

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE May 9, 2019

The meeting will come to order:

Chair Roberta Brody called the meeting to order at 3:24 p.m.

1. Approval of Minutes:

- i. MOTION: Duly made by Chair Brody:

“To approve the Minutes dated April 11, 2019”

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

2. Announcements, Administrative Reports and Memorials:

- a. Meghan Healey, Chair of the department of Drama Theatre and Dance, announced the student dance concert synergy, will open on Thursday May 9, 2019 and will run through Sunday May 12, 2019. The concert will consist of new works by our senior choreographers. Tickets are \$7 dollars.

3. Committee Reports

3a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes of April 11, 2019 as distributed”

Hearing an objection to the motion, discussion followed.

- ii. MOTION: Duly made by senator Omri Elisha and seconded:

“To separate Item #6, Request for College Option Exemption, QNS 101 Queens Community on page 8, on the UCC minutes dated April 11, 2019.”

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

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

“To divide the question and accept the UCC minutes of April 11, 2019, items 1-5 and 7”

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

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Discussion followed.

Chair Brody called for a vote: All in favor of having item # 6 of the UCC minutes approved.

Passed.

A. General Education

Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee
LPS STEM Courses: PHYS 11, PHYS 14
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
 - a. GEOL 328W. Volcanoes and Climate
4. STEM variant courses.
None.

B. Curriculum Changes

1. Anthropology

- a. Change in title:

To Read:

ANTH 224. Religion and Ritual.

- b. Change in title.

To Read:

ANTH 241. Archaeology of Mesoamerica.
3 hr.; 3 cr.

- c. Change in title.

To Read:

ANTH 270. Evolutionary Medicine.
3 hr.; 3 cr.

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(3a. UCC continued)

d. Change in title.

To Read:

ANTH 275. Disease in the Past.

3 hr.; 3cr.

e. Change in title.

To Read:

ANTH 276, ANTH 276W. Human Growth and Development.

3 hr.; 3 cr.

f. Courses Withdrawn:

ANTH 134W: Writing Tutorial

ANTH 135W: Writing Workshop

ANTH 203: Human Sexuality

ANTH 231: Music, Culture and Society

ANTH 231W: Music, Culture and Society

ANTH 233: Race, Class and Ethnicity

ANTH 247: Archaeology of Ireland

ANTH 304: Anthropology of Development

ANTH 364: Anthropological Genomics

ANTH 371: Nutritional Anthropology

g. Change in course number and course prerequisites:

To Read:

ANTH 363. Interpreting the Human Skeleton. 3 class hr., 1 lab hr.; 4 cr. Prereq.: ANTH 272, or instructor's permission.

h. Change in course number and course prerequisites:

To Read:

ANTH 388/LCD 388. Voices of New York. 3 hr.; 3 cr. Prereq.: 12 credits in social sciences or in courses in the Department of Linguistics and Communication Disorders, or permission of instructor. A research seminar using sociolinguistic and anthropological perspectives to explore current language use and attitudes in New York. Students will formulate research questions, and design and carry out original field research projects to answer these questions. Spring (SYN)

i. New Course.

ANTH 256. Archaeology of Food.

3hr.; 3 cr. Prereq.: ANTH 240.

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(3a. UCC continued)

As an intensely social activity, food plays a central role in our lives. This course focuses on the study of food as a way to understand past prehistoric and historic-period societies. Using case studies, we will examine the origin, development, and cultural significance of the foods we eat, delve into the role of food in human evolution, follow the development of foodways through time, and learn how archaeologists use a wide range of artifacts, features, plant and animal remains, and biochemical data to recover information about foods.

j. New course.

ANTH 258. Cultural Property, Heritage and the Law.

3 hr.; 3 cr. Prereq.: 6 credits in Social Science or Sophomore standing.

This course addresses the politics of heritage, the destruction of antiquities, indigenous rights, and control over cultural practices and products. It introduces students to the debates and policies that have developed around these issues over the past 40 years, and it introduces how the US and international legal systems work in the context of cultural policy.

k. New course.

