit organizations, and the public sector for which course credit can be awarded.

Requirements (totaling 54 credits):

Four required LBSCI courses (12 credits):

LBSCI 700 The Technology of Information

LBSCI 701 Fundamentals of Library and Information Science

LBSCI 702 Information Sources and Services: General
LBSCI 703 Information Organization

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

Four required UBST courses (12 credits):

URBST 705 The Just City in Theory and Practice
URBST 718 Governing the City
URBST 725 Urban Research Methods
URBST 732 Researching New York City

URBST electives (12 credits):
Any other four URBST graduate courses

Capstone (6 credits):

LBSCI 709 Research in Library and Information Studies
OR
LBSCI 710 Applied Research in Library and Information Studies

AND

URBST 791 Research and Writing Seminar

Justification: There are many connections between the disciplines of library and information studies and urban studies. Students in the dual degree program will take an interdisciplinary approach to the study of cities, especially New York City. The program will prepare students for professional work in urban administration, organization, policy, and information management in the public and nonprofit sectors. Through a critically-minded, community-focused, and service-oriented education with a focus on contributing to diverse information-intensive environments, the dual degree program will prepare students for careers in urban librarianship, including work at public libraries and academic libraries in an urban environment, especially in New York City.

3. GSLIS

c. Program Change: Graduate Program in Library Science and Urban Affairs

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 Children and Young Adult Services in the Public Library~~

This certificate is 12 credits, comprising:

Core (required) courses:

LBSCI 737 Materials for Children

LBSCI 739 Materials for Young Adults

LBSCI 773 Public Library Services for Children

LBSCI 777 Public Library Services for Young Adults

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 Youth Services

This certificate is 12 credits, comprising:

One core (required) course:

LBSCI 773 Public Library Services for Children

OR

LBSCI 777 Public Library Services for Young Adults

Three additional youth services electives (9 credits):

LBSCI 737 Materials for Children

LBSCI 739 Materials for Young Adults

LBSCI 773 Public Library Services for Children

LBSCI 777 Public Library Services for Young Adults

LBSCI 768 Storytelling

LBSCI 790.3 *VT: Seminar (in consultation with advisor and/or certificate coordinator)

Justification: We seek to change the required course requirements of the Advanced Certificate program from 4 required courses to 1 required course and 3 electives to provide students the opportunity to focus their coursework in their area of interest (i.e. children's services, teen services, children's literature). In addition, we seek to change the name of the Certificate to "Advanced Certificate in Youth Services" to better reflect the Certificate's focus and to align with comparable Certificates in peer institutions.

4. MATH

d. Request for New Course

Please state the course as follows:

Course number and title: **MATH 582: Numbers and Their Representations**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: A calculus course covering sequences and series (such as Math 143 or Math 152)

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

We explore various ways to represent real numbers. Almost everyone is familiar with the method of decimal expansion. We explore decimal expansions, their connection to geometric series, and their advantages and disadvantages. Another common, and more precise way, to represent real numbers is via continued fractions. We define continued fractions, investigate their properties and applications, learn how to compute a continued fraction of a real number, and how to recognize a real number from its continued fraction. Throughout the course we take a historical perspective on these objects. Some additional topics may be discussed at the discretion of the instructor.

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

This course has been created by Prof. Klosin and has been taught as a special topics course several times during the summer term. We plan to continue to have Prof. Klosin teach this course, and we would therefore like to have it officially in the bulletin. Enrollment has been strong and student feedback positive.

This course is meant for students pursuing a master's degree or master's credits in secondary math education.

Projected Enrollment: 20-25

Projected Frequency: Every other summer

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

5. MATH

e. Minor Change: Change in course title, change in course hours, change in course credits, change in course description

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

MATH 614. ~~Functions of Real Variables. 3 hr.; 3 cr.~~

Prereq.: ~~Course in elementary real analysis or point-set topology (equivalent of Math 310 or 320), or permission of the instructor.~~

~~Provides a foundation for further study in mathematical analysis. Topics include: basic topology in metric spaces, continuity, uniform convergence and equicontinuity, introduction to Lebesgue theory of integration.~~

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

MATH 614. Mathematical Analysis. 4 hr.; 4 cr.

Prereq.: Some familiarity with linear algebra, and elementary mathematical analysis or topology

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 314.

