

The meeting will come to order:

Chair Simone L. Yearwood called the meeting to order at 3:40 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Yearwood:

“To approve the agenda”

- ii. MOTION: Duly made by Deputy Chair, Siddharth Malviya:

“To amend the agenda to add 4a. Resolution of Appreciation for VP William Keller of Finance and Administration”

- iii. MOTION: Duly made to by Senator, Alihaider Hassan :

“To amend the agenda to add 4b. Student Association Resolution on the Credit/No Credit Policy”

- iv. MOTION: Duly made by Chair Yearwood:

“To accept the agenda as amended”

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

2. Approval of Minutes:

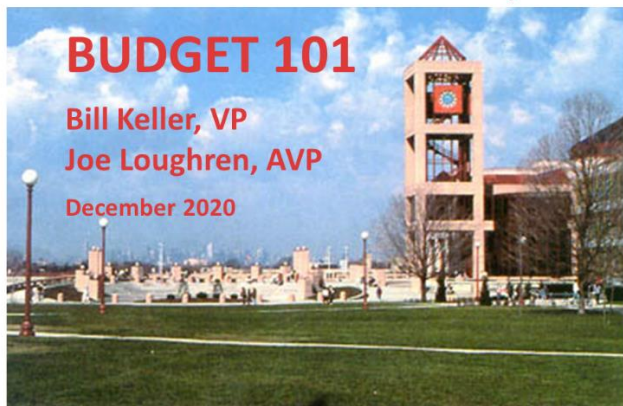
- i. MOTION: Duly made by Chair Yearwood:

“To approve the minutes dated November 12, 2020”

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

3. Announcements, Administrative Reports and Memorials:

- a. Budget 101: William Keller, VP for Finance and Administration and Joseph Loughren, AVP for Finance and Budget.



Discimus ut Serviamus: We learn so that we may serve.



BUDGET BASICS

- Budgeted Categories of Expense
 - Personal Services (PS)
 - Full-time personnel
 - Adjuncts
 - Temporary Services
 - OTPS
 - ‘Other Than PS’
 - Equipment
 - Supplies
 - Contracts



TAX LEVY BUDGET

- The primary funding vehicle for college operations
- Funds derive from tuition paid by students coupled with governmental support
- FY 2020 Tax Levy Budget for Queens College totals ~\$145m (FY20 not significantly affected by COVID)
 - Excludes CUNY-Paid fringe on TL employees, utilities, capital monies (~\$72m)
- Activity regulated by NYS and CUNY guidelines



BUDGET BASICS

- CUNY Fiscal Year July 1 – June 30
- Fiscal Year identified by June 30 year
 - i.e. current July 1, 2020– June 30, 2021 is FY21
- QC collaborative budget process to begin January of leading year (i.e. January 2021 for FY22 Budget)
- Student Fees
 - Student Technology Fee
 - Student Services Corporation
 - Shuttle Bus
 - College Association (student clubs)



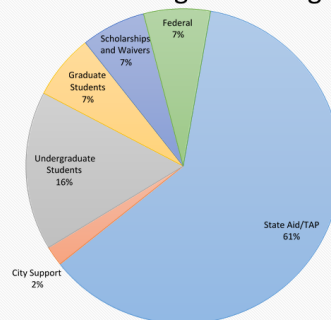
TYPES OF FUNDS

- Tax Levy (TL)
 - Primary Funding Vehicle for College Operations
- Income Fund Reimbursable (IFR)
 - Self-supporting Funds
- Non-Tax Levy (NTL)
 - Affiliated Organizations (SSC, AEC, QCA...)
- Research Foundation (RF)
 - Research Grants (NIH, NSF...)
- Queens College Foundation (QCF)
 - Gifts, Donations
- Residential – Summit (QSR)
 - On Campus Housing
- Capital Projects
 - Educational Facilities Construction/Maintenance; State, City Funds



TAX LEVY BUDGET

CUNY Senior Colleges Funding Sources



TAX LEVY BUDGET CONDITION - FY 2020			
FYE PROJECTED			
September 30, 2020			
\$ 000s	FYE 2019 FINAL	FY 2020 Budget	CUNY FYE Projection
RESOURCES:			
Tax Levy Allocation	138,133*	140,410	146,672
Revenue Target	118,960	122,374	122,374
Revenue Collections	119,654	123,227	120,626
Revenue Condition	874	853	(1,846)
Prior Year CU TRA	4,733	5,240	2,951
TOTAL RESOURCE S	143,740	146,503	147,777
Labor Reserve	-	(8,051)	-
TOTAL NET RESOURCE S	143,740	138,452	147,777
Net of Labor Reserves			
EXPENSE:			
PS Regular and Exec.	104,930	105,353	111,615
Adjuncts	18,070	17,220	20,162
Temporary Service	8,392	7,417	8,436
Total Personal Service	131,392	129,990	140,213
UWI	1,306	1,904	
Academic Excellence	147	270	
QC O TPS	5,655	5,160	
Total O TPS	7,108	7,334	6,195
TOTAL EXPENSE	138,500	137,324	146,408
CONDITION:	5,240	1,128	1,369
		DUE FROM TAP:	265
		QC PROJECTED CONDITION:	1,654



STUDENT FEES

- Athletics and Recreation
 - \$820k collected from Fees; \$5.3m total budget
- College Association
 - \$680k collected from Fees; \$1.6m total budget
- Student Services Corporation
 - \$2.7m collected from Fees; \$3.6m total budget
- Student Technology Fee
 - \$4.2m collected from Fees; \$4.2m total budget

