

**The meeting will come to order:**

Chair Manuel Sanudo called the meeting to order at 3:44p.m.

**1. Approval of Agenda:**

- i. MOTION: Duly made by Chair Sanudo:

“To approve the Agenda”

- ii. MOTION: Duly made Senator Erica Davis, Executive Committee Secretary:

“To amend the Agenda to add Item 7a” [University Faculty Senate Election]

Hearing no objections to the motion Senator Davis moved unanimous consent.

- iii. MOTION: Duly made by Chair Sanudo:

“To accept the Agenda as amended”

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

**2. Approval of Minutes:**

- i. MOTION: Duly made by Chair Sanudo:

“To approve the minutes dated November 13, 2014”

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

**2. Announcements, Administrative Reports, and Memorials:**

1. Chair Sanudo announced that President Matos asked him to submit up to 8 faculty and 4 student names to be considered for the Provost Search. Through the Executive Committee we voted to nominate 9 faculty and 3 students and I submitted those names to President Matos. Chair Sanudo explained that the Senate has no rules governing the Provost Search and hopes that maybe in the future there will be a procedure in our Charter or Bylaws that involves the entire Senate. Chair Sanudo introduced Glenda G. Grace, Assistant Vice President, Chief of Staff, and Deputy to the President to answer any questions the senators might have about the Provost Search. AVP Grace announced that the committee has been formed and all the names will be officially announced shortly.

**4. Special Motions (none)**

## ACADEMIC SENATE MINUTES, December 11, 2014

### 5. Committee Reports

#### 5a. Undergraduate Curriculum Committee

MOTION: Duly made by Senator Kenneth Lord, Chair of the UCC Committee:

“To accept the UCC Minutes dated November 13, 2014”

Hearing no objection to the motion, Professor Ken Lord moved unanimous consent.

#### A. General Education

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

1. General Education Advisory Committee  
*No report.*
2. Mathematics and Quantitative Reasoning Advisory Committee  
*No report.*
3. Writing Intensive Advisory Committee.  
*No report.*
4. STEM variant courses.  
*None.*

#### B. Curriculum Changes

##### 1. Political Science

- a. Change in description.

To Read:

PSCI 293: Fieldwork in Political Science.  
3 hr.; 3 cr.

Individual or group field projects or internships with prior approval of the department. This course is repeatable with permission of the chair or political science internship director.

- b. Change in description.

To Read:

PSCI 298.3: Independent Internships in New York City.  
3 hr.; 3 cr.

Substantive internships in local government, media, law, community work, advocacy, and international affairs. Related readings and a term paper will be assigned. Details, requirements, and permission for the program must be obtained from the faculty internship coordinator. This course is repeatable with permission of the chair or the political science internship director.

## ACADEMIC SENATE MINUTES, December 11, 2014

(5a. UCC minutes continued)

- c. Change in description.

To Read:

PSCI 298.6: Independent Internships in New York City.

6 hr.; 6 cr.

Substantive internships in local government, media, law, community work, advocacy, and international affairs. Related readings and a term paper will be assigned. Details, requirements, and permission for the program must be obtained from the faculty internship coordinator. This course is repeatable with permission of the chair or the political science internship director.

### 2. Music

To Read:

MUSIC 255. Chamber Music or Small Ensemble. Prereq.: Permission of the School of Music. All B.M. Students complete at least 4 semesters of chamber music or small ensemble. This requirement is fulfilled by 4 semesters of MUSIC 255.1, 1 hr.; 1 cr., or MUSIC 255.2, 2 hr.; 2 cr. The following courses may meet one or more of the semesters of the required 4 with department permission: 245.1, 256.1, 256.2, 257.1, 285.2, or 356.1. All of these courses may be repeated for credit. Fall, Spring

### 3. CMAL

Change to a Major: Religious Studies

To Read:

The major in Religious Studies is an interdisciplinary program intended for students with an interest in learning about religious text, experience, practice, theology, and other aspects of religion from a nonpartisan and scholarly standpoint. Students are expected to choose two traditions in each of which they will take at least two courses (Buddhism, Christianity, Classical Religion, Hinduism/Eastern Religion, Islam, Judaism), and to complete coursework in comparative approaches to the study of religion as well as in particular disciplinary treatment of religion as an object of study or area of inquiry. All students are required to take Introduction to the Study of Religion by the end of the sophomore year, and the Advanced Seminar in the senior year.

The Religious Studies program is housed in the department of Classical, Middle Eastern and Asian Languages and Cultures. Religious Studies courses are offered in the home department—under the Arabic, Hebrew, Classics, Chinese, East Asian Studies headings—as well as in other departments in the divisions of Arts & Humanities and Social Sciences, including Anthropology, Art History, Philosophy, Sociology.

- b. Change to a Major:

To Read:

Required Courses for the Major:

A. RLGST 201. Introduction to the Study of Religion.

B. Two courses in a single religious tradition:

Buddhism: EAS 130W, ARTH 227, RLGST 211

Hinduism/Eastern Religion: EAS 130W, RLGST 101, RLGST 102

Classical Religion (Ancient Greek, Roman): CLAS 140, CLAS 240

Christianity: ARTH 211, HIST 211, ANTH 290W, ENGL 381

Islam: ANTHRO 204, MES 160, MES 260, MES 300

Judaism: RLGST 103, HEBRW 350W, HEBRW 341, HEBRW 340

## ACADEMIC SENATE MINUTES, December 11, 2014

(5a. UCC minutes continued)

- C. Two courses in a second religious tradition. See (B) above.
- D. Two interdisciplinary courses that approach religion with the methodological tools particular to a discipline taught at QC. SOC 221, PHIL 116, ANTH 224, ANTH 306, CMAL 220, ARTH 211, ARTH 271, HIST 229, URBST 214, URBST 221
- E. One comparative course. Courses that attend to two or three religious traditions, with some analysis of similarities, differences and/or historical interactions and cultural exchange. CMAL 220, CLAS 240, HIST 311, EAS 130W. *This may not be a course that is counted towards requirements B & C (above). Under some circumstances, a course in a third religious tradition may fulfill this requirement. Students should consult with the director.*
- F. One Advanced Seminar. RLGST 390
- G. Three Additional courses.  
All courses listed A-E not already applied to other requirements for the major may count towards this requirement. Additionally, related language courses beyond coursework required of all BA students, may count toward this requirement. These include Latin, Ancient Greek, Biblical Hebrew, Sanskrit, Classical Arabic. Other language courses may be approved by the director of Religious Studies.