ANTH 264. Faunal Analysis.

3 hr.; 3 cr. Pre-req.: Sophomore standing or permission of the instructor. This course will give students training in the study of animal bones from archeological and paleontological sites. A broad survey of skeletons from a variety of animals (mammals, birds, reptiles and fish) leads to a focus on the bones of medium-sized ungulates commonly found at archeological sites (e.g., the white-tailed deer *Odocoileus virginianus*). The class period will be divided between lecture and lab time. Students will be involved in hands-on identification of bones, and will learn to identify damage on bones made from weathering, butchery with stone tools, and carnivore feeding. Experiments will be carried out to illustrate the relationship between particular activities and specific types of bone damage.

2. Urban Studies

a. New minor

THE MINOR IN URBAN PLANNING: The Minor in Urban Planning is designed for students who want to better understand how cities function, how urban environments are shaped by planning, policy, and social activism, and how to conduct research on urban infrastructure and processes. The Urban Planning minor is ideal for students who seek to pursue careers in urban planning, community and tenant organizing, housing and economic development, civil service and government, and nonprofit organizations. Students majoring in all disciplines within the college are encouraged to do the Minor in Urban Planning. The minor consists of four required courses — URBST 101: Urban Poverty and Affluence, URBST 241: Introduction to Urban Planning, URBST 260: Planning and Politics, and URBST 265: GIS: Mapping Urban Infrastructure — and two additional elective courses.

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(3a. UCC continued)

The 18 credit Urban Planning minor consists of 4 required courses and two electives.

Four Required Courses:

URBST 101	Poverty and Affluence
URBST 241	Introduction to Urban Planning
URBST 260	Planning and Politics
URBST 263	GIS: Mapping Urban Infrastructure

Two Electives Courses (from this list):

HIST 285	The History of New York City
HIST 348	The History of Queens: A History of New York from the Outer Boroughs
PSCI 209	Housing Politics and Policy
PSCI 211	Urban Politics
URBST 200	Urban Research Methods
URBST 202	Race, Ethnicity, Immigration
URBST 206	Global Cities
URBST 207	Development of the American City
URBST 224	The Changing Neighborhoods of Queens
URBST 245W	The Urban Economy
URBST 254	Urban Transportation
URBST 256	NYC Land Use Planning Process
URBST 370	Service Learning Internship
URBST 371	Service Learning Project

b. New Course.

URBST 263: Introduction to Geographic Information Systems (GIS)

3 hours, 3 credits.

Introduction to the fundamental concepts and technologies of geographic information systems (GIS). The course will focus on providing basic and essential GIS functions and applications with a particular focus on applying GIS to different issues facing urban areas. We will primarily use ArcGIS software but the course will also introduce students to open-source GIS software such as QGIS and GeoDa. The course is designed to teach a mix of practical skills and fundamental concepts that students should understand if they intend to use GIS in their work. The first half of the course focuses on basic GIS skills, while the second half focuses on using GIS for analysis. No previous knowledge of GIS is required.

3. Classical, Middle-Eastern and Asian Languages and Cultures (CMAL)

a. New course

EAST 162. Introduction to Korean Cinema.

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(3a. UCC continued)

4 hr. lec.; 3 cr.

A survey of Korean cinema from the colonial period through the “golden” and “dark” age to the present renaissance. It will examine contemporary Korean cinema as a reflection of major social and political changes in Korean society and explores various factors such as film aesthetics, genre, authorship, movement, industrial changes and censorship practice that have shaped the Korean cinemascap. No prior knowledge of Korean cinema or language is required; lectures and work will be done in English; films will be screened with English subtitles.

b. New course.

EAST 262. Korean History through Film.

4 hr. lec.; 3 cr. Prereq: EAST 132.

