

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE April 11, 2019

The meeting will come to order:

Chair Roberta Brody called the meeting to order at 3:44 p.m.

1. Approval of Agenda:

i. MOTION: Duly made by Chair Brody:

 “To approve the Agenda”

ii. MOTION: Duly made by Chair Brody:

 “To amend the Agenda and move item 3a. Curriculum Process Change, Guest Speaker: Alicia Alvero to 7b.”

 Hearing no objection, motion passed.

iii. MOTION: Duly made by Chair Brody:

 “To Change item 5d. Graduate Curriculum Committee minutes dated May 2018 to Corrections to the Academic Senate Meeting Minutes September 13, 2018”

 Hearing no objection, motion passed.

IV. MOTION: Duly made by Chair Brody:

 “To Change Item 7a. Calendar of Senate and Executive Committee meetings to Calendar of Senate meetings”

 Hearing no objection, motion passed.

2. Approval of Minutes:

i. MOTION: Duly made by Chair Brody:

 “To approve the Minutes dated March 14, 2019”

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

3. Announcements, Administrative Reports and Memorials: (None)

4. Special Motions: (None)

5. Committee Reports

5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes of March 14, 2019 as distributed”

Hearing no objection to the motion, the Chair 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. Economics

- a. Changes to the BS Quantitative Economics Major to Expand the Courses that are Accepted to Complete the Calculus Sequence

To Read:

Required: 48 or 51 credits

Average for all courses: 2.7. Minimum grade in all courses: C-. Maximum transfer credits: 15.

MATH 141, MATH 142, 143 (*or* MATH 151, 152 *or* Math 157, 158)

MATH 231

ECON 101 *or* 103

ECON 102 *or* 104

ECON 201 (Prereq. ECON 101)

ECON 202 (Prereq. ECON 102, and MATH 141 or 151)

MATH 241 (Prereq. MATH 143 or 152)

ECON 382 (Prereq. MATH 241)

ECON 387 (Prereq. ECON 382)

CSCI 87 *or* 111

ECON 392W *or* BUS 392

Four Electives

One 200 level Economics or Business Course

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Three 300 level Economics or Business courses (exclusive of BUS 341W and 344)

- b. Change in prerequisites.

To Read:

BUS 243. Economics of Distribution and Marketing.

3 hr.; 3 cr. Prereq.: ECON 100 or ECON 102, and BUS 160W or MEDST 101).

Functions, structure, and cost of the system of distribution of goods and services. Emphasizes the dynamic character of marketing and the major problems encountered at every stage of the distribution process. Merchandising and sales promotional activities, price policies, selection of channels of distribution.

2. Studio Art

- a. Change to the major.

To Read:

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)

ARTS 151 or ARTS 188; ARTS 190; ARTS 191; ARTS 193; ARTS 214; ARTS 241; ARTS 242; ARTS 245; ARTS 246; ARTS345; ARTS 395.

Design Elective Courses (24 credits)

Eight of the following courses: ARTS 157, 165, 171, 172, 173, 187, 188, 192, ~~193~~, 195, 205, 207, 210, 211, 212, 213, ~~214~~, 215, 217, 221, 247, 248, 249, 250, 251, 259, 263, 266, 269, 277, 278, 279, 286, 287, 289, 290, 296, 314, 347, 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).

Communication Design Concentration (five courses, three from ARTS 247 or higher): ARTS 173, 165, 171, 188, 195, 205, 207, 210, 212, 213, 243, 248, 249, 250, 251, 257, 263, 269, 277, 278, 279, 286, 289, 290, 296, 370, 393

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Animation and Illustration Concentration: ARTS 157, 165, 171, 187, 188, 192, 207, 210, 211, 213, 214, 215, 217, 221, 247, 249, 257, 266, 277, 278, 279, 287, 290, 296, 347, 358, 359, 370, 393.

Interaction Design Concentration: ARTS 157, 165, 171, 172, 173, 188, 195, 205, 207, 210, 212, 213, 214, 217, 221, 243, 249, 250, 257, 263, 269, 277, 278, 279, 286, 290, 314, 370, 393

- b. Change to description.

