

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE May 5, 2016

The meeting will come to order:

Chair Manuel Sanudo called the meeting to order at 3:46 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Sanudo:

“To approve the Agenda”

Hearing no objection the Chair moved unanimous consent.

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Sanudo

“To approve the Minutes dated April 14, 2016”

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

3. Announcements, Administrative Reports and Memorials:

3a. Memorial for Professor George Axelrad (postponed until fall)

1. Senator Katherine Profeta, Drama Theatre Dance announced the Student Choreography Showcase production of “(R)Evolution” will open on May 11 and run through May 15 in Rathaus Hall Room M11. Tickets can be purchased at the Colden Auditorium Box Office or at: www.kupferbergc.org.
2. Chair Sanudo thanked the Senators for all their hard work during the year. Also, next week is the first meeting of the New Senate and elections will take place.
3. David Gerwin, Acting QC Chapter Chair of PSC/CUNY announced there is a strike authorization vote on now until May 11. There are no immediate strike plan now, however, this is an authorization for the Executive Committee to be able to call a strike if negotiations with CUNY/Albany run into difficulty.

4. Special Motions (none)

5. Committee Reports

5a. Undergraduate Curriculum Committee

Editorial corrections: Page 12. Item 13a. Biology To read: ADD Prereq: BIOL 105
Page 19. Item 19.f. English To read: ADD- ENGL 350 Early American
Literature

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(5a. UCC minutes continued)

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

“To accept the Undergraduate Curriculum Committee Minutes dated April 14, 2016 as amended”

Hearing no objection to the motion, Senator Kenneth Lord moved unanimous consent.

A. General Education

Numbered proposals available for review at 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. CMAL

Change to Major: Middle East Studies (MIDES-BA)

To Read:

1. Foreign language:

Both A and B must be satisfied:

- A. Two semesters of college-level Arabic, including ARAB 101, 102, 203, 204, 305, or 306
- B. Two semesters of Hebrew, Farsi, Turkish, or two more semesters of Arabic. An exemption for this half of the requirement will be given to students who satisfy the college language requirement in one of the four languages. (6-12 credits)

2. Introductory courses:

MES 160 and MES 255W; or, one of these two courses and one of the following history courses: HIST 146, 147, 148, or 149. (6 credits)

3. Core courses:

Four of the following: HIST 204, 256 or 298, MES 155, 240, 250 or 260, PSCI 240, or one more introductory course (listed above) not already taken. (12 credits)

Electives:

Three additional courses chosen in consultation with an advisor within the department's offerings in Arabic, Hebrew, or Middle Eastern Studies, or college-wide courses relevant to the Middle East. Elective courses may include any combination of ANTH 204, 212, CMLIT 208, 245, HEBRW 150, HIST 255VT, 295, MES 170, or 270. (9 credits)

Elective courses may include courses listed as Introductory or Core Courses that have not been taken for those requirements in consultation with the major advisor.

Senior Seminar:

Either A or B must be satisfied:

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A. MES 300

B. With permission of an advisor, a 300-level course or seminar on a Middle Eastern topic in another department (300 level courses counting towards the Senior Seminar requirement include HEBRW 350W, HIST 311, 338). (3 credits)

b. Change to Minor: Arabic

To Read:

Required: 15 credits beyond ARAB 102, of which 6 credits will normally be in language study (two courses from Arab 203, Arab 204, Arab 305, or Arab 306); the others will be in courses taught in English relevant to the history and civilization of Islam and the literature and culture of the Arab world. Such courses include MES 155, 160, 170, 190, 255W, 250, 270, 300, HIST 146, 147, 148, 149, 204, 255VT, 295, 298, 311, ANTH 204, 212, PSCI 240, 260. Programs should be arranged in consultation with the minor coordinator or the chair.

2. Math

a. Change in prerequisite.

To Read:

MATH 122. Precalculus. 4 hr., 4 cr.

Prereq: Three years of high school math or MATH 115

3. FNES

a. New Course

FNES 260. Research Methods in Nutrition. 3 hr.; 3 cr. Prereq.: Psych 107. Understanding research methods and design with a focus on the interpretation and evaluation of research in the role of diet and nutrition in health promotion.

To Read:

Didactic Program in Dietetics (DPD): FNES 101, 104, 106, 147, 203, 260, 263, 264, 275, 307W, 337, 365, 366, 368, 378 and 380; CHEM 101.1 and 101.3, CHEM 102.1 and 102.3 and CHEM 103.1 and 103.3; BIOL 11, 43, and 44; PSYCH 101 and 107.

4. Anthropology

a. New course:

ANTH 216. Peoples of Southeast Asia.

3 hours, 3 credits. Prerequisite: Six credits in social science or sophomore standing

b. New course:

ANTH 237. Violence.

3 hour, 3 credits. Prerequisite: Six credits in a social science or sophomore standing.

Violence takes many forms, from the everyday violence of inequality, poverty, and discrimination to more spectacular forms such as war, terrorism, and mass shootings. This course examines how anthropologists use ethnographic methods to explore the many causes and forms of violence, as well as the ways that individuals and communities try to rebuild their shattered worlds in the aftermath of violent conflict.

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c. New course:

ANTH 332. Anthropology of Memory.

3 hours, 3 credits. Prerequisite: twelve credits in anthropology including 200 and 201 as a pre- or co-requisite or permission of the instructor.

Examination of the interplay of individual and collective memory and the processes through which representations of the past are produced and challenged. We will pay special attention to how the media of memory—images, rituals, stories, monuments, and landscapes—shape the ways the past is recalled and selectively forgotten.

d. Change in prerequisites:

To:

ANTH 354. Time. 3 hr.; 3 cr. Prerequisite.: ANTH 101 or 103 and completion of the Pathways flexible core requirements. The exploration of human understanding and experience of time from multiple perspectives including social sciences, philosophy, literature, and the natural sciences.

e. Change in title and description.