The history of premodern and modern Korea through a selection of historical themes and personages featured in contemporary Korean films and dramas. Topics include Chosŏn kingship and politics; Confucianism; war and technology; social structure; gender and family; law and society; arts and material culture; and quotidian lives of people. No prior knowledge of Korean cinema or language is required; lectures and work will be done in English; films will be screened with English subtitles.

4. Accounting

a. New course.

ACCT 385. Data Analytics for Accountants.

3 hr.; 3 cr. Co-req.: ACCT 202.

The course utilizes various Data Analytic Tools (Excel, IDEA, "R", Python, Tableau, XBRL) used by accountants and CPAs in auditing, taxation and consulting services. The emphasis is on hands-on learning by completing projects in the classroom and for homework to develop the data analytic skills valued by employers. An elective course for the Major in Accounting and Information Systems, will satisfy either the “A (Accounting)” or “B (Business or Economics)” elective category. Fall, Spring

5. Economics

a. New Course.

ECON 301. The Economics of CryptoAssets

3hr.; 3 cr. Prereq.: ECON 201 or ECON 215.

The application of economic principles to provide a comprehensive overview of blockchain technology and cryptocurrencies. Topics considered include the basics of bitcoin and blockchain technology, a taxonomy of cryptoassets, valuation framework for cryptoassets, cryptotokens as micropayments, governance issues, and the democratization of entrepreneurship and innovation through digital tokens.

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(3a. UCC continued)

b. New Course.

ECON 245. Economics of Technology, Media and Telecommunications

3hr.; 3 cr. Prereq.: ECON 100 or ECON 102

The origin, evaluation, and present pattern of government regulation of the media, telecommunications, and high-tech industries, and the impact of these regulations on their industries.

c. New Course

ECON 233 Globalization Now and Then

3hr.; 3 cr. Prereq.: ECON 101 and ECON 102

Globalization from a historical perspective: the forces driving globalization, the forces slowing it down, and its effects on the world economy. In the first part of the course, students learn framework models of economic growth, trade, and institutional development. The second part takes them through the changes in the flows of goods, services, capital and people across borders over the last five centuries. In the third part, the course examines the effects of globalization on human capital accumulation, violence, and inequality.

6. Request for College Option Exemption

Office of the Provost, CUNY Queens College, April 10, 2019

The Queens College Office of the Provost requests a College Option Exemption in order to pilot the **Queens Community** course, on a temporary basis. During a two-year pilot (AY 2019-2020 and AY 2020-2021), several sections of the course will be run with first-year transfer students; others will intentionally integrate freshmen and transfers. This request is for the pilot sections of the course to count as college option credits for students, in place of the Literature requirement (COPT:QNS Literature attribute). Over the course of four semesters, the pilot will affect a total of approximately 300-500 unique students, most drawn from our transfer population. (In this period, we anticipate welcoming a total of 6,000 new transfer students to Queens College, and 3,000 new freshmen.)

The Queens Community course is intended to address several concerns about the integration of first year students, both freshmen and transfers, into our student population, and the creation of this course was a recommendation of our Middle States team visit. The course is also designed to address the lack of engagement transfer students experience and their lack of integration with first-time freshmen. The course will also help students to explore their choice of major and to explore career paths that may be open to them. Transfers especially have a short time to explore majors and careers, and to get connected with the Career Center. The course will further involve new students in discussions on diversity and inclusion, and will ease the burden currently put on English 110 to introduce new students to support structures such as Advising, Academic Support, Counseling, etc. A combination of transfer-only sections and integrated sections offered during the pilot will help us determine whether freshman- and transfer-specific

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concerns dictate sections just for them, or if the benefit of integration outweighs the specialization benefits.

New Course

QNS 101. Queens Community.

3hr, 3cr.