To Read:

ARTS 241. Design I. 4 hr.; 3 cr. Prereq.: ARTS 190 and ARTS 191. Co-req.: ARTS 242. A continuation of ARTS 190 with a focus on developing formal skills to express concepts and communicate messages using interactive, time-based, digital and traditional media.

- c. Change to description.

To Read:

ARTS 246. Design II. 4 hr.; 3 cr. Prereq.: ARTS 241. coreq.: ARTS 245. A continuation of ARTS 241 with an emphasis on designing systems to solve problems of increased complexity and scope, delivered across a range of interactive, time-based, digital and traditional media.

- d. Change to description.

To Read:

ARTS 345. Design III. 4 hr.; 3 cr. Prereq.: ARTS 246. A continuation of ARTS 246, with a focus on research methods, ideation, creative concepts, content development and individual point-of-view as applied through a series of projects. This course will prepare students for the senior capstone course.

- e. Change in title and description.

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To Read:

ARTS 395. Senior Capstone. 4 hr.; 3 cr. Prereq.: ARTS 345. Senior Design majors will create individual final capstone projects and portfolio presentations as a cumulative expression of acquired skills related to their discipline. Should be taken in a student's final semester before graduation. (Capstone)

3. Psychology

- a. Change in course prerequisite:

To Read:

PSYCH 362. Organizational Psychology. 3 hr.; 3 cr. Prereq.: PSYCH 226. In this course, students develop solutions to organizational problems from a behavioral perspective. Some of the topics covered include organizational diagnosis, identification of antecedents and consequences, development of a measurement and feedback system, goals, and performance evaluation. This course serves those students who have completed PSYCH 226 and have a further interest in industrial/organizational psychology as a profession or who may hope to enter the field of organizational management, human resources, or business relations.

4. Sociology (BALA)

- a. Change in number (removing W designation)

To Read:

BALA 302. Law and Ethics of Business. 3 hr.; 3 cr. Prereq.: All BALA courses except BALA 303, and junior or senior standing. An examination of legal issues concerning rights, liabilities, and obligations in corporate life, as well as the ethical obligations of businesses. Included will be analyses of selected law cases illustrative of the ethical as well as legal problems arising for both domestic and transnational corporations. (This course is limited to students enrolled in the BALA minor.)

5b. Graduate Curriculum Committee

- i. MOTION: Duly made by Glenn Burger, Dean of Graduate Studies:

“To accept the GCC minutes dated March 13, 2019 as distributed”

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

Graduate Curriculum Committee – Minutes of 3/13/2019

1. ECP

- a. Change in course title, hours, credits and course description.

To:

ECPSP 868. Advanced Practicum in School Psychology Counseling and Crisis Intervention. 3 hours; 3 credits Prerequisites: ECPSP 778; corequisites: ECPSP 777 and 867.

This practicum provides students with practice in counseling with real clients in field settings and instructs students in crisis intervention. It gives them the opportunity to apply theoretical knowledge about counseling obtained from ECPSP 778. Counseling Techniques for School Psychologists, to real situations. Students spend time weekly in the schools and learn to conceptualize cases and plan their work with clients. They present audiotaped sessions of their work in class on a regular basis where it is reviewed and critiqued. Ethical and legal issues as they relate to counseling are addressed. Students review evidence-based techniques for providing culturally responsive counseling to a variety of ethnic, cultural, and religious groups. They also learn procedures for threat assessment and gain knowledge of a multi-tiered approach to crisis intervention. Empirically validated programs for prevention and intervention of suicide, bullying, risky behaviors, school refusal, and violence are studied.

2. Urban Affairs

- a. Change in course title and course description.

