

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE APRIL 6, 2017
Kiely Hall, room 170

Due to inclement weather the Senate did not have a quorum and the following announcements were made:

1. Senator Edisa Weeks, Drama Theatre and Dance invited everyone to come see the musical “Damn Yankees” in Goldstein Theater which will run from April 5th thru April 9th.
2. Chair Sanudo announced that Middle States finished their evaluation and the College got favorable reviews. He went on to thank all faculty and student members who participated and a special thanks to President Matos.

The meeting will come to order:

Chair Manuel Sanudo called the meeting to order at 4:08 p.m.

1. Approval of Agenda

- i. MOTION: Duly made by Chair Sanudo and seconded:

“To approve the Agenda”

- ii. MOTION: Duly made by Deputy Chair, Jennifer Fernandez:

“To add under New Business Item 7a.” [Committee on Athletic Policy]

- iii. MOTION: Duly made by Chair Sanudo:

“To accept the Agenda as amended”

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

2. Approval of Minutes:

MOTION: Duly made by Chair Sanudo and seconded:

“To adopt the minutes dated March 16, 2017”

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

3. Announcements, Administrative Reports, and Memorials:

**4. Special Motion
(None)**

5. Committee Reports

5a. Undergraduate Curriculum Committee

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(5a. UCC minutes continued)

Editorial correction: Item 1.a. name change to Global Feminisms

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

“To accept the Undergraduate Curriculum Committee Minutes dated March 16, 2017”

Hearing no objection to the motion, Professor 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. Women and Gender Studies

a. New course.

WGS 250. ~~Feminisms Around the Globe.~~ Global Feminisms

3 hours, 3 credits. Preq. English 110.

Exploration of global issues in contemporary feminism from Western and non-Western perspectives, focusing on questions involving religion, ethnicity, sexuality, class, and race. Looking at women and gender from a variety of perspectives, countries, and cultures, we will cover a variety of topics, including religious fundamentalism; reproductive freedom; sex work and trafficking; politics; lesbian, gay, and transgender rights; and violence against women.

2. English

a. New Course:

English 348: The Early Black Atlantic 3 hr.; 3 cr. Prereq.: ENGL 170W. An interdisciplinary study of the first diasporic Africans to write in English, from the onset of European trade on the West African coast to the Age of Revolutions. This course will consider issues such as the emergence of racial identity, creolization, religion, print culture, racial capitalism, resistance, and the reshaping of gender and sexuality in the crucible of the Atlantic world economy. Genres will include sermons, fiction, editorials, folklore, poetry, autobiography, and polemics.

b. New Course:

English 372: Anglophone African Fiction. 3 hr.; 3 cr. Prereq.: English 170W. A course exploring themes and authors important in English-language fiction from Africa and examining the critical debates that have enlivened this fiction's production and interpretation. Authors may include

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Aboulela, Achebe, Armah, Dangarembga, Ngũgĩ, and Tutuola. Topics may include post-colonial narrative strategies; innovation and cultural hybridity; African cosmopolitanism; and the construction of national, racial, and gender identities, among others.

c. New Course:

ENGL 317: Adaptation Studies. 3 hr.; 3 cr. Prereq.: English 170W. A study of the theory and practice of cross-media adaptation, including literature, drama, film, comics, toys, and videogames. Topics may include narrative theories of adaptation, industrial practices around adaptation, transmedia storytelling, or genres of literary adaptation.

d. New Course:

ENGL 315: Digital Literary Studies. 3 hr.; 3 cr. Prereq.: English 170W. A study of the theory and practice of digital humanities methods for literary studies. Topics may include the history and theory of the digital humanities (DH), DH disruptions of traditional scholarship, the nature of reading, as well as specific skills such as n-gram analysis, topic modeling, text mining, LDA, and data visualization.

e. New Course:

ENGL 316: VT: Interdisciplinary Approaches to Literature. 3 hr.; 3 cr. Prereq.: English 170W. A study of the relationship between literary scholarship and other disciplines such as religion, psychology, political science, philosophy, and science. The course can focus on one or more interdisciplinary approaches. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

f. Courses withdrawn:

ENGL 265. An Introduction to Folklore
ENGL 280. Literature and Film
ENGL 285. Studies in Literature and Film
ENGL 310: Old English
ENGL 386. Literature and religion
ENGL 387. Literature and politics
ENGL 388. Literature and psychology

g. Change in title and description.

To Read:

English 326: VT: Women's Writing. 3 hr.; 3 cr. Prereq.: ENGL 170W. The study of writing by and for women in American, British, and/or Anglophone literature. Topics may include how gender and such factors as race, ethnicity, sexuality, and/or class shape women's lives; the emergence of the category "women writers" and its relationship to literary studies; and conditions affecting women's literacy and literary production. The course can focus on a single period, a particular genre, or a specific theme (marriage, politics and society, the nation). This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

h. Change in title and description.

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To Read:

ENGL 328. VT: Children’s Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of literature written for children. Such topics as the rise of children’s literature as a separate genre, changing visions of childhood, the relationship of text to image in illustrated books, and the various

controversies that have arisen around children’s literature. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

i. Change in title and description.

To Read:

ENGL 346. Early-Twentieth-Century British Fiction. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of British fiction in the first half of the twentieth century. Topics may include literary experimentation, modernism, the collapse of the British Empire, and the impact of two world wars. Authors may include Conrad, James, Joyce, Lawrence, Woolf, Forster, Orwell, H.G. Wells, Huxley, and Waugh.

j. Change in title and description.

To Read:

ENGL 354. African American Literature I. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of selected writing by and about people of African descent from the onset of the transatlantic slave trade to the end of Reconstruction. Genres may include folklore, petition, poetry, slave narrative, polemic, journalism, drama, and fiction--addressed to white and nonwhite audiences, in the US or throughout the globe.

k. Change in title and description.

To Read:

ENGL 355. African American Literature II. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of African Americans’ engagement with national and global culture and politics from the end of Reconstruction to the present, covering such movements as Realism, Black Arts, pan-Africanism, womanism, and postmodernism. A variety of verbal and narrative genres will be considered.

l. Change in title and description.

To Read:

English 364: VT: African Literature and Culture. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study in the literatures and cultures of Africa that may include focus on poetry, drama, film, fiction, and non-fiction prose. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

m. Change in title and description.

To Read:

ENGL 368W. VT: Irish Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. Detailed study of a major writer, such as W. B. Yeats, James Joyce, Brian O’Nolan, Seamus Heaney, Medbh McGuckian or of a group of writers, such as the contemporary Ulster poets. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

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- n. Change in title and description.

To Read:

ENGL 369. Asian American Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of literature written by and about Asian Americans, which may include texts by writers such as Edith Eaton, Carlos Bulosan, John Okada, Maxine Hong Kingston, Chang-rae Lee, Jhumpa Lahiri, and Nina Revoyr. Topics may include race and racism, gender, sexuality, class, immigration, internment, war, political movements, cross-racial conflicts and solidarities, and globalization.

- o. Change in title and description.

To Read:

ENGL 377. VT: Modern South Asian Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. The literatures from the South Asian subcontinent organized around a theme, such as: the literature of colonization/decolonization; multilingualism and translation; nationalism and globalization; secularity, the novel, and the lyric. Texts may be written in English but could also be read in translation, possibly including writers such as: Bama, Shah Abdul Latif Bhattai, Anita Desai, Mirza Asadullah Khan Ghalib, and Salman Rushdie. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

- p. Change in title and description.

To Read:

ENGL 379. VT: Transnational/ Postcolonial/Global Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of literature at the limits of nations and national cultures, using theory and cultural studies to consider themes such as: globalization, global English, and the novel; the black Atlantic; the literature of urbanization; Orientalism and Occidentalism; postcoloniality and world literature. Authors may include, for example, Daniel Alarcon, J.M. Coetzee, Maryse Condé, Rana Dasgupta, Anita Desai, Amitav Ghosh, Yiyun Li, Ruth Ozeki, Salman Rushdie, and Justin Torres. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

- q. Change in title and description.

To Read:

ENGL 389: VT: Literature and Folklore. 3 hr.; 3 cr. Prereq: ENGL 170W. The study of the intersection of folklore (for example, fairy tales, myths, and/or traditional songs) and literature. Approaches may be historical, narratological, feminist, and/or psychological, and consider the work of scholars such as Marina Warner, Sigmund Freud, Maria Tatar, and Sir James Frazier. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

- r. Change in title.