No more than 3 courses taken at the 100 level will count toward the major, excluding languages taken for the major in addition to the college requirement.

- c. Change to a Minor:

To Read:

Required Courses for the Minor:

- a. RLGST 201. Introduction to the Study of Religion.
- b. Two courses in one religious tradition.  
Buddhism: EAS 130W, ARTH 227, RLGST 211  
Hinduism/Eastern Religion: EAS 130W, RLGST 101, RLGST 102  
Classical Religion (Ancient Greek, Roman): CLAS 140, CLAS 240  
Christianity: ARTH 211, HIST 211, ANTH 290W, ENGL 381  
Islam: ANTHRO 204, MES 160, MES 260, MES 300  
Judaism: RLGST 103, HEBRW 350W, HEBRW 341, HEBRW 340
- c. One course in a second religious tradition. (See (b) above.)
- d. One Interdisciplinary course chosen from courses that approach religion with the methodological tools particular to a discipline taught at QC: SOC 221, PHIL 116, ANTH 224, ANTH 306, CMAL 220, ARTH 211, ARTH 271, HIST 229, URBST 214, URBST 221
- e. One additional course. All courses listed under any other requirements for the major or minor may count towards this requirement. Additionally, related language courses beyond coursework required of all BA students, may count toward this requirement. These include Latin, Ancient Greek, Biblical Hebrew, Sanskrit, Classical Arabic. Other language courses may be approved by the director of Religious Studies.

- d. Change in credits.

To Read:

RLGST 390. Research Paper. 3 hr., 1-4 cr.

- e. New Course.  
RLGST 201. Introduction to the Study of Religion.

## ACADEMIC SENATE MINUTES, December 11, 2014

(5a. UCC minutes continued)

3 hr.; 3 cr.

The approaches and methodologies, from a variety of disciplines—sociology, anthropology, psychology, philosophy—that have come to define the academic study of religion.

### 4. Accounting

Change in Requirements for the Major in Accounting (Major Code 002) Required 57 credits:

To read:

CSCI 48 (preferred) or 12.

### 5. Drama, Theater and Dance

a. Change in prerequisite and description.

To Read:

DRAM 314. Costume Design II.

3.0 lec.; 3.0 cr.; Prerequisites: DRAM 213 or permission of the instructor.

Advanced projects in costume design for plays, operas, musical theatre, and dance performances. This course follows Drama 213 (Costume Design I) and includes 25 additional hours of practical work in the Costume Shop.

### 6. HLL

a. Change in description.

To Read:

SPAN 45,45W. Hispanic Civilization.

3.0 lec.; 3.0 cr.

This course will deal with the nonliterary aspects of Hispanic culture, such as music, the visual and performing arts, and the history of ideas. The specific topics to be considered will vary from semester to semester and from section to section, and will be announced in advance. Readings and class discussions will be conducted in English.

### 7. History

a. Change to Major.

To Read:

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4. Concentration

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

*Ancient and Pre-Modern History*

Includes HIST 100, 113, 114, 140, 144, 148, 204-206, 208, 209, 251, 286, 301, 311, 352.

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### *European History since the Fall of Rome*

Includes HIST 100, 107-110, 115, 116, 164, 169, 209-211, 213, 215-216, 217, 218, 222, 225, 227, 228, 229, 230-233, 236, 237, 238 239-242, 251-254, 287, 291, 292, 295, 296, 302, 303, 305, 308, 309, 310, 312, 313, 314, 315, 332, 352.

### *United States History*

Includes HIST 163, 168, 255, 258-260, 262, 263, 265-267, 270-278, 284, 285, 288, 297, 299, 340-343, 345, 347, 348, 350, 351.

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

Includes HIST 105, 106, 111, 112, 117, 118, 125, 126, 140-142, 144-149, 160, 166, 255, 256, 289, 294, 295, 309, 311, 339, 355, 360, 361.

### *Jewish History*

Includes HIST 114-116, 237, 248, 249, 251-254, 255, 256, 290, 295, 311, 312, 336, 338, 339.

### *Gender History*

Includes HIST 270-272, 298, 308, 336, 342, 345.

### Legal History

Includes HIST 186, 286-290, 293, 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.

#### b. New Course.

HIST 186. Introduction to Legal History.

3 hours, 3 credits. Prerequisites: None

Introduction to the ways the law and legal documents, such as court proceedings or speeches, legislative processes, and criminal activity and police archives, among other primary sources, may be used by historians to understand broader trends in society, culture, and political life.

#### c. New Course:

HIST 286. Law, Crime, and Society in the Ancient World (VT)

3 hours, 3 credits. Prerequisites: None.

Exploration of trials and other legal case studies in Greece, Rome, the Near East, and other premodern societies. Some topics may include trials related to treason (such as the case of Socrates); corruption (e.g., Julius Caesar); prostitution and sex work; murder; theft; enslavement and manumission; citizenship and immigration; and libel. May be repeated for credit if the topic is different.

#### d. New Course.

HIST 287. Law, Crime, and Society in European History (VT)

3 hours, 3 credits. Prerequisites: None.

Exploration of trials and other legal case studies in early modern and modern European history. Some topics may include developments in the way crime and criminal activity was perceived, transformations in criminal justice and the origins the modern prison system. May be repeated for credit if the topic is different.

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e. New Course.

HIST 288. Law, Crime, and Society in U.S. History (VT)  
3 hours, 3 credits. Prerequisites: None.

Exploration of trials and other legal case studies in U.S. history. Some topics may include the roles of the courts, Congress, the executive branch and the Constitution in the enactment of law as well as the law's impact on individuals' rights. May be repeated for credit if the topic is different.

f. New Course:

HIST 289. Law, Crime, and Society in the Non-western World (VT)  
3 hours, 3 credits. Prerequisites: None.