To Read:

URBST 791. Seminar on Research and Writing. 2 hr. plus conf.; 3 cr. Students will learn to research, organize, and write an original research paper on a subject of their choice. It may take the form of a policy report, planning study, or a research paper that engages current issues or policy debates. This research paper can be used to fulfill the Final Project required for graduation. Spring

5c. Nominating Committee

- i. MOTION: Duly made by Peishi Wang, Nominating Committee Chair:

“To accept the Nominating Committee Report dated April 11, 2019”

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

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1) College Committee on Honors and Awards

The following faculty member was elected by unanimous consent:

Keena Lipsitz SS April 2022

2) Graduate Curriculum Committee

The following faculty member was elected by unanimous consent:

Ping Li SS December 2021

5d. Corrections to the Academic Senate Meeting Minutes September 13, 2018

i. MOTION: Duly made by Chair Brody:

“To accept the corrections to the September 13 Academic Senate Meeting Minutes”

Hearing no objection to the motion the chair moved unanimous consent.

Corrections to the Academic Senate Meeting minutes of Sept. 13, 2018

1. Psychology

a. New course.

PSYCH 709.1 Basic Neuroscience: Molecular Neuroscience.

3hr.; 3 cr.

Prereq.: None.

This course is designed to provide basic knowledge of neural function at a molecular and cellular level, encompassing neurophysiology and neurochemistry. Key concepts include electrical properties of neurons, propagation of action potentials, synaptic transmission, molecular signaling pathways and major neurotransmitter systems. The course centers on identifying molecular mechanisms underlying neural processing.

b. New course.

PSYCH 709.2 Basic Neuroscience: Systems Neuroscience

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3hr.; 3 cr

Prereq.: None.

This course focuses on neuroanatomy, circuits and functional systems within the brain. The course will provide basic knowledge of brain regions and pathways, i.e., essential neuroanatomy, together with how these anatomical regions/pathways form circuits and systems to mediate critical organismal functions. Emphasis in functional systems will be placed on motor, sensory and homeostatic systems.

c. New course.

PSYCH 709.3 Basic Neuroscience: Cognitive Neuroscience
3hr.; 3 cr.

Prereq./Coreq.: PSYCH 709.2.

This course is designed to provide students with an overview of cognitive neuroscience, with an emphasis on human studies. The course covers topics such as cognitive control, attention, executive function as well as affective and social processing, including relevant neuropsychiatric disorders associated with these cognitive functions, such as ADHD, schizophrenia, autism and others. Relevant neuroscience methods include imaging, EEG and TMS.

d. New course.

PSYCH 709.4 Basic Neuroscience: Behavioral Neuroscience
3hr.; 3 cr.

Prereq./Coreq.: PSYCH 709.2 and 709.3

This course is designed to provide students with an overview of behavioral neuroscience, with an emphasis on animal models. The course covers such topics as reward, reinforcement learning, memory, associative processes, appetitive regulation, habit, emotional regulation, motor learning and spatial navigation.

e. New course.

PSYCH 704.1 Neuroscience Methods I: Statistics and Research Design
2 lec., 2 lab. hr.; 3 cr.

Prereq.: None.

This course focuses on principles of designing rigorous experiments and basic statistical tools used test and support inferences and conclusions draw from data.

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f. New course

PSYCH 704.2 Neuroscience Methods II: Quantitative Tools in Neuroscience
2 lec., 2 lab. hr.; 3 cr.

Prereq.: PSYCH 704.1.

Building on the methods and design principles in 704.1, this course will provide a survey of quantitative tools in neuroscience research. Statistical methods will be reviewed with a focus on their appropriateness and rigor in the context of common neuroscience designs, addressing questions of power, robustness and repeatability. A critical perspective will be emphasized, identifying current challenges and critiques of statistical methods in the neuroscience field. Students will learn R as a tool for analysis and data visualization.

g. New course

PSYCH 772.1 Ethics: Neuroscience
1 hr.; 1 cr.

Prereq.: None.

This course covers basic ethical questions relevant to neuroscience, including topics of human subjects, animal welfare, data manipulation, authorship, intellectual property rights/ownership, collaboration, and public dissemination of information.

h. New course.

PSYCH 772.2 Colloquium
1 hr.; 1 cr. (may be repeated for credit, maximum 2 credit hrs)

Prereq.: None.