Justification: Course title/description change: This course is most often referred to as Mathematical Analysis at other institutions, and we would like to bring our naming conventions in line with the standard names in the field. The description is being updated to address more accurately what is currently being taught in the class and what we would like to add with the additional credit/hour. Additional credit/hour: this course will be the foundational analysis course for our master's program, making it essential that we cover core topics that are used throughout other advanced math courses. Currently, the 3-hour/credit version is failing to do this, and we would therefore like to add an additional credit to make sure the course has time to cover multivariate calculus as well as core theorems, including the Arzela-Ascoli theorem and the implicit and inverse function theorems.

6. MUSIC

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

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: [X]

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

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

Degree Requirements for the Master of Arts in Music Theory (MA)

These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

All students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.

In addition to the required coursework (including the thesis), each candidate must pass all of the following exams prior to receiving the degree:

(a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

(b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in music theory.

Students in music theory are required to take MUSIC 700, 702, 745, 746, 762 or 763 (two semesters), and 789 (one or two semesters).

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

Degree Requirements for the Master of Arts in Music Theory (MA)

These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

All students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor. In addition to the required coursework (including the thesis), each candidate must pass all of the following exams prior to receiving the degree:

(a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

(b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in music theory. Students may petition the Graduate Advisor to substitute a different language if it is relevant to their research and an exam adjudicator can be found.

Students in music theory are required to take MUSIC 700, 702, 742, 745, 746, 762 or 763 (two semesters), and 789 (one or two semesters).

Justification: The omission of MUSIC 742 from the list of degree requirements was inadvertent. MUSIC 742 was included in the music theory track of the old MA in Music. It was also included in the list of degree requirements for the MA in Music Theory that was submitted to NYSED. (The NYSED application is being emailed to the GCC together with the present form.) MUSIC 742 is also required in two other degree programs, the Master of Arts in Musicology and the Master of Music in Composition, both of which are successor programs to the MA in Music.

The proposed sentence added to (c) is intended to allow for the option of a foreign language other than French, German, or Italian. The discipline of music theory has become increasingly open to musics from around the globe. We wish this openness to be reflected in our language requirement.

7. URBST

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

2) Please give HEGIS number if known to you: 2214.00

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

Complete ALL of the following Courses:

URBST 705 - The Just City in Theory and Practice

~~Complete at least 2 of the following courses:-~~

~~URBST 706 – Non-Profits in the 21st Century Metropolis-~~

~~URBST 718 – Governing the City-~~

~~URBST 724 – Public Policy in Practice Methods Courses-~~

Complete at least 1 of the following courses:

~~URBST 725 – Urban Research Methods~~

~~URBST 732 – Researching New York City~~

~~URBST 751 – Critical Perspectives on Urban Research-~~

Earn at least 18 credits from the following Electives. Students are free to choose from among any of the department’s MA-level nonrequired courses.

Final Project: Students must complete a final project based on original, community or studio research and presented in the form of a report or paper, or as a video, art, or web exhibition.

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:

Complete ALL of the following Courses:

URBST 705 - The Just City in Theory and Practice

URBST 718 – Governing the City

URBST 725 – Research Methods

URBST 751 – Critical Analysis of Urban Data (note new title)

Complete at least 1 of the following courses:

URBST 791 – Writing the Thesis

URBST 785.3 – Thesis Tutorial

Earn at least 15 credits from Electives. Students are free to choose from among any of the department's MA-level nonrequired courses.

Final Project: Students must complete a final project based on original, community or studio research and presented in the form of a report or paper, or as a video, art, or web exhibition.

Justification: We are proposing to restructure the Urban Affairs MA so that students get a deeper training in key research and writing skills. Previously, only URBST 705 was required, and students were able to choose a variety of both research and topics courses to fulfill the required non-elective credits. In this new proposal, we streamline these courses so that students will all emerge with the following competencies:

- *Individualized research design in the social sciences (the focus of URBST 725). Students generate their own research proposal in this course; by requiring it, we ensure that all students get this experience.*
- *Data collection to implement individual social science research (the focus of URBST 751). By making this a required course, we ensure that all students can get support as they gather data for their thesis project.*

We are also streamlining the required policy courses for the masters degree. Rather than requiring two policy courses from URBST 706, URBST 718, or URBST 724, we will require all students to take only URBST 718. This makes more room in the curriculum for the courses that will support their research methods and writing skills.

8. URBST

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.