To read:

ANTH 232. Photography and the Visual World.

3 hour, 3 credits. Prerequisite: Six credits in social science or sophomore standing.

Students learn to think critically about how photographic images shape the ways we see ourselves and the world around us.

f. Courses Withdrawn:

ANTH 227. Educational Anthropology

ANTH 229. Practicing Anthropology.

ANTH 235. Essentials of Practical Ethnography

5. URBST

a. Change in Course Number

To Read:

URBST 358. Climate Change and Public Policy.

3 hr.; 3 cr.

Examination of the science, politics, and economics of global climate change and its likely impact on humankind's use of energy. Data showing the past and likely future of global warming will be examined, including alternative interpretations and the controversy surrounding these data. The future of energy production and consumption will be studied. Issues related to climate change including population growth, urbanization, transportation, energy consumption and energy alternatives will be discussed. The role of public policy, including urban policy, and of the environmental movement will be examined. Videos, Internet sources, and guest speakers will be brought into the course to provide the most up-to-date information. Students will examine and report on particular topics raised in the course.

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6. ARTS

- a. Changes to the major in Design, New Degree Program and elimination of Degree Program.

TO:

The department offers major programs in three areas: Art History (BA), Design (BFA), and Studio Art (BA, BFA). The Bachelor of Arts and Bachelor of Science programs provide training in their disciplines within the framework of a liberal arts curriculum, as does the more intensive Bachelor of Fine Arts program. It is assumed that further professional and scholarly pursuits may need to take place after graduation, according to the needs and objectives of the individual student. Students majoring in art must fulfill the department requirements outlined below as well as particular prerequisites indicated in the course descriptions. They may apply to be exempted from taking a course required for the major by passing the examination in the course (in Art History) or by obtaining approval of a portfolio from the deputy chair for Studio Art. Exempted students will take a more advanced course instead. Students with majors other than art concentrations may have the prerequisite(s) waived for an art course. They should, however, consult with a department advisor to ascertain the nature of course demands, and receive advice on what courses are best suited to their interests. They may then enroll in an appropriate course specified by the department.

TO:

The department offers a Bachelor of Fine Arts degree in Design that prepares students for careers or graduate study in the rapidly evolving field of design. Students in the major learn visual communication using industry standard technology across interactive, time-based, digital and traditional media. Students have the option of pursuing a concentration in Communication Design, Interaction Design, or Animation and Illustration. See the box on page 98 for the specific requirements for the major.

Transfer students who want to major in Design must present a transcript, or a transcript and portfolio, to the Design faculty for evaluation. Except as specifically exempted by portfolio review, all transfer students must take ARTS 246, 345, and 395, along with four upper division electives (ARTS 247 or higher) at Queens College. Up to 15 studio credits may be granted toward the major. In addition, students may receive as many additional blanket studio credits as permitted by the BFA degree, which requires that at least ~~60~~ credits be in liberal arts. Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75 or better within the major and receive no grade lower than C in any requirements for the major.

Students accepted into the major are requested to meet with an advisor once each semester to ensure adherence to major requirements. An Apple laptop computer with Adobe Creative Suite software is strongly encouraged for students majoring in Design.

TO:

DESIGN (MAJOR CODE ARTD-BFA)

For the BFA degree (total of 63 credits), a student must complete the following basic sequence:

Art History Core Courses (6 credits)

ARTH 101 or 102

One course from ARTH 200–299, MEDST 100, 101, 144, 146.

Design Required Courses (33 credits)

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ARTS 151 or ARTS 188; ARTS 214; ARTS 190; ARTS 191; ARTS 193; ARTS 241; ARTS 242; ARTS 245; ARTS 246; ARTS 345; ARTS 395.

Design Elective Courses (24 credits)

Eight of the following courses: ARTS 157, 165, 171, 187, 188, 193, 195, 205, 207, 210, 212, 213, 214, 215, 217, 221, 247, 248, 249, 259, 269, 277, 278, 279, 286, 287, 289, 290, 296, 347, 358, 359, 370, 393.

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

Students who elect any of the minors cannot count the same courses for both the design major and the minor. Instead, additional courses must be taken. Students may opt to pursue a concentration in Communication Design, Animation & Illustration or Interaction Design by selecting five courses from the list of design electives. At least three of the electives are required to come from upper division courses (ARTS 247 or higher).

ARTS189 course number was changed to ARTS214 last year.

7. HLL

Courses to satisfy the College Option LANG requirement:

SPAN 250: Survey of Spanish Literature I
SPAN 280: Survey of Spanish American Literature I
SPAN 337: Advanced Grammar and Phonology
SPAN 338: Foundations of Spanish Linguistics
SPAN 340: Spanish for the Professions
SPAN 341: Introduction to Translation

8. Jewish Studies

- a. Change to a Minor: Jewish Studies

To Read:

REQUIREMENTS FOR THE MINOR IN JEWISH STUDIES (MINOR CODE 64)
History Surveys (6 credits): Two of the following courses: HIST 114, HIST 115, HIST 116.
Electives (12 credits): Four courses from the Area Studies course list above.

9. SOC

- a. Proposal to Change the Sociology Minor

To Read:

Students may not use the Pass/No Credit (P/NC) option for any required major and/or minor course.
Requirements for the Minor in Sociology (Minor Code 92):
20 credits.

The Sociology Minor consists of: Soc 101; Soc 212-W; Soc 205 and three (3) additional courses in sociology, one of which must be a SOC 381-W seminar or other approved 300-level course.