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.

g. New Course:

HIST 290. Law, Crime, and Society in Jewish History (VT)  
3 hours, 3 credits. Prerequisites: None.

Exploration of trials and other legal case studies in Jewish history. Some topics may include the theoretical status of Jewish law within the surrounding state system, the Jewish communal institutions through which Jewish legal norms were administered, and the challenges the Jewish legal system faced in an environment characterized by legal pluralism. May be repeated for credit if the topic is different.

i. New Course:

HIST 293. Special Topics in Legal History (VT)  
3 hours, 3 credits. Prerequisites: None.

This course examines trends in legal history that are not necessarily defined by region or time period, such as broader historical trends in human rights; privacy; crime and punishment; sex and gender; center and periphery; or property and the economy. May be repeated for credit if the topic is different.

j. Change in title

To read:

HIST 110. Soviet Union.  
3 hours; 3 credits. Prerequisites: None.

### 8. Physics

- a. Change to a major: The Physics option—Bachelor of Science Degree (concentration code 083)

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(5a. UCC minutes continued)

To Read:

Core requirements

PHYS 145.1, 145.4, 146.1, 146.4, 222, 233, 234, 235, 237, 243, 260, 310, 311, 365 and 377.

Elective requirements

At least one 3- or 4-credit physics course at the 200 level or above (except PHYS 204 and 207) and one science/mathematics course approved by the department

Math requirements

The calculus sequence through MATH 201.

- b. Change to a major: The Physics option–Bachelor of Arts Degree (concentration code 08A)

To Read:

Core requirements

PHYS 145.1, 145.4, 146.1, 146.4, 222, 233, 234, 235, 237, 242 (or 243), 260, 310, 365, and 377.

Elective requirements

One 3- or 4-credit physics course at the 200 level or above (excluding PHYS 204 and 207)

Math requirements

The calculus sequence through MATH 201.

- c. Change to a major: The Applied Physics option–Bachelor of Arts Degree (concentration code 08B)

To Read:

Core requirements

PHYS 145.1, 145.4, 146.1, 146.4, 225, 233, 235, 237, 242, 260, 310, and 377.

Elective requirements

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

Math requirements

The calculus sequence through MATH 201.

### 9. Asian American Community Studies

- a. Change in title and description.

To Read:

AACS107. Immigrant Communities in Queens.

3 hr.; 3 cr.

Introduction to the immigrant neighborhood and community life in Queens. Students learn about the latest demographics for the borough, community activities involving new and established residents, and political and civic life, especially for new residents who are struggling to gain rights and recognition in New York City and beyond. The course emphasizes in particular the various local Asian American communities and takes students to guided field visits of Queens neighborhoods.



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(5a. UCC minutes continued)

### 10. Urban Studies

a. Change in title and description.

To read:

URBST206. Global Cities.

3 hr.; 3 cr.

As the world becomes more interconnected, it is also becoming more urbanized. This course explores the global flows of ideas, culture, people, goods, and capital, focusing on how these flows have affected cities across the globe, and on the disparities between cities in the Global North and Global South and within each area.

b. Change in title and description.

To Read:

URBST107. Immigrant Communities in Queens.

3 hr.; 3 cr.

Introduction to the immigrant neighborhood and community life in Queens. Students learn about the latest demographics for the borough, community activities involving new and established residents, and political and civic life, especially for new residents who are struggling to gain rights and recognition in New York City and beyond. The course emphasizes in particular the various local Asian American communities and takes students to guided field visits of Queens neighborhoods.

c. New course.

URBST 249. Gimme Shelter: Housing and Homelessness in Metropolitan Areas.

3 hrs., 3 cr.

Explores the situation of renters, owners, and others seeking shelter in urbanizing areas. How does the housing market affect urban, suburban and neighborhoods change? What is government doing to assure that all residents have decent safe housing? What housing options and programs are available in cities, suburbs and in ex-urban areas? What role do public housing, rent regulation, programs for the homeless, mortgage finance, and other public and private programs play in the development of housing?

d. New course.

URBST 327. Globalization and Urban Poverty

3 hrs., 3 cr.

Explores the massive expansion of impoverished, under-served, and extra-legal “slum” areas in the cities of the global South. Examines the emergence of these areas in the context of the broad socio-economic forces of globalization, urbanization, uneven development, and rising inequality. The course considers conflicting views on the nature and significance of these developments and evaluates various proposals for addressing the social injustices and threats to human health and well-being that these trends have produced.

### 11. Courses taken off Reserve and returned to Active Status

*None.*

### 12. Courses Put on Reserve

*None.*

### 13. Courses Withdrawn

a. EURO 210. The Enlightenment.

## ACADEMIC SENATE MINUTES, December 11, 2014

(5a. UCC minutes continued)

### C. Policy Changes

Students must follow the requirements for the major or minor that appear in the College Bulletin at the time of their matriculation. Students have the option of following newer requirements in their entirety.

#### 5b. Graduate Curriculum Committee

MOTION: Duly made by Professor Richard Bodnar, Dean of Research and Graduate Studies:

“To accept the Graduate Curriculum Committee Minutes dated November 5, 2014”

Hearing no objection to the motion, Professor Bodnar moved unanimous consent.

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#### Graduate Curriculum Committee Minutes November 5, 2014

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#### 1. Elementary and Early Childhood Education

##### NEW ELEMENTARY AND EARLY CHILDHOOD EDUCATION GRADUATE PROGRAM FOR NEW YORK CITY TEACHERS ON SABBATICAL

##### Content Area Literacy Across the Curriculum: A Sabbatical Program for New York City Teachers

##### A Certificate of Advanced Study Awarded Upon Completion

EECE Curriculum Committee Vote on September 12, 2014  
8 in favor 1 against

##### ELEMENTARY AND EARLY CHILDHOOD EDUCATION DEPARTMENT QUEENS COLLEGE CITY UNIVERSITY OF NEW YORK TEACHER EDUCATION PROGRAM REGISTRATION

**PROGRAM TITLE:** Content Area Literacy Across the Curriculum: A Sabbatical Program  
for New York City Teachers

**DEGREE AWARDED:** Certificate of Advanced Study for New York City Sabbatical

**PROGRAM DESCRIPTION:**

The Elementary And Early Childhood Education Department's Sabbatical Program consists of five three credit courses with a one credit of independent study. Completion of the course of study will result in a Certificate of Advanced Study. This program is an addition to the Queens College Elementary and Early Childhood Education Department's existing 15 Credit Post Masters Certificate Program. The existing program consists of advanced certificates in the fields of Early Childhood Education (Birth to Second Grade), Language Minority Education, Child Developmental Psychology, Science Education, Social Studies Education, Math Education and Children's Literature.