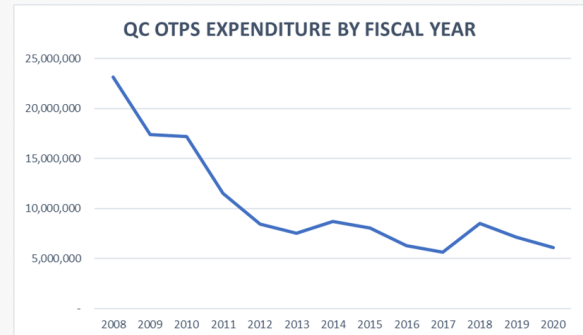


RESIDENTIAL SUMMIT

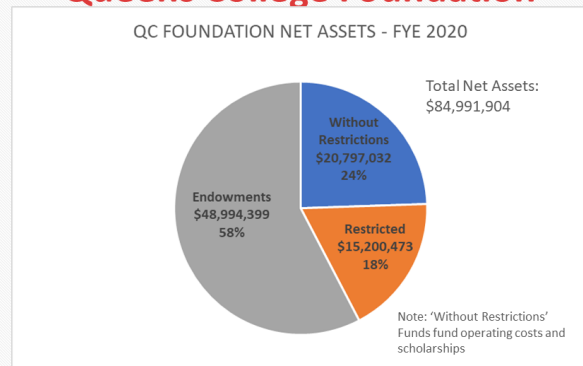
- Revenue for 510-bed Residential Operation is primarily funded by fees paid by students living at Summit
 - ~\$7 million/year in bed revenue
- Expense supports building, residential safety, staffing, and programming
- Cost of Summit Building
 - Debt Service of per year \$4.1m/year
- Challenges with reduced occupancy due to COVID



TAX LEVY O TPS REDUCTIONS



Queens College Foundation



CAPITAL PROJECTS

- ~\$95m in various state bonded projects in progress
- ~\$20m in NYC Resolution A ('Reso A' grants from City Council/Borough Presidents) projects in progress
- ~\$2m in various NYS Facilities Grants (CCAP/SAM)
- ~\$5-6m in annual critical maintenance capital fund
- ~\$390m in Deferred Maintenance currently

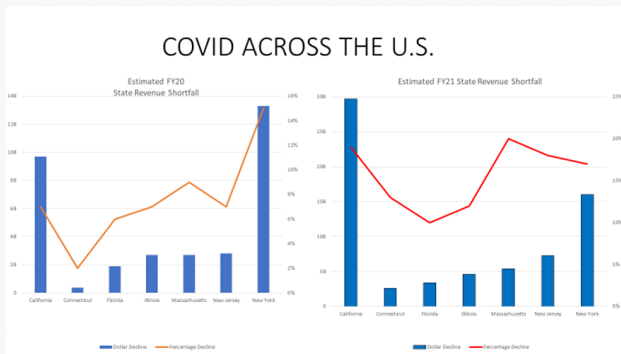


CAPITAL PROJECTS

- New Roof for Gym
- New Chiller Plant (1st Phase)
- New labs for Physics & Anthropology
- Boiler Plant Upgrades
- New Phone System



BUDGET CHALLENGES



FISCAL CHALLENGES

- Federal CARES Act
 - \$16.7 million in Funding to Queens College
 - \$8.35 million Direct Students Aid
 - \$8.35 million Institutional Aid
 - Provides limited and specific funding to reimburse/cover: Tuition & Fee Revenue Loss; Health and Wellness; Technology for Instruction
 - \$4.1 million identified through June 30, 2020
 - Does not provide relief against NYS revenue losses, loss of CUNY allocation, most residential occupancy losses, or associated potential expense reductions, if necessary.
- Additional Federal Aid Packages??



FISCAL CHALLENGES

- COVID-19
 - More than 60% of QC Budget from NYS
 - NYS Revenues Down Significantly
 - \$14.5 billion projected revenue decline for FY 2021
 - \$62 billion total loss as a result of COVID-19 now projected through FY 2024
 - CARES Act (Subsequent Slide)
- Maintenance of Effort/Labor Cost Increases
- Funding Designations
 - Cannot co-mingle funds
 - Must use funds only for designated purposes
 - RF, QCF, Student Fees, Summit, etc.



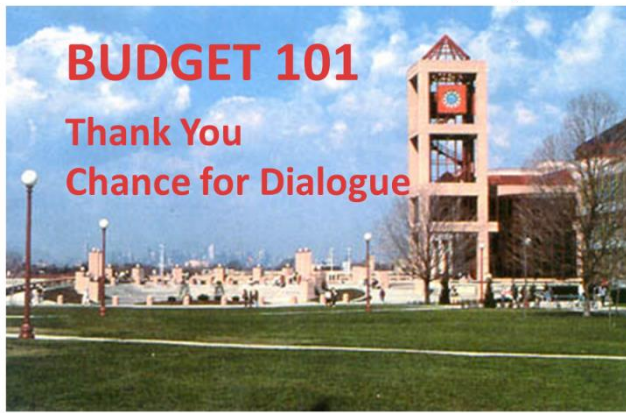
FISCAL CHALLENGES

- Tax Levy Funds
 - Potential 15-20% Allocation Reduction
 - Correlates to NYS Revenue Deficits
 - \$20+ million potential allocation reduction
 - Potential Reductions in Enrollment; returning students down
 - Lowered Student Collection Rate
- Athletics Funds
 - Summer Camps potential \$2.5m revenue loss; \$1m net
 - Facilities Rental and Use potential \$1.2m revenue loss
- Residential Operations
 - Loss of Residential Occupancy/Revenue
 - CUNY guarantor on debt service
 - Partial CARES support