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10. FNES

a. Change to a Major:

Change in requirements for the Major in Family and Consumer Sciences - Human Development and Family Studies Specialization (04A): eliminate two courses, introduce two courses

To Read:

Requirements for the Major in Family & Consumer Sciences - Human Development and Family Studies Specialization (04A)

Human Development and Family Studies: FNES 140, 147, 151, 153, either 163 or both 263 and 264, 248, 251, 249, 250, 345, 347, 348, 349, 350, 356, 360, 376, CHEM 16.1 and 16.3 or CHEM 101.1 and 101.3, BIO 22 or 11 or 105.

b. New Course.

FNES 251. Child Life: Coping with Medical Problems.

3 hours, 3 credits. Prerequisite: FNES 140.

An overview of child life profession and skills. Examination of the child life theories, research, assessment and techniques. Strengthen students' skills needed in providing support to children and their families in health care settings.

c. New course.

FNES 360. Professional Development and Ethics.

3 hours, 3 credits.

An exploration of different career options and of professional development. Understanding ethics and the professional Code of Ethics, and use critical thinking in examining ethical questions and make ethical decisions.

11. Global Studies

a. New minor.

Global Studies Minor (Minor Code ?)

Director: Helen Gaudette

Office: Global Education Initiatives, King Hall 209, 718-570-0550

As the world becomes more interconnected, Queens College is committed to infusing the curriculum with global perspective and preparing students to become leading citizens of our global society. The Queens College Global Studies Minor offers a unique interdisciplinary program designed to develop global competency in students by integrating global courses, language acquisition, an intercultural experience, and research into the traditional academic curriculum of the student's degree program. It will provide students with diverse perspectives and practical skills necessary to thrive as active, engaged citizens in today's dynamic international landscape. It can complement all academic majors, and help students become more successful graduates as they choose professions in our increasingly globalized economy.

Student benefits:

Knowledge:

Students gain Discipline-specific knowledge of global issues, processes, trends, and systems

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Students demonstrate knowledge of their own culture as well as other cultures, countries, and regions

Skills:

Students can successfully navigate cultural and linguistic differences

Students are engaged in global issues, and play an active role as leaders on campus, in their communities, and beyond

Dispositions:

Students gain greater awareness of their own cultural identity and place in the world

Students gain understanding of social responsibility and what it means to serve others

The Global Studies Minor online application and list of qualified courses can be found on the Office of Global Education Initiatives website: <http://www.qc.cuny.edu/Academics/GlobalEd/OGEI>
Consult the Director, or members of the Global Studies Steering Committee, for questions and advising.

Requirements

1. Students must take six courses (18 credits) with a predominantly global focus chosen from a list of qualified courses, but no more than two courses can come from one discipline or department. General Education courses designated as Flexible Core in World Cultures and Global Issues (WCGI) are qualified.
2. Transfer students minoring in Global Studies must take a **minimum of 4 courses (12 credits)** at Queens College.
3. One additional language course that is beyond what is required by the General Education Common Core Language requirement. This can be taken in residence or abroad.
4. Attendance at five international campus events with 1-page reflection papers.
5. One intercultural credit or non-credit bearing experience (must be pre-approved by the Director):
 - a. Study abroad
 - b. Internship or work abroad program
 - c. A local internship in a company or organization with major global elements
6. Senior Thesis (12-15 pages)
 - a. The Thesis is a research paper along with a PowerPoint presentation that addresses an important global issue that the student has explored through their course work throughout the Minor program. It must receive a passing grade by the Steering Committee. Each year in May, a student conference and reception will be held to showcase student research.

* Students are eligible for Queens College Study Abroad scholarships

12. URBST

- a. New Course:

URBST 250: Changing Geography of New York City.

3 hr; 3 cr.

A survey of significant past and contemporary urban issues and their relationship to New York City's ever-changing geography. The aim of this course is to analyze the ongoing interaction of the social, economic, and political forces that shape the city's built environment and social dynamics

13. BIOL

- a. Change in prerequisites

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To read:

BIOL 285. Principles of Genetics. 3 lec., 1 rec. hr.; 4 cr. Prereq.: BIOL 105 106; Prereq. or Coreq.:

CHEM 102.1, 102.3 or 114.1 and 114.4 or the equivalent. The inheritance, structure, and function of genetic material.

b. Change in prerequisites

To read:

BIOL 286. Principles of Cell Biology. 3 lec. hr.; 3 cr. Prereq.: BIOL 105 and BIOL 106; Prereq. or Coreq.: CHEM 102.1, 102.3 or 114.1 and 114.4 or equivalent. Structure, function, and regulation of cells, including cell cycle, subcellular compartmentalization, signal transduction, and cell-cell interactions.

14. FNES

a. Change in Program Name and Bulletin Description

To Read:

Family and Consumer Sciences - Fashion and Textiles Specialization

The study of fashion and textiles is based on an interdisciplinary approach. Social science principles derived from psychology, sociology, history, and economics are combined with physical science principles and aesthetics. Graduates seek employment in industries related to the design, production, distribution, or retailing of fashion and textiles. Others seek employment with historical societies, pattern companies, or fashion publications. This program at Queens College provides a firm liberal arts education with fundamental knowledge in fashion and textiles.

b. Change to a Major: Family and Consumer Sciences – Fashion & Textiles Specialization

To Read:

FNES 106, 121, 126, 147, 151, 157 or 158, 225, 226, 227, 228W, 322, 325, 327, 380; Bio 11, CHEM 16.3 and CHEM 16.1 or 101.3 and 101.1, and Economics 100 or 101 or 102.

c. New course

FNES 225: Fashion Design Sketching

3 hours, 3 credits; Prerequisite or Corequisite: FNES 157 or 158

Students will learn basic proportions of the body and sketching techniques to apply them to fashion sketches. Emphasis is on drawing basic fashion figures and garments through a variety of media and techniques.