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The purpose of this program is to create an integrated course of study in the Queens College Elementary and Early Childhood Education Department that is only available to teachers in the New York City schools, who have been awarded a sabbatical for the academic year. This program is designed to address the current challenges faced by elementary school teachers to provide rigorous, standards-based instruction across the content areas of science, math and social studies. Emphasis is placed on aligning content in these subject areas with national standards (Common Core State Standards in ELA and Mathematics, Next Generation Science Standards, The College, Career, and Civic (C3) Framework for Social Studies State Standards) and state and New York City scope and sequence documents. The emphasis is on bringing a disciplinary perspective into the classroom, enabling teachers and students to think like a scientist, mathematician, and historian. Drawing on the Elementary and Early Childhood Education Department's long-term commitment to literacy instruction and children's literature, courses also introduce quality fiction and nonfiction literature as well as strategies for using oral and written language to learn. All courses are designed to provide teachers with up-to-date knowledge in elementary education and practical strategies for applying this knowledge.

- **JUSTIFICATION FOR THE NEW PROGRAM:**

The Elementary and Early Childhood Education Department Sabbatical Program for New York City Teachers is designed to reflect the New York City Board of Education's requirements for approval of an application by an eligible teacher for a sabbatical. These requirements specify an integrated program with courses offered during a normal board of education school day

- The New York City Board of Education's sabbatical requirements (Personnel Memorandum # 7, February 14, 2013):

1) All courses for study sabbatical and the project selected for the educational research project must be job-related courses.

2) The project must be significantly rigorous and must have evident links that translate into improved instructional delivery of content to students.

3) Elementary school teachers must include courses or complete a project that promotes growth in a range of potential assignments.

4) Programs and projects devoted exclusively to literacy are acceptable for all elementary school teachers.

5) The majority of courses in each semester must be taken during normal Department of Education school hours when staff member would otherwise be on duty

How the Elementary and Early Childhood Education Department Sabbatical Program for New York City Teachers meets the requirements of the New York City Board of Education:

Based on the New York City Board of Education's requirements for teacher sabbaticals, , the new Elementary and Early Childhood Education Department's sabbatical program meets teacher's needs in the following ways:

The sabbatical program consists of sixteen credits as required by the New York City Board of Education, rather than the fifteen credits of other Elementary and Early Childhood Education

## **ACADEMIC SENATE MINUTES, December 11, 2014**

Department post masters programs.

At least two of the courses will be offered in the daytime during the fall and spring semesters. Most of the graduate courses in the Elementary and Early Childhood Education Department are offered in the evening.

The courses in the sabbatical program are rigorous with links to the four major content areas of the elementary curriculum: language arts, math, science, and social studies

All courses are designed for integrated content and instruction in grades one to six.

### **STUDENTS:**

#### **Eligibility for Sabbatical Leave:**

Teachers are eligible to request sabbatical leave after fourteen years of service with the New York City Board of Education

The sabbatical cap is 5% of the eligible faculty of any school or organizational unit and includes all sabbatical leaves, except special study sabbatical leaves to achieve state certification

#### **Potential Students for the Elementary and Early Childhood Education Department's sabbatical program:**

Although not limited to the boroughs of Brooklyn and Queens, our largest potential pool of students would come from these two boroughs

The total number of elementary teachers in Brooklyn and Queens as of school year 2013/2014 equals 18,326

The total number of elementary teachers in Brooklyn and Queens as of school year 2013/2014, who have over 14 years appointed service, equals 6,688

The total number of elementary teachers in Brooklyn and Queens who took a sabbatical during school year 2013/2014 equals 60

#### **Similar Programs at other CUNY campuses and institutions of Higher Education in greater New York:**

Only the College of Staten Island offers a program designed for New York City teachers on sabbatical. The program is more general than The Elementary and Early Childhood Education Department's proposed program and is designed for both elementary school and secondary school teachers. Other CUNY and private universities that would attract elementary school teachers in Brooklyn and Queens do not have sabbatical programs. This group includes Hunter College, Brooklyn College and St John's University. The proposed sabbatical program will serve needs that are not yet being served by other similar colleges.

#### **Admissions Requirements and Oversight:**

To be admitted to the sabbatical program, the student must be a New York City Board of Education appointed teacher in the elementary grades, who is applying for sabbatical leave. The student must have an earned master's degree and teacher certification. Although no specific GPA is required for admission, once in the program students will be expected to maintain a B average.

One individual within the Elementary and Early Childhood Department will have the responsibility of coordinating the Sabbatical Program in conjunction with the other post masters programs offered by Elementary and Early Childhood Education Department. That individual will chair a committee made up of the directors of each of the programs. The committee chair may be one of the directors. The committee will be responsible for screening applications for admission to the program, monitoring student progress and recommending students for the Certificate of Advanced Study, once the required coursework is completed.

The teachers themselves pay tuition. Tuition is not paid by the New York City Board of Education.

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### **CURRICULUM:**

All courses in the sabbatical program are existing courses. There are no new courses and no new faculty will be hired specifically for this program (See Attached forms). New sections will be created as enrollment increases

### **BUDGET:**

The courses listed for the sabbatical program are presently part of the course requirements for the MEd and MAT degree programs in Elementary and Early Childhood Education. In courses that are not fully enrolled, available MEd and MAT students can be added to the course without incurring further expenditures in terms of faculty.