To Read:

ENGL 325. VT: Gender and Sexualities. 3 hr.; 3 cr. Prereq.: ENGL 170W. An exploration of the literature and culture of gender and sexuality. Topics may include feminist and queer theory, traditions of lesbian, gay, bisexual, transgender, and queer writing (autobiography, fiction, poetry, etc.) or themes such as marriage, sexual and gender identity, or HIV/AIDS. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

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- s. Change in title.

To Read:

ENGL 360. VI: Latino/Latina Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. Literature written by and directed at those of Latino descent, including classic and contemporary influential texts by such writers as Sandra Cisneros, Junot Díaz, Gloria Anzaldúa, and Julia Alvarez. Topics for investigation may include experiences of immigration, coming of age, sexuality, gender, race, identity, community, and language. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

- t. Change in title.

To Read:

ENGL 378. VI: Caribbean Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. An exploration of the literature, history, and culture of the Caribbean region, ranging from colonization and slavery to contemporary formations of identity and self. Topics include creolization, carnival, gender politics, maroonage, and discourses of exile. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

- u. Change in description.

Change in description.

To Read:

ENGL 290. The English Language. 3 hr.; 3 cr. Prereq.: ENGL 170W. The historical study of English, including an examination of its present structure, its early origins, and its development. Attention is given to principles of linguistic change, vocabulary and semantics, the English language in America, and world Englishes.

- v. Change in description.

To Read:

ENGL 311. Literature of the Anglo-Saxon Period. 3 hr.; 3 cr. Prereq.: ENGL 170W. Old English literature in translation studied in the context of Western European culture of the 7th to 11th centuries. Topics include the relations between Germanic and Christian cultures, ideas of heroism, devotional practices, and feudalism. Texts and genres taken up might include *Beowulf*, the Old English elegies, saints' lives, riddles and wisdom literature, and sermons.

- w. Change in description.

To Read:

ENGL 312. Medieval Literature, 1100–1500. 3 hr.; 3 cr. Prereq.: ENGL 170W. The literature of Western Europe, studied principally in modern English translation. Topics taken up might be courtly love or *fin amor*, chivalry and courtliness, the rise of mercantile and artisanal identities, and devotional practices. Genres taken up might include epic and romance, lyric, drama, and religious writing; authors might include Marie de France, the *Pearl* poet, John Gower, William Langland, Margery Kempe, and Julian of Norwich.

- x. Change in description.

To Read:

ENGL 313. The Arthurian Tradition. 3 hr.; 3 cr. Prereq.: ENGL 170W. Historical, legendary, and literary developments in the Middle Ages from Geoffrey of Monmouth to Malory, as well as

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post-medieval engagements with the Arthurian tradition in such authors as Spenser, Tennyson, Twain, and T.H. White.

y. Change in description.

To Read:

ENGL 320. Literature of the English Renaissance. 3 hr.; 3 cr. Prereq.: ENGL 170W. English poetry and prose (non-dramatic) of the sixteenth century. Topics may include the consolidation of royal control under the Tudor dynasty, the impact of the Reformation, and English conceptions of nationhood. Authors studied may include Thomas More, Thomas Wyatt, Sir

Philip Sidney, Edmund Spenser, Christopher Marlowe, and William Shakespeare. Literary forms and genres such as courtly and pastoral poetry as well as allegory, romance, and epic may be considered.

z. Change in description.

To Read:

English 321. Literature of the Seventeenth Century. 3 hr.; 3 cr. Prereq.: ENGL 170W. English poetry and prose of the seventeenth century. Topics may include Stuart absolutism, Puritan dissent, the English Civil War, print culture, scientific discovery, and the Atlantic world. Literary forms, genres, and movements may include metaphysical poetry, cavalier poetry, the court masque, the devotional lyric, life writing, and early prose fiction. Authors may include Jonson, Donne, Herbert, Marvell, Traherne, Cavendish, Behn, and Milton.

aa. Change in description.

To Read:

ENGL 322. Literature of the Restoration and Eighteenth Century. 3 hr.; 3 cr. Prereq.: ENGL 170W. British poetry and nonfiction prose texts from 1600 through the end of the eighteenth century. Genres may include Augustan satire, philosophical poems, prose satire, philosophical fables, autobiographical writing, philosophical texts, and historical writing. Writers may include Dryden, Pope, Swift, Johnson, Burney, Boswell, Equiano, Hume, and Gibbon.

bb. Change in description.

To Read:

English 323: British Romanticism. 3 hr.; 3 cr. Prereq.: English 170W. A study of the literature of the British Romantic period, late eighteenth to early nineteenth century. Topics may include nature, consciousness, fantasy, revolution, sentiment, political reform, and poetic form, while writers may include Blake, Coleridge, Wordsworth, Byron, Hemans, Keats, Landon, Percy Shelley, Mary Shelley, Wollstonecraft, Edgeworth, de Quincey, Godwin, Hazlitt, and Rousseau.

cc. Change in description.

To Read:

ENGL 324. Victorian Poetry and Prose. 3 hr.; 3 cr. Prereq.: English 170W. A study of the culture, politics, poetry, journalism, prose, and drama of Victorian England. Topics may include imperialism and race, the Woman Question, industrialization, urban conditions, crime, aestheticism, socialism, Darwinism, and global culture. Writers may include Mayhew, Carlyle, Tennyson, Barrett Browning, Swinburne, Browning, Ruskin, Wilde, Pater, Nightingale, Rossetti, Kipling, and Oliphant.

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dd. Change in description.

To Read:

ENGL 327, 327W. Environmental Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. The study of literature and culture from an environmental or ecological perspective, broadly defined as "ecocriticism." Genres and literary movements may include travel narratives, the novel, poetry, the essay, Romanticism, Transcendentalism, or Pastoralism. Topics may include industrialization and urbanization, colonialism and empire, crisis and ecocollapse, animal studies, evolution, environmental justice, and anthropocentrism.

ee. Change in description.

To Read:

ENGL 329. Young Adult Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of literature written for adolescents, including influential early, classic, and contemporary texts by such writers as S.E. Hinton, Walter Dean Myers, Jacqueline Woodson, and J.D. Salinger. Topics for investigation may include the rise of YA literature as a separate genre, changing visions of adolescence, coming of age, depictions of sexuality, and various controversies that have arisen around YA literature.

ff. Change in description.

To Read:

ENGL 332. Shakespeare I. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study focusing largely on the comedies and histories written during the first part of Shakespeare's career to 1603. Topics may include the formation of professional acting companies and the construction of permanent theaters, patronage of and hostility towards players and plays, and religious and political controversies of Queen Elizabeth I's reign.

gg. Change in description.

To Read:

ENGL 333. Shakespeare II. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study focusing largely on the tragedies and late romances written during the second part of Shakespeare's career from 1603-1614. Topics may include the formation of the King's Men under the patronage of James I as well as the political and religious conflicts under Stuart rule.

hh. Change in description.

To Read:

ENGL 334. Milton. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of Milton's poetry with selections from his controversial prose, focusing on Milton's development as a poet, his literary sources and models, and influence on later writers. Attention will also be given to Milton's contributions to social, political, and religious thought, principally on questions of censorship, toleration, marriage, and republican government.

ii. Change in description.

To Read:

ENGL 340. English Drama from Its Beginnings to 1642. 3 hr.; 3 cr. Prereq.: ENGL 170W. English drama, exclusive of Shakespeare, from its medieval origins to the closing of the theatres in 1642. Examples of such early forms as the miracle play and the morality play will be examined, and particular attention will be paid to tragedy, tragicomedy, and satire. Playwrights studied will

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include figures like Marlowe, Jonson, Webster, Middleton, and Beaumont and Fletcher. Conventions of the medieval, Tudor, and Stuart stage will be discussed.

jj. Change in description.

To Read:

ENGL 341. Drama of the Restoration and Eighteenth Century. 3 hr.; 3 cr. Prereq.: ENGL 170W. British drama from the re-opening of the theatres in 1660 to 1800, covering genres such as the heroic drama and comedy of intrigue of the Restoration, the sentimental comedy and tradesmen's tragedy of mid-century, and the comedy of situation and wit of the late Georgian period. Writers may include Dryden, Wycherley, Behn, Congreve, Steele, Lillo, Gay, Goldsmith, and Sheridan.

kk. Change in description.