15. ECON

a. New Program Proposal:

BS in Quantitative Economics

48 or 51 Credits

Average for all courses 2.7. Minimum grade in all courses C-.

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MATH 141, MATH 142, MATH 143, or MATH 151, MATH 152
MATH 231 – Linear Algebra (Prereq MATH 141 and 142)
ECON 101 Intro to Macro Economics or ECON 103 The Global Economy
ECON 102 Intro to Micro Economics or ECON 104 The Market Society
ECON 201 Intermediate Macro (Prereq ECON 101)
ECON 202 Intermediate Micro (Prereq ECON 101 or 103 and 102 and 104, and MATH 131)
MATH 241 - Introduction to Probability and Statistics (Prereq MATH 143 or 152)
ECON 382 – Econometrics (Prereq MATH 131 and ECON 249)
ECON 387 - Advanced Econometrics (Prereq, ECON 382)
CSCI 87 – Introduction to Scientific Computing
ECON 392W Economics Honor Seminar or Bus 392W Business Honors Seminar
Four Electives (3 credits each for a total of 12 credits):
 One 200 level Economics or Business Course
 Three 300 level Economics or Business courses (Exclusive of ECON 341W, BUS 344)

b. New Course

ECON 387. Advanced Econometrics.
3hr.; 3 cr. Prereq.: Eco382.

The second semester of undergraduate econometrics, ECON 382. The objective is to build on the regression analysis of the first semester (ECON 382) and introduce a number of important extensions: time series, panel data, limited dependent variable models, instrumental variable methods, and simultaneous equations models. Upon completion of the course, students will be ready to read and produce high quality empirical research work using econometric techniques.

16. URBST

a. New Course:

URBST 357. Non-profit Program Development.
3 hrs, 3 cr.

Non-profit organizations play a vital role in the development, delivery, and assessment of public policies and services. This course will examine how non-profit organizations develop and deliver their programs and advocacy agendas to serve their communities. The focus will be on strategic planning, designing and creating service programs, and identifying the program's intended beneficiaries. It will review program evaluation including the creation of indicators needed to monitor a program's success and opportunities for improvement. It will also focus on communication and program marketing, emphasizing community and public awareness of programs and making them accessible.

17. BIOL

a. New Course.

BIOL 367. Molecular Biology
3 lec.; 3cr. Prereq: Two of the three Principles courses BIOL 285, BIOL 286 or BIOL 287, or equivalent, with a grade of C- or better, or permission of instructor.
Molecular biology with emphasis on experimental evidence that demonstrates mechanisms of transcription and translation, and their regulation. This course is designed for advanced students majoring in Biology with an interest in cell and molecular biology.

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18. CMAL – Japanese

a. Proposal for a new BA program in Japanese

The B.A. major in Japanese consists of the successful completion of 39 credits of 200 and 300 levels of Japanese courses at the level of 203 or higher. The language of instruction for all courses JPNS is Japanese.

No credits from coursework resulting in a grade lower than C- (GPA 1.7) may be used toward the major.

a. Japanese Modern Language Requirement. Six courses (18 credits) of Modern Japanese language in sequence:

JPNS 203 Intermediate Modern Japanese I
JPNS 204 Intermediate Modern Japanese II
JPNS 305 Advanced Modern Japanese I
JPNS 306 Advanced Modern Japanese II
JPNS 311 Advanced Modern Japanese Texts I
JPNS 312 Advanced Modern Japanese Texts II

b. Japanese Studies Requirement. Three (9 credits) of the courses listed below*:

ARTH 273 Art of Japan
CMLIT 220W East Asian Lit I
CMLIT 221W East Asian Lit. II
EAST 131 Introduction to Modern Japan
EAST 230 East Asian Civilization I
EAST 235 East Asian Civilization II
EAST 251 Modern Japanese Literature in translation
EAST 255W The tale of Genji & Women's writing
EAST 290 Topics in East Asian Studies (When the topic is related to Japan or Japanese culture)
HIST 142 History of Japan

* Other courses addressing topics related to Japan or Japanese culture may be counted toward this requirement with advisor's approval.

c. Advanced Japanese Requirement. Four courses (12 credits).*At least one of them must be taken as a Research Seminar:

JPNS 211 Classical Japanese I
JPNS 212 Classical Japanese II
JPNS 230 Manga, Anime and Japanese society
JPNS 254W Japanese Cinema
JPNS 256 Japanese Drama
JPNS 317 Introduction to Japanese Linguistics I
JPNS 318 Topics in Advanced Japanese Linguistics
JPNS 341 Topics in Discussing Current Japanese Social Issues
JPNS 351 Topics in Reading Japanese Literature

*Students preparing for NY State Teacher Certification in Japanese must take JPNS 317 and JPNS 318.

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b. New Course.

JPNS 341. Topics in Current Japanese Social Issues

3 hr., 3 cr. Prereq: JPNS 306 and instructor's permission.

Development of speaking skills with concise grammar, sophisticated expression and listening comprehension in modern Japanese. The students will be exposed to current events and culture through authentic materials such as newspaper and journal articles, media and short films. The students are required to speak on those topics in a structured manner. The topics covered in this course will focus on Japanese customs, family, current events, public health, gender and other social issues. Lectures, class discussions and written work will be done entirely in Japanese.

19. ENGLISH

a. New Course:

English 349: Colonial American Literature

3 hr.; 3 cr. Prereq.: English 170W.

A study in the literatures of early colonial America (approximately 1490-1750), with a focus on the cultural ties between North America, Europe, and the West Indies during the period of New World settlement. Topics may include indigeneity, colonialism, imperialism, slavery, gender, race, religion, exploration, identity, diaspora, and captivity.

b. New Course:

English 351: Nineteenth-Century U.S. Literature

3 hr.; 3 cr. Prereq.: English 170W.