### **Content Area Literacy Across the Curriculum: A Sabbatical Program for New York City Teachers Certificate of Advanced Study**

**EECE 796**     Problems in History Through Literature: 3 cr

This course takes an interdisciplinary approach to curriculum by combining the content and process of “doing history” with the focused use of language arts (reading, writing, speaking, and listening) as a means of learning in the elementary school. By applying the critical perspective of historians to the study of quality children’s literature dealing with the past, this course engages teachers in curricular issues of both content and process. Content topics include (1) developing a questioning approach to biography, (2) learning to use historical photographs, (3) developing academic vocabulary, and (4) learning strategies for making sense of history.

**EECE 797**     Queens as a Learning Lab: 3 cr

Working with organizations, institutions, and historical sites within the borough of Queens, students investigate and reflect on teaching and learning strategies for a study of Queens in their classrooms. Emphasis is on historical, geographical, political, economic, and social development of the borough.

**EECE 750**     Modern Learning Technologies across the Content Areas: 3cr.

Students learn to use modern technology to enhance the learning of core curriculum subjects. Technology literacy is acquired through classroom laboratory experiences, readings, and writing requirements. Students learn to apply modern technology tools

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to school curriculum.

**EECE  
798**

Reading and Writing for Learning in Science: 3 cr.

This course is designed to promote engaged learners who demonstrate curiosity, search for understanding in self-guided ways, communicate with others to share and test their ideas, contribute to the creation of a community of learners, and bring an enthusiastic quality to the classroom. Students learn to create science-learning environments that promote engaged readers and writers, and develop strategies that promote reading and writing in science.

**EECE  
799**

Exploring Mathematical Ideas Through Literature: 3cr

This course explores the idea of literature in an elementary school mathematics program. Students discuss criteria for selecting books and address issues of equity in children’s literature such as gender and multicultural perspectives. Students examine a wide range of mathematical literature and develop effective instructional strategies for using these books to explore important mathematical concepts.

**EECE  
800**

Final Project: 1 cr

In this course, students engage in a project that applies ideas encountered in previous courses to their specific teaching assignment and interests.

**Faculty for Elementary and Early Childhood Education Department Sabbatical Program**

	<b>Full Time</b>	<b>Adjunct</b>
Myra Zarnowski, Professor	Y	
Beverly M. Bisland, Associate Professor	Y	
Ashraf Shaddy, Assistant Professor	Y	
Susan Turkel, Associate Professor	Y	
Michelle Fraboni, Lecturer	Y	

**ACADEMIC SENATE MINUTES, December 11, 2014  
SED BI**

Program Content and Requirements		Please place an x in the appropriate column		
	Course Number and Course Title*	No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the college core (if applicable)				
List each course required for the major (include any field experience, research, thesis, or capstone course)				
	<b>EECE 797: Queens As A Learning Lab</b>	<b>3</b>	<b>NO</b>	<b>NO</b>
	<b>EECE 796: Problems in History Through Literature</b>	<b>3</b>	<b>NO</b>	<b>NO</b>
	<b>EECE 750: Modern Learning Technologies across the Content Areas</b>	<b>3</b>	<b>NO</b>	<b>NO</b>
	<b>EECE 798: Reading and Writing for Learning in Science</b>	<b>3</b>	<b>NO</b>	<b>NO</b>
	<b>EECE 799: Exploring Mathematical Ideas Through Literature</b>	<b>3</b>	<b>NO</b>	<b>NO</b>
	<b>EECE 800: Final Project</b>	<b>1</b>	<b>NO</b>	<b>NO</b>

\* MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.

**ACADEMIC SENATE MINUTES, December 11, 2014**

Program Content and Requirements		Please place an x in the appropriate column			
List each elective course required for the major (if applicable)	Course Number and Course Title *	No. of Credits	Is this a new course?	Is this a revised course?	
List each general elective course (if applicable)					
Total credits in the program		<b>16</b>			

**New and revised courses**

For all new and revised courses identified above, provide a copy of the syllabus. For existing courses, which are a part of the major, enclose a copy of the catalog description; include prerequisites, if applicable.

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\* MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.



## ACADEMIC SENATE MINUTES, December 11, 2014

### Program Scheduling

Using the appropriate table on this or the following page, show the sequencing and scheduling of courses and credits in the program, by semester or quarter/trimester, for the first full cycle of the program (for example, four semesters for a traditionally-structured associate degree). Include additional semesters if offered on a part- time basis. These pages may be duplicated as needed.

Table for **semester** programs

FALL		SPRING	
COURSE TITLE	CREDITS	COURSE TITLE	CREDITS
EECE 797: Queens As A Learning Lab	3	EECE 798: Reading and Writing for Learning in Science	3
EECE 796: Problems in History Through Literature	3	EECE 799: Exploring Mathematical Ideas Through Literature	3
EECE 750: Modern Learning Technologies across the Content Areas	3	EECE 800: Final Project	1
<b>Total Credits</b>	<b>9</b>	<b>Total Credits</b>	<b>7</b>

### SED D

#### FACULTY

List the name and qualifications of each faculty member, for each course in the major and for each new, required non-major course, using the tables on this and the following page. Identify the core faculty responsible for the program with an asterik. Graduate faculty must have an earned doctorate or otherwise demonstrate special competence. Faculty resumes should be available on request. These pages may be duplicated as needed.

**ACADEMIC SENATE MINUTES, December 11, 2014**

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)
EECE 796: Problems in History Through Literature	3	Myra Zarnowski	Ed.D. University of Georgia
EECE 797: Queens County As A Learning Lab	3	Beverly M. Bisland	EdD. Columbia University Social Studies Education
EECE 798: Reading and Writing for Learning in Science	3	Ashraf Shaddy	PhD., Graduate Center, City University of New York Specialization in Science
EECE 799: Exploring Mathematical Ideas Through Literature	3	Susan Turkel	EdD. Columbia University Specialization in Mathematics Education
EECE 750: Modern Learning Technologies	3	Michelle Fraboni	MSEd., Elementary Education, Queens College/CUNY Specialty: Instructional Technology Doctoral Candidate: Instructional Technology and Media Teachers College, Columbia University
EECE 800: Integrated Core Curriculum Design Workshop	1	Core faculty	

Table continued on next page  
FACULTY (continued)