This course consists of weekly seminars, primarily consisting of scientific talks from both outside speakers and college faculty. In addition, some seminars will be devoted to professional development and student presentations. May be taken up to two times for credit.

i. New course

PSYCH 772.3 Thesis Seminar

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2 hr.; 2 cr.

Prereq.: None.

This course is designed for students who have had at least 2 semesters of research (may be in second semester) and have sufficient data to begin writing their MA thesis. In this workshop format course, students will write, share and critique each others thesis drafts with the goal of having a completed thesis by the end of the course. The course will also help students prepare applications for doctoral programs, including crafting personal statements and development their CV.

6. Old Business

6a. Nominations to the Nominating Committee:

Student – Social Science (no nominees)

7. New Business

7a. Calendar of Senate meetings

i. MOTION: Duly made by Chair Brody:

“To approve the meeting dates for the next Academic year”

Fall 2019 – September 12, October 10, November 7, December 12

Spring 2020 – February 13, March 12, April 2, May 7, May 14

Hearing no objection to the motion the chair moved unanimous consent.

In this context, Chair Brody reminded Senators that the first meeting of the new Academic Senate is May 9, 2019.

May 9, 2019 is the last Senate meeting of this Senate. The old senate will meet first and then the new Senate.

7b. Curriculum Process change:

Chair Brody introduced our guest speakers Alicia Alvero, Associate Provost and Glenn Burger, Dean of Graduate Studies. Associate Provost, Alvero began by stating the college will try to move forward with creating a tracking system to track all curriculum changes. The process and the details have not yet been determined but assurances were made that there is a cohort of faculty and administrators who will be working closely to improve the tracking process. There were no details provided as to what this group will do.

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These concerns for processes rise out of changes happening in the reporting of curriculum changes to the CUNY Board of Trustees. There will now be three separate reports produced by the colleges. Minor changes will no longer go to the Board of Trustees. They are also changing the names of the reports which will consist of two groups. One would be generated that does not need to move forward for Board of Trustees approval or NY State approval. There are three groups of categories for all of the processes that come from the Academic Senate, some that only need CUNY approval, some Board of Trustees, and some NY State approval. However, there is no tracking system built in place. There is still a report generated which we still have to manually search and then update our system.

Dean of Graduate Studies, Glenn Burger explained the two reports. The University Senate Report will include, new courses, changes in course title, small changes to programs, or minors at the undergraduate level. Such materials will now be approved at CUNY Central. The advantage of this is that it will speed up the process.

For material that goes on to the State or International agreements, etc. – these will still be going to the Board of Trustees and will still be going to the Sub-Committee of the Board of Trustees CAPPR. The majority of those items will be in what they were initially called in the Academic Board Report and now is being called the CAPPR Report. In addition, an excel sheet for items that go to CAPPR will have the title of the program, the college and a one sentence summary of what the program is about. Both reports, the excel report and the CAPPR report will be sent to CUNY central.

Within CAPPR there are also items that are Action Items-brand new programs that we advertise for three weeks across CUNY that are submitted along with a CUNY report as well as the State form. Those items will be directly considered by CAPPR. Then there are other items that go to the state that don't require rigorous review by the Board of Trustees and they are included in the CAPPR report but are not actively discussed.

Associate Provost, Alicia Alvero added information related to the submission of new courses and programs. She explained that when a new course or a new program is submitted the Academic Dean is to provide some information about impact on budget, not a budget justification. It's an added step that was supposed to be in place for a while but is now being ensured it is included. Before submitting something new, the Academic Dean must be consulted. The stated purpose of this is to make sure that those few sentences are added in proposals and are not stalled for lack of a missing statement. Associate Provost, Alvero took questions from senators.

Chair Brody, added that these rules came out of the Undergraduate Curriculum Committee and they have been in effect for two years.

MOTION: Duly made by Ken Lord, Senator:

“To Adjourn”

The meeting was adjourned at 4:04 pm. The next Limited Academic Senate meeting is on Thursday May 9, 2019.