A study in the literatures and cultures of the nineteenth-century United States. Topics may include Romanticism, individualism, ecology, aesthetics, gender, imperialism, regionalism, frontier and territorial expansion, scientific advancement, slavery, and the Civil War.

c. New Course:

English 352: Late-Nineteenth- and Early-Twentieth-Century U.S. Literature

3 hr.; 3 cr. Prereq.: English 170W.

A study in the literatures and cultures of the late nineteenth and early twentieth century United States (approximately 1880-1930). Topics may include modernization, technological change, consumer culture, wealth consolidation, new understandings of identity (ethnicity, race, gender, class and sexuality), and literary movements such as Naturalism, Regionalism, Modernism and the Harlem Renaissance.

d. New Course:

English 353: Mid-Twentieth- and Twenty-First-Century U.S. Literature

3 hr.; 3 cr. Prereq.: English 170W.

A study in the literatures and cultures of the mid- twentieth- and twenty-first century United States (approximately 1940- present). Topics include war, immigration, technology, race, imperialism, globalization, gender, sexuality, class, and the “decade” as an artifact and a unit of inquiry. Genres may encompass manifestos, science fiction, verse, song lyrics, short stories, and videogames.

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e. New Course:

English 331: Chaucer

An intensive study of Chaucer's poetry. Works discussed may include *The Canterbury Tales*, *Troilus and Criseyde*, the dream visions, and the short poems.

f. Change in title and VT status:

To Read:

ENGL 350: Early American Literature

3 hr.; 3 cr. Prereq.: English 170W

A study in the literatures, theory, and cultures of the early transnational United States (approximately 1760- 1850). Topics might include revolution, slavery, national identity, citizenship, literacy, diaspora, cosmopolitanism, sovereignty, and liberty.

g. Change in title and course description:

To:

English 323: British Romanticism

3 hr.; 3 cr. Prereq.: English 170W.

Poetry and prose of the late eighteenth and early nineteenth century, including such writers as Blake, Byron, Coleridge, Hemans, Keats, the Shelleys, Wollstonecraft, and Wordsworth.

h. Change in title and course description:

To:

English 326: Women Writers

3 hr.; 3 cr. Prereq.: English 170W.

The study of writing by women in American, British, and Anglophone literature. Among the topics considered are the impact of race, class, and sexuality; the emergence of the category “women writers” and its relationship to literary studies; and conditions affecting women’s literary production.

i. Change in title:

To:

ENGL 324. Victorian Poetry and Prose.

3 hr.; 3 cr. Prereq.: English 170W.

Poetry and prose of Victorian England, including such writers as Tennyson, Browning, Arnold, Hopkins, Hardy, Pater, Ruskin, and Lewis Carroll.

j. Courses Withdrawn:

ENGL 352. The American Novel to 1918

ENGL 353. American Fiction, 1918–1945

ENGL 357. Puritanism in American Literature

ENGL 358. Nineteenth-Century American Transcendentalism

ENGL 359. Regionalism, Realism, and Naturalism in American Literature

ENGL 361. The American Dream

ENGL 362. The Immigrant Experience

ENG 330: Chaucer: The Early Works

ENG 331: Chaucer: The Canterbury Tales

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20. FNES

- a. New course.

FNES 200. Principles of Food Safety and Sanitation for Servsafe Certification.

2 hours, 2 credits. Prerequisite or Corequisite: FNES 101.

Examination of the sanitation and safety principles used in a food service operation. Topics covered include: microbial contamination of food, preventing food borne illness, sanitation procedures and proper handling of food from the point of purchasing through service (vendor to consumer). Students will take the National Certification Servsafe exam at the end of the c

- b. Change to the major.

To:

Food Management Studies

(Concentration Code 04B)

FNES 101, 104, 106, 147, 151, 163, ~~200~~, 203, 204, 275, 371, 378 and 380 ;

CHEM 101.1 and 101.3 (or 113.1 and 113.4); ACCT 101, Econ 100

Total Credits: 49

- c. Change in specialization minor title:

To Read:

Food Management Studies

21. HISTORY

- a. Change in title.

To Read:

HIST 301. Topics in Premodern History (VT)

- b. Change in title.

To Read:

HIST 164. Topics in European History (VT)

- c. Change in title.

To Read:

HIST 163, 163H. Topics in U.S. History (VT)

- d. Change in title.

To Read:

HIST 160. Topics in Global History (VT)

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e. New Course:

HIST 307. VT Topics in Gender History.
3 hr.; 3 cr.

This course will provide an advanced examination of particular subjects pertaining to gender history. May be repeated for credit provided the topic is different.

22. World Studies

a. Removal of Program: World Studies.

b. Withdrawal of courses:

WLDST 101. Interpreting the World

WLDST 201. Ancient Worlds

WLDST 103. Encounters Between Civilizations 1500-1900.

WLDST 104. Contemporary Worlds

WLDST 134W. Writing Tutorial

WLDST 135W. World Studies Writing Workshop

5b. Graduate Curriculum Committee:

i. MOTION: Duly made by Dr. Eva Fernandez, :

“To accept the Graduate Curriculum Committee minutes dated April 6, 2016”

Hearing an objection to the motion, discussion followed.

ii. MOTION: Duly made by Senator Stephen Grover and 2nd:

“To call the question”

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

iii. MOTION: Duly made by Chair Sanudo:

“To accept the Graduate Curriculum Committee minutes dated April 6, 2016”

Motion iii. passed (yes 32, no 1, abstention 1)

1. ARTH

a. New Course.

ARTH770.1 – 770.3, 1 – 3 hr; 1 – 3 cr.