**ACADEMIC SENATE MINUTES, December 11, 2014**

<p><b>Relevant Occupational Experience</b> (e)</p>	<p><b>Relevant other experience (such as certification/ licensure)</b> (f)</p>	<p><b>Recent Scholarly Contributions (optional below baccalaureate level)</b> (g)</p>
<p>1. Professor in children's literature and social studies</p>	<p>Certified in Elementary Education N-8 (New York)</p> <p>Elementary school teacher grades 3,5,6 and 7.</p>	<p><b>Zarnowski, M.</b> (2013). Reading for the mystery in nonfiction science books. <i>Journal of Children's Literature</i>, 39 (2), 14 -21.</p> <p><b>Zarnowski M., &amp; Turkel, S.</b> (2013). How non-fiction reveals the nature of science. <i>Children's Literature in Education</i>, 44(4), 295-310.</p> <p><b>Zarnowski M., &amp; Turkel, S.</b> (2012). Creating new knowledge: Books that Demystify the Process. <i>Journal of Children's Literature</i>, 38(1), 28-34.</p> <p><b>Zarnowski M., &amp; Turkel, S.</b> (2011) Nonfiction literature that highlights inquiry: How real people solve real problems. <i>Journal of Children's Literature</i>, 37(1), 30-37.</p>
<p>2. Assistant Professor and Lecturer in social studies education 1995 to 2014 Associate Professor 2014 Focus on technology infused instruction 2002 to present</p>	<p>Certification in Social Studies 7-12 (New York State)</p> <p>Certification as School District Administrator (New York State)</p> <p>Social Studies Teacher, gr 6 -12, 1966- 1988, various locations</p> <p>Trustee, South Huntington Board of Education, Long Island, New York 1993 – 1999</p> <p>Vice – President,</p>	<p><b>Bisland, B.M.</b> (2014). United States government websites for children: How useful are they for content instruction? In Russell, W.B. III (Ed.), <i>Digital Social Studies</i>, (pp. 391-409). Charlotte, NC: Information Age Publication.</p> <p><b>Bisland, B.M.</b> (2011). The marginalization of social studies in the elementary school: An</p>

**ACADEMIC SENATE MINUTES, December 11, 2014**

	<p>1994 – 1996</p>	<p>overview. In Russell, W.B. III (Ed.), <i>Contemporary Social Studies: An Essential Reader</i>, (pp. 173-191). Charlotte, NC: Information Age Publication.</p> <p><b>Bisland B. M.</b>, O'Connor, E.A., &amp; Malow, M. S. (2009/2010) Perspectives, practices and constraints in social studies instruction: A case study of alternatively certified elementary teachers. <i>International Journal of Social Education</i>, 24(2), 117-144</p>
<p>3.Assistant Professor in Science Education</p>	<p>New York State Certificate: School District Administrator:</p> <p>Permanent.02/06 New York State Certificate: Chemistry &amp; General Science 7-12: Permanent 09/96 Secondary Science Teacher: 1990-1995 Science and Mathematics Administrator and Coordinator: 1995-2008</p>	<p>Tobin, K., &amp; <b>Shady, A.</b> (Eds.). (2014). <i>Producing successful science and math education: Teachers and students working collaboratively</i>. Rotterdam, NL: Sense Publishing.</p> <p>Siry, C., Horowitz G., Otulaja, F., Gillespie, N., <b>Shady, A.</b>, and Augustin, L. (2008) In search of new lights: getting the most from competing perspectives. <i>Cultural Studies of Science Education</i>, 3 (2), 451-470.</p> <p><b>Shady, A.</b> (2013). Negotiating cultural differences in urban science education: an overview of teacher's first-hand experience</p>

**ACADEMIC SENATE MINUTES, December 11, 2014**

		reflection of cogen journey. <i>Cultural Studies of Science Education</i> . DOI: 10.1007/s11422-013-9486-7.
4. Associate Professor in Mathematics Education	<p>Certified in Elementary Education N-8 (New York)</p> <p>Mathematics teacher grades 6-8</p> <p>Elementary school teacher grades 3 and 6</p>	<p>Zarnowski M., &amp; <b>Turkel</b>, S. (2013). How non-fiction reveals the nature of science. <i>Children's Literature in Education</i>, 44(4), 295-310.</p> <p>Zarnowski M., &amp; <b>Turkel</b>, S. (2012). Creating new knowledge: Books that Demystify the Process. <i>Journal of Children's Literature</i>, 38(1), 28-34.</p> <p>Zarnowski M., &amp; <b>Turkel</b>, S. (2011) Nonfiction literature that highlights inquiry: How real people solve real problems. <i>Journal of Children's Literature</i>, 37(1), 30-37.</p>
5. Lecturer in Instructional Technology	<p>New York State Permanent Certification Nursery to Grade 6</p> <p>New York City Common Branch License Pre-K to 6</p> <p>Minnesota Teaching License Pre-K to 6</p>	<p>Fernandez, E. &amp; <b>Fraboni</b>, M. (2012). But are they connected? A report on the Queens College technology survey of the use of ubiquitous tools for learning. <i>Ubiquitous Learning: An International Journal</i>. 4(3). 13-31.</p> <p><b>Fraboni</b>, M. (2005). Teaching and learning: The world wide web. In Farenga, S. and Ness, D., (Eds). <i>Encyclopedia on Education and Human</i></p>

**ACADEMIC SENATE MINUTES, December 11, 2014**

		<i>Development</i> , New York: M,E.Sharpe, Inc.
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**Faculty Assignment**

For each faculty member listed on the previous pages provide the information requested below.

Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits
Myra Zarnowski	Professor	FT	PT	EECE 352 Teaching Social Studies in the Elementary School	3
				EECE 800 Issues in Children Literature	3
				EECE 746 Non-fiction Literature for Children	3
				EECE 742 Reading Materials for Children	3
				EECE 340 Teaching Reading in the Elementary School K-2	3
				EECE 341 Teaching Reading in the Elementary School 3-6	3
Beverly M. Bisland	Associate Professor	FT	PT	EECE 545 Social Studies in the Elementary School	3

**ACADEMIC SENATE MINUTES, December 11, 2014**

Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits
				EECE 352 Teaching Social Studies in the Elementary School	3
Susan Turkel	Associate Professor	FT	PT	EECE 350 Teaching Mathematics in the Elementary School	3
				EECE 751 Teaching Mathematics in the Elementary School	3
				EECE 752 Mathematical Snapshots: Mathematics in Everyday Life	3
				EECE 756 Geometry, Art and Mathematical Thinking	3
				EECE 550 Mathematics in the Elementary School	3
Ashraf Shaddy	Assistant Professor	FT	PT	EECE 351: Teaching Science for Elementary School Teachers	3
				EECE 800: Issues in Math, Science and Technology Education	3
				EECE 757: Physical Science Workshop for the Elementary Classroom	3

**ACADEMIC SENATE MINUTES, December 11, 2014**

Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits
				EECE 555: Teaching Science for Elementary School Teachers	3
				EECE 759 :Environmental Literature	3
Michelle Fraboni	Lecturer	FT	PT	EECE 734: Telecommunications and WWW in the Classroom	3
				EECE 735: Multimedia in the Classroom	3
				EECE 800: Integrating Technology into Social Studies, Social Studies and Technology: Exploring Local History, Independent Study in Instructional Technology	3

**Faculty To Be Hired**

If faculty have not yet been retained, specify the number and title of new positions to be established and minimum qualifications:

Title of Position	Number of New Positions	Minimum Qualifications



**ACADEMIC SENATE MINUTES, December 11, 2014**


**ADMISSIONS**

List the admission requirements for students in this program, including any special or optional admission requirements for this program. Describe how these requirements are intended to help assure that students are prepared to complete the program. Describe how the admission procedure will encourage enrollment by persons from groups historically underrepresented in the discipline or occupation.

To be admitted to the sabbatical program, the student must be a New York City Board of Education appointed teacher in the elementary grades, who is applying for sabbatical leave. The student must have an earned master’s degree and teacher certification. Although no specific GPA is required for admission, once in the program students will be expected to maintain a B average.

**SED E**

**Projected Expenditures for the Proposed Program**

Expenditures <sup>1</sup>	1 <sup>st</sup> Year Academic Year <sup>2</sup>	2 <sup>nd</sup> Year Academic Year <sup>2</sup>	3 <sup>rd</sup> Year Academic Year <sup>2</sup>	4 <sup>th</sup> Year Academic Year <sup>2</sup>	5 <sup>th</sup> Year Academic Year <sup>2</sup>
<i>Faculty</i> <sup>3</sup>					
New Resources <sup>4</sup>					

<sup>1</sup> Specify the inflation rate used for projections.

<sup>2</sup> Specify the academic year.

<sup>3</sup> Include fringe benefits.

<sup>4</sup> New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

**ACADEMIC SENATE MINUTES, December 11, 2014**

<i>Equipment</i> <sup>5</sup>					
New Resources <sup>4</sup>					
<i>Other</i> <sup>6</sup>					
New Resources <sup>4</sup>					
Total					
New Resources <sup>4</sup>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>

**Projected Revenue Related to the Proposed Program**

Revenues <sup>7</sup>	1 <sup>st</sup> Year Academic Year <sup>8</sup>	2 <sup>nd</sup> Year Academic Year <sup>2</sup>	3 <sup>rd</sup> Year Academic Year <sup>2</sup>	4 <sup>th</sup> Year Academic Year <sup>2</sup>	5 <sup>th</sup> Year Academic Year <sup>2</sup>
<i>Tuition Revenue</i> <sup>9</sup>					
01. From Existing Sources <sup>10</sup>					
02. From New Sources <sup>11</sup>	17 students (in 6 courses) x 16 credits	20 students (in 6 courses) x 16 credits	20 students (in 6 courses) x 16 credits	25 students (in 6 courses) x 16 credits	25 students (in 6 courses) x 16 credits
<b>03. Total</b>	<b>\$99,280.00</b>	<b>\$116,000.00</b>	<b>\$116,000.00</b>	<b>\$146,000.00</b>	<b>\$146,000.00</b>
<i>State Revenue</i> <sup>12</sup>					
04. From					

<sup>5</sup> Include here equipment which is not a capital expenditure.

<sup>6</sup> Specify what is included in "other" category, (e.g., library staff and additional acquisitions, student services staff, administrative or clerical staff, facilities, student financial aid).

<sup>7</sup> Specify the inflation rate used for projections.

<sup>8</sup> Specify the academic year.

<sup>9</sup> Please explain how tuition revenue was calculated.

<sup>10</sup> Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.

<sup>11</sup> New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.

<sup>12</sup> Public institutions should include here regular State appropriations applied to the program. Independent institutions should estimate Bundy aid generated by degrees awarded in the program.

**ACADEMIC SENATE MINUTES, December 11, 2014**

Existing Sources <sup>4</sup>					
05. From New Sources <sup>5</sup>					
<b>06. Total</b>					
<i>Other Revenue</i> <sup>13</sup>					
07. From Existing Sources <sup>4</sup>					
08. From New Sources <sup>5</sup>					
<b>09. Total</b>					
<i>Grand Total</i> <sup>14</sup>					
10. From Existing Sources <sup>4</sup>					
11. From New Sources <sup>5</sup>	\$99,280.00	\$116,800.00	\$116,000.00	\$146,000.00	\$146,000.00
<b>TOTAL</b>					

**Projected Capital Expenditures for the Proposed Program**

Expenditures	1 <sup>st</sup> Year Academic Year <sup>15</sup>	2 <sup>nd</sup> Year Academic Year <sup>15</sup>	3 <sup>rd</sup> Year Academic Year <sup>15</sup>	4 <sup>th</sup> Year Academic Year <sup>15</sup>	5 <sup>th</sup> Year Academic Year <sup>15</sup>
1. Capital Facilities					
2. Equipment (Capital Expenditures) <sup>16</sup>					

<sup>13</sup> Specify what is included in "other" category.

<sup>14</sup> Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

<sup>15</sup> Specify the academic year.

<sup>16</sup> Do not include equipment expenditures made from the operating budget; include these expenditures in Table 1.