BUDGET 101

- Your Part as a member of the QC Community
 - Understand Budgets and Budget Processes
 - Stay Informed
 - Queens College Financial Data page:
 - QC.edu -> VP for Finance and Administration -> Financial Data <https://www.qc.cuny.edu/about/administration/FinanceAdmin/Pages/QCAEC.aspx>
 - Understand the value of Queens College:
 - Approx 85% of QC students graduate debt free
 - Economic Impact Study
 - https://www.qc.cuny.edu/about/MajorReports/Pages/Economic_Impact_Analysis.aspx
 - Maintain dialogue with QC Budget and Finance
 - Serve as a Conduit to Faculty and Staff



Discimus ut Serviamus: We learn so that we may serve.

b. Memorial for Emeritus Peter Mattson –The School of Earth and Environmental Sciences

Senator, Allan Ludman, The School of Earth and Environmental Sciences, read the following memorial:

The School of Earth and Environmental Sciences is sad to report the passing of Professor Emeritus Peter Mattson on Monday, November 9, at the age of 88, from complications following a heart attack. Peter began his 34-year tenure at Queens College in 1964 as founding chairman of the Department of Geology, following his Bachelors (Oberlin College) and PhD (Princeton) education and seven years in the U.S. Geological Survey based in Puerto Rico. His decades of research on Caribbean tectonics and petrology were based on detailed field studies, seismology, and paleomagnetism and led to two research volumes, scores of papers and conference presentations, and internal USGS reports. He exemplified the Queens College motto, serving as geologic consultant to the Mexican and Venezuelan governments, the National Academy of Sciences, and the NYS Urban Development Corporation. Peter taught “hardrock” geology courses to majors and the capstone Field Geology class, taking our students to Montana and Puerto Rico, and created Earthquakes, Volcanoes, and Moving Continents, a popular Pathways course.

After retiring in 1998, Peter shifted his research from digging up rocks and fossils to unearthing his family’s ancestors, and surprised himself and the department when he discovered that he shared an ancestor who lived at the time of Charlemagne with a Geology colleague.

Peter is survived by his wife of 66 years, Leila (Ott), their children, Andrew, Sarah, and Julia, and seven grandchildren, with whom he shared his love of learning in science in general, and then genealogy. His geologic children have gone on to impressive careers in industry, academia, and government agencies.

The Senate paid its respect with a moment of Silence.

c. Chair Yearwood announced the passing of Linda Fields, wife of our longtime parliamentarian Dave Fields. She passed away on Tuesday, December 8. Dave Fields will set up a student scholarship fund at the CUNY School of Law in her memory.

The Senate paid its respect with a moment of Silence.

4. Special Motions:

4a. Resolution of Appreciation for VP William Keller of Finance and Administration

- i. MOTION: Duly made by Deputy Chair, Malviya:

“To adopt the Resolution of Appreciation for VP William Keller”

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

VP Keller thanked the Senate.

WHEREAS: William Keller has served the City University of New York for 15 years, notably his service to Queens College (hereafter referred to as QC) for the past 7 years as Vice President for Finance and Administration, and

WHEREAS: William Keller will be retiring from QC effective December 2020, and

WHEREAS: William Keller has provided outstanding service to the community and has worked with three different Presidents of QC through the rapidly changing fiscal settings, and

WHEREAS: The QC student body, prior to the COVID-19 pandemic, benefitted greatly from William Keller’s success in implementing a shuttle bus service for students to enter and leave campus with great ease, and

WHEREAS: William Keller leaves behind a community of colleagues and friends who will miss his passion and strong commitment to serving QC,

THEREFORE

BE IT RESOLVED: The QC Academic Senate expresses its thanks and warm wishes to William Keller for his service.

4b. Student Association Resolution on the Credit/No Credit Policy

Senator, Alihaider Hassan read the following resolution:



RESOLUTION

To: Office of President Frank Wu, Office of the Provost, Academic Senate Chairperson, Senators. From: Queens College Student Association

Date: Tuesday, December 4th, 2020

Title: For a continuation of CUNY's Spring 2020 flexible grading policy for Fall 2020

Whereas, since March, 2020, in response to the worldwide pandemic spread by the coronavirus and in an effort to protect the faculty, staff, and students on City University of New York campuses, the University announced that all University academic courses would be moved to a distance learning modality and

Whereas, the continued rise in cases in the United States from 1,800 new cases a day in March to 49,000 new cases a day in December has forced the University to continue operating on an on-line or distance learning format; and

Whereas, during the Spring 2020 semester the University enacted a CUNY-wide policy that acknowledged the need for a flexible grading policy for students as they navigate the challenges associated with the University's move to distance learning and the effects of our City's social distancing guidelines on their personal lives; and the situation described by the University as necessitating the enactment of the flexible grading policy continues to present itself to University Students who continue to take their courses in an on-line or distance learning format the same way they did in Spring 2020; and

Whereas, City College's Senate has voted to extend the Credit/No Credit (CR/NC) grade option for the Fall 2020 semester, extending the deadline to select the CR/NC grade to 11/25/2020; and

Whereas, Queens college has not pushed forth a policy or a plan to continue to pursue the flexible grading policy implemented by the CUNY Board of Trustees in Spring 2020 though being placed into a red zone by Governor Coumo and Medical experts concerned due to the rapid clusters in the area: https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Queens_upper_map_updated_colors.pdf; and

Stressing, The continuous deterioration of our students mental health, high levels of anxiety, concern of their academic progress, and safety of themselves and their loved ones. The students of CUNY face similar circumstances of joblessness , housing insecurity, and food insecurity that they have faced in March.