Introduction to Queens College and its community within the Borough of Queens, offered for first-year students. This is a variable topics course with different offerings tailored for students who are considering or enrolled in certain clusters of majors, such as Education, Business and Economics, Social Sciences, Visual and Performing Arts, Life Sciences, Technology. The course will be taught within a disciplinary perspective representing one of these clusters of majors, and provides students with supports and skills for successful entry into the major or major exploration. It also introduces students to the broader community within the Borough, as it connects to this disciplinary perspective (e.g., NYC schools for Education majors). Students read and write about topics within this disciplinary perspective, and engage in project-based learning that employs appropriate technology to discover, investigate, analyze, and present findings.

Satisfies the QC College Option Literature requirement.

7. Office of General Education

a. New course.

LANG 200. VT: Language Tutorial.

3-4 hr; 3-4 cr.

Prerequisite: Permission of the Special Studies department.

Tutorial study in reading, writing, or speaking a foreign language; translation among languages; principles of language learning; or principles of formal languages.

Satisfies the College Option Language requirement.

3b. Graduate Curriculum Committee

i. MOTION: Duly made by Jacqueline Darvin, Chair of the GCC :

“To accept the GCC minutes dated April 17, 2019 as distributed”

Seeing an objection, discussion followed.

Chair Brody called for a vote.

Motion i. Passed.

A. ITEMS FOR CAPPR REPORT

1. SEYS (Secondary Education and Youth Services)

a. New Program.

Post-master's Advanced Certificate in Ethical and Equitable Practice

Change to:

2. Master of Arts in Teaching (MAT) programs

a. Art (K–12)

b. Critical Languages (Arabic, Chinese, Hindi, Korean, Russian, Urdu)

c. English Education

d. Mathematics Education

e. Science Education (Biology, Chemistry, Earth Science, Physics)

3. Post-Master's Certificate Program in Ethical and Equitable Practice

4. Post-Master's Certificate Program

a. Literacy, Grades 5-12 (leading to NY State Teaching Certification in Literacy, Grades 5-12)

On page 102, insert the following text in the third column, *before* the Post-Master's Certificate Program in Literacy 5-12:

Post-Master's Certificate Programs: Teachers who already hold master's degrees get incremental raises for a master's plus additional credits. The following post-master's programs are designed to meet the needs of in-service teachers at this stage of the profession.

Post-Master's Advanced Certificate in Ethical and Equitable Practice Program Description and Admission Requirements (below) should follow the text above and be inserted on page 102, right before the Literacy, Grades 5-12 Post-Master's.

SEYS FULLY ONLINE POST-MASTER'S ADVANCED CERTIFICATE PROGRAM IN ETHICAL AND EQUITABLE PRACTICE

New York State certified teachers who already hold master's degrees desire incremental raises for a master's plus additional credits. Most teacher contracts, including the New York City Department of Education (NYCDOE) contract, reward teachers financially for attaining 15 credits beyond their master's and 30 credits beyond their master's. Further, professionals who have been teaching for several years often want to improve their practice and become lead teachers and model teachers in their diverse schools and communities. This fully online advanced certificate program was designed to meet all of these needs. The SEYS Post-Master's Program in Ethical and Equitable Practice is designed to offer integrated, theoretically grounded views of teaching and learning that address the needs of students and teachers in diverse

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(3b. GCC continued)

communities. Program faculty promote rigorous scholarship and research, contextualized learning, and service in school and community settings. We encourage critical reflection on the roles of teachers in society and about our responsibilities as educators. Five cutting edge, fully online courses are aimed at expanding teachers' knowledge of teaching literacy in their content areas, teaching diverse learners successfully, engaging more effectively in data-driven assessment and instruction, and employing current and innovative pedagogies in their classrooms.

Advanced Certificate Courses:

SEYSL 702: Literacy in the Content Areas (3 cr.)

SEYS 703: Philosophies of Education: Critical Approaches and Ethical Practices (3 cr.)

SEYS 719: Understanding Group Behavior and Cultural Differences in Schools (3 cr.)

SEYS 764: The Secondary School Curriculum: Current Theories and Controversies (3 cr.)

SEYS 768: Measurement and Evaluation in Education (3 cr.)