Current Title: URBST 751. ~~Critical Perspectives on Urban Research~~. 2 hrs plus conference, 3 credits

Critical analysis of urban research methodologies including macroscopic analysis, demography, intensive interviewing, survey research, participant observation, community studies, policy analysis, and evaluation

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.

URBST 751. Critical Analysis of Urban Data. 2 hrs plus conference, 3 credits

Critical analysis of urban research methodologies. Gathering and analyzing urban data for the required MA thesis, including a focus on macroscopic analysis, demography, intensive interviewing, survey research, participant observation, community studies, policy analysis, and evaluation.

Justification: By adding a focus on gathering and analyzing urban data, we give students the opportunity to collect and critically analyze the data that will ultimately use for their required MA final thesis. No new syllabus required--changes reflect shift in emphasis on primary data collection and analysis.

QUEENS COLLEGE GRADUATE CURRICULUM COMMITTEE

INTERDEPARTMENTAL ARTICULATION AGREEMENT

For graduate programs offered jointly between departments, and any other interdepartmental cooperation in graduate education involving shared credit, credit transfer, or joint decisions on admission, degree requirements, and graduation approval.

Department 1: Urban Studies

Department 1 Contact: Melissa Checker melissa.checker@qc.cuny.edu and Alan Takeall alan.takeall@qc.cuny.edu

Department 2: Graduate School of Library and Information Studies

Department 2 Contact: Johnathan Thayer jthayer@qc.cuny.edu

Please describe the interdepartmental agreement you are establishing:

MLS/MA Dual Degree in Library Science and Urban Studies. 54-credit program (27 credits in URBST and 27 credits in LBSCI).

2) If proposing a dual degree program, explain how the requirements of both degrees will be met.

54-credit program (27 credits in URBST and 27 credits in LBSCI).

Requirements (totaling 54 credits):

Four required LBSCI courses (12 credits):

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

GSLIS electives (12 credits):

Any other four LBSCI graduate courses

Four required URBST courses (12 credits):

URBST 705. The Just City in Theory and Practice
URBST 718. Governing the City
URBST 725. Urban Research Methods
URBST 732. Researching New York City

URBST electives (12 credits):

Any other four URBST graduate courses

Capstone (6 credits):

LBSCI 709 Research in Library and Information Studies

OR

LBSCI 710 Applied Research in Library and Information Studies

AND

URBST 791. Research and Writing Seminar

3) Please state how your departments will coordinate with respect to such things as admissions, credits, and graduation approval.

Urban Studies Graduate Advisor and GSLIS Coordinator of Dual Degrees leads on admissions, credits, and graduation approvals.

4) Please provide the anticipated effective date; if a temporary or conditional agreement, also provide the date or conditions of termination.

Date effective: 3/26/2024

Not a temporary agreement. Conditions of termination: if either department wishes to terminate this agreement, three years notice is required to account for the admissions cycle.

Signed by Graduate Contacts listed above from both Departments:

Department 1:



3/28/2024

Date

Department 2:



04/01/2024

Date

PLEASE SUBMIT IN AN ELECTRONIC WORD DOCUMENT TO
NATASHIA.RHODES@QC.CUNY.EDU

GCC Minutes Dated April 3, 2024

A. ITEMS FOR UNIVERSITY REPORT

1. ACCT

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

2) Please give HEGIS number of known to you: 0502.00

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

Major Requirement - Electives

Type

Completion Requirement

Additional elective classes are available to students who have satisfied one or more of the nine required courses through their previous undergraduate or graduate coursework.

Fulfill ANY of the following requirements:

Complete ANY of the following Courses:

- ACCT 707 - Contemporary issues in Management Accounting
- ACCT 751 - Public Interest Law
- ACCT 752 - Advanced Studies in Business Law
- ACCT 758 - State and Local Taxation, and Tax-Exempt Entity
- ACCT 759 - Estate, Gifts and Trust Taxation

- CSCI 688 - Advanced Productivity Tools for Business
- ECON 721 - Econometrics
- ECON721 Econometrics not available to students that have completed 0065421 – Missing course or equivalent.

Other Economics classes as approved by the MS Accounting graduate program director:

Complete ANY of the following Courses:

- PHIL 760 - Business Ethics
- PSCI 640 - Public Administration

- PSCI 715 - Organization Theory
- PSYCH 754 - Behavioral Science and Business.