To Read:

ENGL 344. The English Novel I. 3 hr.; 3 cr. Prereq.: ENGL 170W. The origin and development of British prose fiction from 1660 to 1830. Topics may include other genres like travel narratives, sermons, fables, etiquette manuals, and modes of writing like the picaresque, the sentimental, the seduction narrative, the moral, the epistolary, the Gothic. Writers may include Behn, Haywood, Defoe, Richardson, Fielding, Lennox, Sterne, Austen, Edgeworth, Scott, and Shelley.

ll. Change in description.

To Read:

ENGL 345. The English Novel II. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the range, development, and cultural work of Victorian novels. Topics may include genres like realism, sensation fiction, domestic fiction, detective fiction, and popular fiction, as well as narrative forms like the marriage plot and the Bildungsroman, investigating how the novel shaped normative ideas of gender, race, and class, but also provided ways to resist them. Authors may include Dickens, Eliot, Austen, Braddon, Collins, Wood, Gaskell, Oliphant, Charlotte Brontë, Emily Brontë, Wilde, Trollope, and Kipling.

mm. Change in description.

To Read:

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. Genres may include folklore, spiritual autobiographies, captivity narratives, sermons, poetry, and periodicals, and topics may include indigeneity, colonialism, imperialism, slavery, gender, race, religion, exploration, identity, diaspora, and captivity.

nn. Change in description.

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 United States in its global context (approximately 1760- 1850). Genres might include the novel, slave writings, essays, periodicals, the short story, and poetry, and topics might include revolution, slavery, national identity, citizenship, literacy, diaspora, sovereignty, and liberty.

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oo. Change in description.

To Read:

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 individualism, ecology, aesthetics, gender, imperialism, regionalism, frontier and territorial expansion, scientific advancement, slavery, and the Civil War, and literary genres and movements might include Romanticism, Realism, Naturalism, Regionalism, Transcendentalism, the novel, slave writings, short stories, and poetry.

pp. Change in description.

To Read:

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 of inquiry. Course texts may include a variety of literary and non-literary texts such as novels, verse, song lyrics, manifestos, comics, journalism, television, electronic literature, or video games.

qq. Change in description.

To Read:

ENGL 356. Literature of the American Indians. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the tales, poems, religious beliefs, and literature of Native American peoples, which may also include some literature about Native Americans since the onset of settler colonialism.

rr. Change in description.

To Read:

ENGL 363. VT: Global Literatures in English. 3 hr.; 3 cr. Prereq.: ENGL 170W. A comparative study of Anglophone literature that brings writers and/or literary movements in or from Africa, Australia, New Zealand, Canada, India, and the English-speaking Caribbean in conversation through a theme, genre, and/or theoretical approach. Themes, genres, and/or theoretical approaches can vary, like the countries/regions/areas studied. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

ss. Change in description.

To Read:

ENGL 365. Celtic Myth and Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the Celtic literature of the British Isles from the age of *Beowulf* to the age of Chaucer, focusing primarily on the treatment in prose and verse of the figures of the king, the goddess, the warrior, and the poet in Irish and Welsh tradition. Attention is given to the relationships among Celtic, English, and continental literatures. All readings in English translation.

tt. Change in description.

To Read:

ENGL 366. Introduction to Irish Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. A survey of important works of Irish literature from the Middle Ages to the present, with emphasis on the continuity of Irish tradition as well as on the shifting political and social contexts in which Irish

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literature has been produced. Readings will include Old and Middle Irish poetry and saga; the literature of both Anglo-Irish ascendancy and conquered Gaelic Ireland during the long period of English rule; the poetry, drama, and fiction of the extraordinary literary revival that took place in the late nineteenth and early twentieth centuries; and the literature of modern and contemporary Ireland.

uu. Change in description.

To Read:

ENGL 367. Modern Irish Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of modern Irish writers in the context of Irish history and culture. Authors will include W.B. Yeats, Lady Augusta Gregory, J.M. Synge, James Joyce, Samuel Beckett, Edna O'Brien, Eavan Boland, Seamus Heaney, and Nuala Ní Dhomhnaill.

vv. Change in description.

To Read:

ENGL 380. Classical Backgrounds of English Literature. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of selected works of Greek and Latin literature in translation in relation to the development of English-language literature. Topics may include the epic, the development of tragic drama, and lyric and satirical poetry, and the theory and practice of translation. Authors may include Sappho, Sophocles, Aeschylus, Euripides, Aristophanes, Homer, Virgil, Ovid, Catullus, Horace, Tacitus, Livy, Juvenal, and Lucretius, read alongside selections from English language authors like Chaucer, Shakespeare, Milton, Dryden, Pope, Johnson, Joyce, Eugene O'Neill, Robert Lowell, Spike Lee, and Anne Carson.

ww. Change in description.

To Read:

ENGL 381. The Literature of the Bible 3 hr.; 3 cr. Prereq.: ENGL 170W. Biblical literature in English translation, including narratives, prophetic literature, gospels, apocalypses, and poetry. Material is studied with attention to its sociological and historical background, its literary value, and its relevance to two religions. Biblical influence on English language literature may be examined in such authors as Milton, Dryden, Smart, Blake, Byron, Melville, Dickinson, and twentieth-century and contemporary English-language poetry. Cannot be taken for credit if student has taken English 153.

xx. Change in description.

To Read:

ENGL 390. Comedy and Satire. 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of comedy and satire in literature and culture. Topics may include the historical development of comedy and satire; theories of humor and laughter; and representations of race, gender, sexuality, and class. The course will examine a range of genres and forms, such as comedy of manners, farce, theatre of the absurd, vaudeville and minstrelsy, comedic/satirical fiction, comedic/satirical films, sitcoms, stand-up comedy, and sketch and improv comedy.

yy. Change to the Major

To Read:

Electives (7 courses, 21 credits)

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7 additional English courses at the 200 or 300 level. These courses must include:

- at least one course in British literature before 1800:
English 251, 311, 312, 313, 320, 321, 322, 330*, 331, 332, 333, 334, 340, 341, 344
- at least one course in American literature before 1900:
English 253, 348, 349, 350, 351, 352#, 354, 357*, 358*, 359*
- at least one course in global, ethnic, or post-colonial

literature: English 255, 354, 355, 356, 360, 362, 363, 364, 366, 367, 368, 369, 377, 378, 379

* ENGL 330, 357, 358, 359 are no longer offered; if taken before Fall 2016, these courses count toward the listed requirements.

ENGL 352 (The American Novel to 1918) is no longer offered; if taken before Fall 2016, it counts toward the listed requirement. The new ENGL 352 (Late-Nineteenth- and Early-Twentieth Century U.S. Literature) does NOT count toward the listed requirement.

3. FNES

a. New Course

FNES 300. Seminar in Nutrition and Dietetics: Career Advancement. 2 hr.; 2 cr. Prereq.: FNES 263. Development of career skills and resources for advancement in the profession of nutrition and dietetics including portfolio development, governance of nutrition and dietetics practice, such as the Code of Ethics for the profession of Nutrition and Dietetics, and the regulations related to billing, coding, and reimbursement of nutrition services.

b. Change to Course Hours, Pre/Co-requisites, and Course Description

To Read:

FNES 365. Nutrition Assessment. 2 hr lec., 2 lab hr.; 3 cr. Prereq. or Coreq.: CHEM 103.1, 103.3, FNES 264, and Bio 43. Introduction to nutrition assessment and other components of medical nutrition therapy, utilizing the nutrition care process.

c. Change Course Description

To Read:

FNES 366. Medical Nutrition Therapy. 3 hr.; 3 cr. Prereq.: FNES 264 and 365. Nutrition and dietary treatment of pathological medical conditions.

d. Change in Pre/Co-requisite and Course Description

To Read:

FNES 368. Life Cycle and Community Nutrition. 3 lec. hr.; 3 cr. Prereq. or coreq.: FNES 264. Understanding the nutrition needs and government programs to support nutrition health during the different stages of the life cycle; community needs assessment; the impact of public policy on nutrition and dietetics practice.

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4. Sociology (BALA)

- a. Change to the minor (BALA)

To Read:

BALA 100, 103W, 165, 200, 201W, 302W, and 303; and ACCT 100, ~~Financial and Managerial Accounting~~, or BALA 398 or other course with program approval.