Total: 15 Credits

Requirements for Admission

Admission is limited, competitive, and open to individuals who hold initial or professional New York State Teaching Certification and a master's degree in any secondary or elementary content area, including Literacy, English, Social Studies, Mathematics, Science, Music, Art, Physical Education, TESOL, World Languages, Special Education, and Elementary Education. Applicants must complete the online graduate application and admissions essay. The applicant's entire record is considered, including undergraduate and graduate GPA, teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 is required. The GRE examination and letters of recommendation are not required for admission. For more information, please contact the program coordinator, Dr. Jacqueline Darwin, via email at: JDarvin@qc.cuny.edu.

b. Proposal to add the distance education format to new SEYS Post-master's Advanced Certificate in Ethical and Equitable Practice

2. Sociology

a. New Program.

Advanced Certificate in Data Analytics and Management.

These requirements are in addition to Sociology's general requirements for the Master of Arts degree.

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(3b. GCC continued)

1. Students must satisfy the following requirements for the Advanced Certificate in Data Analytics and Management

	<i>Credits</i>
a. Basic Quantitative Research Methods and Statistics (Basic and Advanced Analytics): DATA 605 or DATA 710	4
b. Applied Social Research Methods: DATA 634 or DATA 712	3
c. Qualitative Methods or Special Topics in Research Methods, DATA 711 or DATA 765	3
c. Professional Communications, DATA 716 or equivalent	3
e. Special Topics in Leadership, Management, and Organizations	6
Total	<hr/> 19

2. The progress of all students will be reviewed every semester by the Graduate Committee. Satisfactory progress toward the degree requires a minimum grade of *B* (3.0) in the courses enumerated in *a* through *d* above. Additional work, a qualifying examination, or dismissal from the program will be prescribed for those students not satisfying the minimum requirements. Necessary action will be decided upon by the Graduate Committee and communicated to the student in writing.

b. New Program

Advanced Certificate in Leadership and Management

These requirements are in addition to Sociology's general requirements for the Master of Arts degree.

2. Students must satisfy the following requirements:

	<i>Credits</i>
a. Professional Communications, DATA 716 or equivalent	3
b. Special Topics in Leadership, Management, and Organizations:	12

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(3b. GCC continued)

c. Cooperative Field Placement	3
Total	<hr/> 18

2. The progress of all students will be reviewed every semester by the Graduate Committee. Satisfactory progress toward the degree requires a minimum grade of *B* (3.0) in the courses enumerated in *a* through *d* above. Additional work, a qualifying examination, or dismissal from the program will be prescribed for those students not satisfying the minimum requirements. Necessary action will be decided upon by the Graduate Committee and communicated to the student in writing.

c. New Program

Concentration in Leadership, Management and Data Analytics: MA in Data Analytics

1. Students must satisfy the following requirements:

	<i>Credits</i>
a. Sociological Theory or Substantive Topics in Sociology: DATA 701, 702, 704, 715, 728, 736, MS 752, or other courses with approval	3
b. Quantitative Research Methods and Statistics (Basic and Advanced Analytics): DATA 710 and 712	8
c. Applied Social Research Methods: DATA 734 and 735 OR DATA 754 and 755	6
d. Qualitative Methods or Special Topics in Research Methods, DATA 711 <i>or</i> DATA 765 <i>or</i> MS 754	6
e. Professional Communications in Social Research, DATA 716 or equivalent	3
f. DATA 793 and submission of an approved thesis or thesis-length paper based upon supervised independent research	3
f. Elective courses appropriate to selected track: Leadership, Management, and Data Analytics	9

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(3b. GCC continued)

Total

38

2. The progress of all students will be reviewed every semester by the Graduate Committee. Satisfactory progress toward the degree requires a minimum grade of *B* (3.0) in the courses enumerated in *a* through *d* above. Additional work, a qualifying examination, or dismissal from the program will be prescribed for those students not satisfying the minimum requirements. Necessary action will be decided upon by the Graduate Committee and communicated to the student in writing.