Risk Management classes as approved by the MS Accounting graduate program director:

Complete ANY of the following Courses:

- DATA 728 - Sociology of Organizations and Industry
- URBST 727 - Public Management
- URBST 742 - Public Budgeting

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:

Major Requirement - Electives

Type

Completion Requirement

Additional elective classes are available to students who have satisfied one or more of the nine required courses through their previous undergraduate or graduate coursework.

Fulfill ANY of the following requirements:

Complete ANY of the following Courses:

- ACCT 707 - Contemporary issues in Management Accounting
- ACCT 751 - Public Interest Law
- ACCT 752 - Advanced Studies in Business Law
- ACCT 758 - State and Local Taxation, and Tax-Exempt Entity
- ACCT 759 - Estate, Gifts and Trust Taxation
- ACCT 760. IRS Ethical Tax Practice, Procedures and Research Methods
- ACCT 761. Taxation of Partnership and S Corporation
- ACCT 762. Deferred Compensation & Employee Benefits
- ACCT 764. Reorganization, Liquidations and Consolidated Returns
- CSCI 688 - Advanced Productivity Tools for Business
- ECON 721 - Econometrics
- ECON721 Econometrics not available to students that have completed 0065421 – Missing course or equivalent.

Other Economics classes as approved by the MS Accounting graduate program director:

Complete ANY of the following Courses:

- PHIL 760 - Business Ethics

- PSCI 640 - Public Administration
- PSCI 715 - Organization Theory
- PSYCH 754 - Behavioral Science and Business.

Risk Management classes as approved by the MS Accounting graduate program director:

Complete ANY of the following Courses:

- DATA 728 - Sociology of Organizations and Industry
- URBST 727 - Public Management
- URBST 742 - Public Budgeting

Justification: Accounting has many educational and vocational paths including taxes, auditing, bookkeeping, financial statement preparation and analysis, and many other disciplines. Many students in our MS Accounting program want to increase their comprehensive understanding of the world of accounting. By adding the above courses, which are tax-focused graduate-level courses, our students would be able to achieve their desire for a more comprehensive understanding through greater exposure to the various disciplines in accounting.

2. ENGL

b. Request for New Course

Please state the course as follows:

Course number and title: **ENGL 665: Studies in Adaptation**

Hours and credits: **2 hrs. plus conference, 3 cr.**

Prerequisites or corequisites: None

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

A study of the theory and practice of adaptation, across media and genres, including fiction, drama, poetry, film, television, comics, video games, and fan fiction. Topics may include narrative, filmic, and media-studies theories of adaptation, industrial and institutional practices around adaptation, transmedia storytelling, genres of adaptation, and the politics of adaptation and intermediality.

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

This is a course that we have offered as a special seminar (ENGL 781). We are creating the course as part of an effort to revise our curriculum so that it more accurately reflects the courses that are taught in the department and current topics in the discipline. This course is meant for students pursuing a master's degree or master's credits in secondary math education.

Projected Enrollment: 15

Projected Frequency: 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.) This course may be offered online. Half of our current graduate course offerings are online, and we expect that number to rise after we implement our recently proposed fully online MA program. As with other online courses, the course would be offered on Brightspace by instructors who have been trained by Queens College Center for Excellence in Teaching, Learning and Leadership (CETLL) to effectively use a variety of technology tools and to implement online techniques to engage students in learning. In synchronous classes, students and instructor will discuss course materials in virtual meetings, while in asynchronous courses students and instructor will engage each other through Brightspace, discussion boards, and assignments.

Graduate courses for 3 credits typically meet 3 hours per week, the "2 hour plus conference" being an exception. If the proposed course is a "2 hour plus conference" course or some other format than 3 hours/3 credits, please give a detailed rationale explaining why this format is appropriate.

This course is proposed as 2-hour plus conference to be consistent with all other ENGL graduate courses.

3. ENGL

c. Request for New Course

Please state the course as follows:

Course number and title: **ENGL 666: Studies in Digital Humanities**

Hours and credits: **2 hrs. plus conference, 3 cr.**

Prerequisites or corequisites: None

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

Examination of the digital humanities (DH) in relation to literature and culture. Topics may survey DH more broadly (such as geospatial humanities, big data and society, or digital archives) or focus

on specific DH approaches to textual data (such as text mining, stylometry, or data visualization). Both theoretical and technological approaches will be used.

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

This is a course that we have offered as a special seminar (ENGL 781). We are creating the course as part of an effort to revise our curriculum so that it more accurately reflects the courses that are taught in the department and current topics in the discipline.