Reminding, that students who are most affected by this viirus directly are hindered in providing to the best of their ability in classes also affecting their pursuit of continuing education caused by financial stress due to limited work opportunities and the limited assistance from governmental programs; Be it

Whereas, The Executive Vice Chancellor and University Provost, José Luis Cruz, notified all College Presidents of the approval of the extension of the flexible grading policy implemented in Spring 2020. Presidents were given three options to op-in from: 1. Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term . 2- Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded. 3- Do not allow the use of CR/NC grades in Fall 2020 but expand access to the college's existing flexible grading policies using the University's P/NC grading framework.

Resolved, That the Queens College Student Association, within its authority as the Student elected body representing the affairs of all Queens College students, Calls on the President of Queens College, Frank Wu, and the College Administration to implement the policy **allowing the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term.**



Zaire Couloute, SA President
SA Vice President



Shanice Anderson,



Alihaider Hassan, SA Treasurer

Address: 152-45 Melbourne Ave Flushing, NY 11367, Student Union 319

*Note Chair Yearwood announced the vote is just on the Student Association Resolution.

i. MOTION: Duly made by Senator, Alihaider Hassan:

“To accept the Student Association Resolution on the Credit/No Credit Policy”

ii. MOTION: Duly made by Senator, Stephen Grover:

“To postpone vote for Student Association Resolution until after 7b. Discussion on Credit/No Credit Policy”

iii. MOTION: Duly made by Senator, Alihaider Hassan:

“To move 7b. Discussion on Credit/No Credit Policy up”

Hearing no objection, motion passed.

*Chair Yearwood opened up the floor for discussion and noted that this is only a discussion and not a vote on the policy.

Discussion followed.

iv. MOTION: Duly made by Chair Yearwood:

“To accept the Student Resolution on the Credit/No Credit Policy”

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

5. Committee Reports:

5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes dated November 12, 2020”

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

Undergraduate Curriculum Committee

Minutes of 11/12/2020

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.

a. QNS 101, 101W. Queens Community

b. LALS 381, 381W. Latin American Seminar

4. STEM variant courses.

None.

1. Linguistics and Communications Disorders

Change to a Minor: General Linguistics

To:

- Satisfactory completion of the following 18 credits:
 - LCD 101: Introduction to Language (Fall, Spring, Summer)
 - LCD 116: Introduction to Morphology (Fall)
 - LCD 120: English Sentence Structure I (Fall, Summer)
 - LCD 150: Linguistic Phonetics (Fall)
 - LCD 205: Sociolinguistics; prereq. LCD 101 or 104 or 105. (Spring, Summer)
 - Either LCD 220: Advanced English Syntax (Spring) or LCD 250: Phonology (Spring)
- No course will count toward this minor with a grade lower than C-.

2. Earth and Environmental Sciences

To:

GEOL 101. Introduction to Geology. 3 lec., 3 lab.; 4 cr. An introduction to how geologists study the Earth, including its origin, composition, structure, and the internal and surface processes that shape the landscape and determine how humans can best interact within the Earth System. Required all-day field trip. (LPS, SW, SCI) Fall, Spring.

To:

GEOL 102. Historical Geology. 3 lec., 3 lab., 4 cr. Prereq.: GEOL 100, 101 (or passing grade in Physical Geology, NYS College Proficiency Exam). This class will explore the geologic and climatic changes of our planet over its 4.6 billion-year history and the evolution of life on Earth. Required all-day field trips. Fall, Spring (LPS, SW, SCI)

To:

GEOL 200. Methods in Geoscience. 3 lec., 3 cr. Prereq.: GEOL 101. An introduction to the basic skills required to characterize and quantitatively evaluate natural systems and communicate geoscience information effectively: field observation and description; map use and interpretation; data handling, statistical analysis, and graphical representation; scientific communication. Required all-day field trip.

To:

GEOL 201. Minerals, Igneous and Metamorphic Rocks. 3 lec., 3 lab., 4 cr. Prereq.: GEOL 101; prereq. or coreq.: GEOL 102 and 200. Mineral structures, crystal chemistry, and classification. Petrography and petrology of igneous and metamorphic rocks. Required all-day field trips.

To:

GEOL 313W. Stratigraphy and Interpreting Paleoenvironments. 2 lec., 3 lab., 3 cr. Prereq.: GEOL 101, GEOL 102, GEOL 208. This advanced class examines physical and biological methods for interpreting layered rocks and their application to understanding past environments in both academic and industry settings. It will also provide techniques on how to use the fossil record to interpret paleoenvironmental changes. Required all-day field trips.

3. Mathematics

Changes to the Requirements for a Major or Minor

Proposal 1: Updating Residency Requirements for Additional Major Options.

TO READ:

THE DATA SCIENCE AND STATISTICS OPTION (CONCENTRATION CODE MATH-DSS)

Required: MATH 151 and 152 (or the equivalents), 201, 231 (or 237), 241, 310 (or 320), 341, 342, 368 (or 621), 369 (or 633); CSCI 111, 212 (or 211); ECON 382, 387; and DATA 205 (or BIOL 230 or MATH 242). We recommend that MATH 241 be taken before DATA 205 (or BIOL 230). There is an additional requirement of three electives from list A and one elective from list B. Note that no course may be counted as both a required and an elective course. At least twenty-four credits of these required and elective courses must be taken at Queens College.

List A: SOC 235, CSCI 48, CSCI 211, CSCI 212, CSCI 220, CSCI 240, CSCI 313, BUS 386, BIOL 330, PSYCH 323, or one relevant course not on this list (upon prior approval by your advisor).

List B: MATH 202, 220, 223, 232 or any MATH course 310 and above.