B. ITEMS FOR UNIVERSITY REPORT

1. ECP

a. Change in Course Title.

To:

ECPSE 802. Language and Literacy Development in Bilingual Children with Special Needs.

b. Change in Course Title.

To:

ECPSE 803. Oral Language Development in Bilingual Children with Special Needs.

2. SEES (School of Earth and Environmental Sciences)

a. New Course.

GEOL 728. Advanced Volcanology.

3 hr., 3 cr.

Prereq. Permission of instructor.

This seminar-style course addresses various topics in volcanology through readings of peer-reviewed literature and discussions. Topics may include: volcano-climate interactions, volcano-tectonic interactions, petrologic reconstructions of magmatic processes, tephrostratigraphy.

b. Course Change.

To:

GEOL 745. Hydrology.

3 lec., 1 rec. hr.; 3 cr.

Prereq. or coreq.: One semester of undergraduate calculus and one semester of undergraduate physics, or equivalents, or permission of instructor.

Introduction to the hydrologic cycle and processes related to the movement of water in the surficial environment: precipitation, evaporation and transpiration, infiltration, runoff and stream flow. Numerical calculations and

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(3b. GCC continued)

problems will be emphasized. Discussion of case studies that describe hydrologic systems in differing climatic and geologic settings.

c. Course Change.

To:

GEOL 746. Groundwater Hydrology.

3 lec., 1 rec. hr.; 3 cr.

Prereq.: GEOL 745 or permission of the instructor.

Physical principles of groundwater flow, Darcy's law, flow equations, flow nets, pumping tests, methods of groundwater investigation, groundwater geology. Numerical calculations and problems will be emphasized. Discussion of case histories that describe different types of groundwater systems

d. Course Change.

To:

GEOL 747. Coastal and Estuarine Geology. 3 lec. hr.; 3 cr. Prereq.: GEOL 208 or permission of the instructor. Examination of the geology, oceanography, and geomorphology of polar, subpolar, temperate and tropical coastal zones. Class work will include the use of web based data

e. Course Change.

To:

GEOL 761. Field Methods in Hydrology.

2 lec., 4 fieldwork/dem. hr.; 3 cr.

Offered at locations around New York City and Queens College campus.

Prereq.: GEOL 745 or GEOL746.

Application of the latest techniques for sampling, monitoring, and evaluating groundwater and surface water systems. Emphasis on drainage basin analysis, aquifer testing, surface infiltration techniques, and hydrologic software application.

f. Course Change.

To:

GEOL 762. Shallow Subsurface Geophysics.

3 lec., 3 rec./dem./ hr.; 3 cr.

Prereq. or coreq.: Two semesters of undergraduate calculus and two semesters of undergraduate physics, or equivalents, or permission of instructor.

Graduate course will train environmental scientists and geologists to apply geophysics field techniques and procedures, including seismic, gravity, magnetic, resistivity and electromagnetic methods.

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(3b. GCC continued)

3. SEYS (Secondary Education and Youth Services)

a. Course Change.

To:

SEYS 703. Philosophies of Education: Critical Approaches and Ethical Practices.
3 hr.; 3 cr. Prerequisite: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

This course is designed to explore philosophical dimensions of educational policy and practice. Teachers will study major philosophical orientations of education, knowledge and ethics, focusing on the concepts of justice, equity, and other ideas that guide decision making in public education. They will critically engage with key philosophical texts, both classic and contemporary, and use case studies from a variety of educational contexts to grapple with “real life” ethical dimensions of education and schooling. Participants will look to theory and evidence in evaluating educational decisions and practices, with attention to the effects that school/educator choices and actions have on others (including learners, families, other professionals, and various communities). As a culminating project, learners will work collaboratively to create and analyze their own original “real world” case studies.

b. Course Change.