Projected Enrollment: 15

Projected Frequency: Once every third 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.) This course may be offered online. Half of our current graduate course offerings are online, and we expect that number to rise after we implement our recently proposed fully online MA program. As with other online courses, the course would be offered on Brightspace by instructors who have been trained by Queens College Center for Excellence in Teaching, Learning and Leadership (CETLL) to effectively use a variety of technology tools and to implement online techniques to engage students in learning. In synchronous classes, students and instructor will discuss course materials in virtual meetings, while in asynchronous courses students and instructor will engage each other through Brightspace, discussion boards, and assignments.

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hours/3 credits, please give a detailed rationale explaining why this format is appropriate.

This course is proposed as 2-hour plus conference to be consistent with all other ENGL graduate courses.

4. GSLIS

d. Request for New Course

Please state the course as follows:

Course number and title: **LBSCI 750: Digital Humanities**

Hours and credits: 3 hr.; 3 credits

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

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

This course examines the history, methods, tools, and scholarly practices of teaching and research in the digital humanities (DH), including ways in which the library can engage with, enhance, and support those activities. The course will focus on digital humanities as a burgeoning field in its own right, as well as the development of digital methods in specific disciplines within the humanities. Students will consider their role as information professionals in the creation, cleaning, storage, and dissemination of digital humanities datasets and research projects, as well as gain hands-on experience with some of the tools and methods used in these activities.

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

This course will be a valuable elective for students preparing for a career in academic librarianship. Students in this course will have the opportunity to both study DH as a field, as well as create their own digital projects using DH methods. They will learn techniques to identify potential datasets, collect that data, clean and prepare it for analysis, and to identify appropriate tools and methods to answer DH research questions using data. Additionally, we will engage specifically with the role that the library and larger information professions play with regards to the collection, storage, and curation both of data with the potential for use in DH work, as well as the broad range of deliverables and project types that can result from DH research.

Projected Enrollment: Up to 20 students

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

5. GSLIS

e. Request for New Course

Please state the course as follows:

Course number and title: **LBSCI 759: Memory Work**

Hours and credits: 3 hr.; 3 credits

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

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

Memory work describes an expansive set of practices for the preservation and transmission of knowledge and culture across time. Extending archival work beyond the formal bounds of archival practice, memory work may include Indigenous knowledge systems, oral cultural transmission and remembrance practices, intangible cultural heritage, landscape and environment as an archive, and more. This course provides an opportunity for students to engage in-depth with concepts of memory and perspectives on memory work across times, cultures, traditions, and places.

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

This course expands the coverage of our electives in the Advanced Certificate in Archives and enriches the program offerings for the dual MLS / MA in History.

Projected Enrollment: Up to 20 students

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

6. GSLIS

f. New Program: Articulation Agreement Provided

1) Please specify the type of application you are requesting:

New Program: [X]

Proposal to add the distance education format: n/a

2) Please give HEGIS number if known to you: n/a

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

Under GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES and ART HISTORY

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

Graduate Program in Library Science and Art History (MLS/MA)

The MLS/MA is offered by the Graduate School of Library and Information Studies (GSLIS) and the Art department. The dual degree offers students the opportunity to develop skills in the methodologies of library science, information studies, and art history. Graduates will be well suited for professional careers in academic libraries, research libraries, archives, museums, galleries, auction houses, publishing, and teaching. The dual degree program will also prepare students for careers involving information management in art and cultural heritage organizations, and for admission into PhD programs in either Art History 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 museums, art studios, libraries, and cultural heritage organizations, for which course credit can be awarded.

Four required LBSCI courses (12 credits):

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

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

One required ARTH course (3 credits):

ARTH 740. Methods Colloquium or undergraduate equivalent (3 cr.)

Seven ARTH electives (21 credits): Students must pass at least one course in three of five broad areas: Ancient, Medieval, Renaissance-Baroque, Modern-Contemporary, Asia-Americas. These areas reflect faculty expertise and regularly offered courses in the department. Two courses must be seminars. Students may opt to take two graduate courses (6 cr.) in allied disciplines such as History, Literature, and Media Studies with the approval of the Art History Graduate advisor.