An independent course in which a student works for a defined period of time on a weekly basis as an intern in a public or private institution or agency related to or concerned with the study, preservation, and presentation of art and architecture. The course permits the student to develop and undertake research related to the specific requirements and duties of the internship while under the supervision of both the on-site internship supervisor and an art department faculty member sponsor. Evaluation of

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the student will be based on a report from the internship supervisor on the student's work and a research project submitted by the student to the faculty member sponsor.

2. ELL

a. Change in Requirements for the Master of Arts Degree:

To Read:

5. An oral examination will be administered in the major language, in which students will be tested on their knowledge of important authors, literary movements, and culture. A student may not attempt this examination more than twice.

3. Accounting

a. New Program: BA/MS in Accounting

Justification for the BA/MS in Accounting Program:

Employers increasingly agree that a Master's degree in Accounting is needed for success in today's competitive job market. Since the implementation by New York State in 2009 of a 150 credit hour requirement to attain the CPA license, most accounting undergraduate majors acknowledge that obtaining the additional 30 credits by taking masters level courses results in better employment and future career opportunities. Until now, students needed to complete the undergraduate requirements for accounting majors and then separately apply to the masters program.

Our proposal will enable our better undergraduate accounting students to transition seamlessly into graduate level courses prior to completing their undergraduate degree, and thus retain them through completion of their graduate studies. We anticipate that being able to offer a "5 year accounting program" that qualifies under the New York State licensure program for CPAs will be an attractive inducement that will modestly increase enrollment at both the undergraduate and graduate levels.

Requirements for Matriculation into Accelerated BA/MS in Accounting Program

1. The program will be available (subject to capacity constraints) to Queens College declared Accounting majors with an overall GPA of 3.2 or greater and a GPA of 3.2 in courses satisfying the accounting major.

2. Students must apply to the BA/MS program in their junior or senior years. They will apply through the Office of the Dean of Graduate Studies and if the GPA requirement is met, the requirements for the GMAT exam, letters of recommendation and the personal statement are waived.

3. Transfer students who are Queens College declared accounting majors are eligible to apply during their second semester at the college and will be admitted on condition they have a 3.2 overall GPA after completion of 24+ credits at Queens College.

The Accelerated BA/MS program will operate as follows:

1. The following ten courses must be completed prior to admission to the BA/MS program: ACCT 101, 102, 201, 202, 305 and 261 (or their equivalents as decided by the Graduate Advisor) together with ECON 101, 102, BUS 241 and CSCI 12 or 48 (or their equivalents as decided by the Graduate Advisor).

2. After acceptance in the BA/MS program, students may take up to four of the following 3-credit graduate level courses while they are still undergraduates. ACCT 752 Business Law 3 and ECON 721 Econometrics are the first two graduate courses, which may be taken even while students are undergraduates. Then students may

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take ECON 715 Corporate Finance and ACCT 757 Taxation of Business Entities as the next two graduate courses while undergraduates. These courses will ONLY count toward the GRADUATE degree, and NOT toward the undergraduate degree.

3. Students must maintain a 3.2 cumulative overall GPA after acceptance in the program, and while still undergraduates. In addition, they must maintain a minimum GPA of 3.0 in the graduate courses taken as undergraduates. Once students have completed their undergraduate requirements, they must maintain a minimum overall GPA of 3.0 in their graduate coursework with a minimum grade of C+ earned in courses from Accounting.

4. Coursework required to be completed for the BA and MS in Accounting remain identical with existing requirements detailed in the Queens College Graduate Bulletin.

5. Students are required to complete 30 graduate credits to receive the MS degree.

6. The typical student in the BA/MS program will take up to four graduate courses in their last two semesters as undergraduates and then complete the remaining graduate credits during their fifth year.

7. Students in the BA/MS program must pass the graduate level comprehensive exam taken in the semester the student expects to graduate.

8. It is generally expected that the BA/MS students will complete their graduate studies within two to four semesters (including summers) after completing their undergraduate requirements.

9. Students may opt-out of the combined BA/MS program at any time, and receive a BA in Accounting upon completion of all undergraduate requirements.

10. At the conclusion of the BA/MS program, students will jointly receive both BA and MS degrees in Accounting.

4. MUSIC

a. Change in description.

To Read:

MUSIC 798. Advanced Solfège and Score Reading. Prereq.: Permission of the instructor. An elective for students needing high-level proficiency in score reading and related skills. May be repeated for credit for further study.

b. Change in concentrations.

To Read:

Concentrations in instrumental music, choral music, general music, jazz music education, composition pedagogy, and conducting are offered. Further information about the music education programs begins on page 206.

5. HISTORY

a. Change in title and description:

To Read:

HIST 733. Studies in Soviet History. 2 hr. plus conf.; 3 cr.
Readings and discussion of selected topics in Russian history since 1917.

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- b. New Course.

HIST 726 Topics in World Slavery

2 hr., 3 cr.

Introduces students to topics in the history of world slavery, within but especially beyond the United States. Special attention will be paid to slavery, resistance, abolition, and the memory of slavery in Africa, Latin America, the Caribbean, and the Indian Ocean World, as well as debates among scholars about comparative history, macro-history, and micro-history.

6. MUSIC

- a. New Course

JAZZ 786 Combo Workshop.

3 hr., 3 cr. Prereq.: Permission of the instructor. Jazz Studies majors prepare and perform their own small-group arrangements.

7. SEYS

- a. Change in title.

To Read:

SEYS 765. Differentiated Teaching for Diverse Learners In Secondary Schools. 2 hr. plus conf.; 3cr.. Prereq.: Basic undergraduate or graduate courses in secondary school curriculum and methods, or secondary school teaching experience.

8. HISTORY

- a. New course.

HIST 740. Memory and History: Museums, Monuments, Collective Memory, and Public Controversies

2 hr., 3 cr.