To:

SEYS 719. Understanding Group Behavior and Cultural Differences in Schools.
3 hr.; 3 cr.
Prerequisite: Basic undergraduate or graduate course in educational psychology.

A fundamental goal of education is to promote the intellectual, social and personal development of all students including but not limited to each one’s fullest potential. A key assumption of this course is that educational planning and intervention adaptive to the diverse needs of learners are primary mechanisms for enabling this goal attainment. . Themes such as equity, pluralism, acculturation and identity will be used to promote teachers’ understanding of discipline-based teaching and learning for students from diverse linguistic, racial, gender, and religious backgrounds and students with diverse sexual orientations. Particular attention will be focused on how teachers’ understanding of diversity influences on behavior impact their decision making and judgment with respect to four major areas of the teacher’s work: instructional planning, assessment, instruction, and curriculum.

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(3b. GCC continued)

c. Course Change.

To:

SEYS 764. The Secondary School Curriculum: Current Theories and Controversies.

3 hr.; 3 cr.

Prerequisite: Basic undergraduate courses in secondary school curriculum and methods and student teaching or teaching experience.

This course will explore the complexities of teaching and learning from multiple perspectives. Assignments and class discussions will encourage teachers to view current educational theories and controversies through various overlapping, dynamic lenses, so that they will be better prepared to facilitate learning in their secondary classrooms. The relationships between current theories and controversies, as well as issues of class, race, power, and social justice in secondary school curriculum design and instruction are the major topics that will be addressed. It is the objective of this course that teachers will come away with their own personal, highly-developed philosophies and practices, concerning current theories and controversies and be well-versed in the current research and discourse surrounding their secondary school curricula.

d. Course Change.

To:

SEYS 768. Measurement and Evaluation in Education.

3 hr.; 3 cr.

This course requires teachers to examine quantitative and qualitative data from measurement and evaluation tests to inform discipline- specific teaching and learning for students from diverse backgrounds. Teachers will also examine the purposes and functions of standardized and formative assessment processes and tools that contribute to a more informed understanding of the learning potentialities of students from diverse backgrounds and its nurturance through the application of principles of differentiation in curriculum and instruction.

4. SOCIOLOGY

a. New Course.

DATA 605. Introduction to Social Statistics.

4 credits, 4 hours.

Introduction to descriptive, inferential, bi-variate, and multivariate statistical techniques used to analyze social science data. Students generate and interpret output produced by standard statistical computer packages and acquire theoretical and practical skills foundational to the graduate data analytics courses, DATA 710, DATA 712.

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(3b. GCC continued)

b. New Course.

DATA 634. Social Science Research Methods.
3 credits, 3 hours.

Introduction of the theoretical and methodological approaches to conducting social science research, analyzing social science data and communicating scientific findings. Survey of various scientific research methods, combined with understanding of their practical applications in social science settings. Students acquire theoretical and practical skills foundational to the graduate data analytics courses, DATA 754 and DATA 755.

c. Program Change.

To New *Bulletin* Description:

These requirements are in addition to the general requirements for the Master of Arts degree.

2. Students must satisfy the following requirements:

	<i>Credits</i>
b. Sociological Theory or Substantive Topics in Sociology: DATA 701, 702, 704, 715, 728, 736, MS 752, or other courses with approval	3
b. Quantitative Research Methods and Statistics (Basic and Advanced Analytics): DATA 710 and 712	8
c. Applied Social Research Methods: DATA 734 and 735 OR DATA 754 and 755	6
d. Qualitative Methods or Special Topics in Research Methods, DATA 711 or DATA 765 or MS 754	<u>6</u>
e. Professional Communications in Social Research, DATA 716 or equivalent	3
f. DATA 793 and submission of an approved thesis or thesis-length paper based upon supervised independent research	3
f. Elective courses appropriate to selected track:	
Applied Social Research	6
<u>Leadership, Management, and Data Analytics</u>	<u>9</u>
Program Evaluation and Policy Analysis	6

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(3b. GCC continued)