Capstone (6 credits):

LBSCI 709. Research in Library and Information Studies
OR
LBSCI 710. Applied Research in Library and Information Studies

AND

ARTH 790. Thesis

Justification: There are many connections between the disciplines of library and information studies and art history. Students in the dual degree program will take an interdisciplinary approach to the study of the history of art and architecture created by the many cultures, civilizations, and artists around the globe from antiquity to today. This program of study includes the praxis of art preservation, conservation, collections management, curation, digital stewardship, and access systems. Through a critically minded, community-focused, and service-oriented education with a focus on contributing to diverse information-intensive environments, the dual degree program will equip students for careers at the intersection of information management, art, architecture, and art history. The program will prepare students for professional work in libraries, museums, galleries, auction houses, publishing, teaching, and cultural heritage organizations with missions involving art and arts activism.

7. FNES

g. Minor Change: Change in course prerequisite or corequisite

From:

FNES 717. Geriatric Nutrition. 3 hr.; 3 cr. Prereq. or coreq.: FNES ~~263, 264, 365~~, 366 or 767, 368, or equivalent. This course is an overview of the normal, acute, and chronic physical changes associated with the aging process and its effect on nutritional status. Student will develop a basic understanding of nutritional concerns of older persons, and recognize dietary practices and nutritional needs specific to older individuals.

To:

FNES 717. Geriatric Nutrition. 3 hr.; 3 cr. Prereq. or coreq.: FNES 366 or 767, 368, or equivalent. This course is an overview of the normal, acute, and chronic physical changes associated with the aging process and its effect on nutritional status. Student will develop a basic understanding of nutritional concerns of older persons, and recognize dietary practices and nutritional needs specific to older individuals.

Justification: With the implementation of an accelerated MS program in nutrition, undergraduate students enroll in graduate courses. Therefore, the need to modify prerequisites became apparent. We have noted that students taking FNES 263, 264, or 365 as corequisites with FNES 717 are not well prepared for FNES 717, a clinical case-based course, that requires strong knowledge of nutrition fundamentals addressed in 263, 264, and 365. Hence, these pre or corequisites were removed for course eligibility.

8. FNES

h. Minor Change: Change in requirements for admission and change in requirements for degree/certificate

1) Please specify the type of change you are requesting: (We are requesting 2 types of changes in the same change document)

1a. Change in requirements for admission: [X]

1b. Change in requirements for degree/certificate: [X]

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

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

3a. Change in admission requirements.

- Minimum major GPA of ~~3.5~~
- Minimum grade of A in FNES 263 and 264
- One professional reference from a ~~non-QC work~~ or fieldwork supervisor
- Completion of 100 hours of professional nutrition fieldwork (paid or unpaid)
- A 250-300-word personal statement (Discuss how the fieldwork experience has enhanced your understanding of the ~~Nutrition Care Process~~)

3b. Current Requirements: With the permission of the Undergraduate and Graduate Advisors, up to four approved graduate courses (up to 12 credits) may be taken in place of the regular undergraduate courses in the last two semesters of the BS in Nutrition and Dietetics program.

- FNES 762. Nutrition Counseling [Replaces FNES 337; Nutrition Counseling and Education]
- FNES 770. Community Nutrition [Replaces FNES 382; Community Nutrition]
- FNES 711 (VT). Contemporary Issues in Nutrition, (e.g., Sports Nutrition and Advanced Diabetes Management, and Maternal and Infant Nutrition) or FNES 717. Geriatric Nutrition. [These replace up to two undergraduate electives]

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: (please see 4a and 4b)

4a. Proposed Admission Requirements

- Minimum science prerequisites GPA of 3.2
- Minimum major GPA of 3.4
- Minimum grade of A- in FNES 263 and 264
- Completion of 50 hours of non-QC professional nutrition fieldwork (paid or unpaid)
- One professional reference from the above fieldwork experience supervisor.

- A 250-300-word personal statement (Discuss how the fieldwork experience has enhanced your understanding of the role of a nutrition practitioner)

4b. Proposed Changes in requirements for degree/certificate

With the permission of the Undergraduate and Graduate Advisors, up to four approved graduate courses (up to 12 credits) may be taken in place of the regular undergraduate courses in the last two semesters of the BS in Nutrition and Dietetics program.