Explores the contested legacy of the Second World War in Europe and the diverse ways in which it is remembered. Focuses on controversial public memories including the resistance myth, France's Vichy Syndrome, German memory of aerial bombardment, the question of Polish complicity in Nazi crimes, and the place of the Holocaust in pan-European memory debates.

9. SEYS

- a. Change in requirements for admission

To Read:

Requirements for Admission:

Admission is limited, competitive and open to individuals who hold a provisional or initial New York State Teaching Certification in any secondary or elementary content area; including English, Social Studies, Mathematics, Science, Music, Art, Physical Education, TESOL, Special Education, and Elementary Education. Applicants must complete the graduate application and may be required to be interviewed. The applicant's entire record is considered, including undergraduate and graduate GPA, teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 and the Graduate Record Exam (GRE) are required, however there is currently no minimum score required on the GRE. Individuals who have already successfully completed Master's Degree programs leading to teacher certification may choose to apply for the 21-credit Post-Master's Program in Secondary Literacy 5–12 and upon passing the

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NY State exams, will be eligible for New York State Secondary Literacy 5–12 Teaching Certification. Graduation requirements include completion of 30 credits of required coursework in the areas of diversity, literature, literacy pedagogy, and content area literacy, a GPA of 3.0, and successful completion of a professional portfolio and research project. For more information, contact the coordinator. The electronic Literacy Portfolio (e-portfolio) is a longitudinal project designed to demonstrate each student's growth as a literacy educator and reflective practitioner. The satisfactory completion of the e-portfolio is a requirement of this program and is introduced in the first literacy course, (SEYSL 700 or SEYSL 701) and compiled by students as they progress through the program. Faculty guide students through this process. The e-portfolio is completed and submitted as part of SEYSL 790. SEYSL 790 must be taken in the student's last semester of the program. For more information, contact the coordinator.

b. Change in admission requirements.

To Read:

Admission Requirements

- Teaching Certification in any secondary or elementary content area; including English, Social Studies, Mathematics, Science, Music, Art, Physical Education, TESOL, Special Education, and Elementary Education recognized by New York State is required for matriculation in this program of study.
- Applicants must already have master's degrees in education (including at least one undergraduate or graduate course in reading, diverse learners, and educational research.) If they are missing one or more of these courses, they may take them while pursuing the first 9 credits of this program.
- A 3.0 GPA and the Graduate Record Exam (GRE) are required, however there is currently no minimum score required on the GRE.

Certificate Courses Credits

SEYSL 701. Foundations of Literacy

Development and Instruction 3

SEYSL 702. Literacy in Content Areas

SEYSL 704. Literature across
the Curriculum 3

SEYSL 750. Literacy Assessment and
Instruction, Part I 3

SEYSL 752. Consultation, Collaboration,
and Literacy Program Renewal 3

SEYSL 760. Supervised Practicum with
Middle/Junior High School Students 3

SEYSL 761. Supervised Practicum with
High School Students 3

Total Credits 21

No elective courses.

c. Change in description.

To Read:

SEYS 751. Mathematics in the Secondary School. 3 hr.; 3 cr. Prereq.: Undergraduate course in methods of teaching mathematics, secondary school teaching experience, and permission of the program advisor. The focus of the course is on the improvement of instruction through the examination of the most current issues concerning mathematics and computer science instruction in the secondary school and the latest curriculum, instructional strategies, manipulatives, and technologies that can be used to enhance the learning of mathematics and computer science for all secondary school students.

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d. Change in description.

To Read:

SEYS 775, 776. Seminar in Research in Mathematics Education. 3 hr.; 3 cr. each course. Prereq.: For SEYS 775, matriculation in MS in Education (mathematics) program, or MSED in Teaching Math and Computer Science program, or MAT (in mathematics) program, 20 credits in graduate program, 30 credits in mathematics (undergraduate and graduate), and SEYS 751 (for MSED students); for SEYS 776, SEYS 775 during the preceding semester.

e. New Program.

MS Ed for Teaching Mathematics and Computer Science

Goal of the Program

The goal of this MS Ed program is to allow candidates with Initial Certification to:

- fulfill professional certification requirements,
- attain eligibility to teach Computer Science under the umbrella of the MS Ed in mathematics education.
- obtain an MS Ed.

The current MS Ed program is comprised of 30 credits, 15 in pedagogy courses and 15 in mathematics courses. In the proposed MS Ed the content courses will be in Computer Science.

Rationale

The MS. Ed is designed to meet the growing demands in Computer Science of our candidates, the schools in which they work, and the educational community. Teachers find themselves increasingly asked to assume multiple roles in schools and, as such, having expertise in computer science, an area of applied mathematics would be extremely advantageous. This program is particularly timely in light of New York City's mayor Bill de Blasio's recent announcement that within the next ten years all of the city's public schools will be required to teach computer science. This proposal is similar to our existing MS Ed program in Mathematics Educations. By offering content courses in Computer Science our candidates with Initial Teacher Certification will be able to expand their expertise in their initial certification area.

Calls for program flexibility can be found in much of the education literature and it is imperative that Queens College stays in the forefront of preparing competent and proficient middle and secondary school teachers.

Candidates enrolling in the MS Ed program will be assigned an advisor in Mathematics Education and an advisor in Computer Science. All candidates will take 15 credits of pedagogy courses (see below) and 15 credits in Computer Science. .