The university also has general education requirements. There are many general education courses that involve data science concepts; these can be beneficial for a student choosing the Data Science and Statistics option. We recommend the following courses, listed with the core code(s) that are fulfilled: LCD 101 (SW/LANG/SCI), LCD 102 (LANG), PSCI 100 (USED), PSYCH 101 (SW/SCI), PSYCH 213W (LPS/SW/SCI), and SOC 101 (IS).

Note that LCD 101 and LCD 102 are highly recommended for the student who wishes to learn natural language processing, an important aspect of modern data science.

TO READ:

THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)

A co-major in SEYS is required; see SEYS.

Required: MATH 151 and 152 (or the equivalents), 201, 220, 231 (or 237), 241, 333 (or 613), 385, 505 and 518; CSCI 111, CSCI 112 or one of PHYS 121, 145. Three or four additional courses as follows: Three additional courses chosen from Lists X and Y below, of which at least two must be from List X, or four additional courses chosen from Lists X and Y below, of which at least one must be from List X. At least fifteen credits of these required and elective courses must be taken at Queens College.

List X: MATH 310, 317 (or 617), 609, 612, 618, 619, 626, and 634. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 317 (or 617), 618, and 619.

List Y: MATH 202, 223, 232, 242, 245, 247, 248, 250, 320 and all 500- and 600-level courses not already used to satisfy the above requirements. MATH 202 is usually required for entry into master's degree programs in mathematics.

TO READ:

THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE MATH-ELEM)

Required: MATH 119, 141–143 (or 151–152), 220, 231, 241, 509; 518 (or 618) and CSCI 12 or higher. One additional math course will be chosen with the advice and approval of the student's department advisor. At least twelve credits of these required and elective courses must be taken at Queens College. Each student must obtain a department advisor by the beginning of the junior year. A student pursuing this option is required to declare and complete a second major in EECE.

Changes to Descriptive Text in the Bulletin

Proposal 2A: Clarifying departmental calculus credit transfer policies.

TO READ:

MATH 110, 113, 114, 116, and 128 do not prepare students for calculus; they are designed for non-mathematics and non-science students. Students who need preparation for one or more semesters of calculus should instead enroll in MATH 115 or 122, based on our current placement guidelines and in consultation with the department.

Earning a high enough score on the Calculus AB, Calculus BC, and Statistics Advanced Placement exams entitles students to receive credit for certain mathematics courses, as follows.

4 or 5 on Calculus BC: Credit for MATH 151 and 152

5 on Calculus AB: Credit for MATH 141 and 142

4 on Calculus AB: Credit for MATH 141

4 or 5 on Statistics: Credit for MATH 114

3 on Calculus BC or AB or Statistics: 3 credits of liberal arts credit (LAE 499)

Students who have received or intend to receive college credit for these exams must not enroll in the equivalent courses at Queens College. Similarly, students who have received or intend to receive transfer credit for courses taken at other institutions must not enroll in the equivalent courses at Queens College.

Changes to Existing Courses (number, title, hours, credits, prerequisites, description)

Proposal 2B: Change to course description: Clarifying departmental calculus credit transfer policies.

TO READ:

MATH 114. Elementary Probability and Statistics. 3 hr.; 3 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra. An introduction to mathematical probability and statistics for the general student. Not open to mathematics, physics, or chemistry majors. Not open to mathematics, physics, or chemistry majors, or to students who are taking or have passed MATH 114W, 241, 611, 621, 633, BIOL 230, ECON 249, PSYCH 107, SOC 205, 206, 207. Not open to students who will be receiving transfer credit or advanced placement credit for MATH 114. Fall, Spring (MQR)

TO READ:

MATH 114W. Elementary Probability and Statistics. 4 hr.; 4 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra and ENGL 110. An introduction to mathematical probability and statistics for the general student with a writing-intensive component. Includes the material in MATH 114, as well as additional topics such as sampling methods, research design, and composing and conducting surveys, explored through student research and writing assignments. Not open to mathematics, physics, or chemistry majors, or to students who are taking or have passed MATH 114, 241, 611, 621, 633, BIOL 230, ECON 249, PSYCH 107, SOC 205, 206, 207. Not open to students who will be receiving transfer credit or advanced placement credit for MATH 114. Fall, Spring (MQR)

TO READ:

MATH 141. Calculus/Differentiation. 3 hr.; 3 cr. Prereq.: MATH 122 or permission of the department. The first part of a three-semester sequence (MATH 141, 142, 143) covering the same material as MATH 151 and 152. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. May not be taken concurrently with another calculus course. Not open to students who have passed any calculus course. Not open to students who will be receiving transfer credit or advanced placement credit for any calculus course. Fall, Spring (MQR)

TO READ:

MATH 142. Calculus/Integration. 3 hr.; 3 cr. Prereq.: MATH 141. A continuation of MATH 141. May not be taken concurrently with another calculus course. Not open to students who have passed MATH 131, 132, or 152. Not open to students who will be receiving transfer credit or advanced placement credit for MATH 142 or 152. Fall, Spring (MQR)

TO READ:

MATH 143. Calculus/Infinite Series. 3 hr.; 3 cr. Prereq.: MATH 132 or 142. MATH 151 does not satisfy the prerequisite. A continuation of MATH 142. May not be taken concurrently with another calculus course. Not open to students who have passed MATH 152. Not open to students who will be receiving transfer credit or advanced placement credit for MATH 152. Fall, Spring (MQR)

TO READ:

MATH 151. Calculus/Differentiation and Integration. 4 hr.; 4 cr. Prereq.: Grade of B- or above in MATH 122 or permission of the department. The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics, physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the mean value theorem, points of inflection, curve sketching, antiderivatives. May not be taken concurrently with another calculus course. Not open to students who have passed any calculus course. Not open to students who will be receiving transfer credit or advanced placement credit for any calculus course. Not open to students who have received either a D or F in MATH 141. Fall, Spring (MQR)

TO READ:

MATH 152. Calculus/Integration and Infinite Series. 4 hr.; 4 cr. Prereq.: MATH 151. Deals with several aspects of differential and integral calculus. Among the topics studied are the definite integral, applications of the definite integral, the differentiation of logarithmic, exponential, and inverse trigonometric functions, integration, indeterminate forms, improper integrals, infinite series, and expansions of functions. Applications to problems of geometry and physics. May not be taken concurrently with another calculus course. Not open to students who have passed any calculus course other than MATH 151. Not open to students who will be receiving transfer credit or advanced placement credit for any calculus course other than MATH 151. Fall, Spring (MQR)

Proposal 3: Change in prerequisite for MATH 128.