- FNES 762. Nutrition Counseling [May replace FNES 337; Nutrition Counseling and Education]
- FNES 770. Community Nutrition [May replace FNES 382; Community Nutrition]
- FNES 775. Advanced Food Service Management [May replace FNES 378; Quantity Food Purchasing, Production, and Equipment]
- FNES 711 (VT). Contemporary Issues in Nutrition, (e.g., Sports Nutrition and Advanced Diabetes Management, and Maternal and Infant Nutrition) or FNES 717. Geriatric Nutrition. [These may replace up to two undergraduate electives]

5) Please give a justification for the change: (please see 5a and 5b)

5a. Justification: The addition of the science GPA requirements combined with a slightly lower earned GPA reflects graduate faculty observation that students with higher achievement in prerequisite science courses tend to perform well in the accelerated graduate program. Slightly lower undergraduate GPA and a decrease in the required number of field work hours will also increase accessibility of the program.

5b. Justification: Addition of another graduate course (FNES 775) to replace an undergraduate course (FNES 378) increases the available options for undergraduate course replacement. This will increase the likelihood that more students will be able to avail the 12 replacement credits allowed by the combined program. Our 4-year experience of the program's existence has shown that to date no accelerated student has been able to use all 12 replacement credits allowed by the program.

B. ITEMS FOR CEP/CAP

1. ENGL

a. New Program: Add distance education format

Proposal to add the distance education format: [X]

2) Please give HEGIS number if known to you: 1501

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

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

Justification: Our MA courses have always been offered in the evenings, as a convenience to those of our candidates who teach in public and private schools during the day. During the pandemic, we shifted to an all-online program and found that the MA courses were particularly successful in this medium, and popular amongst our students. Shifting to an all-online MA will allow us to serve a broader population of students, not only in New York City but throughout New York and the United States, while maintaining the standards established for the program.

QUEENS COLLEGE GRADUATE CURRICULUM COMMITTEE

INTERDEPARTMENTAL ARTICULATION AGREEMENT

For graduate programs offered jointly between departments, and any other interdepartmental cooperation in graduate education involving shared credit, credit transfer, or joint decisions on admission, degree requirements, and graduation approval.

Department 1: Art History

Department 1 Contact: Heather Horton heather.horton@qc.cuny.edu

Department 2: Graduate School of Library and Information Studies

Department 2 Contact: Johnathan Thayer jthayer@qc.cuny.edu

Please describe the interdepartmental agreement you are establishing:

MLS/MA Dual Degree in Library Science and Art History. 54-credit program (27 credits in ARTH and 27 credits in LBSCI).

2) If proposing a dual degree program, explain how the requirements of both degrees will be met.

54-credit program (27 credits in ARTH and 27 credits in LBSCI).

Requirements (totaling 54 credits):

Four required LBSCI courses (12 credits):

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

GSLIS electives (12 credits):

Any other four LBSCI graduate courses

One required ARTH course (3 credits):

ARTH 740. Methods Colloquium or undergraduate equivalent (3 cr.)

Seven ARTH electives (21 credits):

Students must pass at least one course in three of five broad areas: Ancient, Medieval, Renaissance-Baroque, Modern-Contemporary, Asia-Americas. These areas reflect faculty expertise and regularly offered courses in the department. Two courses must be seminars. Students may opt to take two graduate courses (6 cr.) in allied disciplines such as History, Literature, and Media Studies with the approval of the Art History Graduate advisor.

Capstone (6 credits):

LBSCI 709. Research in Library and Information Studies

OR

LBSCI 710. Applied Research in Library and Information Studies

AND

ARTH 790. Thesis

3) Please state how your departments will coordinate with respect to such things as admissions, credits, and graduation approval.

Art History MA Chair and GSLIS Coordinator of Dual Degrees leads on admissions, credits, and graduation approvals.

4) Please provide the anticipated effective date; if a temporary or conditional agreement, also provide the date or conditions of termination.

Date effective: 3/26/2024

Not a temporary agreement. Conditions of termination: if either department wishes to terminate this agreement, three years notice is required to account for the admissions cycle.