5. Sociology

- a. New Minor in Data Analytics.

The data analytics minor teaches students how data are produced, captured, organized, analyzed and presented—and how to perform these data analytics tasks themselves. The curriculum draws upon concepts and skills from statistics, computer science, and computer-based techniques for handling large datasets, as well as capturing and analyzing data and presenting the results of such analyses in a variety of forms, including reports, tables, and visualizations (e.g. charts, maps and graphs).

The need for data analytics pertains to almost every field, and graduates of the minor are prepared for entry level jobs involving the use of data, for example, in government, business, science and technology, policy, education, and research, among others. Because this program is a minor, students are encouraged to apply their data analytics skills in any major, providing them the advantage of combining valuable data skills with other specializations.

REQUIREMENTS FOR THE MINOR IN DATA ANALYTICS (MINOR CODE DATA-MIN)

Required (21 credits)

SOC 235, 205 (or PSYCH 107 or ECON 249 or equivalent), 212W, 306, 333, and 334.

- b. Change in prerequisite.

To Read:

SOC 205. Social Statistics I. 6 hr. lec./lab; 4 cr. Prereq.: Sociology 101 or SOC 235 or ANTH 101 or ECON 101 or FNES 106 or HSS 100 or PSCI 100 or PSCI 101 or URBST 101.

Introduction to descriptive, inferential, bivariate, and multivariate statistical techniques to analyze social science data. In the statistics lab, students learn how to generate and interpret output produced by a standard statistical computer package. Lab exercises are used to reinforce the meaning of the statistics and how they behave. Not open to students with credit for ECON 249 or PSYCH 107. (MQR)

- c. Change in prerequisite.

To Read:

SOC 212W. Sociological Analysis. 6 hr (lec/ lab).; 4 cr. Prereq.: SOC 101 or SOC 235 or ANTH 101 or ECON 101 or FNES 106 or HSS 200 or PSCI 100 or PSCI 101 or PSYCH 101 or URBST 101. The relationship between sociological theory and data through analysis of important social phenomena and the understanding and communication of scientific findings about such phenomena. (SCI, SW)

- d. Change in title, prerequisites and description.

ACADEMIC SENATE Minutes – April 6, 2017

(5a. UCC minutes continued)

To Read:

~~SOC 235-Computers and Society. Data and Society. 3 hr.; 3 cr. Prereq.: SOC 101 and 212. A scientific examination of the relationships of digital technology and big data to the individual and society. Topics include issues of privacy and ethics, human machine interaction artificial intelligence, interpersonal communication, law and crime, healthcare, education, business, effects on American and global social structure, media, national security and politics, and science and technology the scientific community. (SCI, SW)~~

- e. Change in title, prerequisites and description.

To Read:

~~SOC 333. Applied Programming for Social Science Research Using Computers. 3 hr.; 3 cr. Prereq.: SOC 401 and 205 or equivalent, or permission of the instructor. Introduction to statistical programs and programming languages to assist the computer-assisted with conducting social science research; data gathering, processing, analysis, interpretation and report writing.~~

- f. Change in prerequisite.

To Read:

~~SOC 306. Social Statistics II. 3 hr.; 3 cr. Prereq.: SOC 401 and 205 or PSYCH 107 or ECON 249 or equivalent. Additional and more advanced statistical methods applied to the analysis of sociological data; multiple and partial correlation, analysis of variance, etc.~~

6. History

- a. Change in course number:

To read:

~~HIST 212. Europe in the Middle Ages. 3hr.; 3cr.~~

- b. Changes in course number:

To read:

~~HIST 313: The First World War. 3hr.; 3 cr.~~

~~HIST 314: The Second World War. 3hr.; 3 cr.~~

- c. Course withdrawn:

~~HIST 117: The History and Civilization of Islam. 3hr.; 3 cr.~~

- d. New course:

~~HIST 150: Introduction to Byzantine Culture and Civilization. 3hr.; 3 cr.~~

~~The political, social, and religious history of Byzantium and exploration of the contributions of Byzantine culture in the fields of religion, literature, art, architecture, and music.~~

- e. New course:

~~HIST 388: Oral History: Methods and Applications~~

~~Introduces the best methods and practices in conducting oral history projects. Students will gain experience in creating interviews that will be preserved and collected for use by later generations of researchers. May be repeated for credit if the topic is different.~~

ACADEMIC SENATE Minutes – April 6, 2017

(5a. UCC minutes continued)

f. Change to major:

To Read:

European History since the Fall of Rome

Includes HIST 107–110, 115, 116, 150, 164, 169, 209–213, 215–216, 217, 218, 222, 225, 227, 228, 229, 230–233, 236, 237, 238, 239–242, 251–254, 287, 291, 292, 295, 302, 303, 304, 305, 308, 309, 310, 312, 313, 314, 315, 332, 352.

g. Change to the major:

To Read:

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, 388.

5b. Graduate Curriculum Committee

MOTION: Duly made by Associate Provost Steven Schwarz:

“To accept the Graduate Curriculum Committee Minutes dated March 15, 2017”

Hearing no objection to the motion, Associate Provost Schwarz moved unanimous consent.

To Read:

**MASTER OF SCIENCE IN EDUCATION (MUSIC) AND POST-BACCALAUREATE
ADVANCED CERTIFICATE MUSIC EDUCATION PROGRAMS
Admission**

There are two graduate programs in Music Education.

The first program is a post-baccalaureate Advanced Certificate Program leading to Initial Teacher Certification. Admission is open to applicants with a bachelor's degree in music with minimum B (3.0 of 4.0) cumulative undergraduate average, or a master's degree in another area of music. The Graduate Record Exam is required. A personal interview with the Music Education faculty is also required.

The second is the standard Master of Science in Education degree which is a New York State Education Department approved program that leads to Professional Certification for students already holding Initial Certification. Concentrations in instrumental music, choral music, general music, jazz music education, composition pedagogy and conducting are offered.

A minimum B (3.0 of 4.0) cumulative undergraduate average and the Graduate Record Exam are required for admission.

Students must maintain a B average throughout either program for completion/graduation. Students meet with the Graduate Advisor for registration prior to the start of each semester they are enrolled.

Program Requirements— Post Baccalaureate Advanced Certificate Program Preparing for Initial Teacher Certification

The Post-Baccalaureate Advanced Certificate Program is a non-degree program comprised of pedagogical courses mandated by the New York State Education Department for Initial Certification. Students will be guided through the pedagogical coursework and student teaching.

The completion of this program takes two years and is typically 32–37 credits (depending on vocal or instrumental emphasis), but may be lower depending on the courses the individual student may have had at the undergraduate level (or another graduate program).

Students in the Initial Certification track are required to demonstrate a competent understanding of Western Classical Music. A music history qualifying examination will be administered during the student's first fall semester. Passing the exam meets this requirement.

Failing the exam means that the student must take MUSIC 768, Western Music History Survey (3 hr.; 2 cr.) or the equivalent in order to be recommended for certification.

Below are the required courses. (Course descriptions follow the Master's of Science in Music Education requirements.)

MUSIC 690. Foundations of Music Education, 3 cr.

or

SEYS 536. Educational Foundations, 3 cr.

MUSIC 691 Psychology of Music, 3 cr.

or

SEYS 552. Educational Psychology, 3 cr.

EECE 711. Ecological Perspectives on Development: The Childhood Years, 3 cr.

ECPSE 550. Foundations of Special Education, 3 cr.

EECE 525. Language and Literacy Learning in the Elementary Years, 3 cr.

or

SEYS 700. Language, Literacy, and Culture in Education, 3 cr.

MUSIC 644. Student Teaching in Music, 6 cr.

MUSIC 645. Seminar in Teaching Music: Elementary, 3 cr.

MUSIC 646. Seminar in Teaching Music: Secondary, 3 cr.

MUSIC 669. Conducting II, 2 cr.

Students choose either:

Choral track

MUSIC 666. Vocal Pedagogy, 2 cr.

MUSIC 642. Teaching of Choral Music, 3 cr.

Or

Instrumental Track

MUSIC 661. Group Instruction in Upper Strings, 1 cr.

MUSIC 662. Group Instruction in Lower Strings, 1 cr.

MUSIC 663. Group Instruction in Woodwinds, 1 cr.

MUSIC 667. Group Instruction in Brass, 1 cr.