TO READ:

MATH 128. Mathematical Design. 3 hr.; 3 cr. Students will program computers to create digital art based on mathematical exploration of two-dimensional geometry. Topics include transformations of the plane, trigonometric functions, polar coordinates, parametric functions, and Mobius transformations. No prior experience in programming is necessary. (MQR)

Proposal 4: Change to course description: 100-level special topics courses

TO READ:

MATH 190. Studies in Mathematics. MATH 190.1–190.6, 1–6 hr.; 1–6 cr.

Prereq.: Permission of the department.

The topic will be announced in advance. This course may be repeated for credit provided the topic is not the same.

4. English

Proposal to Withdraw Courses in “Reserve”

English 360: Southern Literature

English 392: Selected English Writers

English 393W: Selected American Writers

English 394: Selected Studies in English Literature),

English 396: Studies in Language, Literature, and Culture

5b. Graduate Curriculum Committee

- i. MOTION: Duly made by Ping Li, Chair of the Graduate Curriculum Committee:

“To accept the Graduate Curriculum Committee report dated November 4, 2020”

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

GCC Minutes Dated November 4, 2020

A. ITEMS FOR UNIVERSITY REPORT

1. English

a. New Course

LCD 550: Introduction to the Education of Multilingual Learners. 3 hr.; 3 cr.

Prerequisites or corequisites: N/A

Course Description: This course offers teacher candidates across certification areas an introduction to the education of multilingual learners (also referred to as English language learners or ELLs). The course will examine policies, programming, and pedagogical practices for multilingual learners to support their language practices, literacy practices, and content knowledge. This course includes 15hrs fieldwork.

2. ECP

a. Minor Change

From:

ECPCE 801. Career Development and Assessment in School Settings. 3 hr.; 3 cr. Prereq. or coreq.: None. This course will introduce candidates to the theory and practice of career counseling, the administration and interpretation of selected inventories, the career counseling process, available career resources, and the ethical and practice standards related to career counseling in school settings. Particular focus will be placed on the career development process of students in grades K–12 and the school counselor’s role in providing developmentally appropriate career development services. As part of this course, issues related to working with diverse populations (gender, race, culture, ability, and sexual orientation) will be explored.

To:

ECPCE 815. Career Development and Assessment in School Settings. 3 hr.; 3 cr. Prereq. or coreq.: None. This course will introduce candidates to the theory and practice of career counseling, the administration and interpretation of selected inventories, the career counseling process, available career resources, and the ethical and practice standards related to career counseling in school settings. Particular focus will be placed on the career development process of students in grades K–12 and the school counselor’s role in providing developmentally appropriate career development services. As part of this course, issues related to working with diverse populations (gender, race, culture, ability, and sexual orientation) will be explored.

3. SEYS

a. Minor Change

From:

SEYS 755: Cognition in Learning Science and Mathematics. 3 hr.; 3 cr. Prerequisites or co-requisites: None. This course examines current trends in science and a mathematics teaching influenced by cognitive learning theory, the rise of the constructivist and neuro-constructivist approaches to learning, the use of social-interactive learning as an important instructional practice, and the use of inquiry teaching-all of which involves students in metacognition and real-life problem solving.

To:

SEYS 758: Cognition in Learning Science and Mathematics. 3 hr.; 3 cr. Prerequisites or co-requisites: None. This course examines current trends in science and a mathematics teaching influenced by cognitive learning theory, the rise of the constructivist and neuro-constructivist approaches to learning, the use of social-interactive learning as an important instructional practice, and the use of inquiry teaching-all of which involves students in metacognition and real-life problem solving.

5c. Nominating Committee

- i. MOTION: Duly made by Chair Yearwood on behalf of Peishi Wang, Chair of the Nominating Committee:

“To accept the Nominating Committee report dated December 8, 2020”

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

1) Committee on Undergraduate Admissions & Re-entry Standards

The following student was elected by unanimous consent:

Amil Virani Social Sciences through December 2022

2) Elections Committee

The following faculty member was elected by unanimous consent:

Jeremy Czerw Arts & Humanities through December 2022

3) International Student Affairs Committee

The following faculty members were elected by unanimous consent:

Jihee Choi Mathematics & Natural Sciences through December 2022

Norberto Quiles Mathematics & Natural Sciences through December 2022

4) Undergraduate Curriculum Committee

The following faculty members were elected by unanimous consent:

Anna Maria Bounds Social Sciences through December 2022

Michelle Fraboni Education through December 2021

5) Undergraduate Scholastic Standards Committee

The following faculty member was elected by unanimous consent:

Patricia D’Ateno Mathematics & Natural Sciences through December 2022

6) Graduate Curriculum Committee

The following student was elected by unanimous consent:

Sonia Jamshad Social Sciences through December 2022

6. Old Business

6a. Nominations to the Nominating Committee:

Faculty – Social Sciences (no nominees)

Arts and Humanities

The following Faculty member was nominated from the floor to fill the OPEN Arts and Humanities seat:

Monica Casco Arts and Humanities May 2022

Seeing no further nominations, Chair Yearwood moved unanimous consent.