Signed by Graduate Contacts listed above from both Departments:

Department 1:



4/1/2024

Date

Department 2:



3/26/2024

Date

PLEASE SUBMIT IN AN ELECTRONIC WORD DOCUMENT TO
NATASHIA.RHODES@QC.CUNY.EDU

FACULTY SENATE ROSTER 2023-2025

Attendance – April 11, 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		Mark Mazzo	1	
Anthropology	Megan Victor	1	13	Felicia Madimenos	1	
Art	Lawrence Waldron	2	18	Amy Fortunato	2	
Biology	Karl Fath	1	24	John Waldman	1	
Chemistry & Biochemistry	Cherice Evans	1		Guoxiang Hu	1	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	1	27	Xiao Li	1	P
Comparative Literature	Clare Carroll	2	4	Christopher Winks	2	
Computer Science	Kenneth Lord	1	12	Bojana Obrenic	1	
Drama, Theatre & Dance	Yin Mei Critchell	1		Jeffrey Greenberg	1	
Earth & Environmental Sciences, School of	Jacky Bracco	2		William Blanford	2	11
Economics	Thao Bui	1	22	Alev Yildirim	1	
Elementary and Early Childhood Education	Anna Malyukova	2	32	Patricia Cooper	2	
Secondary Education and Youth Services	Jay Shuttleworth	1	18	Salvatore Garofalo	1	
Educational & Community Programs	Nakia Gray-Nicolas	1		Qiong Yu	1	
English	Kevin Ferguson	2	1	Christopher Williams	2	
European Languages & Literatures	Morena Corradi	1		Karen Sullivan	1	5
Family, Nutrition & Exercise Sciences	Jihee Choi	2		Bridget McFadden	2	6
Graduate School of Library & Information Studies	James Lowry	2	3	Nafiz Zaman Shuva	2	
Hispanic Languages & Literatures	Brais Outes-Leon	2		Juan Caamaño	2	
History	Elissa Bemporad	1	26	Natanya Duncan	1	

FACULTY SENATE ROSTER 2023-2025

Attendance – April 11, 2024

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Library	Eric Silberberg	2	8	Sonali Sugrim	2	
Linguistics & Communication Disorders	Elizabeth Viccaro	2	10	Patricia McCaul	2	
Mathematics	Seth Lehman	2	34	Joh Dharma	2	
Media Studies	Jamie Cohen	1	2	Julian Cornell	1	
Music, Aaron Copland School of	Bruce Saylor	2	21	David Schober	2	
Philosophy	Sari Kisilevsky	2	20	Stephen Grover	2	
Physics	Eucídes Lins Almeida	1	17	Mohammad Ali Mimi	1	
Political Science	Alexander Reichl	2	33	Yan Sun	2	
Psychology	Claudia Brumbaugh	1	14	Giuseppe Cataldo	1	
Sociology	Hongwei Xu	2	7	Ryan Sperry	2	
Urban Studies	Do Lee	1		James Vacca	1	15
<i>DIVISIONAL AT LARGE</i>						
<i>Arts & Humanities</i>	OPEN	1		OPEN	1	
<i>Social Sciences</i>	Larissa Swedell	1	28	Robin Rogers	1	
<i>Education</i>	OPEN	2		OPEN	2	
<i>Mathematics & Natural Sciences</i>	Concettina Pagano	2		OPEN	2	
<i>COLLEGE-WIDE AT LARGE</i>						
	Emily Ripley	2	19	OPEN	2	
	Timothy Benseman	1	25	OPEN	1	
	Jeffrey Bird	1	9	OPEN	1	
	Karen Weingarten OPEN	1	23	OPEN	1	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	2		Lisa Clark	2	

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

Attendance – April 11, 2024

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	At Large			
1.	Moses Parente			
2.	Lauren Ramroop	29		
3.	Shawn Rajkumar			
4.	Rebecca Oppenheimer			
5.	Matthew Robles			
6.	Kathleen Arcangeles			
7.	Farid Oumorou	30		
8.	Muhammad Qasim Raza			
9.	Joshua Negron			
10.	Gaitree Ramrag			
	Undergraduate Upper Junior - Senior			
1.	Johan Muller		Jiyeon Park	
2.	Samuel Joseph		Danielle Williams	
3.	Brandon Scott	31		
	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 – April 11, 2024

<u>EXOFFICIO (NON-VOTING) MEMBERS</u>	<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	
Dr. 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	
<u>CHAIRPEOPLE OF STANDING OR COLLEGE COMMITTEES</u>	
David Lahti, Graduate Curriculum Committee	
Ken Lord, Undergraduate Curriculum Committee	
Stephen Grover, Nominating Committee	
<u>GUESTS</u>	
JAY HERSHENSON	
Shamequa Terry	
Karen Weingarten	
William Bryant	
NON-SCOTT LEE	
Laura Silverman Acting	✓
JOSEPH LOUGHREN	
Patricia Price	✓
ZECO KREIC	