MUSIC 668. Group Instruction in Percussion, 1 cr.

MUSIC 641. Teaching of Instrumental Music, 3 cr.

Program Requirements—Master of Science in Music Education

The program for the MSED stresses the foundations and psychology of music and education, the teaching of elementary and/or secondary classroom music, vocal and/or instrumental music pedagogy, conducting, and research. Students' programs are rounded out with music and/or education electives based on individual interests and abilities.

MSED students are required to take one music history/literature course. A music history qualifying examination will be administered during the student's first fall semester. Passing the exam will allow the student to take a music history course of his or her choosing.

Failing the exam means that the student must take MUSIC 768, Western Music History Survey (3 hr.; 2 cr.) or the equivalent, as a prerequisite to taking a required history course.

The completion of this program takes 2 – 3 years and is typically 36–38 credits (depending on whether a remedial history class is required).

Some credits earned in other graduate programs may be accepted for transfer. This is a highly flexible program based on the interests and needs of the individual student.

All students in the MSED program must take courses in the following: (27 credits)

Foundations of Education, typically MUSIC 690, 3 cr.

Educational Psychology, typically MUSIC 691, 3 cr.

General Music, typically MUSIC 659 or 660, 3 cr.

Two research seminars MUSIC 678, 3 cr. and MUSIC 688, 3 cr.

Advanced Conducting MUSIC 670, 3 cr.

Either Music 642 Teaching Choral Music, 3 cr.

OR
MUSIC 641 Teaching Instrumental Music, 3 cr.

MUSIC 692 or MUSIC 693, 3 cr.

MUSIC 773 Topics in Music History, 3 cr.

The remaining 9 credits are electives and will vary depending on the student's chosen area of concentration.

2. GSLIS

- a. Certificate program name change

To Read:

Certificate in Archives and Preservation of Cultural Materials

3. SEYS

- a. New Course.

SEYS 577, Clinical Residency I. 3 hrs, plus 300 hours of fieldwork, 3 credits
Co-requisite: SEYS 552—Educational Psychology, SEYS 536—Educational Foundations, and a discipline-specific SEYS methods course
SEYS 577, Clinical Residency I, is the first of three intensive clinical residencies. In this first clinical residency, candidates will have multiple, scaffolded opportunities to apply what they are learning in their college course work in real secondary (i.e., grades 7-12) classrooms as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations within their respective content area specializations. Candidates will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

b. New Course.

SEYS 578, Clinical Residency II. 3 hrs, plus 300 hours of fieldwork, 3 credits.

Prerequisites: SEYS 577, Clinical Residency I; Co-requisite: Appropriate SEYS discipline-specific advanced methods course

SEYS 578, Clinical Residency II, is the second of three intensive clinical residencies. During this second semester of clinical residency, candidates continue within their full-time clinical residency placements within New York City Public Schools and continue to have multiple opportunities to apply what they are learning in their college coursework in real secondary classrooms. Many of the scaffolded supports provided during SEYS 577 are systematically removed and candidates are expected to move towards the independent demonstration of instructional effectiveness. Candidates must successfully and independently be able to demonstrate knowledge, skills, and professional dispositions in: (a) designing and implementing coherent culturally sustaining instruction consistent with research-validated, discipline specific, best-practices, and (b) assessing the impact of their instruction in formative and summative ways in terms of promoting the learning and well-being of all students.

c. New Course.

SEYS 579, Clinical Residency III. 3 hrs, plus 300 hours of fieldwork, 3 credits; Prerequisites: SEYS 577, Clinical Residency I & SEYS 578 Clinical Residency II; Co-requisite: Appropriate SEYS discipline-specific research course.

SEYS 579, Clinical Residency III, is the final of three intensive clinical residencies and provides multiple structured opportunities for candidates to apply and reflect on strategies, theories, and practices learned in college coursework through daily work with a mentor teacher in a host school within the mentor teacher's classroom. This course provides induction support to candidates during their final semester in the secondary level Transitional B MAT clinical residency programs as NYCDOE first-year teachers of record within their own classrooms. Specifically, this induction portion of the clinical residency sequence supports candidates' growth during the first semester of full-time teaching, helping candidates as novice teachers continue to develop knowledge, skills and professional dispositions related to designing, facilitating and implementing coherent instruction consistent with research-validated, discipline specific, best-practices; and assessing the impact of their instruction in formative and summative ways in terms of promoting the learning, well-being, and critical engagement of all students.

4. Hispanic Languages and Literatures

a. New Course.

SPAN 751 Vision of the Vanquished: Indigenous and Mestizo Voices of XVI

and XVII centuries Mexico and Peru. 3 hours / 3 credits; Prerequisites or corequisites: SPAN 700

Texts produced by indigenous and *mestizo* lettered authors, collected by clergy in some cases, during the early colonial times in Mexico and Peru.

b. New Course.

SPAN 753 Great Works of Spanish American Romanticism: In Search of a Spanish- American Identity. 3 hours / 3 credits; Prerequisites or corequisites: Spanish 700

Texts produced in Latin American during the XIX century by criollo authors in search of a new Spanish American identity.

5c. Nominating Committee

MOTION: Duly made by Senator Professor Sara B. Woolf:

“To accept the Nominating Committee Report dated April 6, 2017”

Hearing no objection to the motion, Professor Woolf moved unanimous consent:

1. Admissions and Re-entry Standards Committee, on Undergraduate

The following faculty member was elected by unanimous consent:

Saima Cheema	M&NS	December, 2018
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2. Special Committee on Governance

The following faculty member was elected by unanimous consent:

Kenneth Lord		April, 2019
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3. Undergraduate Scholastic Standards Committee

The following faculty member was elected by unanimous consent:

Patricia D’Ateno	At-Large	December, 2018
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5d. Special Committee on Governance

i. Charter Amendment Proposals

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

“To accept the Charter Amendment Proposals I”

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 accept the Charter Amendment Proposals II”

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

ii. Bylaw Amendment Proposals”

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

“To accept the Bylaw Amendment Proposals”

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

Queens College Academic Senate
Special Committee on Governance
Charter Amendment Proposals

The Special Committee on Governance is recommending changes in the Charter of the Senate in the following areas:

- I. Reallocate Student membership of the Senate to allow for full student representation by changing the ACE and Graduate Senate Seats to College Wide at-Large Seats.
- II. Revise the Search and Evaluation process for Academic Deans and add the Provost and Chief Librarian to the searches that Senate has input in.
- I. Be it Resolved, that the Academic Senate requests that the Board of Trustees amend the Charter of the Queens College Academic Senate to reallocate student senator seats by amending Section II as follows:*

Section II - Membership of the Academic Senate

The Academic Senate shall be a representative body of 60 Senators and 60 Alternates elected by faculty and students, and of those ex officio nonvoting members designated in Section I paragraph F of this Charter. For the purpose of this Charter, the faculty is defined as all full-time Queens College persons in the titles of Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer; students are defined as all Queens College undergraduate and graduate students.

The 60 Senators shall be apportioned as follows:

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.

B. Students - 20

Students seeking office are subject to academic standards and requirements as set by the CUNY Board of Trustees.

1. Undergraduate ~~–[Eleven (11)]~~ Ten (10)

~~[2-]~~ a) Three (3) undergraduate student Senators shall be elected by undergraduate students from each of the following groups:

- i. Lower sophomore, upper freshman, and lower freshman classes;
 - ii. Lower junior and upper sophomore classes;
 - iii. Upper senior, lower senior, and upper junior classes.
- b) One (1) SEEK student Senator shall be elected at large by SEEK students.
- ~~[e) One (1) ACE student Senator shall be elected at large by ACE students.]~~

~~[2- One (1) Graduate Division student Senators be elected at large by Graduate Division students.]~~

~~[3]~~ 2. ~~[Eight (8)]~~ At- Large Ten (10)

- a. Ten (10) student Senators shall be elected at large, College-wide, from all divisions and schools of the College.

C. Alternates may vote and be counted as part of the quorum when properly seated.

D. Faculty Senators and Alternates shall serve a term of two (2) years.

a) Half of the faculty Senators and Alternates shall be elected each year.