**ACADEMIC SENATE MINUTES, December 11, 2014**

3. Total Capital Expenditures	NONE	NONE	NONE	NONE	NONE
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**5c. Nominating Committee**

MOTION: Duly made by Professor Roberta Brody:

“To accept the Nominating Report dated December 11, 2014”

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

**1. Admissions and Re-Entry Standards, Committee on Undergraduate**

a) The following faculty members were elected by unanimous consent.

Leslee Grey	Education	December, 2016
Steven Leventhal	At-Large	December, 2016

b) The following student was elected by unanimous consent.

Zev Chabus	At-large	December, 2016
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**2. Campus Affairs, Environment, and Graduation Advisory Committee**

a) The following student was elected by unanimous consent.

Galib Ahmed	Social Science	December, 2016
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**3. Elections Committee**

a) The following student was elected by unanimous consent.

Karl Young	Any	December, 2015
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**4. Graduate Curriculum Committee**

a) The following faculty members were elected by unanimous consent.

Eve Bernstein	M&NS	December, 2015
Janice Smith	A&H	December, 2016

**5. International Student Affairs Committee**

a) The following faculty member was elected by unanimous consent.

## ACADEMIC SENATE MINUTES, December 11, 2014

(5c. Nominating Committee continued)

Sung Eun Choi                      Any                                      December, 2016

- b) The following student was elected by unanimous consent.

Zainab Bhatti                      Any                                      December, 2016

### 6. Teaching Excellence and Evaluation Committee

- a) The following student was elected by unanimous consent.

Cecilia Britz                      Any                                      December, 2016

### 7. Undergraduate Curriculum Committee

- a) The following faculty members were elected by unanimous consent.

Ken Lord                              M&NS                                      December, 2016

Joel Allen                              Social Science                              December, 2016

- b) The following students were elected by unanimous consent.

Casey Megan                      Social Science                              December, 2016

Anmol Singh                      At-Large                                      December, 2015

### 8. Undergraduate Scholastic Standards Committee

- a) The following faculty members were elected by unanimous consent.

Kathleen Mangianello                      M&NS                                      December, 2015

Mariana Zinni                              A&H                                      December, 2016

Maria Sabitova                              At-Large                                      December, 2016

- b) The following student was elected by unanimous consent.

Erica Davis                              At-Large                                      December, 2016

### 9. Special Committee on Governance

- a) The following student was elected by unanimous consent.

Anmol Singh                      Any                                      April, 2016

### 10. Subcommittee on Honorary Degrees

- a) The following student members were elected by unanimous consent:

Galib Ahmed                      Social Science                              September, 2015

## ACADEMIC SENATE MINUTES, December 11, 2014

(5c. Nominating Committee continued)

Zainab Bhatti	A&H	September, 2016
Karl Young	M&NS	September, 2015

### 11. Special Committee on Technology and Library

a) The following faculty member was elected by unanimous consent.

Steven Leventhal	Social Science	April, 2015
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### 5d. Subcommittee of Honorary Degrees

MOTION: Duly made by Susan Rotenberg, Chair of the Subcommittee on Honorary Degree:

“To approve an Honorary Degree for Jonathan Kozol”

Hearing no objection to the motion, the Chair of the Subcommittee on Honorary Degrees, moved unanimous consent.

### 5e. Report of the Special Committee on Governance

i. MOTION: Duly made by Parliamentarian Dave Fields, Chair of the Special Committee on Governance:

“To adopt the Report of the Special Committee on Governance to amend the Charter Section II A2e”

Hearing no objection to the motion, Parliamentarian Fields moved unanimous consent.

ii. MOTION: Duly made by Parliamentarian Dave Fields, Chair of the Special Committee on Governance:

“To adopt the Report of the Special Committee on Governance to amend the Bylaws Article VII Section 1.”

Hearing no objection to the motion, Parliamentarian Fields moved unanimous consent.

### **Report of the Special Committee**

#### **On** **Governance**

I. Amend the Charter to allow a member of the Adjunct Faculty to run and be elected to one seat in the Academic Senate.

Be it Resolved, that the Queens College Academic Senate requests that the Board of Trustees approve the following amendment to the Queens College Academic Senate Charter Section II A 2 e.

## ACADEMIC SENATE MINUTES, December 11, 2014

### A. Faculty - 40

1. Each academic department shall elect one (1) Senator.
  2. The balance of the 40 faculty Senator seats shall be divided as follows:
    - a) One (1) faculty Senator elected at large from the Division of the Arts.
    - b) One (1) faculty Senator elected at large from the Division of the Social Sciences.
    - c) One (1) faculty Senator elected at large from the Division of Mathematics and the Natural Sciences.
    - d) One(1) faculty Senator elected at-large from the Division of Education.
    - e) The remaining faculty Senators shall be elected at large, College-wide[.] with one seat open for a member of the adjunct faculty of Queens College. If no adjunct faculty member runs for the seat, it will be filled by a member of the full-time faculty.
- II. Amend the Bylaws of the Senate to allow adjunct faculty members to run for faculty seats on Senate Committees.

Be it resolved that the following Bylaw amendment to Article VII Section 1 be adopted.

#### Section 1.

*The term "Academic Senate Committee" shall apply to all standing committees, college wide committees, and special committees created by the Academic Senate. Faculty seats on these committees are open to Adjunct faculty who teach at Queens College.*

*Please note that materials to be added are underlined and materials to be deleted are in [brackets].*

### 6. **Old Business (none)**

### 7. **New Business**

#### **7a. University Faculty Senate Elections**

MOTION: Duly made by Senator Erica Davis, Executive Committee Secretary:

“To elect two faculty members to the University Faculty Senate”

Note: Chair Sanudo announced that only the faculty can vote.

## **ACADEMIC SENATE MINUTES, December 11, 2014**

(7a. UFS Elections continued)

Hearing no objection to the motion, the following faculty members were elected by unanimous consent.

Subash Gandhi	(3 year term)
Manuel Sanudo	(3 year term)

MOTION: Duly made by Parliamentarian Dave Fields seconded and passed:

“To Adjourn”

The meeting was adjourned at 4:00 pm. The next Special Academic Senate meeting is on February 5, 2015.