Link between Mathematics and Computer Science

Computer Science and Mathematics share a unique, allied relationship that can trace back to the birth of the Church-Turing thesis, the theoretical foundation for computer

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science, by American mathematician Alonzo Church and his Ph.D. student, the British mathematician Alan Turing in the 1930s. Throughout the rapid growth of the field of computing, various branches of mathematics ranging from discrete mathematics, formal logic, linear algebra, number theory, probability, to graph theory have played key roles in the development of a rich spectrum of computational methodologies, and in parallel, the evolving and expanding frontiers of computer science have brought new excitement and vitality into the field of mathematics. For example, the basis for the design of digital circuits that make up every computing device from a laptop to a multi-core server, and every modern-day electronic device from an iPhone to an HD TV, is Boolean algebra; the movement of any object in a computer-generated animation is literally the results of a series of matrix multiplications; the routing of internet traffic is essentially a graph theory problem; and the analysis of algorithms and complex real-life scenarios often involves use of tools from probability and statistics. Even at the introductory level, the notion of computational efficiency that has to be instilled as early as possible to highlight the scientific nature of programming, something that is not intuitively obvious to self-taught programmers, comes from elements of discrete mathematics. Hence the essence of mathematical thinking is so intertwined and integrated with that of computational thinking that the educational methodology training of high school mathematics teachers is directly applicable to the training of high school computer science teachers.

Integration of Computational Thinking in the Mathematics Education Courses

SEYS 751 is an Advanced Course in Curriculum and Methods in Mathematics Education. In addition to doing assigned readings, the course has two components where students are assigned to give presentations of the latest issues in the area of the teaching and learning of mathematics and students give presentations of the most up-to-date ways of teaching specific content. Currently, we have many certified mathematics teachers in this program who are in fact computer science teachers in their schools. These students typically focus their issue presentations on the latest developments and changes in curriculum in computational thinking and computer science. Furthermore, these students give presentations on the latest best practices in teaching the computational thinking and computer science. This will be no different when we integrate students who are in the new MSED in Teaching Math and Computer Science. The integration of topics related to teaching mathematics and computer science has been done before and will continue to occur. Specifically, those students who are computer science teachers will be assigned topics most closely related to issues in computational thinking and computer science, as well as give presentations on the best practices in teaching in these areas.

SEYS 775 and 776 is a sequence of courses, Seminar in Research in Mathematics Education. In these courses, students learn how to write a literature review and how to conduct qualitative and quantitative research. They are encouraged to conduct action research in their classes. Currently, we have several students who teach computer science who are investigating areas in computer science as the subject of their

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research. Such a practice will be continued as we accept a larger cohort of students who are in the MSED in Teaching Math and Computer Science.

Please note that the practice of accommodating SEYS 751, 775, and 776 to the needs of Computer Science teachers is not new to our program, as we have been doing this as long as the program has been in existence. Typically Computer Science teachers in the schools are certified mathematics teachers who seek to get their Professional Certification in mathematics teaching. Although they are interested in taking our current SEYS courses that are part of the MSED program, they wish to extend their learning in Computer Science rather than Mathematics (in which they have usually taken between 36-45 credits at the very least.)

Need for the Program:

Queens College is known for its strong computer science, mathematics and mathematics education programs, particularly TIME 2000 which attracts bright mathematics students to enter the college and become mathematics teachers. The combination of the expertise of the mathematics education faculty and computer science faculty allows us to create this new proposed program which will meet the new need for Computer Science teaching in the schools while still providing advanced pedagogical training in mathematics education.

Pedagogical Courses

Historical, Philosophical, and Social Foundations of Education: 3 credits
(SEYS 701, 702, 703, 704, 705, 706, 707, 708, 720)

Psychological Foundations: 3 credits
(SEYS 709, 710, 717, 718, 719, 738)

Curriculum Methods in Secondary Math Education: 3 credits
SEYS 751

Research 6 credits
SEYS 775, 776

Computer Science Courses

CSCI 611 Advanced Programming in C++ 3 credits, 4 hours

CSCI 612 Advanced Programming in Java 3 credits, 4 hours

CSCI 613 Data Structures 3 credits

CSCI 620 Discrete Structures 3 credits

CSCI 640 Computer Organization and Assembly Language 3 credits

10. HISTORY

a. Change in title and description.

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To Read:

HIST 720 RENAISSANCE AND REFORMATION EUROPE 2 hr. plus conf.; 3 cr. Explores continental Europe from approximately 1350 to 1700, focusing on the intellectual rediscovery of the ancient world; transformations in art and culture; explorations of “the New World”; religious wars; and revolutions in science and medicine as well as the persistence of magic and heterodox beliefs. Special attention will also be given to research methods and sources.

b. Change in title and description.

To Read:

HIST 721. EARLY MODERN ENGLAND 2 hr. plus conf.; 3 cr. Introduces students to English history from the Tudors through the Stuart dynasty, including the rule of Oliver Cromwell, and the Restoration of Charles II. Special focus will be given to politics, religion, society, and civil war; to England’s fraught relationship with Ireland and Scotland; and to present-day debates about this important historical period.

c. New course.

HIST 731 Italian Immigration to the United States

2 hr., 3 cr.

Examines Italian immigration to the United States from the 1890s to the present with a focus on the process of immigration, race-based immigration restrictions, labor relations, political radicalism, family structures, and the two world wars. Students will learn about fascism, inter-generational conflict, social mobility, ethnic backlash in the era of the Black Power Movement, the making of a unique Italian-American identity.

5c. Nominating Committee:

MOTION: Duly made by Professor Marian Fish, Chair of the Nominating Committee:

“To accept the Nominating Committee Report dated May 5, 2016”

Hearing no objection to the motion Professor Fish moved unanimous consent.

1) Teaching Excellence and Evaluation Committee

The following faculty member was elected by unanimous consent:

Michelle Fraboni

At-Large

December, 2017

6. Old Business (none)

7. New Business (none)

MOTION: Duly made Parliamentarian Fields and seconded:

“To adjourn”

The Forty-sixth session of the Academic Senate was adjourned at 4:19 p.m. *sine die*.