E. Student Senators and Alternates shall serve a term of one (1) year.

F. 1. Ex officio nonvoting membership shall be extended to:

- a) chairpersons of Academic Senate committees, the Parliamentarian of the Academic Senate, and the Ombudsman;
- b) the College President, Provost, Vice-Presidents, Deans, Business Manager, and Registrar;
- c) the President[s] of the Student Association ~~[Day Session, Evening, Graduate, ACE and SEEK Student governments]~~;
- d) the President of the Queens College Alumni Association;
- e) the chairperson of the Queens College chapter of the Professional Staff Congress;
- f) the Chief Librarian;

g) or a designee of any of the preceding.

II. Be it Resolved, that the Academic Senate requests that the Board of Trustees amend the Charter of the Queens College Academic Senate to revise the Selection and Review procedures for Academic Officers and include the Provost and Chief Librarian by amending Section X of the Charter as follows:*

Section X - Selection and Review of Academic Officers

A. Academic ~~{full}~~ Divisional Deans shall be nominated in the following manner:

~~{A}~~ 1. The Academic Senate will elect a Search Committee consisting of ~~{five}~~ four (4) full-time faculty members and ~~{five}~~ four (4) students who are members of or majors in the departments or divisions to be included within the constituency for which the dean being sought will be responsible. Students elected to Academic Senate Search Committees as representatives from the Division of Education may be either co-majors in Elementary and Early Childhood Education or [minors] majors in Secondary Education and Youth Services, or be matriculated in a graduate program in the Division. The Provost may appoint one (1) additional member to the Search Committee.

~~{1. The Academic Senate shall elect an additional faculty member and an additional student, who are members of or majors in the Division of Education, to serve on the Search Committees for the Deans of Arts, Social Sciences, and Mathematics and Natural Sciences.~~

~~2. The Academic Senate shall elect an additional faculty member and an additional student, who are not members of or majors in the Division of Education, to serve on the Search Committee for the Dean of Education.~~

~~{B}~~ 2. The Committee shall submit to the President a confidential list of three to five candidates from which the President shall nominate one to the Board of Trustees for approval. In the event the President rejects all the Search Committee's choices, the Committee will submit another list of names to the President for his or her consideration. This procedure shall be followed until a dean is selected.

~~{C}~~ 3. The Search Committee shall follow procedures consistent with Affirmative Action guidelines and shall hear nominations from any member of the campus community for the position of dean and shall consider for candidacy any person with distinction within his or her chosen field of study and with demonstrated administrative skill.

~~{D}~~ B. Review of Dean's qualifications:

1. ~~{At the beginning of every fifth year of a Dean's term,}~~ As needed or upon request, a Committee (the composition of which shall correspond to the composition of the Search Committee) shall be elected by the Academic Senate to review the Dean's performance through confidential consultations with departmental chairpeople, program directors, and other persons who are in a position to comment knowledgeably on the Dean's

performance. The Review Committee will then make a confidential report to the President including a recommendation for or against continued appointment. Investigations of the Review Committee shall be conducted with the strictest confidentiality. The findings of the Review Committee shall be reported to the President no later than ~~[May 30, of every fifth year of the Dean's term]~~ 60 days after the appointment of the committee.

~~2. If the President does not reappoint continue the appointment of the Dean, the Review Committee shall constitute itself as a Search Committee, as outlined above, and nominate [additional] candidates to the President for consideration.~~

[3] 2. The term "Dean" in the above section refers to all [full] Academic Divisional Deans.

~~[E]~~ C. ~~[Review of the]~~ Provost Search:

1. The Academic Senate shall elect four (4) faculty members, one from each division, and four (4) students and transmit their names to the President for consideration as members of the Provost Search Committee. The President shall either choose at least two faculty and two students from the list submitted by the Senate or seek more nominations from the Senate which will be sent to the President by the end of the next Senate Meeting. If no nominations are sent to the President by the Senate at its next meeting or the President declines to appoint any of the nominations that are sent, the President may fill the search committee without such nominations. The President shall determine the size and appoint the rest of the Provost Search Committee.

2. The Committee shall submit to the President a confidential list of three to five candidates from which the President shall nominate one to the Board of Trustees for approval. In the event the President rejects all the Search Committee's choices, the Committee will submit another list of names to the President for his or her consideration. This procedure shall be followed until a Provost is selected or the President selects a new Search Committee following the procedure set forth in paragraph 1 above.

3. The Search Committee shall follow procedures consistent with Affirmative Action guidelines and shall hear nominations from any member of the campus community for the position of Provost and shall consider for candidacy any person with distinction within his or her chosen field of study and with demonstrated administrative skill.

D. Review of the Provost's qualifications:

1. ~~[At the beginning of every fifth year of a Provost's term,]~~ As needed or upon request, a Committee (the composition of which shall correspond to the composition of a ~~[Dean's]~~ Provost's Search Committee) shall be appointed as described in paragraph C above ~~[elected by the Academic Senate]~~ to review the Provost's performance through confidential consultations with departmental chairpeople, program directors, and other persons who are in a position to comment knowledgeably on the Provost's performance. The Review Committee will then make a confidential report to the President including a recommendation for or against continued appointment. Investigations of the Review

Committee shall be conducted with the strictest confidentiality. The findings of the Review Committee shall be reported to the President no later than ~~[May 30, of every fifth year of the Dean's term]~~ 60 days after the appointment of the committee.

E. Chief Librarian Search:

1. The Academic Senate shall elect four (4) full-time faculty, including two (2) librarians, one (1) Graduate School of Library and Information Studies member, one (1) other faculty member, and two (2) students to serve on the Search Committee. The President may appoint up to 5 additional members to the Committee.

2. The Committee shall submit to the President a confidential list of three to five candidates from which the President shall nominate one to the Board of Trustees for approval. In the event the President rejects all the Search Committee's choices, the Committee will submit another list of names to the President for his or her consideration. This procedure shall be followed until a Chief Librarian is selected or the President selects a new Search Committee following the procedure set forth in paragraph 1 above.

3. The Search Committee shall follow procedures consistent with Affirmative Action guidelines and shall hear nominations from any member of the campus community for the position of Chief Librarian and shall consider for candidacy any person with distinction within his or her chosen field of study and with demonstrated administrative skill.

F. Review of the Chief Librarian:

~~[At the beginning of every fifth year of the Chief Librarian's term,]~~ As needed or upon request, a Committee (the composition of which shall correspond to the composition of a ~~[Dean's]~~ Chief Librarian's Search Committee) shall be elected by the Academic Senate to review the Chief Librarian's performance through confidential consultations with departmental chairpeople, program directors, and other persons who are in a position to comment knowledgeably on the Chief Librarian's performance. The Review Committee will then make a confidential report to the President including a recommendation for or against continued appointment. Investigations of the Review Committee shall be conducted with the strictest confidentiality. The findings of the Review Committee shall be reported to the President no later than ~~[May 30, of every fifth year of the Chief Librarian's term]~~ 60 days after the appointment of the committee.

***Please note that words in ~~[brackets and struck through]~~ are to be deleted and words that are underlined are to be added.**

Queens College Academic Senate
Special Committee on Governance
Bylaw Amendment Proposals

The Special Committee on Governance is recommending changes in the Bylaws of the Senate in the Duties and Composition of Senate Committee which is in Article VII Section 24 and 25 of the Bylaws.

Some the committee charges are out of date as are the titles of some of the ex-officio members. This report recommends changes to correct these matters.

I. Be it Resolved; that the Academic Senate adopts the following changes to Article VII Section 24 of the Bylaws as follows:

Section 24. Duties and Composition of Standing Committees:

A. Admissions and Re-entry Standards, Committee on Undergraduate

1. Duties:

a) To maintain liaison with College and University personnel responsible for developing special programs which might affect admission and external course work policies.

b) To maintain liaison with University personnel responsible for developing or changing admission, matriculation, and transfer credit criteria on a University-wide basis, and to report any proposals for such changes to the Academic Senate.

c) To review and recommend to the Academic Senate College-wide policies for undergraduate admission procedures and requirements.

d) To review and recommend to the Academic Senate College-wide policies concerning the matriculation of non-degree students.

e) To review and recommend to the Academic Senate College-wide policies on the acceptance of external course work towards a Queens College Baccalaureate Degree.

f) In consultation with all appropriate parties, to hear and act only upon those student appeals which result from the College-wide Academic Senate policies set forth in the areas of paragraphs c, d, and e.

i. When a committee member fails to review two groups of appeals, the Holder of the Chair of the Committee or the Holder of the Chair of the Academic Senate may petition the Executive Committee, in writing, to declare that member's seat vacant in accordance with the procedures stated in Article VII Section 19 c-f.