Market Research	6
Media and Marketing: advanced courses in Media Studies	9
Data Science: advanced courses in Computer Science	9
Total	<hr/> <u>35-38</u>

2. The progress of all students will be reviewed every semester by the Graduate Committee. Satisfactory progress toward the degree requires a minimum grade of *B* (3.0) in the courses enumerated in *a* through *d* above. Additional work, a qualifying examination, or dismissal from the program will be prescribed for those students not satisfying the minimum requirements. Necessary action will be decided upon by the Graduate Committee and communicated to the student in writing.

ii. MOTION: Duly made by Jacqueline Darvin, Chair of the GCC:

“To accept the GCC minutes dated May 1, 2019 as distributed”

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

GCC Minutes Dated May 1, 2019

A. ITEMS FOR UNIVERSITY REPORT

1. EECE (Elementary and Early Childhood Education)

a. New Course.

EECE 706 Classroom-based Assessment and Research in Early Childhood Education; 3 hr., 3 cr.

Prerequisites or co-requisites: EECE 520; EECE 702; EECE 710; EECE 737; EECE 525; EECE 724; EECE 750; and ECPSE 550

Course description: Classroom-based Assessment and Research in Early Childhood Education is a required course in the MAT Early Childhood Education (B-2) program designed to provide candidates with a comprehensive foundation in the following: critical issues in assessing young children’s learning, developmental screening; authentic vs. standardized assessments; formative vs. summative assessments; and familiarity with specific tools and assessment instruments regularly used across the curriculum in early childhood education. A research project on classroom-based assessment is required.

3c. Nominating Committee

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

“To accept the Nominating Committee Report dated May 9, 2019”

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

1) Campus Affairs, Environment, and Graduation Advisory Committee:

The following faculty member was elected by unanimous consent:

Monica Casco	Arts and Humanities	December 2022
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2) College Committee on Honors and Awards:

The following faculty members were elected by unanimous consent:

Alpana Bhattacharya	Education	April 2020
Madhulika Khandelwal	Social Sciences	April 2022

3) Committee on Academic Technology:

The following faculty members were elected by unanimous consent:

Monica Casco	Arts and Humanities	April 2021
Steven Leventhal	Social Sciences	April 2021

4. Election of representative of Search Committee for a College President:

Chair Brody read the following:

The following rules were adopted by the Queens College Academic Senate Executive Committee on November 21, 2013.

Special Rules of Order for Election of Faculty Members to the Search Committee

for President of Queens College

1. All candidates (or their designees) shall have the right to address the body from the floor for up to 3 three minutes.

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2. The faculty members of the Academic Senate shall vote to elect three faculty members to the presidential search committee as follows:

A. All candidates (from P & B and by petition) shall be listed and faculty members of the Senate shall vote for up to three choices.

B. A candidate must secure at least 21 votes to be elected to the Presidential Search Committee.

C. If no candidate is elected on the first ballot, the two candidates with the fewest number of votes shall be dropped from the ballot and the Senate faculty shall vote again from the pool of remaining candidates. If a candidate is elected on any given ballot, no one shall be dropped from the following ballot. If no candidate is selected in any subsequent ballots, the candidate with the fewest number of votes shall be dropped from the ballot and the Senate Faculty shall vote again from the remaining pool of candidates. This process shall be followed until three candidates are selected or the Senate Faculty votes to adjourn.

3. In no circumstance shall the number of candidates be less than at least one more than the number of open seats."

Ballot #1 (green)

Patricia (“Patsy”) Cooper	16 votes
Dana Weinberg	27 votes
Daniel Weinstein	25 votes
Edward Smaldone	20 votes
Steven Kruger	20 votes

Dana Weinberg and Daniel Weinstein were elected by majority vote.

Ballot #2 (blue)

Patricia (“Patsy”) Cooper	10 votes
Steven Kruger	15 votes
Edward Smaldone	13 votes

Patricia (“Patsy”) Cooper was dropped.