6b. Land Acknowledgements:

Chair Yearwood gave an update and announced there have been discussions on this topic. It is a policy that is above QC and has to go to CUNY Central. It is currently on the works and will be brought back to this body when resolved.

7. New Business

7a. Queens Diversity Presentation: Dr. Zadia Feliciano and Dr. Sara Hinojos

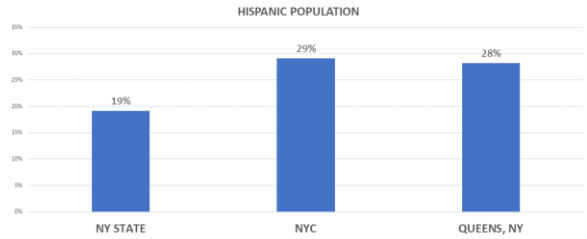
1. Dr. Zadia Feliciano, Professor in the Economics department and Director of the Latin American and Latino Studies program, gave a presentation on Hispanics in Queens, New York.

Hispanics in Queens, New York

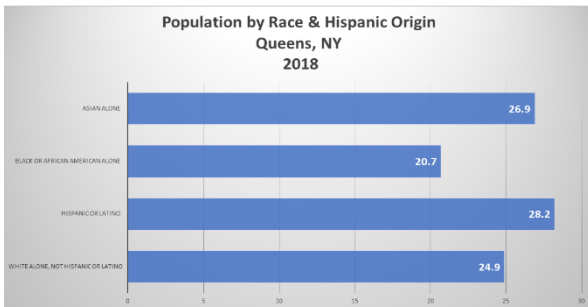


Zadia M. Feliciano
 Director, Latin American and Latino Studies
 Professor, Department of Economics
 Queens College Faculty Senate Meeting, December 10th, 2020

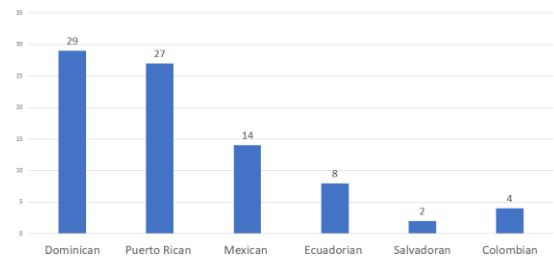
Hispanic Population
 New York State, NYC and Queens
 2018

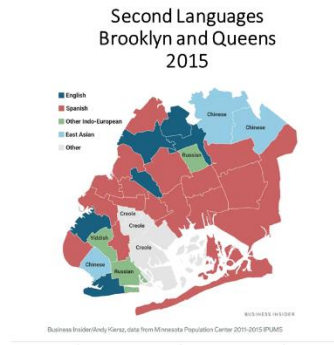
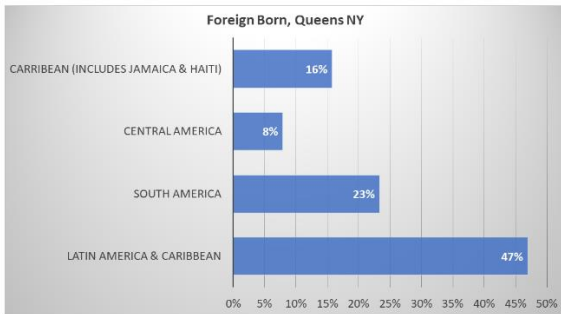
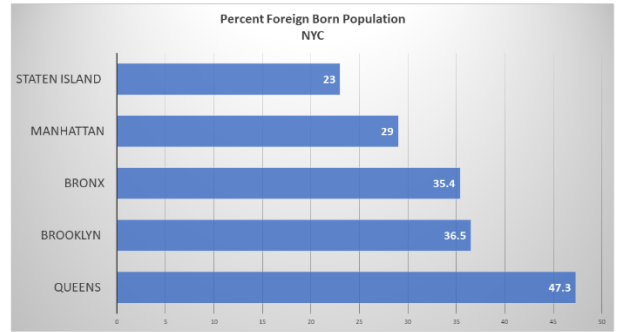
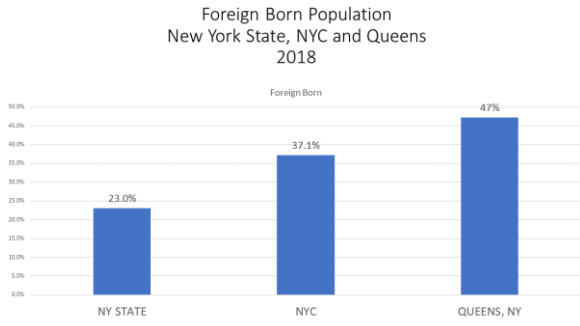