~~[g) To act, in accordance with University mandates, on appeals from students who would otherwise be barred from admission because they had not passed all CUNY Skills Assessment Tests within their first 60 credits of college work.*~~

~~* University Policy no longer permits students to enter Queens College after Spring 2000 without having passed all parts of the CUNY Skills Assessment test.]~~

2. Administration:

a) The responsibility for preparing and recording student appeals to College rulings on undergraduate admissions for matriculated and non-degree students, and on external course work evaluation is assigned to the Office of Undergraduate Admissions. Such preparation shall include:

1. Collecting supporting material for student appeal cases.
2. Presenting appeal cases to the Committee for decision.
3. Reporting Committee decisions to students.
4. Maintaining records of appeals and decisions and preparing summary reports as required.
5. Advising students of their right to appeal admissions and re-entry (including Fresh Start) decisions directly to the Committee. This appeal right is subject to the Committee's determination that such an appeal not be heard.

b) The Executive Director of Undergraduate and Graduate Admissions and Scholarship Services or her/his designees shall be responsible for the administrative services required by the Committee. Such responsibility shall include:

1. Working with the Committee and its Chairperson to see that College policy is clear, appropriate in substance and form and applied fairly and equitably.
2. Drafting new or revised proposed policies for the Committee's consideration as required.
3. Carrying out other Committee directives, e.g., interviews as appropriate.
4. Membership: ten voting, six nonvoting.

a) Faculty: one from each of four divisions, one at large Students: one from each of four divisions, one at large

b) Ex officio nonvoting: ~~[Director of Institutional Research]~~ Dean of Institutional Research and Effectiveness; Registrar; ~~[Executive Director of Undergraduate and Graduate Admissions and Scholarship Services; Executive Officer of the Undergraduate Scholastic Standards Committee]~~ Vice President of Enrollment and Retention; Director of Academic Support Center and CESL; ~~[Dean of Academic Support and Development];~~

B. Campus Affairs, Environment, and Graduation Advisory Committee

1. Duties:

a) The committee shall review proposals to name campus buildings or parts of buildings and the creation of memorials and shall make its recommendations to the Academic Senate.

~~[b] To propose a single or multi-year calendar to the Academic Senate by no later than November of the year prior to its implementation.]~~

~~[e]~~ b) To foster and stimulate interactions with the community at large in such areas as student work-study programs, joint fund raisers, cultural programs. Committee shall endeavor to maintain open communication and exchanges among student, faculty, staff and administrators.

~~[d]~~ c) To review, suggest and make recommendations on any aspect of life concerned with the campus grounds within the understanding that major reconstructions are an administrative duty. This is to include plantings, landscaping and renovations of buildings as it pertains to external areas, entrance foyers and/or lobby (e.g. color scheme and accessories selection).

~~[e]~~ d) To develop policies related to non-instructional matters of campus life not already delegated to other committees.

~~[f]~~ e) To advise the College on all matters relating to the Graduation ceremony.

2. Membership: eight voting, eleven (11) nonvoting

a) Four instructional staff - one from each division at least two must be faculty

b) Four students- one from each of four divisions

c) Ex officio nonvoting: Vice President for Student Affairs; Vice President for Finance and Administration; Director of Facilities Planning, Management, and Construction; Director of Student Union; Designee of College President; Representative of QC Retirees; Representative of QC Women's Club; Campus Horticulturist, 2 Graduation Coordinators designed by the College President.

C. Curriculum Committee - Graduate

1. Duties: To make recommendation to the Academic Senate in all matters of graduate curriculum.

2. Membership: eight voting, three nonvoting

a) Faculty: one from each of the four divisions

Students: one graduate student from each of four divisions

b) Ex officio nonvoting: ~~[Office of Graduate Studies (or)]~~ Provost or designee [)]; ~~[Dean of the Division of Education;]~~ Registrar

D. Curriculum Committee - Undergraduate

1. Duties: To make recommendations to the Academic Senate in all matters of

undergraduate curriculum.

2. Membership: ten voting, three nonvoting

a) Faculty: one from each of four divisions; one at large Students: one from each of four divisions; one at large

b) Ex officio nonvoting: Provost or designee; Registrar; Director of Academic Advisement

3. Subcommittee for Honors "H" designation

i. Courses that are intended as Honors classes fulfilling the curricular needs of students in various CUNY, College, or individual Honors programs shall have course numbers with an added "H" designation.

ii. The subcommittee for "H" designation shall have the following responsibilities:

a. Administer and maintain standards for assigning an "H" designation to courses.

b. Recommend courses to the UCC for approval by the Senate as having an "H" designation.

c. Propose a list of "H" courses in each semester which will be offered in the following semester.

iii. Membership shall consist of one faculty representative of each divisional honors program and one Queens College representative of the CUNY Honors Program. The Director of Honors, the Director of Scholarships and a representative from the Provost's Office shall be ex-officio non-voting members.

E. Elections Committee

1. Duties:

a) To establish procedures and supervise the election of the Academic Senate and Faculty Student Disciplinary Committee, subject to approval by the Academic Senate.

b) To present to the Academic Senate for approval and/or amendment, not later than the regular February meeting, a procedure for conducting elections and a schedule including the nominating and balloting periods.

c) To establish procedures for and supervise Academic Senate referenda, subject to approval by the Academic Senate.

d) Upon request and with appropriate compensation, to administer the elections and/or

referenda of the student government. Procedures for conducting such elections shall be established in cooperation with the student government.

*2. Membership: eight voting, one nonvoting

a) Ex officio nonvoting: Vice President for Student Affairs

* No member of the Elections Committee may run for an election that is under Committee supervision. No one who is currently campaign manager, student government president or vice president or has held one of those titles within the prior two years from the record date of the next election may serve as a member of the Elections Committee.

N.B. See **Standing Rule IV** (Administration of Elections)

F. International Student Affairs Committee

1. Duties:

a) To review policies pertaining to foreign students in all areas of academic life, and to make recommendations for changes in these policies to the Academic Senate.

b) To advise the Vice President for Student Affairs, the Director of International Student Services Office, and other appropriate administrative officers of the College in matters pertaining to international students.

2. Membership: eight voting, [~~three~~] four nonvoting.

a) Four faculty.

Four students - at least three of whom shall be [~~foreign~~] international (fee code 4) students.

b) Ex officio nonvoting: Director of CESL Program; Director of International Student Services Office; Registrar, Liaison for International Student Services, Provost or designee

G. Nominating Committee

1. Duties:

a) To submit nominations for committees to the Academic Senate.

b) To notify all members of Senate Committees, at least two months prior to the termination of their committee membership, so that committee members are given the opportunity to apply to the Nominating Committee for consideration for re-election.

2. Membership: ten voting.

- a) Faculty: one from each of four divisions; one at large
Students: one from each of four divisions; one at large

H. Policy Board on Administration

1. Duties:

- a) To advise on all major policy decisions, monitor performance, and hear complaints. Office, Buildings and Grounds, Data Processing, Records Management, Registrar, Security, Parking, Central Mail Services, Telephone, Office and Reprographic Services, Campus Planning, Space Management, Management Information Services, and the selection and allocation of office machines.

2. Membership: six voting, two nonvoting.

- a) Ex officio nonvoting: Vice President for Finance and Administration or designee; Provost or designee Assistant Vice President for ~~[Human Resources and]~~ Facilities Planning and Operation

I. Scholastic Standards Committee - Graduate

1. Duties:

- a) To review policies and procedures of graduate programs and make recommendations to the Academic Senate.
- b) To receive and act upon in consultation with the appropriate academic department or program, those matters referred to it by the ~~[Dean of Graduate Studies and the Dean of the Division of Education]~~ Provost or designee and QC Scholastic Standards Officer.
- c) To receive and act upon, in consultation with the appropriate academic department or program, student appeals from the decisions relating to academic matters of the ~~[Dean of Graduate Studies and the Dean of Division of Education]~~ Provost or designee and QC Scholastic Standards Officer.

2. Administration:

- a. The QC Scholastic Standards Executive Officer shall be a member of the instructional staff, preferably a member of the faculty and shall be elected by the Academic Senate for a term of two (2) years and until a new Executive Officer takes office. The term of the Executive Officer shall begin officially on the first day of classes in the spring semester of odd numbered years following the election. Appropriate release time shall be provided.
- b. The Committee shall have its own offices in the immediate proximity of the Office of the Registrar.

c. The office of the Committee shall function out of the Office of the Provost. The Office of the Provost shall be responsible for supplying the Committee with adequate secretarial and supporting staff.

[2] 3. Membership: eight voting, three nonvoting.

a) Faculty: one from each of four divisions
Students: one graduate student from each of four divisions

b) Ex officio nonvoting: [~~Dean of Graduate Studies (or) Provost or designee~~]; [~~Dean of the Division of Education; Director of the Office of Graduate Admissions~~] Vice President of Enrollment and Retention or designee, QC Scholastic Standards Officer

J. Scholastic Standards Committee - Undergraduate

1. Duties:

a) To review policies and procedures concerning undergraduate scholastic standards, including grades and grading policy, and to make recommendations to the Academic

Senate regarding policies and procedures.

b) To apply the academic standards of the College to individual students from time of admission until the granting of the Bachelor's Degree.

c) To receive and act upon in consultation with the appropriate academic department or program student appeals relating to academic matters.

d) To submit at least one nomination for [~~Executive Officer~~] QC Scholastic Standards Officer at the December meeting of the Academic Senate in even numbered years.

e) To supervise the Permit Policy as adopted by the Academic Senate.

~~[f) To act in accordance with University mandates on appeals from students who would otherwise be barred from further study because they had not passed all CUNY Skills Assessment Tests within their first 60 credits of College work.*]~~

~~* University Policy no longer permits students to enter Queens College after Spring 2000 without having passed all parts of the CUNY Skills Assessment test.]~~

2. Administration:

a) The [~~Executive Officer~~] QC Scholastic Standards Officer shall be a member of the instructional staff, preferably faculty, elected by the Academic Senate for a term of two (2) years, or until a new Executive Officer takes office. The term of the Executive Officer shall begin officially on the first day of classes in the spring semester of odd numbered years following the election. Appropriate release time shall be provided.

b) The Committee shall have its own offices in the immediate proximity of the Office of the Registrar.

c) The office of the Committee shall function out of the Office of Provost. The Office of the Provost shall be responsible for supplying the Committee with adequate secretarial and supporting staff.

d) The ~~[Executive Officer]~~ QC Scholastic Standards Officer ~~[of the Undergraduate Scholastic Standards Committee]~~ shall serve as an Ex officio (nonvoting) member of the Committee on Undergraduate Admissions and Re-entry Standards.

3. Membership: ten voting, eight nonvoting

a) Faculty: one from each division; one at large
Students: five undergraduate students at large

b) Ex officio (nonvoting): ~~[Executive Officer]~~ QC Scholastic Standards Officer ~~[of the USSC]~~; Registrar; Provost or designee; Vice President for Student Affairs or designee; Chairperson of Committee on Undergraduate Admissions & Re-entry Standards;

Chairperson of SEEK Committee on Scholastic Standing; ~~[Dean of Arts Division; Dean of Academic Support and Development]~~ Vice President of Enrollment and Retention or designee

K. Committee on Teaching Excellence and Evaluation ~~[, Committee on]~~

1. Duties: To meet by the end of October of each year and regularly thereafter to accomplish the following:

a) To revise or construct as necessary and to submit to the Academic Senate for approval or amendment before or during March a College wide course and faculty evaluation questionnaire.

b) To propose at the same time to the Academic Senate the format and manner of tabulation of the results of the questionnaire.

*c) To supply this material to the Provost in sufficient time so that the questionnaire may be administered every third semester, and subsequently published by the College.

d) To report to the Academic Senate, in sufficient time, the schedule of administration and publication anticipated by the Provost or his deputies.

e) To adjudicate cases where circumstances make the evaluation of individual instructors inappropriate.

f) To submit to the Academic Senate, for whatever action it deems appropriate, a list of faculty and courses not evaluated.

- g) To submit to the Academic Senate recommendations that promote excellence in teaching, including but not limited to:
- i. Creating videos, presentations and seminars giving examples of excellence in teaching;
 - ii. Working with the College Administration to organize and operate programs, such as peer mentoring, to provide training in the best aspects of teaching;
 - iii. Ascertaining and recommending where further institutional support is essential for excellence in teaching;
 - iv. Ascertaining and recommending means of rewarding excellence in teaching.

h) To provide oversight of the [~~Office of~~] Center for Teaching and Learning Excellence.

*See **Standing Rule VI**

2. Membership: eight voting, [~~two~~] three nonvoting

- a) 4 Faculty (at large)
- 4 Students (at large)

b) Ex officio (nonvoting): [~~Director~~] Dean of Institutional Research and Effectiveness; Provost or a [~~representative~~] designee Director of the Center for Teaching and Learning

Section 25. Special Committees

A. Special Committee on Governance

1. Duties:

- a) To review all materials pertaining to the Charter, Bylaws, and Standing Rules of the Academic Senate.
- b) To submit to the Academic Senate for its consideration any proposed changes or additions to the Senate's Charter, Bylaws or Standing Rules.

2. Membership: eight voting

B. Committee on Academic Technology [~~and Library Committee~~]

1. Duties

- a. To serve as the Academic Senate's liaison with the units at Queens College that support academic technology.

b. To review policies regarding access to and use of academic technology and advise the Senate as needed.

c. To advise appropriate College units in matters concerning the adoption and use of academic technologies as they pertain to the instruction and research including technologies for in-class and online instruction, technologies for internal and external communication, technologies for student data, and technologies for archiving academic and governance materials.

d. To provide input to the strategic plan for academic technology at Queens College.

e. To have its student and faculty members serve on the Queens College Technology Fee Committee.

~~(a) To serve as the Academic Senate's liaison with the Queens College Library and Office of Converging Technology (OCT) and their faculty and student users.~~

~~b) To review the policies of the Queens College Library and Office of Information Technology and make recommendations concerning these policies to the Academic Senate.~~

~~c) To advise the appropriate college officers in matters concerning the Library and instructional technology resources, facilities, and services as they pertain to instruction and research.~~

~~d) To encourage and support the coordinated development of the Library and College's technological resources for instruction and research and to work with the appropriate college officers in planning library and technological services to meet the evolving needs of students and faculty.~~

~~e) To nominate three students and two faculty members to the Academic Senate to serve on the advisory committee to the President regarding the planning, allocation, and use of the student technology fee.~~

~~i. The Technology and Library Committee shall endeavor to include at least one graduate student in its nominations for the advisory committee. If the Technology and Library Committee cannot find a graduate student after a diligent search, it may nominate three undergraduate students to be considered by the Academic Senate.~~

~~ii. When this advisory committee election is noted in call of the Senate meeting, members of the Academic Senate may, at the time of the election to the advisory committee, nominate from the floor only those candidates who have had a nominating petition turned in at the Senate Office at least 7 days prior to the Senate meeting. If the Technology and library committee has included a Graduate Student in its nominations, only another Graduate Student who has filed a timely nominating petition may be nominated from the floor.~~

~~iii. When the Technology and Library Committee presents candidates for the advisory committee election that has not been announced in the call of the Senate meeting, additional nominations may be made from the floor by members of the Academic Senate~~

~~without regard to nominating petitions.]~~

2. Membership: [eight] six voting, consisting of four (4) faculty and two (2) students.

a) Faculty: one from each of the four divisions

b) Students: [one from each of the academic divisions], two students with at least one graduate and undergraduate student representative. If no graduate student member runs for a seat, it may be filled by an undergraduate student.

c) Ex officio nonvoting: Chief Librarian or designee; ~~[Chief Information Officer]~~ Assistant Vice President for the Office of Information Technology or designee; ~~[Assistant to the Provost for Educational Technology]~~ Vice President for Finance and Administration or designee, Director for Center for Teaching and Learning.

6. Old Business (none)

7. New Business

7a. Committee on Athletic Policy

MOTION: Duly made by Deputy Chair Jennifer Fernandez:

“To accept the Committee on Athletic Policy 2017-2018 nominees”

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

The following three students were elected by unanimous consent.

Nicole Cranny
Lucas Martinez
Erin Vemillo

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

“To Adjourn”

The meeting was adjourned at 4:30 pm. The next Special Academic Senate meeting is on Thursday, May 4, 2017.