Population by Race & Hispanic Origin
 Queens, NY
 2018

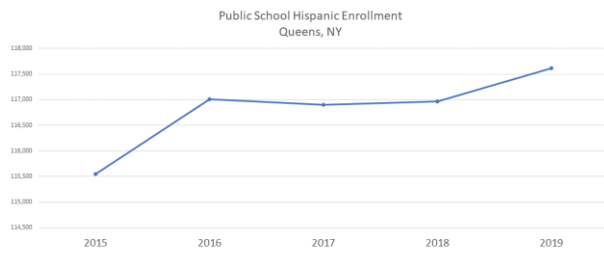


Hispanic Population, NYC (%)
 2018

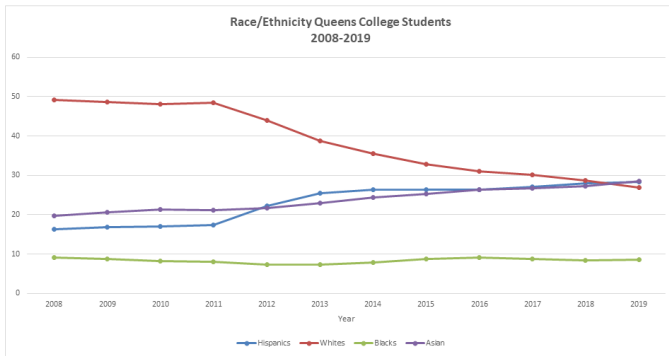
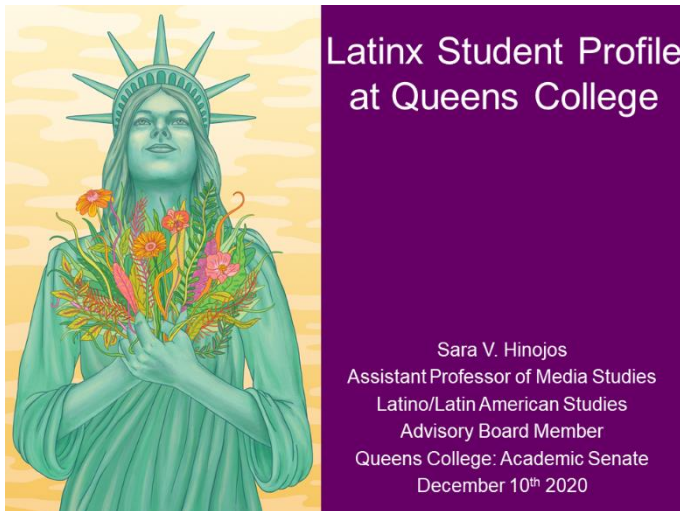




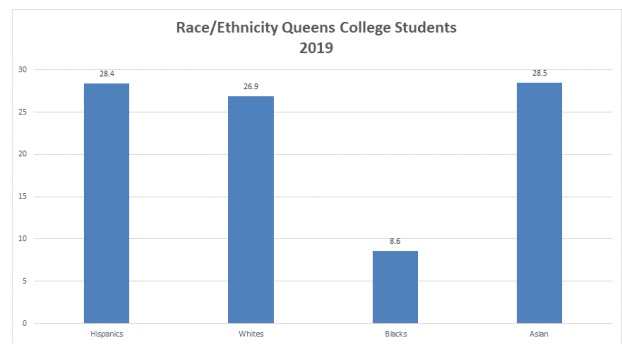
Growth in Hispanic Student Enrollment Queens, NY



2. Dr. Sara Hinojos, Professor in the Media Studies department and LALS Advisory Board, gave a presentation on LatinX Student Profile at Queens College.



HISPANIC SERVING INSTITUTE (HSI)



Total population: 19,923

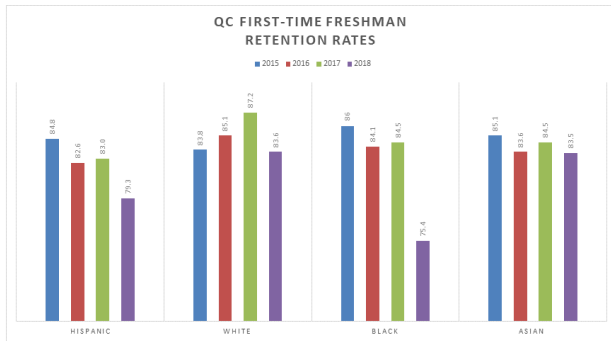
28.4% of Hispanic students

- Country of Ancestry**
 - Dominican Republic: N=362 | 4.7%
 - Ecuador: N=293 | 3.8%
 - Colombia: N=281 | 2.7%
 - Puerto Rico: N=190 | 2.5%
 - Mexico: N=180 | 2.3%
- Countries of Birth**
 - Dominican Republic: N=117 | 4.2%
 - Ecuador: N=117 | 4.2%
 - Colombia: N=108 | 3.9%
 - Mexico: N=45 | 1.6%
 - Peru: N=43 | 1.6%

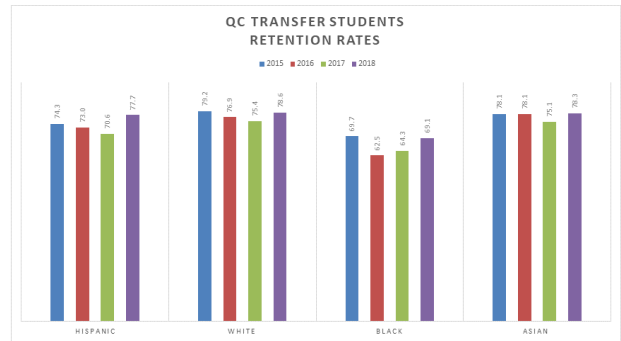
Popular Majors

- Latinx Students**
 - Psychology: N=763
 - Computer Science: N=403
 - Elementary & Early Childhood Education: N=375
 - Biology: N=255
 - Accounting: N=240
- Across Campus**
 - Psychology
 - Computer Science
 - Accounting
 - Elementary & Early Childhood Education
 - Biology

Retention Rates



Retention Rates



Challenges Latinx Students Face

- Economic
- 1st generation college students
- Legal status
- Institutional Support

MOTION: Duly made by Chair Simone Yearwood:

“To Adjourn”

The meeting was adjourned at 5:21 p.m. The next Academic Senate meeting will be on Thursday February 11, 2021.